SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

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.

School Name	Roosevelt Elementary School		
CDS Code	01-61291-6002448		
Revision Date			
Contact Name and Title	David Kumamoto Principal	Email and Phone	dkumamoto@slusd.us (510) 618-4350
The District Governing Board approved this revision of the SPSA on	September 12, 2017		

The School's Mission & Vision Statements

Principal's Message
Roosevelt is a community of learners who share a commitment to ensuring that every child who comes into our school receives a fair and equitable education within a nurturing and safe environment. Our staff and parent groups continually work to make Roosevelt a safe, respectful and responsible place to for all children to learn and grow.
We teach Common Core Standards which require our students to learn concepts deeply and be able to explain their thinking. Our classroom instruction is rich and engaging with a strong focus on 21st Century Skills: Collaboration, Critical Thinking, Creativity and Communication. By ensuring that our students are proficient in the 4 C's, we move closer to closing the achievement gap and helping all students reach their full 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 continually refine our instructional practice and realign resources to support success.
Our classrooms are equipped with Chrome Books at a 1:1 ratio (grades 1st - 5th) and 2:1 ratio (TK/K). Our blended learning model will help ensure that our children are college and career ready when they leave SLUSD. At Roosevelt, every child has a face and a name. At Roosevelt, every child has the potential to achieve, to learn, and to excel.

District Mission Statement
The mission of the San Leandro Unified School District is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation.

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 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.

SCHOOL PROFILE

Roosevelt School community is committed to meeting the academic, developmental, emotional, and social needs of its diverse student population. During the 2016-17 school year, Roosevelt student demographics reflected the surrounding diversity of the San Leandro community.https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=52426&SectionId=973829 Our student population includes: African American (12.5%), American Indian/Alaskan Native (0.6%), Asian (10.6%), Filipino (2.9%), Latino/Hispanic (30.7%), Pacific Islander (1.7%), White (28.2%), Two or more races (11.7%), Not Reported (1.2%). At the start of the 2016-17, 83 students were classified as English Learners. This represents 15.9% of our total population of 521 students. Our English Learners are diverse and represent a variety of languages, which is consistent with our district demographics. The primary languages represented are Spanish, Vietnamese, Tagalog, Cantonese, Arabic, Mandarin, Punjabi, and Japanese.

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. Most of our staff are veteran teachers who have spent their entire career at Roosevelt School. This group of dedicated professionals believes in working together to continuously improve our ability to meet the varied academic and social emotional needs of our students. For the past two years, Roosevelt teachers have focused on developing their practice in the areas of Project Based Learning, Common Core Standards, Next Generation Science Standards and ELD instruction. Our students have access to a school library, mobile Chromebook carts in each classroom, as well as iPads in K/TK classrooms. Students in 1st - 5th grade are offered instruction in Physical Education, Art and Music.

During the 2016-17 school year, we transformed our Computer Lab into a Science Lab. Every Roosevelt student has the opportunity to experience hands-on science instruction in the lab one day per week. Teachers then expand upon these lessons in their own classrooms. The lab is funded by our PTA.

We have an incredibly active parent community at Roosevelt 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, including the following:

- 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.
- Parent Advisory Groups (Voces Unidas, AAPAG, Special Families Group, and the LGBTQS Alliance) meet and advise leadership and School Site Council on a regular basis.
- 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.
- 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, Girls Inc, and CAP (Child Abuse Prevention Center) promote healthy practices and student safety. We also work to form partnerships with Kaiser, San Leandro High School, San Leandro Education and Sports Foundations, Keep the Music Rockin, and the Alameda County Office of Education.

Teachers meet weekly in their PLCs to analyze student data, student learning, and teacher practice to ensure year to year growth.
School Smarts Academy (a seven week parent education workshop) is offered to families to help build their parent leadership capacity.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
In analyzing the CA Dashboard Equity Report, the Roosevelt community is most proud of student performance increases in the State Summative Assessments (SBAC) in the area of English Language Arts. In ELA, Roosevelt School has shown growth across several subgroups and overall as a school. Our school received an overall rating of GREEN in the area of ELA, indicating high performance which has been maintained over the past school year. The graph below entitled "SBAC Performance by Subgroup" indicates the average positive or negative change in SBAC scores for each subgroup at Roosevelt. As the data reveals, most of our subgroups (including RFEP, Socio-economically Disadvantaged, Students with Disabilities, African American, Asian, Hispanic/Latino, and White students) experienced an increase in their ELA performance. Several subgroups increased by more than 10 points (RFEP, African American, and Students with Disabilities). Students with Disabilities increased at the highest rate, raising their ELA scores by an average of 21 points.

In the area of Mathematics, three of our subgroups (African American, Asian and White students) all increased their Math scores. Asian students increased significantly, raising their scores by 33.8 points. African American students increased by 9.4 points and White students increased by 6.9 points.

In addition, our California English Language Development Test (CELDT) Scores have also increased. In comparing three years of CELDT data, (2015-2017), we discovered that fewer students are scoring at the Beginning level. The increased scores on the CELDT have qualified 10 students to move from EL to RFEP status.

In analyzing our local district assessment data (STAR Renaissance), our 1st - 5th grade students have shown an average positive increase in their Grade Level Equivalency (GE) and Scaled Scores on the STAR Renaissance Math and ELA assessment over the past year. In particular, 1st grade, 3rd and 5th grade all experienced more than 1.0 GE growth in one school year. 3rd grade grew at a rate of 1.5 in Reading and 1.2 in Math. 1st grade grew at a rate of 1.1 in Math, and 5th grade grew at a rate of 1.2 in Math.

We plan to maintain and build upon this success by continuing to assess students frequently utilizing STAR Renaissance and providing timely targeted intervention as needed. We will work with teachers to identify best practices with the subgroups who have experienced success and share these practices school-wide.

The score improvements referenced above are a result of increased teacher and student understanding of Common Core Standards, ELD Standards, and online assessments. Combined with a more rigorous and aligned math curriculum, online blended learning platforms that provide individual learning pathways for students have helped teachers provide differentiated instruction as a means of immediate intervention. During the 2015-16 school year, all Roosevelt teachers completed a 3-day training on implementing the new ELD standards, not just during designated ELD, but throughout the entire school day. Roosevelt teachers have also implemented Imagine Learning (a special online platform that supports EL students in acquiring English) with students who are at CELDT levels 1 or 2. According to the CDE 5x5 Performance Report, Roosevelt's English Learners were classified as GREEN, indicating that our English Learners were reclassified at a high rate and that reclassification rate has remained constant over the past school year.

In addition to our quantitative data, it is important to acknowledge some of the qualitative culture building work which has taken place at Roosevelt School. During the past school year, we publicly acknowledged positive student behavior at assemblies and in classrooms through the use of Green Tickets and PBIS prizes. Every teacher began the year by introducing our socio-emotional learning curriculum Toolbox and attempted to revisit the Tools throughout the year.

Providing innovative, real-world instruction is a strategy that will help all of our students connect with the curriculum and experience even more school success. One way that we have accomplished this goal is through Project Based Learning. By the end of the 2016-17 school year, 100% of Roosevelt teachers had been fully trained in Project Based Learning and implemented at least one project in their classrooms. Several classrooms implemented more than one project. We look forward to continuing to deepen teacher knowledge and comfort level around PBL, while providing the necessary structures and site-based support to sustain this critical pedagogy.

In addition to increased student academic achievement, we have also seen an increase in parent involvement thanks to the work of our Parent Facilitator, increased communication with parents, and relevant and engaging parent education workshops. Parent participation remains high Coffee & Conversation and PTA. This year, we established an additional parent group: Special Families of Roosevelt School, which focuses on meeting the needs of students with disabilities. In their first year, the Special Families group held the first ever Abilities Awareness Fair in an effort to build empathy among the entire school community around the challenges that students with disabilities face.

Moving forward for 2017-18, we plan to continue to build on our success and implement our new site goals over this next SPSA cycle. The majority of our goals fall under the Strategic Plan and Site Goal #1 Teach, Learn and Achieve. We have outlined a number of goals which range from targeted collaboration among teachers, to full implementation of Project Based Learning, to improvements in monitoring the progress of our English Learners. In addition, we plan to build more of a college and career-oriented culture, provide positive behavior intervention and support, and socio-emotional learning opportunities for students, continue to strengthen the school to home connection and continue to improve the appearance of our school facilities.

