

The Single Plan for Student Achievement

School: Roosevelt Elementary School
CDS Code: 10-73965-6006951
District: Central Unified School District
Principal: Brandi Fleming
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Roosevelt Elementary School's Vision and Mission Statements

Vision: Our vision is to inspire and be inspired by our student's diverse gifts and strengths. Staff, students and parents will develop a love of learning as well as set rigorous academic goals. The Roosevelt community will demonstrate respect, responsibility, and safety.

Mission: Every student will receive rigorous standards based instruction in every classroom every day to ensure student learning.

School Profile

Roosevelt Elementary School is a K-6 school in the relative center of Central Unified School District. Roosevelt is located in a rural portion of our school district and serves approximately four hundred and ninety students. Roosevelt serves a high population, percentage wise, of English Learners and Socio-Economically Disadvantaged students, as well as a high population of Hispanic students. Roosevelt school serves approximately 490 students, with a significant amount of transiency. While Roosevelt is located in a rural area, the large majority of the students live in urban and suburban communities. Roosevelt has once again established a Parent Teacher Association (PTA) which has proven to be an integral part of our planning and co-curricular developments to enhance and elevate the level of parent participation and involvement, as well as have a formal venue to welcome and attain parent and community input and feedback. The development of our Parent Club has allowed for a higher level of a partnership between the school and our parent community.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A thorough and careful analysis of our 2016-2017 Parent Survey was used to identify areas of strength as well as areas of concern, via the viewpoints and perspectives of our parent community. In general, parents responded they were satisfied with many areas of the school's program, such as communication, opportunities for parent involvement, and its English Learner program. One survey item of particular interest and one that we, as a school site, put forth time, effort, and resources to improve upon, is "We receive regular communication from my child's teacher". As a result, the percentage of parents who responded "Usually/Always" increased from 81.4% to 89% an increase of 7.6%. However, looking at survey item 5 from Dimension 2: Quality Instruction is another area of concern. "I believe my child is participating in a high-quality academic program", the percentage of parents who responded "Usually/Always" decreased to 49% from a previous score of 81%. This shows an area of need as identified by our parent community. Another area of need identified is fair and consistent discipline (60%), and whether the school tolerates bullying and is safe (62%). These were two areas identified by our parent population which are in need of improvement. It should be noted the number of responses was 28, which means further data collection from a wider range of our parents is needed.

Classroom Observations

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

The primary type of classroom observations conducted during the school year are "classroom drop-in observations", using our Central Unified School District Classroom Observation Protocol form. In addition to this type of classroom observation, we employ daily, routine classroom visits, as well as formal classroom observations as part of the formal teacher evaluation process. With all combined types of classroom observations, it is estimated that approximately eight classroom observations are conducted on a daily basis. The current drop in and evaluation process is a collaborative process between administrator and teacher that encourages dialogue and reflection. As a whole, our teachers effectively bring instructional strategies into their instructional planning and

delivery that they learn via professional development opportunities, provided within our district. During the 2017-2018 school year, our district is working toward utilizing Visible Learning and impact cycles for each school and grade level.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school uses both the results of state and local assessment data such as the Smarter Balanced Assessment and the English Language Proficiency Assessment for California to determine the effectiveness of our instruction and instructional strategies, school-wide, as individual grade level teams, as well as individual teachers. The student learning results attained via local assessments (eg. formative curriculum-embedded common assessments, CUSD Benchmarks and Performance Tasks) are continuously used to measure and identify specific areas of learning for specific students that need to be targeted for re-teaching and/or intervention opportunities. These identifications and instructional actions take place on a continuous and ongoing basis in a quest to help ensure every student is provided with instructional learning opportunities to continuously improve. The student learning results attained via state assessments (eg. CELDT) are analyzed on an annual basis, in a summative fashion, to inform us of curriculum and standard areas in which our students made growth, as well as areas in which our students declined. These findings reveal to us and inform us of those specific areas in which instructional modification is necessary in order to effectively improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as district benchmarks, SBAC and CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Currently, as for our 2017-2018 school year, all but one of our instructional staff meet requirements for "highly qualified".

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All but one classroom are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials, professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and Mathematics programs. All teachers participate in ongoing professional development, to support the continuing use of SBE-adopted ELA/ELD (Wonders, by McGraw Hill) and Mathematics (Pearson Math) programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

Teachers that are not fully credentialed are supported either by a master teacher and/or an on-site support provider.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Continuous and ongoing professional development is provided for all instructional staff via district-wide training, site-based training, and professional development opportunities sought outside of our district. In the case of all three types of professional development offerings, targeted alignment is essential and maintained with regard to specific grade level content standards, student performance (as indicated by a continuous series of multiple measure indicators, as well as professional needs (as a whole and individualized for specific staff members, based on identified need). Professional development is being continuously provided for our TK- 6th grade teacher in the newly adopted math and English Language Arts curriculum.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a one hour structured collaboration meeting every week and provides adequate time for the PLC team to meet so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum Frameworks are the blueprints for implementing the content standards. Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Subject and Grade Level - District Adopted Materials

R/LA:	K-6	McGraw-Hill Wonders
Mathematics:	K-6	Pearson
Social Science:	K-6	Houghton-Mifflin
Science:	K-6	McMillan-McGraw Hill

Our instructional staff meets in their grade level team specific Professional Learning Communities at a minimum of on a weekly basis in order to effectively align their instructional planning and instructional delivery to meet the current and ever-evolving needs of their individual students.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for R/LA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core---Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours
R/LA Strategic and intensive---Grades K-6 will receive additional minutes

ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour
Mathematics Strategic and intensive---Grades K-6 will receive additional minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The availability and distribution of standards-based instructional materials appropriate to all student groups are as follows:

Title I- All students receive explicit direct instruction based upon the Direct Instruction model with support of tiered intervention in Reading/Language Arts, while receiving differentiated instruction and materials from their teachers in all core content areas. In math, students have consistent time blocked opportunities to use ST Math to enhance student abilities to better understand mathematical concepts.

English Learners- All students receive explicit direct instruction with support of ELD curriculum (McGraw Hill- Wonders), differentiated instruction, daily opportunities to engage with peers and teacher within instruction, and explicit intentional academic vocabulary instruction in Reading/Language Arts, as well as all other core content areas. Students have consistent time blocked opportunities to use ST Math to enhance student abilities to better understand mathematical concepts.

Special Education- All students receive explicit direct instruction and differentiated support in Reading/Language Arts and math. The type and level of their differentiated instructional materials and support is dependent upon what is indicated in their Individualized Educational Program (IEP), as well as their academic achievement levels throughout the school year. Students have consistent time blocked opportunities to use ST Math to enhance student abilities to better understand mathematical concepts.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD- CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student.

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The eighth consecutive year of implementation of ST Math is offered for every student. The time and opportunity for each student to work on the computer adapted program is available to students throughout the day based on the teacher/ classroom schedule as each student has access to chrome books or tablets. This access to ST Math allows our students to make improved gains on the percentage of their grade level course in ST Math throughout the school year. This will increasingly support understanding of the conceptual understandings of the mathematical standards. ST Math is believed to have had a significant impact on the school-wide and significant subgroup gains made in mathematics for our students over the course of the last few years.

We offer a comprehensive Accelerated Reader program which targets the improvement and the consistent monitoring of every student's reading comprehension. Our effort is to have every child average at least 85% (preferably 90% or higher) on every AR quiz since the research indicates performance at this level directly impacts student improvement with reading comprehension, which improves their ability to better access and understand expected content area reading. Students are able to take their AR quizzes in our computer lab, on the student computers in their respective classrooms, and now on their personal student tablets.

Direct Instruction, as well other effective models of instructional delivery, are planned for and implemented every day, along with effective instructional strategies in order to successfully meet the learning needs of every student. Above and beyond this, our instructional staff meets on a weekly basis in their respective grade level team PLCs to intentionally identify and plan for the specific learning needs of under-performing students.

