School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Roosevelt Elementary School
Address	951 Dowling Blvd. San Leandro, CA 94577
County-District-School (CDS) Code	01-61291-6002448
Principal	David Kumamoto
District Name	San Leandro Unified School District
SPSA Revision Date	May 20, 2019
Schoolsite Council (SSC) Approval Date	May 20, 2019
Local Board Approval Date	June 18, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page 1
Table of Contents 2
School Vision and Mission 3
Stakeholder Involvement 3
School and Student Performance Data 4
- Student Enrollment 4
- Student Population 6
- Overall Performance 7
- Academic Performance 8
- Conditions & Climate 13

Goals, Strategies, & Proposed Expenditures 15
- Goal 1 15
- Goal 2 26
- Goal 3 30
- Goal 4 34
- Goal 5 38

Annual Review and Update 42
- Goal 1 42
- Goal 2 56
- Goal 3 62
- Goal 4 66
- Goal 5 71

Budget Summary and Consolidation 73
- Budget Summary 73
- Allocations by Funding Source 73
- Expenditures by Funding Source 74

School Site Council Membership 75
Recommendations and Assurances 76

School Vision and Mission

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Writing the SPSA and the Annual Review and Update has been an ongoing process of collaboration including our entire school community; primarily our parent groups and our staff. School Site Council meets throughout the year to learn about the process and the plan, including budgetary information. The whole staff meets regularly and through our collaboration process gives feedback, suggestions, and works to implement the plan. As we move through the year we work to finalize the SPSA and approve it through School Site Council (SSC) and other parent leadership groups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.8%	0.6%	0.57%	4	3	3
African American	13.7%	12.5%	12.50%	70	65	66
Asian	9.4%	10.6%	11.36%	48	55	60
Filipino	2.5%	2.9%	2.65%	13	15	14
Hispanic/Latino	32.4%	30.7%	31.06%	166	160	164
Pacific Islander	1.4%	1.7%	1.52%	7	9	8
White	29.1%	28.2%	28.60%	149	147	151
Multiple/No Response	10.7%	1.2%	0.76%	55	6	4
			Total Enrollment	512	521	528

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	66	83	83	12.9%	15.9%	15.7%
Fluent English Proficient (FEP)	33	27	29	6.4%	5.2%	5.5%
Reclassified Fluent English Proficient (RFEP)	12	6	11	14.6%	9.1%	13.3%

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
528	**34.8%**	**15.7%**	**0.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	83	15.7%
Foster Youth	1	0.2%
Homeless	5	0.9%
Socioeconomically Disadvantaged	184	34.8%
Students with Disabilities	52	9.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	66	12.5%
American Indian	3	0.6%
Asian	60	11.4%
Filipino	14	2.7%
Hispanic	164	31.1%
Two or More Races	58	11.0%
Pacific Islander	8	1.5%
White	151	28.6%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Green	**Suspension Rate**  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
9.8 points above standard	46.2 points below standard	0 Students
Maintained -1.1 points	Maintained -1.1 points	
240 students	52 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	45.6 points below standard	67.9 points below standard
1 students	Declined -7.6 points	Declined -26.1 points
	86 students	32 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
22.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	34.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -27.8 points	2 students	Increased 12.6 points	3 students
32 students		30 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 Blue
21.2 points below standard	2.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	53.7 points above standard
Increased 7.4 points	Declined -18.1 points	3 students	Maintained -0.7 points
79 students	19 students		71 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	23.1 points above standard
Increased 29.7 points	10 students	Maintained -1.2 points
42 students		178 students

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Orange	 No Performance Color
0.5 points above standard	44.1 points below standard	0 Students
Maintained -2.4 points	Maintained 1.3 points	
240 students	52 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	40.9 points below standard	62.2 points below standard
1 students	Maintained 2 points	Declined -17.4 points
	86 students	32 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
37.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	28.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -31.3 points	2 students	Increased 6.6 points	3 students
32 students		30 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green	 No Performance Color	 No Performance Color	 Green
21.2 points below standard	17.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	35.4 points above standard
Increased 4.6 points	Declined -22.1 points	3 students	Declined -4.8 points
79 students	19 students		71 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
57.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	11.9 points above standard
Increased	10 students	Maintained -2.6 points
29.5 points 42 students		178 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
81	32.1%	42%	18.5%	7.4%