2. How have the actions/services for pupils who are low income, EL's, foster youth, and numerically significant subgroups led to improved student performance?
In conducting our annual evaluation of programs implemented in the previous SPSA cycle, we believe that reducing our student teacher ratio through the use of Blended Learning platforms has helped our teachers provide small group instruction and intervention to struggling students, low income students, and English Learners. With the movement to a 1:1 student to device ratio in grades 1-5 and 2:1 in Kinder/TK, teachers were able to take advantage of the Blended Learning software even more than in the past.

Also, early identification of students who scored in the "Urgent Need of Intervention" category on our district assessments served as an effective way to make decisions about students placed into Learning Academy. Providing training for all teachers in Designated and Integrated ELD helped the staff to design lessons that incorporate the new ELD standards and are differentiated to particular CELDT levels. With the assistance of an additional online platform Elevation, the site administrator has been able to support teachers in monitoring the academic progress that English Learners are making in their instructional programs. This system has helped us provide timely and targeted intervention for English Learners and RFEP students. Looking forward to next year, this will need to be a continued area of focus as our English Learners are one subgroup which has not experienced gains on state assessments.

Roosevelt teachers have been trained in Culturally Responsive Teaching practices and are familiar with Checking for Understanding strategies that are specifically designed to support students of color. These strategies should be reviewed and revisited in the coming school year to ensure that all teachers are actively using the strategies to support student performance.

The significant success of our Students with Disabilities can be attributed to the intentional effort to provide mainstreaming opportunities to Special Education students. We implemented a Co-Teaching model at the 5th grade which allowed students with IEP's the benefit of a Special Education teacher in their general education classroom who could support their instructional needs. In addition, students in our Special Day Classes were given the opportunity to mainstream throughout the day in a general education classroom. This inclusion model helped to ensure that all students had access to rigorous instruction and could benefit from the rich academic discourse which was present in the general education classrooms.

Many Roosevelt teachers began incorporating online homework into their weekly assignments, providing students with the opportunities to practice using RAZ-Kids, Spelling City, Zearn, and submitting their writing homework via Google Docs. This shift in homework format resulted in some students getting more practice in basic skills.

Additional science learning opportunities were provided through the use of Mystery Science software program and the addition of a new Science Lab where every student spends 40-50 min per week experiencing hands-on science instruction which is aligned to NGSS standards. We also offered after-school enrichment which was focused on Science and Engineering practices as well as visual and performing arts.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

Roosevelt School has several areas which are in need of improvement.

1) Suspensions: Roosevelt School received an overall rating of ORANGE which indicates a high rate of suspensions which has increased over the past school year. Among the students most frequently suspended were: Asian, white, and Students with Two or More Races. Each of these subgroups were classified in the ORANGE performance category. Within the suspension category, our greatest area of need are our English Learners, Hispanic/Latino, Socio-economically Disadvantaged, and Students with Disabilities. Each of these subgroups were classified as RED, meaning they had high or very high rates of suspension which had increased significantly over the past school year. This data is contrasted by the African American subgroup which was rated GREEN for having a Medium rate of suspensions which has declined significantly over the past school year.

2) ELA/ELD: In the area of English Language Arts, our English Learners are currently demonstrating the greatest need. EL's were classified in the ORANGE performance category indicating Low levels of performance which have decreased in the past year. With the demands of common core writing and rigorous text complexity, our English Learners need additional support to help them access the curriculum.

3) Math: Mathematics is our most significant area of need. Roosevelt School as a whole scored in the ORANGE performance category in math, indicating Medium level scores which have declined over the past year. The subgroup in most need of support in the area of mathematics is our English Learners, who scored in the RED, indicating a low score which has declined significantly in the past year. Several subgroups (Socio-economically Disadvantaged, Students with Disabilities, and Hispanic/Latino) scored in the ORANGE category due to low performance which has declined in the past year.

We will need to conduct a close analysis of English Learner student scores on the state assessment and compare them to CELDT and district assessment scores to ensure that our EL students are making progress towards proficiency on each of these mandated assessments. In addition, an even sharper focus on ELD instruction will be an important focus for staff next year in order to begin to close some of the skill gaps which are unique to our English Learners.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

The following actions outlined in our SPSA will be taken to improve these areas of greatest need for improvement:

1) Improving School Climate
In order to address the behavioral and academic challenges at Roosevelt School, we will implement the multi-tiered intervention framework (MIISS), which will ensure Tier 1 instructional and behavioral supports are present in every classroom. We will continue to develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. state, district, and classroom assessments) and monitoring disciplinary actions (i.e. number of office referrals received for particular types of violations, buddy room referrals, behavior contracts, in-house or out of school suspensions).

Students in need of support will be referred to the COST team in order to connect them with the appropriate services. We will assure that this framework is meaningfully communicated to the entire school community including parents and guardians as an additional support to implementation.

One specific example of how we will implement the MIISS Behavioral Interventions are with Social Skills Groups. We experienced a great deal of success with our Social Skills Group during the 2016-17 school year, however this support system did not start until April. For next year, we will seek to implement the Social Skills Group earlier in the school year in an attempt to provide proactive interventions to help students learn peer conflict resolution skills.
including the use of intervention software, small group instruction, counseling support services and social groups, as well as Tier 2 Behavioral Supports.
Another example of how we will use the MIISS framework will be through full fidelity implementation of our Socio-Emotional curriculum (Toolbox) and PBIS. We will implement periodic school-wide reminders so students can begin to internalize the coping mechanisms that this curriculum presents and hopefully develop strategies to help deescalate situations and manage emotions. We will also continue to practice mindfulness as a school-wide practice.

2) Supporting Students with Disabilities
We will work to strengthen the connection between general education and special education services by continuing to grow our co-teaching model to improve options for students with special needs and provide ongoing professional development for staff on inclusion

and differentiated instruction strategies for diverse learners.

3) Addressing the needs of English Learners
Perhaps our most vulnerable population at Roosevelt School, our EL's require the intentional focus and support of our entire school community. We will support English Learners by ensuring access to systematic language development opportunities throughout the instructional day. We will identify and implement best practices for ELD instruction school-wide through a focus on designated and integrated ELD to assure that instruction is connected to common core ELA standards and the new ELD standards, and that rigor is maintained across all classroom spaces.

Through the use of the Ellevation software program, we will be able to increase our awareness and monitoring of English Learners at Roosevelt School. Teachers will be provided with the names of English Learners and their English Proficiency Levels (EPL) prior to the first day of instruction in order to begin ELD at the start of the school year and provide accurate designated ELD instruction which is differentiated by CELDT level. Teachers will be provided with the names of reclassified (RFEP) students prior to the start of the school year so that they may engage in active monitoring of these students and provide any intervention necessary.
Any students at risk of becoming Long Term English Learners (LTEL's) will also be identified and made known to teachers so that they can provide the appropriate academic interventions necessary to support their learning.

Supports will be provided for English Learners across all content areas of the curriculum by through integrated ELD, which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and supports the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of Blended Learning platforms which are designed for EL students such as Imagine Learning. Teachers will also monitor the progress of their EL Students and provide intervention to those students.

We will ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet the district criteria for reclassification in 1st - 5th grades. Teachers will regularly monitor the progress of their RFEP students to ensure they continue to make progress and provide interventions as needed.

We will conduct an annual evaluation to capture progress of EL students and determine whether their needs are being met by our current ELD model.

We will provide ongoing K-5 parent education opportunities, co-constructed with site leadership, parent facilitators, teachers, and parent leaders (i.e. Coffee & Conversation, ELAC, School Site Council, School Smarts Academy, Parent Education Workshops) in order to help parents deepen their knowledge about English Learner pathways and their intended educational outcomes.

4) Focus on Mathematics Instruction
We will use collaboration time and staff meeting time to continue to increase teacher knowledge and expertise around Eureka Math instruction. This new curriculum has been a challenge for some teachers to implement. With additional practice and support from their grade level colleagues, teachers will increase their capacity and all students will experience more success in the area of mathematics. Peer observations will be conducted so that teachers can learn from their colleagues and work towards improving their practice.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

Suspensions
Our entire school scored in the ORANGE performance level, indicating that our suspension rates are high and have increased by 1.8% over the past school year. Upon closer investigation, the data reveals that certain subgroups were at an even higher risk of suspension at Roosevelt School. Students with Disabilities, socioeconomically disadvantaged, Hispanic and English Learners were all classified in the RED performance level, indicating a high or very high rates of suspension which have increased over the past school year.