Students who meet the criteria for our Migrant Education program are continually assessed by their teachers using state and local assessments and identified to receive extra services and interventions as needed.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Inquiry Lessons, Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The results of the 2016-2017 Parent Survey indicate that additional attention is needed in providing our students with the academic and instructional resources to support their continued learning progress. We will continue to further assist and support these students with instructional best practices and individualized planning, preparation, and instruction to meet their specific learning needs as indicated by continuous progress monitoring and results from multiple assessment measures. Homework is assigned as a means for these students to gain more time practicing the knowledge and skills they have already learned, thus increasing their level of learning and understanding. Specifically designed Saturdays, "English Learner Saturday", have been created to strengthen the relationships and communication with our English Learner parents and to provide useful information for them about their child's academic and educational status and how they directly relate to and impact the educational trajectory of their child. We will also continue to provide continuous and timely communication to our families using our automated phone and e-mail messaging system, Connect-Ed, as well as our school website and printed information to go home with students and mailed home. We have continued to partner with the Fresno County Office of Education (FCOE) to bring Parent Education classes to our school site for all Roosevelt parents. This year we will be providing family nights to encourage participation in co-curricular activities. We also offer A wide variety of Parent Education and support classes/meeting are offered via our district as well. We have an active after school program that works closely with our school to enhance teaching that takes place with the school day. We have several of our parents who routinely volunteer at our school and within the classrooms, helping to support various under-achieving students. We will continue to offer our Literacy Academy after school and on Saturdays, expanding from 1st grade students to kindergarten and 1st grade students.

A wide array of resources and opportunities are made available:

- Parent Conferences
- Outline of grade level standards-based academic expectations
- Report Cards
- Progress Reports
- Back to School Night
- Open House
- Award Ceremonies for Fall and Spring Semesters
- Home-School Compact
- Co-Curricular Participation (History Day, Science Fair, Young Author's Fair, Peach Blossom, Spelling Bee)
- Student Study Team
- Interpretation and translating services for Spanish and Punjabi speaking parents
- School Site Council
- English Language Advisory Committee
- "English Learner Parent Engagement" Saturdays
- Parent Support Classes
- After school tutoring

All parents of non-English speaking families receive a letter explaining the results of the annual CELDT assessment to inform them of their child's level of English Language proficiency and of the services being provided for their child. In addition, if their child is identified as a Title I student, they receive a letter explaining how their child qualified as a Title I student, and they are subsequently invited to our Annual Title I Parent Meeting. This meeting informs parents about the services provided by Title I funding to assist their children who are underperforming, as well as receive their suggestions to better serve their children. Interpreters are provided for parents who require information and communication in Spanish during parent-teacher conferences, ELAC meetings, Title I meetings, Student Study Team meetings, and IEP meetings. Roosevelt also has a full-time office secretary who is fluent in Spanish who is always available to assist parents. Additionally, our school employs a bilingual (Hmong-speaking) community liaison who coordinates parent education classes, attends parent meetings, reaches out to parents to invite them to events and continually supports our goals to improve the home to school connection for student success.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The ConApp remains to be an agenda item for review, discussion, and evaluation for School Site Council and English Language Advisory Council meetings, which involves classroom teachers, parents, and other school personnel.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Tiered intervention support is provided for under performing students on a daily basis. An intervention teacher has been hired who teaches and instructs students through push-in and pull out services, while the classroom teacher provides direct intervention support for students identified as intensive learners, substantiating Tier 3 Intervention. Tier 2 Intervention is provided to students on a daily basis within the classroom by services the regular classroom teacher, identified via continuous Checking for Understanding and random selection strategies throughout each lesson, small group interventions and bi weekly push-in services. Tier 1 support is provided on a daily basis and defined as the regularly planned and delivered daily instruction for all students, intentionally differentiated to align with every individual student's learning level and learning needs.

We have hired a part time technology aid to work in our computer lab to maintain the consistent maintenance and function of our student laptop computers as well as the student chrome books and tablets in the classrooms. She is also providing leadership, guidance, and support for our students, staff, and parents with our new student chrome books and implementation of their various purposes and instructional functions. This will help ensure that our students always have access to a viable working student computer in all school site settings to promote the efficiency and efficacy of their learning.

Interactive Smart Boards, are being replaced and maintained this year equipped to ensure that every classroom has a working interactive smart board in every classroom to enhance the daily instruction and learning attainment of our students, while utilizing current educational technology to exemplify and reflect the increasingly evolving world of technology and the digital age within the 21st Century. This instructional tool provides an extended and varied instructional modality to help meet the learning needs of our under performing students.

With our diligent efforts to plan, prepare, and implement Direct Instruction, Concept Attainment, Cooperative Learning, 21st Century Skills and Inquiry Based lesson design in every classroom during every lesson every day in an effective manner, coupled with research based instructional strategies and effective pedagogy, our school is daily enriching the learning opportunities for every student. Our teachers continue to increase their instructional capacities and to differentiate for every student based upon his/her current instructional needs. The instructional staffs increased capacities, knowledge, and skills are made possible via continuous professional development.

Categorical funds have been identified to pay for substitutes throughout the school year to provide teachers with continuous opportunities to strengthen and improve their expertise, with regard to effectively assessing students, analyzing student achievement data, using the data to inform them of intentional action steps to take, to immediately and continuously plan, prepare, and meet the learning needs of under performing students. Above and beyond this, these funds provide teachers the needed opportunities to acquire professional development in lesson design, instructional delivery, effective instructional strategies, and instructional pedagogy, continuously learning best methods to meet the learning needs of our underperforming students.

ST Math is being provided for all students on a regularly time blocked schedule to improve and strengthen their conceptual math understandings at a minimum of three days each week.

A significant amount of instructional technology continues to be purchased to enhance the various learning modalities and effectively remain current with technology, while providing comprehensive opportunities for our students to learn in a manner that equates to our digital world in which they live. This helps prepare our students for college, career, and community.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LCAP Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LCAP Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

We must build the parents trust in the educational system and fully enhance their understanding of the importance of education in fostering their student's success. Roosevelt staff continuously reaches out to parents, exploring various ways of communicating with them about their child and his/her academic and behavior status and progress. An aspect of this lack of parent engagement and connection to our school is the fact that a significant percentage of our families live a considerable distance from our school site and many experience transportation difficulties to attend meetings and events at their son/daughter's school. Many of our families are economically disadvantaged and both parents work full time or maintain single-parent homes and find it difficult to make a meaningful connection with our school. This difficulty in maintaining a strong home to school connection naturally results in conflicts and behavioral issues that students sometimes bring with them to the school site, as well as on the bus to and from school. Roosevelt staff has become and will remain innovative in order to remain resolved and committed to meet all of the educational and instructional needs of every student to ensure they are making continuous improvement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	93	68	75	87	66	74	87	66	74	93.5	97.1	98.7
Grade 4	65	85	62	64	82	61	64	82	61	98.5	96.5	98.4
Grade 5	71	71	72	65	69	70	65	69	70	91.5	97.2	97.2
Grade 6	65	64	74	64	64	71	64	64	71	98.5	98.5	95.9
All Grades	294	288	283	280	281	276	280	281	276	95.2	97.2	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2347.6	2381.5	2349.6	2	3	2.70	8	23	13.51	25	36	24.32	64	38	59.46
Grade 4	2408.2	2409.4	2427.7	13	4	4.92	14	16	24.59	13	29	31.15	61	51	39.34
Grade 5	2467.9	2470.6	2451.6	6	9	4.29	29	20	21.43	26	35	31.43	38	36	42.86
Grade 6	2472.5	2491.9	2492.0	0	3	11.27	23	31	15.49	30	31	40.85	47	34	32.39
All Grades	N/A	N/A	N/A	5	5	5.80	18	22	18.48	24	33	31.88	54	41	43.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	9	4.05	24	48	31.08	74	42	64.86
Grade 4	16	11	9.84	27	38	59.02	58	51	31.15
Grade 5	9	12	10.00	40	41	41.43	51	48	48.57
Grade 6	3	6	11.27	33	47	45.07	64	47	43.66
All Grades	7	10	8.70	30	43	43.48	63	47	47.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	5	2.70	43	52	43.24	55	44	54.05
Grade 4	11	5	11.48	38	49	45.90	52	46	42.62
Grade 5	12	14	12.86	49	45	48.57	38	41	38.57
Grade 6	3	8	8.45	52	56	50.70	45	36	40.85
All Grades	7	8	8.70	45	50	47.10	48	42	44.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	6	2.70	52	67	62.16	45	27	35.14
Grade 4	11	4	4.92	48	66	67.21	41	30	27.87
Grade 5	6	12	2.86	77	64	71.43	17	25	25.71
Grade 6	5	8	5.63	69	78	69.01	27	14	25.35
All Grades	6	7	3.99	61	68	67.39	33	25	28.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	11	5.41	41	50	40.54	54	39	54.05
Grade 4	16	7	11.48	39	51	62.30	45	41	26.23
Grade 5	25	19	12.86	58	61	51.43	17	20	35.71
Grade 6	14	16	18.31	63	61	50.70	23	23	30.99
All Grades	14	13	11.96	50	56	50.72	36	32	37.32