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	4	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Green	 No Performance Color
1.8% suspended at least once	2.3% suspended at least once	Less than 11 Students - Data Not [redacted] 4 students
Declined -1.3% 551 students	Declined -0.9% 86 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Yellow
Less than 11 Students - Data Not [redacted] 5 students	2% suspended at least once	5.2% suspended at least once
	Declined -2.4% 204 students	Declined -9.8% 77 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 Blue	 No Performance Color
4.1% suspended at least once	Less than 11 Students - Data 3 students	0% suspended at least once	0% suspended at least once
Increased 2.7%		Declined -1.7%	Maintained 0%
73 students		62 students	15 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green	 Blue	 No Performance Color	 Green
1.8% suspended at least once	0% suspended at least once	Less than 11 Students - Data 9 students	2.6% suspended at least once
Declined -2.8%	Declined -2.9%		Declined -0.6%
171 students	66 students		152 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.3% suspended at least once	3.1% suspended at least once	1.8% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

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.

Goal was informed by

Goal I strategies and activities were informed by District LCAP actions and services, CA Dashboard academic data and results of District assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

1.1 Grade Level Collaboration - Sub Release Time
Support the effective, consistent implementation of adopted standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on adopted programs during staff meetings, Professional Learning Communities (Wednesday PLC), and Collaboration Release Days. Substitute Release Time will be provided for Grade Level Collaboration Day. This day should include a plan for 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 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.

1.1b 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.

1.1c 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	5530
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Grade Level Collaboration Days -Sub Release Time

Strategy/Activity 2

1.2 Assessment, 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.

1.2a Sub Release Time for SST Days - We will hold full day Student Study Team meetings monthly to conduct initial and follow-up SST meetings as a means of providing early intervention and support for struggling students.

1.2b 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.

1.2c 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.

Students to be Served by this Strategy/Activity

Low performing students
English Language Learners

Timeline

Monthly

Person(s) Responsible

Principal
COST Coordinator
Special Education Resource Teacher

Proposed Expenditures for this Strategy/Activity

Amount	2212
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Release Time for monthly SST meetings

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing throughout the school year.

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

By January 6, 2020 students will have experienced at least one (1) Project Based Learning project and by June 2020 students will have experienced at least two (2) projects for the year.

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site .Project Based Learning: 2 PBL Projects per year (Fall/Spring) including culminating public product.
Amount	0
Description	Centralized services to support programs at the school site. 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.

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.Blended Learning platforms.

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal
All staff members

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site. Professional Development for teachers on Culturally and Linguistically responsive teaching.

Strategy/Activity 7

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.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal
Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site. Designated and Integrated ELD will be taught in every classroom where there are EL's for 30 minutes per day.

Strategy/Activity 8

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.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

By October 2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site. Administrator will provide ELD data to staff and offer opportunities for data analysis and planning EL specific interventions.

Strategy/Activity 9

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.)

Students to be Served by this Strategy/Activity

All Students

Timeline

2019 2020 Ongoing throughout the school year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,805

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Hourly for Instructional Leadership Team (ILT) 6 teachers x 11 meetings x $42.50 per hour
Amount	510.34
Source	Base
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for Instructional Leadership Team Teacher Hourly
Amount	7500
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	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.
Amount	6000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	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.
Amount	300
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support action items in SPSA

Strategy/Activity 10

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).

Students to be Served by this Strategy/Activity

ALL

Timeline

2019 2020 Ongoing

Person(s) Responsible

Principal , teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site. Implement the MIISS framework utilizing Tier 1 and 2 behavioral and academic interventions

Strategy/Activity 11

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

Students to be Served by this Strategy/Activity

Transitional Kindergarten

Timeline

2019 2020 Throughout the school year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	14,400
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Para-educator for Transitional Kindergarten - funded by PTA (8hrs/wk)

Strategy/Activity 12

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.