ELA
Although the school as a whole scored in the GREEN performance level for English Language Arts, our English Learners were classified as ORANGE which is two performance levels below the average Roosevelt student. EL's had low scores in the ELA section of the SBAC which declined by an average of 3 points over the past school year.

Math

The entire school scored in the ORANGE performance level for mathematics, indicating a need for a school-wide focus on math instruction and intervention, however, once again our student group which emerged as having the greatest performance gap is our English Learners who scored RED due to low scores which declined significantly (-10.1 points) over the past year.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

ENGLISH LEARNERS
An intentional focus on the success of our English Learners will be necessary in the upcoming school year. EL's appear in all 3 of our areas of greatest need (Suspensions, ELA, and Math) where they are performing below the level of the school at large. In order to support these students, Roosevelt School will do the following:

- Provide professional development and support for culturally and linguistically responsive teaching and ELD instruction
- Focus on ensuring access to systematic language development opportunities throughout the instructional day for English Learners

We will identify and implement best practices for ELD instruction school-wide through a focus on designated and integrated ELD to assure that instruction is connected to common core ELA standards and the new ELD standards, and that rigor is maintained across all classroom spaces.

Through the use of the Ellevation software program, we will be able to increase our awareness and monitoring of English Learners at Roosevelt School. Teachers will be provided with the names of English Learners and their English Proficiency Levels (EPL) prior to the first day of instruction in order to begin ELD at the start of the school year and provide accurate designated ELD instruction which is differentiated by CELDT level. Teachers will be provided with the names of reclassified (RFEP) students prior to the start of the school year so that they may engage in active monitoring of these students and provide any intervention necessary.
Any students at risk of becoming Long Term English Learners (LTEL's) will also be identified and made known to teachers so that they can provide the appropriate academic interventions necessary to support their learning.

Supports will be provided for English Learners across all content areas of the curriculum by through integrated ELD, which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and supports the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of Blended Learning platforms which are designed for EL students such as Imagine Learning. Teachers will also monitor the progress of their EL Students and provide intervention to those students.

We will ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet the district criteria for reclassification in 1st - 5th grades. Teachers will regularly monitor the progress of their RFEP students to ensure they continue to make progress and provide interventions as needed.

We will conduct an annual evaluation to capture progress of EL students and determine whether their needs are being met by our current ELD model.

SUSPENSIONS
In order to decrease our suspension rates, our action steps will include the following:

Implement the multi-tiered intervention support framework (MIISS), which will ensure Tier 1 instructional and behavioral supports are present in every classroom. We will continue to develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. state, district, and classroom assessments) and monitoring disciplinary actions (i.e. number of office referrals received for particular types of violations, buddy room referrals, behavior contracts, in-house or out of school suspensions).

Students in need of support will be referred to the COST team in order to connect them with the appropriate services. We will assure that this framework is meaningfully communicated to the entire school community including parents and guardians as an additional support to implementation.

One specific example of how we will implement the MIISS Behavioral Interventions are with Social Skills Groups. We experienced a great deal of success with our Social Skills Group during the 2016-17 school year, however this support system did not start until April. For next year, we will seek to implement the Social Skills Group earlier in the school year in an attempt to provide proactive interventions to help students learn peer conflict resolution skills.
including the use of intervention software, small group instruction, counseling support services and social groups, as well as Tier 2 Behavioral Supports.

Another example of how we will use the MIISS framework will be through full fidelity implementation of our Socio-Emotional curriculum

(Toolbox) and PBIS. We will implement periodic school-wide reminders so students can begin to internalize the coping mechanisms that this curriculum presents and hopefully develop strategies to help deescalate situations and manage emotions. We will also continue to practice mindfulness as a school-wide practice.

In order to attempt to reduce the rate of recidivism, we will implement a consistent plan of re-entry for suspended students including a mandated parent, teacher, student, principal re-entry meeting, a re-engagement plan that outlines necessary academic and/or behavioral supports, a behavior contract, and a COST referral to provide counseling as a means of prevention and intervention.

ELA & MATH PERFORMANCE
Regarding ELA and Math performance needs for students in general, (and for English Learners specifically), we will focus on early, targeted academic intervention through the MIISS framework, small group instruction, blended learning software programs, as well as integrating Project Based Learning across the curriculum to motivate students and support their learning of content standards. Students will be identified and placed into Learning Academy (Reading or Math) where they will receive small group instruction and regular progress monitoring.

Since mathematics is the lowest academic area at Roosevelt School, we will ensure that students who need additional support (beyond Learning Academy and classroom-based interventions) are provided with the opportunity to attend the After-School Math Intervention HW Club in the library.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

These increased or improved services are outlined in the Plan Summary: Greatest Needs and Plan Summary: Performance Gaps sections of the SPSA.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1) At Roosevelt School we have seen an increase in the number of students with high emotional needs, spectrum-like and ADD/ADHD behaviors that need to be addressed/supported. These increased student needs have resulted in more counseling referrals, an increase in suspensions, and referrals to buddy classrooms. Our Girls Inc site-based counseling was reduced to 3 days per week this past school year, and half way through the year, one of the counselors decided to leave our school, reducing that service to two days per week. This was insufficient to serve the number of students with behavioral and socio-emotional needs.

Our English Learners struggled in a variety of state indicators (including ELA, Math and Suspensions). While the entire staff was trained on the new ELD standards which were designed to support English Learners, not all teachers had sufficient time to plan and reflect with their grade level colleagues on ELD best practices. The standards are still new to many teachers and they are just beginning to incorporate ELD in an integrated fashion.

Due to our relatively small population of English Learners at Roosevelt School (15.9%) ELD instruction has not been a primary focus in the past. There will need to be an intentional shift to concentrate on this small but significant subgroup.

2) In order to support these students, while maintaining a safe and nurturing school environment, teachers will need additional training for working with students with high emotional needs, spectrum like and ADD/ADHD behaviors. We will leverage the expertise of district behavioral specialists to support staff in crafting functional behavior plans and helping students reach their academic and behavioral goals despite their disabilities or challenges.
We have set goals in our SPSA to continue to expand our PBIS and SEL programs, implement opportunities for students to have "brain breaks", and to improve the COST referral process.

In addition, teachers will need additional training and opportunities to observe each other delivering ELD instruction. Improving our practice around ELD instruction will have a positive impact on our English Learners' ability to communicate and access the curriculum. This should improve their performance outcomes in all areas.

We will also utilize the expertise of our district Instructional Coaches to support additional professional learning in the areas of PBL, ELD, NGSS, and Eureka Math.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

Parents have received and completed the School/Parent Compact.

Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS –** Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA –** Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

III. **PARENT INVOLVEMENT –** Briefly describe your parent involvement activities.

IV. **ELEMENTARY SCHOOLS –** Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	84	82	80	80	80	80	95.2	97.6
Grade 4	82	81	79	80	79	80	96.3	98.8
Grade 5	109	85	104	76	104	76	95.4	89.4
All Grades	275	248	263	236	263	236	95.6	95.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2441.1	2471.7	28	44	31	21	28	25	14	10
Grade 4	2466.9	2477.3	24	33	25	19	22	21	29	28
Grade 5	2531.7	2505.4	35	26	28	30	21	18	16	25
All Grades	N/A	N/A	29	34	28	23	23	22	19	21

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	41	46	48	24	11
Grade 4	22	29	49	36	29	35
Grade 5	45	20	37	47	18	33
All Grades	33	30	43	44	23	26

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	34	51	54	21	13
Grade 4	18	24	54	53	28	24
Grade 5	38	29	39	43	23	28
All Grades	29	29	48	50	24	21

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	21	38	70	55	9	8
Grade 4	23	20	63	70	14	10
Grade 5	27	20	58	70	15	11
All Grades	24	26	63	65	13	9

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	35	39	51	53	14	9
Grade 4	27	29	53	54	20	18
Grade 5	43	36	45	47	12	17
All Grades	36	34	49	51	15	14

Conclusions based on this data:

1. 3rd and 4th grade student performance levels increased in almost every* ELA Sub-test from 2014-15 to 2015-16 (*The only exception is Listening, where 4th grade saw a decrease).
2. The majority of our students fall in the "At or Near Standard" performance band, indicating that they are close to meeting grade level standards.
3. Our strongest performance area in ELA is Research/Inquiry. Perhaps this can be leveraged to practice some of the other ELA sub-skills.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	84	82	82	81	82	81	97.6	98.8
Grade 4	82	81	79	80	79	80	96.3	98.8
Grade 5	109	85	105	77	105	77	96.3	90.6
All Grades	275	248	266	238	266	238	96.7	96

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2445.0	2467.3	22	36	35	31	26	23	17	10
Grade 4	2468.6	2475.1	13	20	25	26	39	31	23	23
Grade 5	2519.5	2480.7	32	19	12	14	29	25	27	42
All Grades	N/A	N/A	23	25	23	24	31	26	23	24

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	38	52	38	36	24	12
Grade 4	19	30	37	30	44	40
Grade 5	37	22	26	23	37	55
All Grades	32	35	33	30	35	35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	41	49	46	24	14
Grade 4	16	24	61	51	23	25
Grade 5	30	19	36	34	34	47
All Grades	25	28	47	44	28	28

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	46	56	44	12	10
Grade 4	22	29	46	40	33	31
Grade 5	30	22	39	34	30	44
All Grades	28	32	46	39	26	28

Conclusions based on this data:

1. In every Math sub test, the % of 3rd and 4th grade students performing "Above Standard" increased from 2014-15 to 2015-16
2. 3rd grade students who scored "Above Standard" experienced double digit gains in all math sub tests.
3. % of students "At or Near Standard" have decreased in all grade levels from 2014- 2015

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						33		40	67		40			20	
1	13	8	8	27	31	17	33	54	58	20	8	8	7		8
2	16	8		63	38	20	16	38	47	5	8	27		8	7
3		22		36	56	8	55	22	67	9					25
4	25			38	40	63	25	50	13		10	13	13		13
5	29	22		57	33	36		11	55		22	9	14	11	
Total	15	12	2	45	38	27	27	35	52	8	10	11	5	4	9

Conclusions based on this data:

1. Our largest cluster of EL's are in Early Advanced and Intermediate levels.
2. More than half of our EL's are Intermediate. This is a level where some EL's become stagnant and are in danger of becoming LTEL's.
3. Systematic designated and integrated ELD is needed at all levels to increase rates of reclassification and help English Learners access the curriculum.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	8		6	12	4	28	24	17	28	12	39	28	44	39	11
1	13	7	12	25	27	18	31	47	47	25	13	6	6	7	18
2	16	7		63	40	24	16	33	47	5	7	24		13	6
3		25		31	50	7	54	20	64	15				5	29
4	25			38	40	63	25	50	13		10	13	13		13
5	25	27		50	27	33	13	9	58		18	8	13	18	
Total	12	11	3	34	30	26	27	28	44	11	16	14	16	16	13

Conclusions based on this data:

1. Our largest Beginner English Learner population has historically been in Kindergarten, however the number of Beginning level K's decreased significantly in 2015-16.
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. These students need to be identified for targeted intervention in order to support their language proficiency needs.

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	11	12.8 %
2015-16	12	14.6%
2014-15	16	17.2%

Conclusions based on this data:

1. Reclassification rates have decreased slightly from 2014-15 to 2016-17.
2. Targeted ELD instruction (both designated and integrated) needs to happen in every classroom in order to support students' ability to meet reclassification criteria.
3. We need to continue to monitor reclassification rates and criteria for English Learners using Ellevation.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

The Roosevelt Staff and each of the 7 Parent Groups provided input into the planning of our SPSA. The following timeline outlines Stakeholder Engagement efforts:

March 6th - SSC & ILT met to review SLUSD's Strategic Plan Draft
March 15th - Parent Survey distributed
March 27th - Staff Meeting to discuss budget allocations and analyze past SPSA proposed actions
March 29th - Grade Level teams met to provide additional input on future actions and services for 2017-18 SPSA

April - Throughout this month, input on actions and services were solicited at each parent group meeting (PTA, Dads' Club, Coffee & Conversation, African American Parent Advisory Group, LGBTQS, Voces Unidas, ELAC, and Special Families Parent Group)
April 3 - SSC & ILT reviewed Parent Survey Responses
April 10 - Staff Meeting - Parent Survey Responses and CA Dashboard Data reviewed with teachers
April 24 - Proposed Site Budget submitted to SLUSD

May & June - SPSA actions & services were revised and finalized
June 2017 - Draft SPSA approved by Staff and SSC

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

PD was provided to all stakeholders as to how the SPSA goals were aligned to the district strategic plan. Input sessions and feedback were the result of careful data analysis which guided programmatic decisions outlined in the timeline above. ELAC families provided feedback on more robust ELD goals based on performance data of our English Learners. We believe that the goals outlined in the SPSA will improve the performance of English Learners at Roosevelt School.

A parent survey was distributed to all Roosevelt families. 67 families responded to the parent survey. Trends emerged from this survey such as the desire to continue to support the science lab, Learning Academy, parent involvement, and the new Composting Program. Concerns from this survey included more effective use of technology in the classroom, increasing Project Based Learning opportunities in every classroom, as well as increasing collaboration/cohesion among grade levels. Parents also wanted to see facilities upgrades and some wanted to see homework eliminated. We divided this feedback into two categories (Issues we can address and Issues that are beyond our control). As a staff, we used the list of "Issues we can address" to inform our brainstorming sessions around SPSA actions and services.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
In order to address goal #1 Teach Learn & Achieve Roosevelt School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies, (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement. Specific areas of focus will include:

1) Teacher collaboration & Peer Observation Release Time to support curriculum design and development
2) NGSS Aligned Instruction
3) Targeted intervention in Math (MIISS Implementation)
4)Project Based Learning
5) Professional development focused on PBL, ELD, & NGSS implementation
6) Monitoring and supporting English Learner performance in Math & ELA

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
1.1 We want to continue to develop an engaging and rigorous curriculum in order for students to gain mastery of standards in all subject areas. Many of our students are scoring at the nearly met standard level on state assessments. Additional teacher collaboration time and peer observation and reflection is necessary to grow teacher practice and impact student outcomes. 1.1a Employee Benefits for Sub Release Time(Collaboration Days) 1.1b English Learners are our highest need subgroup, and ELD instruction must be a strong focus in the coming years. Teachers need additional support to grow their practice around ELD instruction.	CA Dashboard Student Achievement data, CELDT data, District Assessment data	CA Dashboard Student Achievement data, CELDT data, District Assessment data

1.2 We want to continue to identify students in need of urgent intervention so we can provide the needed services to those students. 1.2a Employee Benefits for Sub Release Time (Academic Conferences) 1.2b Sub Release Time for SST Days 1.2c Employee Benefits for Sub Release Time (SST Days) 1.2d Identify students who are EL's and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement.	CA Dashboard Student Achievement data, CELDT data, District Assessment data	CA Dashboard Student Achievement data, CELDT data, District Assessment data
1.3 Same as 1.1	Same as 1.1	Same as 1.1
1.4 We need to provide opportunities for deeper learning through the use of Project Based Learning and provide planning time for staff in order to accomplish this goal. 1.4a We need to provide opportunities to support EL's in the implementation of PBL by providing PD for staff that includes an emphasis on ELD standards and language acquisition strategies. 1.4b Teachers need to collaborate and share best practices around PBL implementation in order to deepen their understanding and learn from their colleagues.	N/A	District Strategic Plan Action Item
1.5 Our students have a variety of specific learning needs and are all functioning at different performance levels. We need to utilize the blended learning suite and student devices to provide intervention and/or enrichment opportunities for students. This will also help staff to differentiate instruction to help meet the needs of our diverse learners.	CA Dashboard Student Achievement data, CELDT data, District Assessment data	CA Dashboard Student Achievement data, CELDT data, District Assessment data
1.6 Our African American, Hispanic/Latino, and English Learner students continue to struggle academically and behaviorally creating a persisting opportunity gap between these populations and their Asian and white counterparts. Roosevelt teachers were trained on Culturally and Linguistically Responsive teaching	CA Dashboard Student Achievement data, CELDT data, District Assessment data	CA Dashboard Student Achievement data, CELDT data, District Assessment data