Conclusions based on this data:

1. Listening skills show to have highest rate of success for our students across grade levels if "At or Near Standard" and "Above Standard" are combined, while research/inquiry have the lowest combined scores.
2. Students in 5th and 6th grades has similar profiles, with reading and writing being higher than research and listening.
3. Third grade had the most difficulty in scoring above standard in any of the ELA / Literacy areas, though they scored highest in research/inquiry and reading.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	93	68	75	87	67	75	87	67	75	93.5	98.5	100
Grade 4	65	85	62	64	83	61	64	83	61	98.5	97.6	98.4
Grade 5	71	71	72	64	70	72	64	70	72	90.1	98.6	100
Grade 6	65	64	74	64	64	72	64	64	72	98.5	98.5	97.3
All Grades	294	288	283	279	284	280	279	284	280	94.9	98.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2365.3	2411.5	2394.0	1	7	5.33	16	33	17.33	30	22	32.00	53	37	45.33
Grade 4	2429.8	2411.3	2438.0	3	4	4.92	19	10	21.31	34	37	40.98	44	49	32.79
Grade 5	2452.0	2437.9	2449.3	5	6	6.94	9	9	9.72	34	23	31.94	52	63	51.39
Grade 6	2464.8	2458.3	2461.6	2	3	6.94	20	9	11.11	16	28	29.17	63	59	52.78
All Grades	N/A	N/A	N/A	3	5	6.07	16	15	14.64	29	28	33.21	53	52	46.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	19	13.33	33	45	32.00	60	36	54.67
Grade 4	13	7	9.84	23	23	37.70	64	70	52.46
Grade 5	8	7	12.50	23	14	19.44	69	79	68.06
Grade 6	3	3	11.11	31	22	26.39	66	75	62.50
All Grades	8	9	11.79	28	26	28.57	64	65	59.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	10	10.67	38	39	48.00	60	51	41.33
Grade 4	9	7	6.56	41	35	47.54	50	58	45.90
Grade 5	2	9	8.33	39	21	40.28	59	70	51.39
Grade 6	9	6	6.94	33	42	30.56	58	52	62.50
All Grades	5	8	8.21	38	34	41.43	57	58	50.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	15	10.67	46	55	38.67	51	30	50.67
Grade 4	8	5	9.84	45	40	50.82	47	55	39.34
Grade 5	5	6	6.94	47	39	31.94	48	56	61.11
Grade 6	5	5	8.33	48	56	30.56	47	39	61.11
All Grades	5	7	8.93	47	47	37.50	48	46	53.57

Conclusions based on this data:

1. Communicating reasoning show to have highest rate of success for our students across grade levels if "At or Near Standard" and "Above Standard" are combined while Concepts and Procedures has the lowest.
2. Students in 4th grade had more students that met above standard across the mathematics skills.
3. Across grade levels students had most difficulty in Concepts and Procedures.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		13	20		13	20	71	38	20	14	25		14	13	40
1		8	15	33	42	38	44	42	46	17	8		6		
2			5	20	28	38	73	61	38		11	14	7		5
3					27	6	35	60	56	65		25		13	13
4				22	17	22	39	61	67	22	17	11	17	6	
5	9	13	8	55	25	23	27	50	46		6	15	9	6	8
6		22	10	11	11	60	56	44	30	33	11			11	
Total	1	6	7	21	26	30	47	52	45	23	10	11	7	5	7

Conclusions based on this data:

1. First and 6th Grades had the highest percentage of students who increased their level of English proficiency
2. Our 3rd Grade students made the least amount of growth, with just 1 student raising their fluency level from 15-16 to 16-17.
3. A majority of our students across grade levels tested at an Intermediate level, 45%

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		3		2	10		36	23		32	26		30	39	
1		8		27	42		45	42		23	8		5		
2				21	28		63	61			11		16		
3				5	25		41	56		55	6			13	
4				21	15		42	60		21	15		16	10	
5	8	11		54	22		23	50			6		15	11	
6		22		18	11		55	44		27	11			11	
Total	1	5		17	22		43	46		25	13		15	14	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

Goal: English Language Arts

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

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
Reading Proficiency: By June 2018, 80% of all K-2 students will be on grade level, as evidenced by End of Year Fountas & Pinnell Reading Levels. By June 2018 the percentage of 3rd-6th grade students meeting or exceeding standard in English Language Arts based on Smarter Balanced Assessment will be at 80%.
Data Used to Form this Goal:
2016-2017 End of Year Fountas & Pinnell Reading Results for kindergarten, 1st grade, and 2nd grade students. Percentage of Students Meeting or Exceeding Standards in English Language Arts Based on Smarter Balanced Assessments in 2016 vs. 2017.
Findings from the Analysis of this Data:
66% of out Transitional kindergarten students were reading at the expected level, as indicated by the Fountas & Pinnell "Instructional Level Expectations For Reading" chart 59% of our kindergarten students were reading at expected level, as indicated by the Fountas & Pinnell "Instructional Level Expectations For Reading" chart. (56% 2016-2017) 55% of our 1st grade students were reading at expected level, as indicated by the Fountas & Pinnell "Instructional Level Expectations For Reading" chart. (63% 2016-2017) 71% of our 2nd grade students were reading at expected level, as indicated by the Fountas & Pinnell "Instructional Level Expectations For Reading" chart. (71% 2016-2017) 62.5% of K-2 students were reading at the expected level. Though there was a school-wide average gain in average points (+19.9), there was no increase in the percentage of students that met or exceeded standards in English Language Arts Based on Smarter Balanced Assessments in 2016 vs. 2017.
Means of evaluating progress & group data needed to measure gains:
1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 3-6 2. ELA Common Assessments (K-6) 3. Accelerated Reader Reports (K-6) 4. Benchmark Measurements (K-6) 5. Fountas & Pinnell, (K-2) 6. Local language proficiency assessments, EL students 7. Performance Tasks results (1-6) 8. Lexia results