Students to be Served by this Strategy/Activity

All students

Timeline

2019 2020 Throughout the school year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	35,000
Source	Parent-Teacher Association (PTA)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Science Lab (Instructor salary + prep time + FOSS Kits/ Curricular materials)
Amount	1,500
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Science materials for classroom teachers ($250 per grade level x 6 grades)
Amount	0
Description	Centralized services to support programs at the school site. Mystery Science Software License

Strategy/Activity 13

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019 2020 Throughout the school year

Person(s) Responsible

Principal
ACE Club Coordinator
Intermediate teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Supplemental and Concentration"
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	After-School ACE Club classes focused on STEAM enrichment
Amount	4,000

Source	Supplemental and Concentration"
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Outdoor Education

Strategy/Activity 14

After-school MAKER enrichment classes with a priority for GATE students

Students to be Served by this Strategy/Activity

District Identified GATE students

Timeline

Throughout the school year

Person(s) Responsible

Principal
Library Media Specialist

Proposed Expenditures for this Strategy/Activity

Amount	1851
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Library Media Specialist (1hr/2days/week/36 weeks)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

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.

Goal was informed by

Goal 2 strategies and activities were informed by District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

2.1 Inspire students to think about their futures by providing experiences for them to learn about college & career opportunities. Parents will be invited to share their expertise/ college experience with students during "Special Person's Day" in order to increase awareness and promote a college & career culture at Roosevelt School. Teachers will be encouraged to wear their college gear each Monday. Invite Roosevelt alumni San Leandro High School graduates to visit and talk to Roosevelt students about their pathways to graduation and beyond.

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

Fall 2019 - Special Person's Day
Ongoing - College Gear Mondays and Parent education
Spring 2020 - San Leandro High School Graduates Visit

Person(s) Responsible

Principal
Teachers
High School Principals

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 2

2.2 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.

2.2a 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.

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

Ongoing

Person(s) Responsible

Principal
Classroom teacher
Special Education Resource Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 3

2.3 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.

Students to be Served by this Strategy/Activity

English Language Learners
Students with Disabilities
Low Income

Timeline

Ongoing

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 4

2.4 Promote prevention and intervention programs that focus on health, wellness, and positive personal social development. Coordinate school-wide services by using the COST process.
2.4a Systematic Toolbox Implementation including Reteaching
2.4b Work with Community Based Organizations 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.

2.4fc 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.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal
COST Coordinator
Director of Prevention and Intervention Services

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site. 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.
Amount	3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support the implementation of PBIS and Toolbox
Amount	3121
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS Committee: Meetings take place after contractual hours. Teacher hourly pay applies to one meeting per month plus any necessary summer work.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

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.

Goal was informed by

Goal 3 strategies and activities were informed by District LCAP, CA Healthy Kids Survey, CA Dashboard, District Assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

3.1 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.
3.1a Support Noon Supervisors by providing a handbook and orientation.
3.1b Support substitute custodians by creating checklists and run sheets.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal
Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 2

3.2 Continue ongoing professional development opportunities for all employees at Roosevelt School including administration, support staff, and teachers based on employee input.
3.2a Provide District-wide Professional Development Days (2 days)
3.2b Secure funding for teachers to attend Professional Development opportunities and conferences (Kindergarten conferences, Daily 5 Conference, Fountas and Pinnell Leveled Library Intervention workshops, Learning and the Brain Conference, etc)

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 3

3.3 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, City-wide Track Meet, Mindfulness strategies, Safe Routes to School programs, Bike to School Day)

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal
COST Coordinator
Director of Prevention and Intervention Services

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 4

3.4 Implement standard operational procedures for effective internal communication with all Roosevelt employees. This includes office staff to teacher communication.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal
Teachers
Administrative Assistant
Clerk
Parent Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

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.

Goal was informed by

Goal 4 strategies and activities were informed by District LCAP, CA Healthy Kids Survey, CA Dashboard, District Assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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.