strategies in the past. However, a refresher training in these strategies would be appropriate to remind staff of CRT techniques and to apply these techniques to PBL.		
1.7 English Learners represent our most at-risk subgroup. They are performing below standard in Math, ELA and have a high rate of suspensions. We need to increase the overall achievement of our EL students and the rates of reclassification prior to our students entering middle school.	CA Dashboard Student Achievement data, CELDT data, District Assessment data	CA Dashboard Student Achievement data, CELDT data, District Assessment data
1.8 Same as 1.7	Same as 1.7	Same as 1.7
1.9 This is an ongoing need in order for staff to implement the curriculum.	Budget Allocations	Budget Allocations
1.10 We need to continue to develop and implement our PBIS offerings and SEL programs as well as academic interventions.	CA Dashboard Student Achievement data, CELDT data, District Assessment data, parent survey and staff input	CA Dashboard Student Achievement data, CELDT data, District Assessment data, parent survey and staff input
1.11 Staff continues to value having a paraeducator who is available to support Kinder and TK students. Our youngest students benefit from a small student to teacher ratio.	Staff survey	Staff survey
1.12 We need to support the implementation of NGSS aligned instruction and opportunities for hands-on science experiences for students at all grade levels. NGSS instruction will be an expectation as we move into the 2018-19 school year and the new state science assessment is administered.	Staff survey and Parent Survey	Staff survey and Parent Survey
1.13 We need to continue to find ways to serve more students in our after-school STEAM focused enrichment programs, and to support learning outside of the classroom through Outdoor Education.	Staff survey and Parent Survey	Staff survey and Parent Survey
1.14 We need to provide opportunities for students to engage in real-world learning.	Staff survey and Parent Survey	Staff survey and Parent Survey

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.1 Grade Level Collaboration - Sub Release Time
Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on newly adopted programs during staff meetings, Professional Learning Communities (Wednesday PLC), and Collaboration Release Days. Substitute Release Time will be provided for Two Grade Level Collaboration Days (Fall/Spring). These days should include a plan for peer observation, lesson design/planning around Eureka Math, checking in on PBL projects, a focus on ELD best practices, as well as analysis of student data and intervention plans. Teachers will engage in on-going Data Analysis utilizing STAR Renaissance assessments, Fast Bridge, classroom Assessments, and Illuminate Data System.

1.1a Employee Benefits for Sub Release Time

1.1b Many of our EL students are scoring at the nearly met standard or below standard range on the state summative assessments and we need to support these students so they can advance to towards meeting standards. This support will include having access to district instructional coaches with expertise in language acquisition strategies. We will utilize coaches to provide professional development to staff, administrators, and parents to address the diverse needs of English Language Learners.

1.1c Wednesday PLC's: Teachers will meet during job-embedded collaboration time to plan lessons and review student data. The Wednesday PLC Format will be as follows: 1 Wed per month: whole staff PD, 2 Wed per month Grade Level PLC's, 1 Wed per month Optional Classroom Work time or GL PLC. Wednesday PLC Agendas will be developed by grade levels and should reflect PBL, NGSS, Eureka Math, Intervention, and ELD instruction.

1.1d Instructional Rounds by Principal - Principal will conduct weekly classroom visits in order to document evidence of PBL, NGSS, ELD, Math and ELA instruction and provide teachers with support.

2017-18

Amount	6,000
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Grade Level Collaboration Days -Sub Release Time
Amount	1,091.24
Budget Reference Expenditure Description	3000-3999: Employee Benefits Benefits for Grade Level Collaboration Sub Release Time
Budget Reference Expenditure Description	Instructional Coaching Support
Budget Reference Expenditure Description	Wednesday PLC Grade Level Meetings
Budget Reference Expenditure Description	Instructional Rounds by Administrator

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

1.2 Assessment & Academic Conferences, SST Days, & Intervention
Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs and analyze State, District, and Site data on an ongoing basis to ensure that students' needs (strengths and/or challenges are identified with special attention to students who are in the opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or intervention services at the Tier 2 level.

Teachers will be released for 45 min 2 times per year to present data on their students who are in greatest need of intervention. They will have the opportunity to consult with the administrator, RSP, Speech Therapist, School Psychologist, in order to brainstorm classroom-based interventions, academic goals, and provide another level of oversight and monitoring for students at risk of not meeting standards. Teachers will use the online assessment system data (Renaissance, Fast Bridge, Interim Assessments) as well as classroom tests to inform their data conversations at Academic Conferences.

1.2a Employee Benefits for Sub Release Time (Academic Conferences)

1.2b Sub Release Time for SST Days - 3 times per year, we will hold a full day of Student Study Team meetings to conduct initial and follow-up SST meetings as a means of providing early intervention and support for struggling students.

1.2c Employee Benefits for Sub Release Time (SST Days)

1.2d Focus on EL's: Identify students who are EL's and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The use of the Ellevation online platform will support monitoring academic progress of EL's to facilitate teachers' opportunity to provide feedback on student performance that will inform intervention services.

1.2e Classroom-based Intervention: Teachers will offer small group instruction to students in need of intervention on a regular basis (daily if possible) in order to target specific skill gaps and work towards raising achievement levels. Chrome books will be used to ensure that students who are not in a small group have academically rigorous activities to work on while the teacher is working with small groups of students. Use of intervention software programs will provide students with additional support to meet learning goals. Teachers will identify students to participate in Learning Academy (grades TK - 5) and offer small group instructional intervention to these students. Students in Learning Academy will be assessed frequently and will have the opportunity to exit Learning Academy once they are meeting grade level standards.

1.2f After-School Library Math Intervention: SLTA members will be paid hourly to run after-school math intervention during library extended hours. Students will be identified to participate in these intervention classes based on data from state, local, and classroom assessments.

Budget Reference	1000-1999: Certificated Personnel Salaries
Expenditure Description	Sub Release Time for Academic Conferences 2x per year - 4 subs total (2 days in Fall and 2 days in Spring)

Amount	109.16
Budget Reference Expenditure Description	3000-3999: Employee Benefits Employee Benefits for Academic Conference Sub Release Time
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Sub Release Time for SST Days (1 Floater Sub per trimester - 3x per year)
Budget Reference Expenditure Description	3000-3999: Employee Benefits Benefits for SST Floater Sub Release Time
Budget Reference Expenditure Description	English Learner Progress Monitoring
Budget Reference Expenditure Description	Classroom Based Intervention (Small Groups, Blended Learning & Learning Academy- Reading & Math TK-5th)
Budget Reference Expenditure Description	After School Math Intervention - Library After School Hourly Stipend will be used to pay certificated teacher to run Math Intervention after school for 1st - 5th grade students. This action will be funded by district.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.3 Eureka Math
Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum (Eureka Math) by identifying key standards across the Eureka Math curriculum in order to better understand the grade level expectations/common core standards in the grade below and above each level. (i.e. First grade teachers should understand the Eureka content covered at Kinder, 1st grade and 2nd grade so he/she can expand on a student's prior knowledge, work to re-mediate skill gaps, and make connections to future learning.

Budget Reference Expenditure Description	Eureka Math Curriculum

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.4 Implement Project Based Learning so that every student experiences at least two project-based units every academic year, provide time for staff to collaborate on grade level PBL projects during staff meetings and/or professional learning communities (PLC) times, and explore PBL projects that support the implementation of Next Generation Science Standards (NGSS) across all grade levels.
1.4a Support English Learners and provide necessary scaffolds so they can participate fully in PBL projects.
1.4b Teachers will regularly share best practices around PBL instruction at staff meetings and through the use of Critical Friends Protocols.

2017-18

Budget Reference Expenditure Description	Project Based Learning: 2 PBL Projects per year (Fall/Spring) including culminating public product.
Budget Reference Expenditure Description	Sharing PBL Best Practices: Administrator will collect evidence of PBL implementation and teachers will give quick reports to colleagues at staff meetings (i.e. Name It, Claim It, Explain It). In addition, teachers will utilize Critical Friends Protocols to conduct cross grade level conversations about PBL implementation.

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize connection between STAR Renaissance Assessments and Compass Learning and other blended learning platforms to provide individualized pathways to help narrow students' skill gaps in Language Arts and Math. Provide small group instruction while a portion of the class is working on the blended learning suite.