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Enhance students learning opportunities by providing students the opportunity for teachers to provide more engaging lessons to close the experience gap with our at risk, EL and socio disadvantaged students.</p> <p>Provide teachers and students with the needed training, and materials to enhance Tier 1 learning and engage students. PD in chrome books, tablet and interactive boards to use within the lesson to increase students' technological proficiency and literacy to better be able to learn and show their learning through digital mediums.</p> <p>Replace and install new technology for aging/obsolete projectors, printers, and interactive boards to allow teachers to take full advantage of online portions of the ELA curriculum.</p>	10/1/2017-10/1/2018	Principal, technology aide	Professional Development to assist with teachers using technology			
			Technology replacements/repairs	4000-4999: Books And Supplies	Title I Part A: Allocation	5,000.00
			Technology- new devices	4000-4999: Books And Supplies	Title I Part A: Allocation	30,000.00
<p>Provide opportunities for teachers to collectively test students, analyze data and plan lessons and intervention based on findings.</p> <p>Provide continuous opportunities for staff to attend and participate in professional development, conferences, and training. In order for teachers to collectively create lesson plans that are engaging,</p>	10/1/2017-10/1/2018	Principal, GIA, ISC, Teachers	Substitute teachers to allow teachers to attend lesson planning and test students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,500.00
			Professional development Conferences	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6,000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>rigorous, literacy-rich and standards-based.</p> <p>Teachers that attend training will train additional staff members on the content during differentiated PD.</p> <p>Monitoring and feedback will be given to teachers on the implementation of their acquired knowledge</p>			<p>Substitute teachers for peer observations, coaching days and planning days.</p> <p>Professional development through district office on building increased reading strategies for students</p> <p>Classroom drop in with dialogue between teacher and administrator</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Allocation</p>	<p>5,882.00</p>
<p>Provide teachers with the needed training and materials to enhance learning and engage students.</p>	10/1/2017-10/1/2018	Principal, ISC, GIA, teachers	<p>Materials and supplies</p> <p>Lexia Reading software</p> <p>Training to implement Software</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>5,000.00</p> <p>8,500.00</p> <p>1,000.00</p>
<p>In order to appeal to the interest of our students and engage them to read more consistently, we will provide them with more library books.</p>	10/1/2017-10/1/2018	Principal, Librarian, Teachers	<p>Purchase books for the library</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF-SLIP</p>	<p>1,016.74</p>
<p>Agendas and Home/School Communication folders will be provided to students to assist with organization, planning, and prioritizing, as well as keeping parents regularly informed about student progress.</p>	10/1/2017-10/1/2018	Principal, GIA, ISC	<p>Student agendas and Home/School Folders</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p>	<p>1,200.00</p>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will be provided with books to build classroom libraries to create a culture of literacy through the creation of literacy-rich classrooms and a focus on the promotion of literacy school-wide to assist with closing the experience gap for our at-risk students and engage them in reading.	10/1/2017-10/1/2018	Principal, Teachers	Informational magazines for classrooms	4000-4999: Books And Supplies	LCFF	1,000.00
			Books for classroom libraries	4000-4999: Books And Supplies	LCFF	1,000.00
Support student learning through field trips aligned to grade level units in order to close the experience gap and to engage students in the content for our socio disadvantaged and at-risk students.	10/1/2016-10/1/2017	Principal, Teachers	Field trip entry cost for students	5000-5999: Services And Other Operating Expenditures	LCFF	3,500.00
Substitutes will be provided to allow teachers to attend grade level progress monitoring meetings and assess students.	10/1/2017-10/1/2018	Principal, GIA, ISC	Substitute teachers	1000-1999: Certificated Personnel Salaries	LCFF	2,200.00
Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting grade level standards; eg. outside of school hours tutoring	10/1/2016-10/1/2017	Principal, GIA, ISC, Teachers	Certificated staff to provide extended day tutorial for ELA support	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8,500.00
			Non fiction leveled books and other supplies for guided reading in small groups and to create book bags	4000-4999: Books And Supplies	Title I Part A: Allocation	2,250.00
			Certificated staff for Saturday School	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6,000.00
			Materials and supplies for Saturday School and tutoring	4000-4999: Books And Supplies	Title I Part A: Allocation	2,000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Establish, monitor, and sustain common Tier 1 instructional practices that align with the shifts of CCSS	10/1/2017-10/1/2018	Principal, GIA, ISC	Weekly campus wide walk through to assess and address equity of common instructional practices Daily classroom drop in observations with specific instructional feedback Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co - planning, co teaching and instructional feedback			
Provide classroom support for teachers while they are working with small groups and providing Tier 1 and Tier 2 supports in class.	10/1/2017-10/1/2018	Principal, GIA, ISC	Teaching Fellows	5800: Professional/Consulting Services And Operating Expenditures	LCFF	30,415.68
Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support)	10/1/2017-10/1/2018	Principal, instructional aides	4 Instructional Aides 3 hrs. per day	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14,399.91
Provide teachers with opportunities to learn classroom management skills and other Tier 1 teaching methods in order to allow for Tier 2 instructional practices such as small group, one on one, guided reading practices and ongoing progress monitoring.	10/1/2017-10/1/2018	Principal, Instructional Coach	Daily 5 training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,060.00
Provide Tier 2 support for continuous reading and literacy improvements for our underperforming students	10/1/17-10/1/2018	Principal, GIA, ISC	Supplemental Intervention Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	34,000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Intervention teacher to meet with Principal or ISC bi-weekly to monitor progress.</p> <p>Intervention teacher to meet with grade level teachers, administration, and instructional coach to review progress monitoring and create Tier 3 plan for students not progressing or refer for an SST.</p>						

Planned Improvements in Student Performance

Goal: Mathematics

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

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
Mathematics Proficiency: By June 2018, all students will demonstrate continuous improvement in the Eight Math Practices as part of the CCSS. By June 2018 the school wide average of students that are performing at meeting or exceeding standards will be at 55%
Data Used to Form this Goal:
SBAC Math data 2016-2017 ST Math end of year average progress report Math benchmarks- K-2 (end of year)
Findings from the Analysis of this Data:
The percentage of students meeting or exceeding standards in mathematics based on Smarter Balance assessments in 2016 vs 2017 showed a 3.5 average point growth, and a 2% increase in students who met or exceeded standards on the Smarter Balanced Assessment. We had a school wide drop of 6.6% loss in school wide ST Math end of year average progress from 53% in 2014-2015 to 46.4% in 2015-2016.
Means of evaluating progress & group data needed to measure gains:
1. ST Math, K-6 2. Quarterly Progress monitoring meeting documents 3. Common Assessment Measurements, K-6 4. Benchmark Measurements (BM), K-6 5. Performance Tasks Results 1-6 6. Classroom Observations 7. Grade Level Team PLC-Data Team Cycle documents

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Provide opportunities for teachers to meet within their PLC's for additional time with the instructional coach to create engaging math lessons, unit planning, and PD on Pearson.</p> <p>Teachers will plan units and reteaching lessons for effective Tier 1 and Tier 2 instruction.</p>	10/1/2017-10/1/2018	Principal, Instructional Coach	<p>Substitute teachers will be hired to cover classes while teachers meet in extended PLC's</p> <p>Certificated staff will be provided with time to meet in extended PLC's and additional unit planning days.</p>	1000-1999: Certificated Personnel Salaries	LCFF	2,000.00
<p>Provide continuous opportunities for student engagement in math and to increase their conceptual understanding of mathematics.</p> <p>Provide differentiated PD that focuses on how to use ST Math for new teachers or teachers that would like a refresher.</p>	10/1/2017-10/1/2018	Principal, Teachers	<p>ST Math K-6th grade</p> <p>Professional Development on ST Math</p>	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,000.00
<p>To support student learning and computer literacy the technology aide will push into classrooms and support teachers in closing the achievement gap and promoting computer literacy and proficiency in completing online projects and tasks.</p> <p>Additionally, the tech aide will run a homework club during lunch recess for students to get support in completing their homework and time to complete long-term projects.</p>	10/1/2017-10/1/2018	Principal	Technology Aide	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15,500.00
Provide teachers with manipulatives to allow students a hand on learning experience to provide engagement of	10/1/2017-10/1/2018	Principal, Instructional Coach, Teachers	Manipulatives and materials	4000-4999: Books And Supplies	LCFF	2,000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
the content and conceptual development for use in best Tier 1 and Tier 2 instruction.						
Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting expected grade level standards. (After school tutoring and Saturday School)	10/1/2017-10/1/2018	Principal, GIA, Teachers	Certificated staff to provide extended day tutorial for Math support	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8,500.00
			Provide materials and manipulative for students to use during tutorial and Saturday School	4000-4999: Books And Supplies	Title I Part A: Allocation	2,250.00
			Certificated staff to provide tutoring during Saturday School	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6,000.00
Classified support to assist primary students (guided reading, small group instruction in Math, differentiation, and teacher support)	10/1/2017-10/1/2018	Principal, instructional aides	4 Instructional Aides 3 hrs. per day	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15,000.00