4.1b Continue to develop/implement best practices in communication information between all stakeholder groups in the Roosevelt community through the effective use of our school website, social media, Google Classroom, Remind App, Class Dojo App, teleparent messages, weekly school-wide and classroom newsletters.

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.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal
Parent Facilitator
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	150

Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	School Smarts Academy Supplies
Amount	600
Source	Base
Budget Reference	5900: Communications
Description	Postage
Amount	1057
Source	Translation Budget
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Translation services

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal
Parent Facilitator
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 3

4.3 Partner with local organizations(Dad's Club ACES program, Davis Street, Boy Scouts, Berkeley Chess, Mad Science) to provide extended hour programs.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Subsidize contracts with Dad's Club ACES to reduce costs for programs

Strategy/Activity 4

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 students are safely dropped off at school by creating a "Student Drop-Off Program" utilizing student leaders. Student Leaders will assist other students during the drop-off at the front of the school

4.4b Ensure student safety during lunch recess by subsidizing a Noon Supervisor to provide additional coverage.

4.4c Ensure internal and external communication between school personnel and District Office staff in the event of an emergency by purchasing new walkie talkies.

4.4d 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.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing throughout the school year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	4890
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Subsidize 1.5 hours per day for Noon Supervisor
Amount	1000
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	1st Aide and Emergency Supplies

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

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

Goal was informed by

Goal 5 strategies and activities were informed by CA Healthy Kids Survey, Parent and Community Member feedback, Measure J1 Planned Improvements, District LCAP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

5.1 Replace portables on campus with modular classrooms.

Students to be Served by this Strategy/Activity

All Students

Timeline

Fall 2019

Person(s) Responsible

Principal with support of Director of Facilities and Operations

Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	6000-6999: Capital Outlay
Description	J1 Bond

Strategy/Activity 2

5.2 Technology refresh - student Chromebooks and Teacher laptops

Students to be Served by this Strategy/Activity

All Students

Timeline

Fall 2019

Person(s) Responsible

Principal with support from Chief Technology Officer

Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	4000-4999: Books And Supplies
Description	J1 bond

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Technology Accessories

Strategy/Activity 4

5.4 Purchase new furniture and update classroom furniture as needed

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3246
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	New and Updated furniture

Strategy/Activity 5

5.5 Encourage staff and parent participation in the annual Campus Beautification Day.

Students to be Served by this Strategy/Activity

All Students

Timeline

Fall 2019

Person(s) Responsible

Principal with support of Dad's Club and Director of Facilities and Operations

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 6

5.6 Continue partnership with StopWaste.org to provide Composting and Recycling at lunchtime.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal and Student Leadership Advisor

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups slightly decreased by 1.1 points • Academic ELA status for SPED students declined by 26.1 points • Academic Math status for all students and student groups slightly decreased by 2.4 points • English Learner Progress status Level 4 = 32.1%, Level 3 = 42%, Level 2 = 18.5%, Level 1 = 7.4% • Increased the reclassification rate