BUDGETED EXPENDITURES

2017-18

Budget Reference
Expenditure Description

Blended Learning will be utilized in every classroom.

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.6 Review/implement Culturally and Linguistically Responsive Teaching and Learning strategies in order to deepen teacher understanding of of how these strategies apply to both direct instruction as well as project based learning in order to help narrow the opportunity gap between our highest and lowest achieving student groups as measured by state, district and classroom assessments. This professional development can be provided at a staff meeting by administrator and/or Instructional Coaches.

1.6a Provide time during staff meetings for teachers to engage in courageous conversations about race, equity, and social justice so actions can be taken to improve the achievement of our lowest performing students, students of color, and English Learners.

BUDGETED EXPENDITURES

2017-18

Budget Reference
Expenditure Description

Professional Development for teachers on Culturally and Linguistically responsive teaching.

Action **7**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.7 ELD Instructional Focus
A focus will be placed on ensuring access to systematic language development instruction throughout the instructional day for our English Learners, identifying and implementing best practices to support the delivery of Designated and Integrated ELD, and prioritizing time during staff meetings and/or PLCs for teachers to collaborate and have access to instructional coaches who have expertise in the area of language acquisition.

1.7a Provide supports for EL students across all content areas of the curriculum by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated within core subjects and support the delivery of the required 30 minutes per day of Designated ELD instruction. This includes the use of Blended Learning platforms designed for EL students such as Imagine Learning. Teachers will monitor the progress of their EL students and provide intervention to those students.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	Designated and Integrated ELD will be taught in every classroom where there are EL's for 30 minutes per day.

Action **8**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.8 ELD Data
Provide student academic achievement data and roster of English Learners including English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin Designated ELD instruction at the start of the school year.

1.8a Provide teachers with the names of students who are close to meeting the criteria for Reclassification so they can work intentionally with those students to accelerate their English Language acquisition. Provide teachers with a roster of RFEP students so they can begin monitoring those students at the start of the school year. This will be facilitated by the administrator's use of the Ellevation online platform.

1.8b Provide teachers with the names of students who are at risk of becoming Long Term English Learners (LTEL's) to increase awareness and encourage intervention for this

population. Provide opportunities to analyze student achievement data as reported on the CA Dashboard in order to discuss the implications for continuing EL status and determine appropriate interventions.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	Administrator will provide ELD data to staff and offer opportunities for data analysis and planning EL specific interventions.

Action **9**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.9 Utilize site discretionary funds to pay teachers hourly stipend to participate in special committees such as the Instructional Leadership Team. The ILT will meet monthly to discuss curricular matters and advise administrator on professional development needs of the staff.

1.9a Employee Benefits for Teacher Hourly (ILT)

1.9b Utilize site discretionary funds to purchase classroom and office supplies that support the implementation of school-wide instructional programs.

1.9c Utilize site discretionary funds to purchase medical supplies for students (band-aids, first aid, etc.)

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Teacher Hourly for Instructional Leadership Team (ILT) 6 teachers x 11 meetings x $42.50 per hour
Amount	510.34
Budget Reference Expenditure Description	3000-3999: Employee Benefits Benefits for Instructional Leadership Team Teacher Hourly
Budget Reference Expenditure Description	4000-4999: Books And Supplies

	Classroom Supplies for teachers: Each teacher receives $300 per year to purchase supplies from Office Depot. Teachers have requested that this be distributed in one lump sum at the start of the school year.
Budget Reference Expenditure Description	4000-4999: Books And Supplies Office supplies: This funding will be used to purchase materials which the entire staff utilizes such as laminator film, homework folders, and copy paper. These purchases will be made to support the implementation of action items in the SPSA.
Budget Reference Expenditure Description	4000-4999: Books And Supplies Medical Supplies

Action 10

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.10 Utilize a multi-tiered intervention framework for academic and behavior support. Provide Tier 1 instructional and behavioral supports in all classrooms for all students. Develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e progress on state, district, and classroom) and monitor disciplinary actions (i.e. number of office referrals, in-house and out of school suspensions, and buddy room referrals).

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	Implement the MIISS framework utilizing Tier 1 and 2 behavioral and academic interventions

Action 11

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.11 Provide general education paraeducator support to Kindergarten and TK classrooms in order to reduce the student to teacher ratio and help our youngest students transition into being independent learners. The TK/K Para can provide small group instruction, one-on-one intervention, and other duties as defined by teacher. .

BUDGETED EXPENDITURES

2017-18

Amount	20,000
Budget Reference Expenditure Description	Paraeducator for Kinder - funded by PTA

Action **12**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.12 Focus on NGSS Aligned instruction and opportunities for hands-on science experiences.

1.12a Science Lab - Teachers will bring their classes one day per week to the Science Lab where students will engage in NGSS aligned lessons and conduct experiments using FOSS materials. Teachers will expand upon this lab based learning within their own classrooms. Teachers will support the science lab instructor with management and small group facilitation.

1.12b Science materials - Support teachers by allowing each grade level to identify science specific materials which they will use in the implementation of NGSS aligned lessons. Teachers will receive $250 per grade level to spend on science materials.

1.12c Mystery Science software license- K-5 teachers will use the Mystery Science software program to supplement their science instruction.

BUDGETED EXPENDITURES

2017-18

Amount	30,000
Budget Reference Expenditure Description	Science Lab (Instructor salary + prep time + FOSS Kits/ Curricular materials) funded by PTA

Budget Reference Expenditure Description	4000-4999: Books And Supplies Science materials for classroom teachers ($250 per grade level x 6 grades)
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Mystery Science Software License

Action 13

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

1.13 Provide STEAM focused enrichment experiences to enhance learning outside of the classroom.
1.13a After-school ACE Club classes will be provided in conjunction with independent vendors.
1.13b Outdoor Education will be provided to 4th and 5th grade students. It will be funded primarily through fundraising and parent donations, but will also be supported through supplemental and concentration funding.

BUDGETED EXPENDITURES

2017-18

Source	Supplemental and Concentration
Budget Reference Expenditure Description	0001-0999: Unrestricted: Locally Defined After-School ACE Club classes focused on STEAM enrichment
Source	Supplemental and Concentration
Budget Reference Expenditure Description	0001-0999: Unrestricted: Locally Defined Outdoor Education

Action 14

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

1.14 Promote and support teaching practices and learning experiences focused on civic engagement.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	Student Leadership: Students will be encouraged to take on leadership roles at school, possibly in the form of a student council.

Action **15**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **16**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **19**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Roosevelt Elementary School staff will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development. Specific areas of focus will include:

The needs for goal #2 Equity and Inclusion through College & Career Readiness include the following:
English Learner academic achievement
High Suspension Rates
Mental Health Needs
Health & Wellness District Initiative

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
2.1 We want to continue to develop a college-going and career development culture at Roosevelt. Students and parents need to know that Elementary School is not too early to start thinking and planning for their futures. 2.1a We want to continue to develop a clear definition for parents around the EL pathways that students can experience as an EL student in elementary and those available to them in secondary school. Increasing parent knowledge around English Learner pathways will help parents to become more involved and to act as advocates for their students.	ELAC and SSC SPSA input, Roosevelt Staff Survey, EL Parent Survey Results	ELAC and SSC SPSA input, Roosevelt Staff Survey, EL Parent Survey Results
2.2 Same as 2.1	Same as 2.1	Sane as 2.1

2.3 We are seeing increased numbers of students coming to Roosevelt with spectrum-like behaviors and/or ADD/ADHD. The majority of these students are in General Education without Special Education support. Staff needs professional development in this area to improve instruction in order to support these students. 2.3a Continue to utilize COST Coordinator and COST Team to process referrals for counseling services. 2.3b We need to increase the capacity of general education teachers to support students with special needs. Co-teaching is one avenue through which to accomplish that goal.	COST and SST Referrals, Staff survey, parent survey	COST and SST Referrals, Staff survey, parent survey
2.4 We need to continue to increase our EL reclassification rates in order for students to be on the RFEP path prior to entering middle school. We want to identify students at risk for Long Term English Learner status and provide interventions so they can meet the reclassification criteria.	EL Reclassification rates, CA Dashboard for EL students	EL Reclassification rates, CA Dashboard for EL students
2.5 We want to continue to strengthen our wellness messaging to students and families.	Health and Wellness Coordinator logs, Physical Education Tests criteria	Physical Education Tests criteria; CA Dashboard School Climate Data
2.6 This is an ongoing need. Parents want to learn strategies about how to best support their students at home.	Roosevelt Parent Survey, ELAC, SSC SPSA input	Roosevelt Parent Survey, ELAC, SSC SPSA input
2.7 We have a growing number of students who have experienced trauma at school or at home. We need to provide on-site counseling services to address their mental health needs.	CA Dashboard Suspension Data, COST Referral data	CA Dashboard Suspension Data, COST Referral data

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.1 Inspire students to think about their futures by providing experiences for them to learn about college & career opportunities. Create a plan for community partners to talk with students about their work and how they prepared for their careers. Parents and Staff will be invited to share their expertise/ college experience with students in order to increase awareness and promote a college & career culture at Roosevelt School. Teachers will be encouraged to wear their college t-shirts. Display boards can be created for the hallway. Grade levels could design a PBL unit around researching colleges.