Planned Improvements in Student Performance

Goal: English Language Development

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

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
Every English Learner student will increase by at least one EL proficiency level as measured by local English Language Development Curriculum Assessments and English Language Arts benchmarks
Data Used to Form this Goal:
2016-2017 CELDT Assessment results
Findings from the Analysis of this Data:
Our English Learner students did not meet the AMAO 1 goal. The 2017 target AMAO 1 was 63.5%, the actual percentage of students attaining the English Proficient level was 37%. Our English Learner students did not meet the AMAO 2 less than 5 years cohort goal. The 2017 target AMAO 2 less than 5 years cohort goal was 26.7%, the percent of students attaining the English Proficient level was 23%. Our English Learner students did not meet the AMAO 2 more than 5 years cohort goal. The 2017 target AMAO 2 less more than 5 years cohort goal was 54.7% the percentage of students attaining the English Proficient level was 25%.
Means of evaluating progress & group data needed to measure gains:
1. Accelerated Reader progress 2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 3-6 3. EL Progress Report 4. ELPAC data 5. Common Assessments 6. District Benchmarks (K-6) 7. Teacher/Classroom Assessments 9. Fountas & Pinnell assessment results K-2 10. ST Math progress 11. Lexia results

12. Performance Tasks

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
To provide various instructional modalities, engagement and scaffolding for our students while learning specific content and objectives purchase renewal of Brain Pop	10-1-17 to 10-1-18	Principal, ISC, Teachers	Brain Pop	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,995.00
To provide our English Learner parents with information about how to best support their child at home, materials, supplies and staffing will be purchased. Provide interpreters and child care for our English Learner parents so they can more successfully attend and engage in the learning opportunities provided for them throughout the school year.	10-1-17 to 10-1-18	Principal, GIA, Parent Engagement Liaison	Parent Involvement materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1,500.00
			Certificated staff will be hired to provide training to parents	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.00
			Interpreters and child care	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	400.00
Provide teachers with time to plan EL strategies into their daily lesson plans such as small group instruction, academic language work and differentiation. PD and materials will be provided to meet the needs of our EL students.	10-1-17 to 10-1-18	Principal, Teachers, Instructional Coach	Substitute teachers will be hired to allow teachers to lesson plan.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,500.00
			Supplemental Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	845.09
			EL Professional development will be provided to teachers by Instructional Coach and teachers.			
Provide recognition to EL Students and parents whose children have been reclassified.	10-1-17 to 10-1-18	Principal, GIA	Awards	4000-4999: Books And Supplies	LCFF	900.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Goal setting with EL students and parents during school and parent-teacher conferences	10-1-17 to 10-1-18	Principal, GIA, teachers	Awards for reaching student EL goals	4000-4999: Books And Supplies	Title I Part A: Allocation	200.00
Consult with the English Learner Group (outside consultant) on EL strategies, tactics, and best practices through consult and classroom walkthroughs	10-1-17 to 10-1-18	Principal, GIA, teachers				
PD to support EL instruction and assessment, with a focus on ELD standards and new ELPAC assessment, combined with drop in visits during ELD designated instruction	10-1-17 to 10-1-18	Principal, GIA				

Planned Improvements in Student Performance

Goal: School Culture

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

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
We will increase the percentage of our parents who feel their child's teacher and/or principal provides them with ideas on how to help their child at home from 81.4 % to 90%. We will increase the percentage of our parents who believe that their child feels safe when he/she is at school from 90.4 % to 97%.
Data Used to Form this Goal:
2016-2017 Parent Survey, parent feedback at SSC and PTA General session meetings
Findings from the Analysis of this Data:
One area of concern from the survey was item 5 from Dimension 2: Quality Instruction is another area of concern. "I believe my child is participating in a high-quality academic program", the percentage of parents who responded "Usually/Always" decreased to 49% from a previous score of 81%. This shows an area of need as identified by our parent community. Another area of need identified is fair and consistent discipline (60%), and whether the school tolerates bullying and is safe (62%). These were two areas identified by our parent population which are in need of improvement.
Means of evaluating progress & group data needed to measure gains:
Attendance at Parent Education Classes Anecdotal feedback from parents Information provided for parents at Parent Conferences as well on an ongoing basis throughout the school year Amount of and level of information and communication sent home from principal/office Amount of expressed parent concerns regarding their child's safety and well being while at school Amount of documented behavioral incidents concerning bullying and/or similar offenses

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide additional supervision before school, during lunch recess and afternoon bus duty to ensure that students are held to our expectation of following the 3 B's which will carry into the classroom and assist with a positive tier 1 learning environment Additionally, allow time for admin and intervention specialist to facilitate small social skills and social-emotional groups during those time periods	10/1/2017-10/1/2018	Principal, GIA	Classified staff to assist with greeting students and parents and the safety throughout daily operations	2000-2999: Classified Personnel Salaries	LCFF	29,356.47
Teachers will be provided with training and materials on how to efficiently call for additional support when needed due to classroom disruptions, suspicious activity on campus, safety issue in the classroom or on campus or a student safety issue. PD will be provided to all staff on proper radio etiquette and when it is appropriate to use the walkie talkie radio's.	10/1/2017-10/1/2018	Principal, GIA	Walkie Talkie radios	4000-4999: Books And Supplies	LCFF	3,000.00
Provide students with educational on site programs and extended learning opportunities to close the experience gap for our socio disadvantaged students and provide engagement of content.	10/1/2017-10/1/2018	Principal, teachers, Instructional Coach	On site extended learning programs	5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
Motivate and recognize the academic and attendance achievements of all students, fostering an increased sense of accomplishment which improve the culture of our school.	10/1/2017-10/1/2018	Principal, GIA, ISC, Teachers	Student Recognition Materials and Supplies	4000-4999: Books And Supplies	LCFF	2,040.00
Provide opportunity for our students to attend and participate in the Odyssey of the Mind competition as	10/1/2017-10/1/2018	Principal, GIA	Odyssey of the Mind Regional/state Fee	5000-5999: Services And Other Operating Expenditures	LCFF	150.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
part of providing increased connections to school, and engaging opportunities for our students, which aligns with CCSS.			Odyssey of the Mind building supplies	4000-4999: Books And Supplies	LCFF	500.00
Renew PBIS annual fee	10/1/2017-10/1/2018	Principal, GIA	PBIS renewal fee	4000-4999: Books And Supplies	Title I Part A: Allocation	460.00
Provide teachers with additional funding to provide students with needed materials in the classroom that will provide engaging academic and social-emotional skills lessons for our students.	10/1/2017-10/1/2018	Principal, GIA, Instructional Coach	Instructional Materials	4000-4999: Books And Supplies	LCFF	2,000.00
Students will be offered a variety of co-curricular activities during recess and Focus Friday. The co-curricular activities will be activities that help all student including our at risk and socio disadvantaged students a connection to the school.	10/1/2017-10/1/2018	Principal, GIA	Classified staff to provide students the opportunity to participate in co curricular activities.	2000-2999: Classified Personnel Salaries	LCFF	1,500.00
			Materials and supplies	4000-4999: Books And Supplies	LCFF	1,000.00