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee rate by 0.6%

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	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	Grade Level Collaboration Days -Sub Release Time 1000-1999: Certificated Personnel Salaries Base 6,000	Grade Level Collaboration Days -Sub Release Time 1000-1999: Certificated Personnel Salaries Base 6,000
		Benefits for Grade Level Collaboration Sub Release Time 3000-3999: Employee Benefits Base 1,091.24	Benefits for Grade Level Collaboration Sub Release Time 3000-3999: Employee Benefits Base 1,091.24
		Centralized services to support programs at the school site. Instructional Coaching Support 0	Centralized services to support programs at the school site. Instructional Coaching Support 0
		Centralized services to support programs at the school site. Wednesday PLC Grade Level Meetings 0	Centralized services to support programs at the school site. Wednesday PLC Grade Level Meetings 0
		Centralized services to support programs at the school site. Instructional Rounds by Administrator 0	Centralized services to support programs at the school site. Instructional Rounds by Administrator 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	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 scored 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 met 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		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	conducted weekly classroom visits in order to document evidence of PBL, NGSS, ELD, Math and ELA instruction and provide teachers with support.		
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	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 were 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	Sub Release Time for Academic Conferences 2x per year - 4 subs total (2 days in Fall and 2 days in Spring) 1000-1999: Certificated Personnel Salaries Base 600 Employee Benefits for Academic Conference Sub Release Time 3000-3999: Employee Benefits Base 109.16 Sub Release Time for SST Days (1 Floater Sub per trimester - 3x per year) 1000-1999: Certificated Personnel Salaries Base 450 Benefits for SST Floater Sub Release Time 3000-3999: Employee Benefits Base 81.87 Centralized services to support programs at the school site. English Learner Progress Monitoring 0 Centralized services to support programs at the school site. Classroom Based Intervention (Small Groups, Blended Learning & Learning Academy- Reading & Math TK-5th) 0	Sub Release Time for Academic Conferences 2x per year - 4 subs total (2 days in Fall and 2 days in Spring) 1000-1999: Certificated Personnel Salaries Base 600 Employee Benefits for Academic Conference Sub Release Time 3000-3999: Employee Benefits Base 109.16 Sub Release Time for SST Days (1 Floater Sub per trimester - 3x per year) 1000-1999: Certificated Personnel Salaries Base 450 Benefits for SST Floater Sub Release Time 3000-3999: Employee Benefits Base 81.87 Centralized services to support programs at the school site. English Learner Progress Monitoring 0 Centralized services to support programs at the school site. Classroom Based Intervention (Small Groups, Blended Learning & Learning Academy- Reading & Math TK-5th) 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	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 held 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 supported monitoring academic progress of EL's to facilitate teachers' opportunity to provide feedback on student performance that will inform intervention services.	Centralized services to support programs at the school site. 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. 0	Centralized services to support programs at the school site. 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. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.2e Classroom-based Intervention: Teachers offered 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 were 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.		
1.3 Eureka Math	1.3 Eureka Math	Centralized services to support programs at the	Centralized services to support programs at the

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	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.	school site. Eureka Math Curriculum 0	school site. Eureka Math Curriculum 0
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	1.4 Implemented 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	Centralized services to support programs at the school site. Project Based Learning: 2 PBL Projects per year (Fall/Spring) including culminating public product. 0	Centralized services to support programs at the school site. Project Based Learning: 2 PBL Projects per year (Fall/Spring) including culminating public product. 0
		Centralized services to support programs at the school site. 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	Centralized services to support programs at the school site. 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