2.1a Provide parents with a clear definition of EL program pathways and college and career opportunities that may be available for their students at the elementary and secondary levels.

BUDGETED EXPENDITURES
2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES
2017-18

☐ New ☐ Modified ☐ Unchanged

2.2 Provide K-5 parent education opportunities (Coffee Chats, ELAC, School Site Council, School Smarts Academy) for parents to learn about college & career options and how SLUSD pathways work to support them.

BUDGETED EXPENDITURES
2017-18

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☒ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.3 Strengthen the connection between general education and special education services to improve options for our students with special needs and provide ongoing professional development for staff on inclusion strategies for our diverse learners.

2.3a Co-Teaching: RSP and General Education teachers will collaborate and receive training on Co-Teaching. This model will help to foster inclusion of special education students within the mainstream environment. Teachers participating in Co-Teaching will receive ongoing training and support through Special Education Department.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	COST Coordinator - District Funded - This position will ensure that students are identified for early intervention and connected with the necessary intervention services (including referrals to special education) on campus and around the district.
Budget Reference Expenditure Description	Co-Teaching Training will be provided by Special Education Department

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

2.4 Continually monitor EL student progress to ensure that English Learners are making growth on the state and district assessments in order to reclassify them as soon as they meet RFEP criteria. Utilize the Ellevation platform to conduct EL monitoring.

BUDGETED EXPENDITURES

2017-18

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

2.5 Promote prevention and intervention programs that focus on health, wellness, and positive personal social development by implementing opportunities for movement throughout the day (i.e. Running Club, Brain Breaks, San Leandro City Wide Track Meet).

2.5a Systematic Toolbox Implementation including Reteaching & Student Led Announcements at All School Assemblies (Nov/Jan/Feb/Apr)

2.5b Peer Observation Cycles: Provide teachers with opportunities to observe each other implementing PBIS, Toolbox, and Project Based Learning Lessons.

2.5c Day of Silence: Roosevelt and Washington Schools partner to help 4th and 5th graders build empathy towards people who have been silenced due to race, gender, sexuality, or other characteristic.

2.5d Continue partnership with Safe Routes to Schools which sponsors events such as Walk & Roll to School, Golden Sneaker Contest, Bike to School Day. These efforts will help to increase physical activity among students and families.

2.5e Wellness Committee: Maintain an active Wellness Committee comprised of a teacher leader (Wellness Champion), the principal, and parents. This group will continue to lead the Wellness mission of the school to increase health and wellness efforts for students and children at Roosevelt. This committee will implement Healthy Celebrations Policy and One Birthday per month during the 2017-18 school year.

2.5f PBIS Committee: Continue to work with PBIS teacher leaders to plan and implement Positive Behavior Intervention Strategies. This includes the development of Tier 2 Interventions. The PBIS Team will meet at least one time per month and will be offered time at staff meetings to provide professional development to teachers.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Peer Observation Cycles (2 Rounds - Fall & Spring - 2 subs each round - teachers will observe each other with specific focus on use of PBIS, Toolbox, PBL) Sub Release Time
Amount	120.54
Budget Reference Expenditure Description	3000-3999: Employee Benefits Employee Benefits for Sub Release Time - Peer Observation Cycles

Budget Reference Expenditure Description	4000-4999: Books And Supplies Wellness Committee
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries PBIS Committee: Meetings take place after contractual hours. Teacher hourly pay applies to one meeting per month plus any necessary summer work.

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

2.6 Provide K-5 parent education opportunities (i.e. Coffee Chats, ELAC, School Site Council, School Smarts Academy) for parents to learn about how to support their child's learning at home.

BUDGETED EXPENDITURES

2017-18

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.7 Girls Inc Counseling Services (4 days per week) - Students in need of behavioral and emotional support will be referred for school-based counseling through the COST process.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	Girls Inc Counseling Services - district funded

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 14

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 15

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 16

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Roosevelt School staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences for all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
3.1 We want to provide students with a social emotional learning curriculum, mindfulness practices, and regular movement during their instructional day. Many students at Roosevelt need these support systems in order to learn coping strategies necessary for them to access the core curriculum.	Discipline data, SST notes, Office Referrals, CA Dashboard data on Suspensions, COST Referral rates	Wellness Coordinator notes, Discipline data, SST notes, Office Referrals, CA Dashboard data on Suspensions, COST Referral rates
3.2 We strive to improve communication at Roosevelt School. We need to continue to improve our website and utilization of our school database and offer multilingual communication whenever possible in the languages represented at our school.	Staff and parent surveys	Staff and parent surveys
3.3 Considering all of the recent changes in the San Leandro School District and within the national landscape of education, teachers and classified staff need multiple opportunities to continually increase their knowledge base and grow their practice. The pace of technology innovation and reform efforts must be balanced with ongoing professional development.	Common Core Standards, ELD Standards	Common Core Standards, ELD Standards, NGSS, New District Strategic Plan
3.4 New teachers and staff members at Roosevelt School have an incredibly steep learning curve to overcome as they get oriented to a new school and/or school district.	Staff survey	Staff survey
3.5 Communication from office staff to teachers is not	Staff survey	Staff survey

always timely or accurate.

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.1 Promote health and wellness efforts for students, families and employees that support improved teaching and learning in the classroom and provide opportunities for all students to engage in activities in and out of the classroom that focus on movement and mindfulness (i.e. Daily Toolbox mini-lessons/class meetings, Brain Breaks, Running Club, Mindfulness strategies)

3.1a Work with Girls Inc Counseling and Speech Language Therapist to establish Social Skills Groups which will help students learn strategies for dealing with emotional peer conflicts. Identify students who would benefit from participation in social groups through the COST process.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	
	Provide teachers with a refresher on how to do Mindfulness with students in the classroom. Set up structures for periodic whole-school reminders about Toolbox tools as well as the expectation that teachers are implementing this SEL curriculum with full fidelity.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Roosevelt community through the effective use of our school website, social media, Google Classroom, Remind App, teleparent messages, weekly school-wide and classroom newsletters.

BUDGETED EXPENDITURES

2017-18

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.3 Continue ongoing professional development opportunities for all employees at Roosevelt School including administration, support staff, and teachers based on employee input.

BUDGETED EXPENDITURES

2017-18

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.4 Enhance new employee on-boarding and mentorship experiences by establishing a Roosevelt Welcome Binder which will hold all of the critical information a new staff member might need to know. In addition, pairing new staff members with a "buddy teacher" can help to improve the on-boarding experience.

BUDGETED EXPENDITURES

2017-18

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.5 Implement standard operational procedures for effective internal communication with all Roosevelt employees. This includes office staff to teacher communication. Reduction in intercom interruptions and checking for accuracy of all communications from Office Manager to teachers is critical.