Planned Improvements in Student Performance

Goal: Parent Engagement

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

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
Increase parent participation in school meetings, events, and in collaboration with school staff to better support their child's success.
Data Used to Form this Goal:
Attendance indicators at Parent Conferences, Annual Title I Meeting, Parent Engagement Classes, EL Parent Engagement Saturdays, IEP meetings, SST Meetings, SSC meetings, ELAC meetings
Findings from the Analysis of this Data:
Parent attendance is lower than what is necessary to create the meaningful relationships and connections with our parents in order to effectively provide opportunities for them to engage with us for the improvement and success of their child.
Means of evaluating progress & group data needed to measure gains:
Attendance rates and sign-in sheets for Parent Conferences, Annual Title I Meeting, Parent Engagement Classes, EL Parent Engagement Saturdays, IEP Meetings, SST Meetings, SSC meetings, ELAC meetings

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Communicate and provide information to our parents on a continuous basis about the different parent nights, classes, events and input opportunities.	10/1/2017-10/1/2018	Principal, GIA	Classified staff to assist with parent communication.	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	675.00
Host and offer our parents opportunities to gain information about how they can best support their child at home. Provide parents with differentiated trainings through	10/1/2017-10/1/2018	Principal, GIA, Instructional Coach, Teachers	Child care/ interpreters	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1,264.00
			Teachers to provide parent classes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
parent nights in order to engage our at risk and socio disadvantaged students make connections with school and learning.			Materials that parents can use during and after the meetings to support learning at home	4000-4999: Books And Supplies	Title I Part A: Allocation	2,500.00
Provide improved connections and ideas for parents on how to assist their children at home.	10/1/2017-10/1/2018	Principal, GIA, Parent Liaison	Parenting classes- FCOE	5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	7,800.00
			materials and supplies	4000-4999: Books And Supplies	21st Family Literacy Grant	529.00
Parents and students will be provide the opportunity to attend an educational family field trip to encourage college and career readiness	10/1/2017-10/1/2018	Principal, GIA, Liasion, Instructional Coach, Teachers	Field Trip Cost Field trip cost	5000-5999: Services And Other Operating Expenditures	21st Family Literacy Grant	6,000.00
Provide teachers with subscription to software programs that allow teachers to track student progress and allows for communication home.	10/1/2017-10/1/2018	Principal, teachers	Software programs- ESGI	5000-5999: Services And Other Operating Expenditures	LCFF	525.00
Recognize students accomplishments by inviting parents and students to celebrate in an end of the year recognition.	10/1/2017-10/1/2018	Principal, GIA, teachers	Awards and materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1,200.00
Host the Latino Literacy project with our two currently trained teachers leading our parents through classes designed to teach parents how to best read and develop literacy in their children at home.	10/1/2017-10/1/2018	Principal, Teachers	"Latino Family Literacy Project" trained certificated teachers to organize and run classes	1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	1500.00
			Materials and books for families to take home	4000-4999: Books And Supplies	21st Family Literacy Grant	600.00
			Classified staff to provide childcare	2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	800.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	85,087.15	0.00
21st Family Literacy Grant	17,229.00	0.00
LCFF-SLIP	1,016.74	0.00
Title I Part A: Allocation	204142.00	0.00
Title I Parent Involvement	1939.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
21st Family Literacy Grant	17,229.00
LCFF	85,087.15
LCFF-SLIP	1,016.74
Title I Part A: Allocation	204,142.00
Title I Parent Involvement	1,939.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	86,582.00
2000-2999: Classified Personnel Salaries	78,895.38
4000-4999: Books And Supplies	78,490.83
5000-5999: Services And Other Operating Expenditures	26,230.00
5800: Professional/Consulting Services And Operating	39,215.68

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	1,500.00
2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	800.00
4000-4999: Books And Supplies	21st Family Literacy Grant	1,129.00
5000-5999: Services And Other Operating	21st Family Literacy Grant	6,000.00
5800: Professional/Consulting Services And	21st Family Literacy Grant	7,800.00
1000-1999: Certificated Personnel Salaries	LCFF	4,200.00
2000-2999: Classified Personnel Salaries	LCFF	30,856.47
4000-4999: Books And Supplies	LCFF	13,440.00
5000-5999: Services And Other Operating	LCFF	6,175.00
5800: Professional/Consulting Services And	LCFF	30,415.68
4000-4999: Books And Supplies	LCFF-SLIP	1,016.74
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	80,882.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	45,299.91
4000-4999: Books And Supplies	Title I Part A: Allocation	62,905.09
5000-5999: Services And Other Operating	Title I Part A: Allocation	14,055.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1,939.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	176,424.33
Goal: Mathematics	55,250.00
Goal: English Language Development	9,340.09
Goal: School Culture	42,006.47
Goal: Parent Engagement	26,393.00

School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cynthia Gonzales				X	
Reyna Garcia				X	
Holly Lynch				X	
Virginia Ruiz				X	
Fred Woodard				X	
Tania Lynn			X		
Linda Prieto		X			
Debbie Scott		X			
Gary Geisler		X			
Brandi Fleming	X				
Numbers of members of each category:	1	3	1	5	

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.

Roosevelt Elementary
SCHOOL – PARENT COMPACT
Three–Way School Pledge

Staff Pledge:

Roosevelt Elementary understands its responsibility to provide high quality curriculum and instruction. Therefore, as your child's teacher, I agree to carry out the following responsibilities to the best of my ability:

- provide parents with the California grade-level standards to be taught and mastered for the school year,
- create a partnership with every family in my class - including opportunities to volunteer,
- monitor student progress in all subjects and report progress to parents every nine weeks (Kindergarten- every 13 weeks)
- communicate with parents using the student agenda or weekly correspondence,
- provide help to students as soon as it is needed and call home with specific concerns as needed,
- continually implement best instructional strategies and procedures so that I can successfully teach *all* children,
- assign work that is relevant and make sure students understand the assignment and what they will learn from it, as well as grade and or assess it promptly,
- participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community, and
- respect the school, students, staff and families.

Teacher's Signature

Date

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- report to class on time every day and be prepared for class by having the materials I need,
- take all communication home to my parent(s)/guardian,
- read independently at least 20 minutes every day,
- let my teacher and family know if I need help,
- do my homework every day and turn it in when it is due,
- be responsible for my own behavior and school property (i.e. tablets/chrome books, library and classroom text books),
- know and follow school procedures and class rules,
- participate in classroom activities and try to participate in at least one extra-curricular opportunity, and
- respect the school, classmates, staff and families.

Student's Signature

Date

Family/Parent Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- make sure my child gets to school on time every day, gets enough sleep, is provided proper nutrition, and receives medical attention as needed,
- provide a quiet time and place for my child to complete homework,
- retrieve and review all school communications daily,
- attend Back to School Night, Parent-Teacher Conferences, Open House and other school events,
- read with my child at least 20 minutes a day or provide a time/place for my child to read at least 20 minutes a day,
- monitor my child's homework assignments,
- let the teacher know if my child has any problems with learning,
- support the school's/district's homework, discipline, dress code and attendance policies,
- communicate the importance of education and learning to my child,
- volunteer when possible, and
- respect the school, staff, students, and families.

Parent/Guardian Signature

Date

Escuela Primaria Roosevelt
ACUERDO ENTRE LA ESCUELA Y LOS PADRES
 Compromiso Escolar de Tres Partes

Compromiso del Personal Escolar:

La escuela Primaria Roosevelt entiende su responsabilidad de brindar un plan de estudios e instrucción de alta calidad. Por lo tanto, como maestro(a) de su hijo, estoy de acuerdo en cumplir las siguientes responsabilidades a lo mejor de mi capacidad:

- Proporcionarle a los padres los estándares de nivel de grado de California que se enseñaran y aprenderán durante el año escolar,
- Asociarme con cada familia de mi clase, incluyendo oportunidades para ser voluntario,
- Monitorear el progreso estudiantil en todas las materias e informar el progreso a los padres cada nueve semanas, (El kínder cada trece semanas)
- Comunicarme con los padres utilizando la agenda estudiantil o correspondencia semanal,
- Brindar ayuda a los estudiantes en cuanto sea necesaria y llamar a casa cuando haya preocupaciones específicas,
- Implementar continuamente mejores estrategias y procedimientos de instrucción para que yo pueda enseñar con éxito a todos los niños,
- Asignar trabajo que sea relevante y asegurar que los estudiantes entiendan la tarea y lo qué aprenderán de ella y calificarlas o evaluar con prontitud,
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyar la formación de la asociación con las familias y la comunidad y
- Respetar la escuela, a los estudiantes, al personal y a las familias.