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
meetings and through the use of Critical Friends Protocols.	meetings and through the use of Critical Friends Protocols.	conversations about PBL implementation. 0	conversations about PBL implementation. 0
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.	1.5 Integrated 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.	Centralized services to support programs at the school site. Blended Learning will be utilized in every classroom. 0	Centralized services to support programs at the school site. Blended Learning will be utilized in every classroom. 0
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	1.6 Reviewed/implemented 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 Provided time during staff meetings for teachers to engage in courageous conversations about race, equity, and social justice so actions	Centralized services to support programs at the school site. Professional Development for teachers on Culturally and Linguistically responsive teaching. 0	Centralized services to support programs at the school site. Professional Development for teachers on Culturally and Linguistically responsive teaching. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
the achievement of our lowest performing students, students of color, and English Learners.	can be taken to improve the achievement of our lowest performing students, students of color, and English Learners.		
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.	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 Provided 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.	Centralized services to support programs at the school site. Designated and Integrated ELD will be taught in every classroom where there are EL's for 30 minutes per day. 0	Centralized services to support programs at the school site. Designated and Integrated ELD will be taught in every classroom where there are EL's for 30 minutes per day. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.8 ELD Data Provided 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 Provided 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 Provided 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.	Centralized services to support programs at the school site. Administrator will provide ELD data to staff and offer opportunities for data analysis and planning EL specific interventions. 0	Centralized services to support programs at the school site. Administrator will provide ELD data to staff and offer opportunities for data analysis and planning EL specific interventions. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.)	1.9 Utilized 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 Utilized site discretionary funds to purchase classroom and office supplies that support the implementation of school-wide instructional programs. 1.9c Utilized site discretionary funds to purchase medical supplies for students (band-aids, first aid, etc.)	Teacher Hourly for Instructional Leadership Team (ILT) 6 teachers x 11 meetings x $42.50 per hour 1000-1999: Certificated Personnel Salaries Base 2,805	Teacher Hourly for Instructional Leadership Team (ILT) 6 teachers x 11 meetings x $42.50 per hour 1000-1999: Certificated Personnel Salaries Base 2,805
		Benefits for Instructional Leadership Team Teacher Hourly 3000-3999: Employee Benefits Base 510.34	Benefits for Instructional Leadership Team Teacher Hourly 3000-3999: Employee Benefits Base 510.34
		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. 4000-4999: Books And Supplies Base 7500	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. 4000-4999: Books And Supplies Base 7500
		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. 4000-4999: Books And Supplies Base 6000	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. 4000-4999: Books And Supplies Base 6000
		Materials and Supplies 4000-4999: Books And Supplies Base 300	Materials and Supplies 4000-4999: Books And Supplies Base 300
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	1.10 Utilized 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	Centralized services to support programs at the school site. Implement the MIISS framework utilizing Tier 1 and 2 behavioral and academic interventions 0	Centralized services to support programs at the school site. Implement the MIISS framework utilizing Tier 1 and 2 behavioral and academic interventions 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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).	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).		
1.11 Provide general education para-educator 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.	1.11 Provided general education para-educator 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.	Paraeducator for Kinder - funded by PTA Other 20,000	Paraeducator for Kinder - funded by PTA Other 20,000
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	1.12 Focused 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	Science Lab (Instructor salary + prep time + FOSS Kits/ Curricular materials) funded by PTA Other 30,000 Science materials for classroom teachers ($250 per grade level x 6 grades) 4000-4999: Books And Supplies Base 1,500 Mystery Science Software License 5800: Professional/Consulting Services And Operating Expenditures Base 1,000	Science Lab (Instructor salary + prep time + FOSS Kits/ Curricular materials) funded by PTA Other 30,000 Science materials for classroom teachers ($250 per grade level x 6 grades) 4000-4999: Books And Supplies Base 1,500 Mystery Science Software License 5000-5999: Services And Other Operating Expenditures Base 1,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	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.		
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.	1.13 Provided 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.	After-School ACE Club classes focused on STEAM enrichment 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration" 9,900 Outdoor Education 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration" 4,000	After-School ACE Club classes focused on STEAM enrichment 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration" 9,000 Outdoor Education 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration" 4,000
1.14 Promote and support teaching practices and learning experiences focused on civic engagement.	1.14 Promoted and supported teaching practices and learning experiences focused on civic engagement.	Centralized services to support programs at the school site. Student Leadership: Students will be encouraged to take on leadership roles at school, possibly in the form of a student council. 0	Centralized services to support programs at the school site. Student Leadership: Students will be encouraged to take on leadership roles at school, possibly in the form of a student council. 0

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups slightly decreased by 1.1 points • Academic ELA status for SPED students declined by 26.1 points • Academic Math status for all students and student groups slightly decreased by 2.4 points • English Learner Progress status Level 4 = 32.1%, Level 3 = 42%, Level 2 = 18.5%, Level 1 = 7.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee rate by 0.6%