BUDGETED EXPENDITURES

2017-18

Action **6**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **7**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **8**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Roosevelt Elementary School staff will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional, and academic development of our students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
4.1 We want to increase participation in parent education opportunities and continue the high level of participation in our 7 parent groups, with an intentional effort to ensure that parent groups reflect the school's demographic. 4.1a We are a diverse school and need translated primary language documents and oral translation available to parents so all families can engage fully in their child's education. 4.1b The Roosevelt School Website is a potential tool for advertising parent group events, however it is not always updated or accurate. 4.1c Parents of EL's need more information on school procedures and how to advocate for their students. 4.1d We sometimes need to physically mail communications to parents which requires postage.	Roosevelt Demographic data, Parent and staff survey	Roosevelt Demographic data, Parent and staff survey
4.2 Parents would like more information on the EL programs and pathways in order to better support their students' learning.	ELAC SPSA input	ELAC SPSA input

4.3 We are always striving to improve communication between all stakeholder groups at Roosevelt School. 4.3aThis is particularly critical for communication and feedback loops with parents of English Learner students.	Parent Survey	Parent Survey
4.4 Each year we must evaluate and assess our site Emergency Plan to ensure all staff members know their roles and that student safety will be maintained in the event of an emergency. 4.4a At times it is difficult for teachers to access Parent Volunteer Packet/Driver Authorization information from the front office. This information needs to be made more accessible to teachers.	Emergency Operations Plan, Staff Survey	Emergency Operations Plan, Staff Survey
4.5 Students need opportunities to engage in civic leadership and build their sense of citizenship.	District Strategic Plan	District Strategic Plan

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.1 Utilize the services of our Parent Facilitator and staff to help systematize parent engagement efforts at Roosevelt School and provide targeted outreach and support to families of students in the opportunity gap which includes parents of English Learners. Support the continued efforts of the Roosevelt Parent Groups (i.e PTA, Dads' Club, AAPAG, Voces Unidas, ELAC, Special Families, and LGBTQS Alliance). Encourage staff to work with parent groups to develop community building events such as (Community on the Green, Multicultural Night, and Art & Rhythm Night, Family Photo Wall).

4.1a Utilize district and site resources to provide translation services to our parent community in Spanish and other identified languages (whenever possible).

4.1b Utilize the school site website to provide timely information to parents about the events and meetings of the parent groups. Provide teachers with additional training on how to develop their teacher web pages on the Roosevelt school website.

4.1c Provide School Smarts Academy workshops for parents to become more knowledgeable about their child's education and so that they can become advocates and parent

leaders in the school community. This work should be focused on families of English Learners who may not otherwise participate in school activities.

4.1d Purchase postage for mailing correspondence to parents as needed.

BUDGETED EXPENDITURES

2017-18

Budget Reference	4000-4999: Books And Supplies
Expenditure Description	School Smarts Academy supplies
Budget Reference	5900: Communications
Expenditure Description	Postage

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.2 Provide K-5 parent education opportunities (i.e. Coffee Chats, ELAC, SSC, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

BUDGETED EXPENDITURES

2017-18

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.3 Provide opportunities for parents to offer feedback on school-wide programs and procedures.

4.3a Provide opportunities for EL parents to co-construct their vision of best practices in encouraging input and feedback on EL programming and services. Develop multiple ways to gather parent input such as but not limited to the EL Parent Survey, with co-facilitation and support of the administrator and Parent Facilitator.

BUDGETED EXPENDITURES

2017-18

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.4 Ensure high standards of school safety and deliver effective emergency response and operations by annually updating the site Emergency Plan.

4.4a Ensure that all parent volunteer and field trip driver clearances are entered into a Google Doc by the Attendance Clerk so that teachers can readily access it and verify that all parent chaperones are cleared to attend field trips.

BUDGETED EXPENDITURES

2017-18

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.5 Promote local civic engagement opportunities and programs both inside and outside the classroom for students to develop a strong sense of citizenship.

BUDGETED EXPENDITURES

2017-18

Action **6**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **7**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **8**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **9**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **10**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 14

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 15

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 16

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 18

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Roosevelt School staff will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
5.1 Families are in need of technology devices beyond smart phones and access to low cost/no cost internet at home.	Roosevelt Free and Reduced Lunch rates	Roosevelt Free and Reduced Lunch rates
5.2 Our school is in need of upgrades such as new portables, library modernization, and HVAC. 5.2a Annual cleaning of the school campus is necessary to maintain our facilities.	Parent and Staff Survey	Parent and Staff Survey
5.3 With the high use of Blended Learning, there is a need to purchase headphones for students who do not have them and provide teachers with occasional replacement bulbs for projectors and adapters.	Staff Survey	Staff Survey
5.4 Students need access to the most effective online programs in order to supplement their instructional experience.	Staff survey, CA Dashboard data	Staff survey, CA Dashboard data
5.5 School lunches produce large amounts of waste which are harmful to the environment and make it difficult to maintain our school facility.	Staff and Parent survey	Staff and Parent survey
5.6 Students need new recess equipment to play with.	Parent survey	Parent survey

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.1 Facilitate opportunities that create access to internet and devices at home for students and their families (i.e. Family Tech Night).

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.2 Work with district office to implement the following Measure J1 bond projects successfully: HVAC, portable replacement, library modernization, electrical upgrades.

5.2a Encourage staff and parent participation in the annual Campus Beautification Day which happens in October.

BUDGETED EXPENDITURES

2017-18

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.3 Purchase technology accessories as needed. (Headphones, dongles, projector bulbs, mice)

BUDGETED EXPENDITURES

2017-18

Budget Reference	4000-4999: Books And Supplies
Expenditure Description	Technology Accessories

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.4 Purchase Woot Math to support instruction in Fractions and Decimals
5.4 Teachers are interested in requesting support from PTA to purchase Dreambox software to support Math intervention.

BUDGETED EXPENDITURES

2017-18

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Expenditure Description	Woot Math Site License
Budget Reference	
Expenditure Description	DreamBox Software License (Request PTA support to fund this program)

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.5 Continue partnership with StopWaste.org to provide Composting and Recycling at lunchtime. Invite more parents to support this program.

BUDGETED EXPENDITURES

2017-18

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.6 Recess equipment - request support from PTA to replenish consumable recess equipment (i.e balls, hula hoops, etc.)

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	Recess Equipment - PTA Funded request

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **8**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **9**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **10**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **11**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **12**

ACTIONS/SERVICES

2017-18

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action **11**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	58,040.00	0.00	102,318.15	102,318.15
	0.00	0.00	0.00	0.00
Base	6,411.00	0.00	31,518.15	31,518.15
District Funded	0.00	0.00	0.00	0.00
Donations	1,500.00	0.00	0.00	0.00
LCFF - Base	28,259.00	0.00	0.00	0.00
Other	0.00	0.00	56,900.00	56,900.00
Parent-Teacher Association (PTA)	21,870.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	13,900.00	13,900.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	58,040.00	0.00	102,318.15	102,318.15
	23,507.00	0.00	56,900.00	56,900.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	13,900.00	13,900.00
1000-1999: Certificated Personnel Salaries	16,340.00	0.00	11,955.00	11,955.00
2000-2999: Classified Personnel Salaries	500.00	0.00	0.00	0.00
3000-3999: Employee Benefits	1,643.00	0.00	1,913.15	1,913.15
4000-4999: Books And Supplies	15,800.00	0.00	15,950.00	15,950.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	1,500.00	1,500.00
5900: Communications	250.00	0.00	200.00	200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	58,040.00	0.00	102,318.15	102,318.15
		0.00	0.00	0.00	0.00
	Base	137.00	0.00	0.00	0.00
	District Funded	0.00	0.00	0.00	0.00
	Donations	1,500.00	0.00	0.00	0.00
	Other	0.00	0.00	56,900.00	56,900.00
	Parent-Teacher Association (PTA)	21,870.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	0.00	13,900.00	13,900.00
1000-1999: Certificated Personnel Salaries	Base	5,200.00	0.00	11,955.00	11,955.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	11,140.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	500.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	274.00	0.00	1,913.15	1,913.15
3000-3999: Employee Benefits	LCFF - Base	1,369.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	300.00	0.00	15,950.00	15,950.00
4000-4999: Books And Supplies	LCFF - Base	15,500.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	1,500.00	1,500.00
5900: Communications	Base	0.00	0.00	200.00	200.00
5900: Communications	LCFF - Base	250.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	91,847.61	91,847.61
Goal 2	2,420.54	2,420.54
Goal 3	0.00	0.00
Goal 4	350.00	350.00
Goal 5	7,700.00	7,700.00

* Totals based on expenditure amounts in goal and annual update sections.

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	
				X	
Cynthia Epps		X			
Heidi Klopfer				X	
				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:

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