 Firma del Maestro(a)

 Fecha

Compromiso del Estudiante:

Me doy cuenta que mi educación es importante. Sé que soy el responsable de mi propio éxito. Por lo tanto, estoy de acuerdo en cumplir las siguientes responsabilidades lo mejor de mi capacidad:

- Llegar a clase puntualmente todos los días y estar preparado con todos los materiales necesarios,
- Llevar a casa todos los comunicados a mi padre(s)/tutor(es),
- Leer de forma independiente por lo menos 20 minutos al día,
- Dejarle saber a mi maestro y a mi familia si necesito ayuda,
- Hacer las tareas todos los días y entregarlas la fecha correspondiente,
- Ser responsable de mi propio comportamiento y de la propiedad escolar (ejemplo: tabletas/chrome books, libros de la biblioteca y clase),
- Conocer y seguir los procedimientos de la escuela y las reglas el salón,
- Participar en las actividades de clase y tratar de participar en por lo menos una oportunidad extra-curricular, y
- Respetar la escuela, a mis compañeros, al personal y a las familias.

 Firma del Estudiante

 Fecha

Compromiso de la Familia/Padres

Entiendo que mi participación en la educación de mi hijo ayudara en sus logros y actitud. Por lo tanto seguiré cumpliendo las siguientes responsabilidades lo mejor de mi capacidad:

- Asegurar que mi hijo llegue a la escuela puntualmente, que duerma lo suficiente, que reciba una alimentación adecuada y que reciba atención médica cuando sea necesario
- Brindar un espacio y tiempo apacible para que mi hijo complete su tarea,
- Tomar y revisar todas los comunicados escolares diariamente,
- Asistir a la Noche de Regreso a la Escuela (Back to School Night), a las Conferencias de Padres y Maestros, a la tarde de Exhibición Escolar (Open House) y a otros eventos escolares,
- Leer con mi hijo por lo menos 20 minutos diarios o brindar un horario/lugar apacible para que mi hijo pueda leer 20 minutos diarios,
- Monitorear las tareas asignadas de mi hijo,
- Notificar al maestro si mi hijo tiene algún problema de aprendizaje,
- Apoyar las pólizas de las tareas de la escuela/distrito, disciplina, código de vestimenta y de asistencia,
- Compartir la importancia de la educación y el aprendizaje con mi hijo,
- Ser voluntario cuando sea posible y
- Respetar la escuela, al personal, a los estudiantes y a las familias.

 Firma del Padre/Tutor

 Fecha

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on September 26, 2017.

Attested:

Brandi Fleming

Typed Name of School Principal

Brandi Fleming 10-5-17

Signature of School Principal

Date

Fred Woodard

Typed Name of SSC Chairperson

Fred Woodard 10-5-17

Signature of SSC Chairperson

Date

Roosevelt Elementary School

Title I School-Level Parental Involvement Policy 2017-2018

Roosevelt Elementary has developed a written Title I parent involvement policy with input from Title I and benchmark parents. In the spring, the previous year's policy is reviewed by School Site Council members for revisions. Following the approval of the School Site Council, the policy is printed in both English and Spanish to be distributed to all students at the beginning of the new school year. At the annual fall Title I parent meeting, copies are again given to parents attending the meeting. Roosevelt Elementary's policy describes the means for carrying out the following Title I parental involvement requirements. *[20 USC 6318 Section 1118(a)-(f)inclusive]*

Involvement of Parents in the Title I Program

Roosevelt Elementary School does the following:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Prior to the scheduled annual Title I Parent Meeting, letters are mailed to the parents of identified Title I students notifying them that their child has been identified as a Title I student and extends an invitation to attend the first Title I meeting of the school year. This letter states the date, place, and time of the annual Title I meeting.
 - Information is provided about the process in which Title I students are identified.
 - At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. Parents are also encouraged to feel comfortable to communicate with their child's teacher any concerns they have with their child's progress.
2. Roosevelt Elementary offers a flexible number of meetings
 - All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via Blackboard Connect, and the school marquee. The agenda is posted in the school office at least 72 hours in advance of the meeting.
 - Title I parents are invited to request Title I meetings. This is announced at the annual Title I parent meeting.
 - Additional parent involvement meetings are offered throughout the school year. All are designed to support parents with their child's education.
3. Roosevelt Elementary involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.
 - The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions.
4. Parents of Title I students are provided timely information about Title I programs at:
 - Parent Teacher Conferences,
 - Title I Parent Meetings,
 - School Site Council Meetings,
 - English Learner Advisory Council (ELAC) meetings,
 - via Blackboard Connect messages and
 - the marquee.

5. Parents of Title I students are informed of the curriculum, assessments, and proficiency levels students are expected to meet at:
 - Back to School Night
 - Parent Conferences
 - Student Study Team Meetings
 - School Site Council Meetings
 - English Learner Advisory Committee Meetings
 - In the Single Plan for Student Achievement
 - Parent Meetings offered throughout the year.
 - Parents are notified of Benchmark, Performance Task, and Smarter Balance assessments via Blackboard Connect phone communication system, the site website, and the marquee.
 - A calendar of the year's events and assessment dates is included in the packet of materials given to the students on the beginning of the new school year and when new students enroll.
6. Parents of Title I students, if requested, are given opportunities for regular meetings to participate in decisions relating to the education of their children.
 - Teachers are expected to request a meeting with parents any time they deem necessary. These requests can be generated via the telephone, weekly folders, email, a letter, or in person. Parent-teacher communication is of the highest priority at Roosevelt Elementary.
 - All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via the weekly folders, a letter, an email, a phone call, or in person.
 - Parent conferences are especially designed to address student needs of Title I students. Formal parent conferences occur two times per school year. A least one week prior to the scheduled conferences, a notice is given to students to give to their parents indicating a scheduled time and date. These notices are provided in Spanish and English. On the notice, parents can request an alternate date and an interpreter if needed. Parents are to have their child return the notice to the teacher. If a notice is not returned, teachers are required to make a call home to discuss a conference date. If the parent cannot attend a meeting, a phone conference is held. On some occasions, parents are provided a ride to school in order to attend a meeting. Spanish, Hmong, and Punjabi interpreters are provided for parent conferences.
 - Roosevelt staff and parents can request a Student Study Team meeting to discuss student concerns.
 - Scheduled meetings are planned for students with an Individual Education Plan (IEP).

School-Parent-Student Compact

Roosevelt Elementary distributes to parents of Title I students a school-parent-student compact. The compact, which has been jointly developed with parents and school staff representatives will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the legally required items as well as other items suggested by parents of Title I students.

The School Site Council, which is composed of parents of both benchmark and Title I students, reviews the School-Parent-Student Compact annually and contributes revisions.