Metric/Indicator	Expected Outcomes	Actual Outcomes
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	2.1 Inspired 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 Provided 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.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	2.2 Provided 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.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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.	2.3 Strengthened 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 helped 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.	Centralized services to support programs at the school site. 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. 0 Centralized services to support programs at the school site. Co-Teaching Training will be provided by Special Education Department 0	Centralized services to support programs at the school site. 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. 0 Centralized services to support programs at the school site. Co-Teaching Training will be provided by Special Education Department 0
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.	2.4 Continually monitored 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.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
2.5 Promote prevention and intervention programs that focus on health, wellness, and positive	2.5 Promoted prevention and intervention programs that focus on health, wellness, and positive	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	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: Provided teachers with opportunities to observe each other implementing PBIS, Toolbox, and Project Based Learning Lessons. 2.5c Day of Silence: Roosevelt and Washington Schools partnered to help 4th and 5th graders build empathy towards people who have been silenced due to race, gender, sexuality, or other characteristic. 2.5d Continued 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: Maintained an active Wellness Committee comprised of a teacher leader (Wellness Champion), the principal, and parents. This group	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 1000-1999: Certificated Personnel Salaries Base 600 Employee Benefits for Sub Release Time - Peer Observation Cycles 3000-3999: Employee Benefits Base 120.54 Wellness Committee 4000-4999: Books And Supplies Base 200 PBIS Committee: Meetings take place after contractual hours. Teacher hourly pay applies to one meeting per month plus any necessary summer work. 1000-1999: Certificated Personnel Salaries Base 1500	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 1000-1999: Certificated Personnel Salaries Base 600 Employee Benefits for Sub Release Time - Peer Observation Cycles 3000-3999: Employee Benefits Base 120.54 Wellness Committee 4000-4999: Books And Supplies Base 200 PBIS Committee: Meetings take place after contractual hours. Teacher hourly pay applies to one meeting per month plus any necessary summer work. 1000-1999: Certificated Personnel Salaries Base 1500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	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: Continued 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.		
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.	2.6 Provided 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.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
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.	2.7 Girls Inc Counseling Services (4 days per week) - Students in need of behavioral and emotional support were referred for school-based counseling through the COST process.	Centralized services to support programs at the school site. Girls Inc Counseling Services - district funded 0	Centralized services to support programs at the school site. Girls Inc Counseling Services - district funded 0

Analysis

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

The implementation of the actions/services were achieved and supported the goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goals and services were effective. The number of PBLs increased school-wide. Parent engagement opportunities were plentiful.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between estimated and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups slightly decreased by 1.1 points • Academic ELA status for SPED students declined by 26.1 points • Academic Math status for all students and student groups slightly decreased by 2.4 points • English Learner Progress status Level 4 = 32.1%, Level 3 = 42%, Level 2 = 18.5%, Level 1 = 7.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee rate by 0.6% LCFF Priority 6 - School Climate • Decreased the Suspension rate status by 1.3% • Maintained the district expulsion rate at or below the state average for all students and student groups.

Metric/Indicator	Expected Outcomes	Actual Outcomes
• SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Maintained a high rating for Student Engagement and Supports and report findings from Student Survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	3.1 Promoted 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 Worked 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	Centralized services to support programs at the school site. 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. 0	Centralized services to support programs at the school site. 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. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
in social groups through the COST process.	in social groups through the COST process.		
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.	3.2 Continued 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.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
3.3 Continue ongoing professional development opportunities for all employees at Roosevelt School including administration, support staff, and teachers based on employee input.	3.3 Continued ongoing professional development opportunities for all employees at Roosevelt School including administration, support staff, and teachers based on employee input.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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.	3.4 Enhanced 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.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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	3.5 Implemented 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	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Office Manager to teachers is critical.	Office Manager to teachers is critical.		

Analysis

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

The implementation of the actions/services were achieved and supported the goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Communication efforts were effective and continue to be a prioritized goal for the Roosevelt staff.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between estimated and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups slightly decreased by 1.1 points • Academic ELA status for SPED students declined by 26.1 points • Academic Math status for all students and student groups slightly decreased by 2.4 points • English Learner Progress status Level 4 = 32.1%, Level 3 = 42%, Level 2 = 18.5%, Level 1 = 7.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee rate by 0.6%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	the previous year	

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	4.1 Utilized 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 Utilized district and site resources to provide translation services to our parent community in Spanish and other identified languages (whenever possible). 4.1b Utilized 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	School Smarts Academy supplies 4000-4999: Books And Supplies Base 150 Postage 5900: Communications Base 200	School Smarts Academy supplies 4000-4999: Books And Supplies Base 150 Postage 5900: Communications Base 200

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	on the Roosevelt school website. 4.1c Provided 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 Purchased postage for mailing correspondence to parents as needed.		
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.	4.2 Provided 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.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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	4.3 Provided opportunities for parents to offer feedback on school-wide programs and procedures. 4.3a Provided 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	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
the administrator and Parent Facilitator.	the administrator and Parent Facilitator.		
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.	4.4 Ensured high standards of school safety and deliver effective emergency response and operations by annually updating the site Emergency Plan. 4.4a Ensured 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.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
4.5 Promote local civic engagement opportunities and programs both inside and outside the classroom for students to develop a strong sense of citizenship.	4.5 Promoted local civic engagement opportunities and programs both inside and outside the classroom for students to develop a strong sense of citizenship.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Analysis

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

The implementation of the actions/services were achieved and supported the goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions and services were effective and supported the goal. Leadership opportunities have contributed to the overall family engagement. The Parent Facilitator supports nearly all Roosevelt parents throughout the school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between estimated and actual expenditures

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
5.1 Facilitate opportunities that create access to internet and devices at home for students and their families (i.e. Family Tech Night).	5.1 Facilitated opportunities that create access to internet and devices at home for students and their families (i.e. Family Tech Night).	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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.	5.2 Worked with district office to implement the following Measure J1 bond projects successfully: HVAC, portable replacement, library modernization, electrical upgrades. 5.2a Encouraged staff and parent participation in the annual Campus Beautification Day which happens in October.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
5.3 Purchase technology accessories as needed. (Headphones, dongles, projector bulbs, mice)	5.3 Purchased technology accessories as needed. (Headphones, dongles, projector bulbs, mice)	Technology Accessories 4000-4999: Books And Supplies Base 300	Technology Accessories 4000-4999: Books And Supplies Base 300
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.	5.4 PurchasedWoot 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.	Woot Math Site License 5800: Professional/Consulting Services And Operating Expenditures Base 500 DreamBox Software License (Request PTA support to fund this program) Other 6400	Woot Math Site License 5800: Professional/Consulting Services And Operating Expenditures Base 500 DreamBox Software License (Request PTA support to fund this program) Other 6400
5.5 Continue partnership with StopWaste.org to provide Composting and Recycling at lunchtime. Invite more parents to support this program.	5.5 Continued partnership with StopWaste.org to provide Composting and Recycling at lunchtime. Invite more parents to support this program.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
5.6 Recess equipment - request support from PTA to replenish consumable recess equipment (i.e balls, hula hoops, etc.)	5.6 Recess equipment - requestedt support from PTA to replenish consumable recess equipment (i.e balls, hula hoops, etc.)	Recess Equipment - PTA Funded request Other 500	Recess Equipment - PTA Funded request Other 500

Analysis

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

The implementation of the actions/services were achieved and supported the goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Each action and service was effective and proved to be helpful in providing the best possible educational and emotional supports to all Roosevelt students. The Roosevelt community as demonstrated at regular meetings for all stakeholders will continue with the elements under goal 5.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals stated did not change and will remain for 2019-2020.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	108,672.34

Allocations by Funding Source

Funding Source	Amount	Balance
Base	38,474.34	0.00
Supplemental and Concentration"	8,000	0.00
Unrestricted	11,741.00	0.00
Other	14,400	0.00
Parent-Teacher Association (PTA)	35,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	38,474.34
Other	14,400.00
Parent-Teacher Association (PTA)	35,000.00
Supplemental and Concentration"	8,000.00
Translation Budget	1,057.00
Unrestricted	11,741.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
David Kumamoto	Principal
Debbie Dodd	Classroom Teacher
Nicole Lamm	Classroom Teacher
Natasha Weidner	Classroom Teacher
Laura Ordonez	Other School Staff
Franklin Hysten	Parent or Community Member
Scott Smith	Parent or Community Member
Jenny Larsen	Parent or Community Member
Monique Farris	Parent or Community Member
Steve Moore	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2019.

Attested:

	Principal, David Kumamoto on May 20, 2019
	SSC Chairperson, Franklin Hysten on May 20, 2019