The School-Parent Compact is signed by all participating parties by the end of the first Parent-Teacher Conference which is held 9 weeks into the new school-year. The teacher has the responsibility of assuring that all compacts have been signed by all parties. The parent keeps one copy, the teacher keeps a copy in the student profile binder and the third copy is to be filed for Categorical Program Monitoring. The compact is distributed and signed by all students attending Roosevelt Elementary. (compact is on page 3)

Building Capacity for Involvement

1. Roosevelt Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:
 - At Back-to-School Night, or no later than the first parent conference, parents are informed of the California grade level standards for their grade level. Printed copies are available on-line. The purpose of the standards is discussed and parents are informed that the district-wide Benchmarks, Performance Tasks, and Smarter Balance assessments are designed to measure each student's level of proficiency with the standards.
 - Teachers explain that they pace their instruction to align with the Benchmark, Performance Tasks and Smarter Balance assessments at Back to School Night and parent-teacher conferences.
 - Parents receive the results of the benchmark measurements through parent-teacher contacts. The most recent benchmark report is available to parents upon request. This report identifies the particular standards in which the student shows mastery and those that have not been mastered.
 - Teachers provide weekly feedback to parents if there are missing assignments that may help their child be more successful.
 - Progress reports are sent home every 9 weeks to inform parents of their child's progress. (Kindergarten every 13 weeks)
 - The first formal parent conference is held the 9th week of the school year for all students. A *Student Mastery Success Plan* is presented and discussed for those students who are identified as a "Title I" student. This plan identifies the accommodations and support the teacher plans to provide for their child throughout the school year. The *Student Mastery Success Plan* is reviewed and updated, if needed, at each parent conference.
 - The 3rd quarter parent-teacher conferences are especially designed for students who are at-risk. This conference focuses on the standards the student is both achieving and needing to achieve.
 - Teachers provide parents with ideas to help their child master standards at parent-teacher conferences, in weekly packets, during phone calls, and during Student Study Team meetings.
 - Parents are invited to participate in school activities through involvement:
 - as parent volunteers in the classroom,
 - assisting with field trips,
 - serving on School Site Council and/or the English Language Advisory Committee,
 - supporting the PTA,
 - attending Back to School-Night, Conferences, and Open House, and
 - attending Friday morning "Coffee with Teachers" opportunities throughout the school year.
2. Roosevelt Elementary provides materials and training to help Title I parents work with their children to improve their child's achievement in the following ways:
 - During the annual Title I Parent meeting, parents are informed of the programs and teaching strategies that are provided to help their child succeed. Ideas for helping their child with homework and study skills are discussed,
 - The Central Unified School District website contains tips for helping students be successful,
 - at Parent Workshops, and
 - through personal phone calls and conferences.
3. The Roosevelt staff are guided as to the value of parent contributions and how to work with parents as equal partners:
 - at staff meetings,
 - teachers are provided guidelines for parent conferences in the Roosevelt Teacher Handbook, and
 - new teachers are mentored by veteran teachers on this topic through the "Induction" program.

4. Roosevelt Elementary coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education with their children.
 - Parents of Title I students are encouraged to support their children's education by utilizing programs that are available via the internet:
 - ST Math, Destination Math, Lexia Reading, Accelerated Reader, and BrainPOP; as well as other websites that are listed within the district website.
 - Parents can monitor their child's Accelerated Reader progress via the internet
 - Parent Portal is available to parents via the Central Website to access student information.
 - In addition:
 - Parents are welcome and encouraged to visit the library with their child to support their child's independent reading by helping their child select reading books.
 - At the beginning of the new school year, the district notifies parents via letter of their child's eligibility to participate in district funded tutorial services. A variety of vendors and tutorial options are identified. Participation in the tutoring program is at the discretion of the parents as well as the availability of funds and vendors.
 - School site events include:
 - Back to School Night
 - Parent Conferences
 - Open House
 - Parent Education Workshops
5. School related information that is provided to parents in languages other than English are:
 - Spoken:
 - Blackboard Connect – messages that are sent via the phone are relayed in a wide variety of languages.
 - Parent-Teacher Conferences
 - English Language Advisory Committee and School Site Council meetings
 - Student Study Team Meetings and IEP Meetings
 - Written:
 - Grade-level California standards
 - California English Language Development Testing results
 - English Language Advisory Committee (ELAC) meeting agendas and minutes
 - Conference Notices
 - Parent Involvement Policy
 - School-Parent Compact
 - Student Progress Reports
6. Support for parent involvement is provided with:
 - child care and refreshments at parent trainings and meetings,
 - Spanish, Hmong, and Punjabi interpreters are provided during parent-teacher conferences, Student Study Team meetings, IEP meetings, and any other parent-teacher meetings,
 - interpreters are provided for ELAC and SSC meetings,
 - and the office secretary and school liaison interpret for Spanish speaking parents and make calls home for teachers and staff.

Accessibility

Roosevelt School provides the following opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Accessibility is offered:

- with handicap parking and restrooms,
- ramps have been constructed for our portable classrooms,
- by utilizing special phone accommodations for deaf parents,
- with interpreters in the office, for meetings and parent-teacher conferences, and
- by providing student progress reports in Spanish and English, parent-conference notices in Spanish and English, Parent Involvement Policy and School-Parent compact in Spanish and English, parent CELDT and primary language results in Spanish, Punjabi, and Hmong, registration forms in Spanish and English, Home Language Surveys in many languages, English Language Advisory Committee notices and minutes in Spanish and English, and Blackboard Connect messages in a wide variety of languages.

**Póliza de Participación de Padres a Nivel Escolar del Título I
2017-2018**

La Escuela Primaria Roosevelt ha desarrollado por escrito una póliza de participación de padres del Título I con el aporte y puntos de referencia de los padres Título I. En la primavera, la póliza del año pasado es revisada por los miembros del consejo escolar para modificaciones. Después de la aprobación del Consejo Escolar (SSC), la póliza es impresa tanto en inglés como en español para distribuirse a todos los estudiantes el primer día del nuevo año escolar. En la reunión anual de padres del Título I realizada en otoño, se entregan nuevamente copias a los padres que asisten a la reunión. La póliza de la Escuela Primaria Roosevelt describe los medios para reunir los siguientes requisitos de participación de padres del Título I. *[20 USC 6318 (a)-(f) inclusivo]*

Participación de Padres en el Programa Título I

La Escuela Primaria Roosevelt realiza lo siguiente:

1. En otoño, se realiza una reunión anual para informar a los padres de los estudiantes del Título I sobre los requisitos y sus derechos de participación en el programa Título I.
 - Antes de la reunión anual de padres del Título I programada, se le envían por correo las cartas a los padres de estudiantes identificados de Título I notificándoles que su hijo ha sido identificado como un estudiante de Título I y se extiende una invitación para asistir a la primera reunión del Título I del año escolar. Esta carta indica la fecha, lugar y hora de la reunión anual del Título I.
 - Se proporciona información sobre el proceso en el que se identifican los estudiantes del Título I.
 - En la Reunión Anual de Padres del Título I, se invita a los padres a solicitar más reuniones para padres del Título I. Se analizan las fechas y horarios. También fomentamos a los padres a sentirse en confianza de comunicarse con los maestros en relación al progreso de sus hijos.
2. Ofrece un número flexible de reuniones
 - Se invita a todos los padres a asistir a las reuniones del Consejo Escolar, que se realizan de cuatro a cinco veces durante el año escolar. A los padres se les informa de las reuniones a través de Blackboard Connect y el letrado escolar. La agenda se publica en la oficina por lo menos 72 horas antes de la reunión.
 - Le invitamos a los padres del Título I a solicitar una reunión acerca del Título I. Esto se anuncia en la reunión anual de padres del Título I.
 - Se ofrecen reuniones adicionales para la participación de padres durante todo el año escolar. Todas están diseñadas para apoyar a los padres con la educación de sus hijos.
3. La Primaria Roosevelt involucra a los padres de estudiantes del Título I en una manera organizada, continua y oportuna en la planificación, revisión y mejoramiento de sus programas de Título I y la póliza de participación de los padres del Título I.
 - La planificación, revisión y mejoramiento de programas de Título I se analiza en las reuniones del Consejo Escolar (SSC). En la publicación de la agenda del Consejo Escolar se notifica a los padres cuándo cubrirán los programas del Título I y cuándo se realizarán las modificaciones de la póliza de participación de padres.
4. A los padres de estudiantes del Título I se les proporciona información sobre los programas del Título I en:
 - Conferencias de Padres y Maestros
 - Reuniones de Padres del Título I
 - Reuniones del Consejo Escolar
 - Reuniones del Comité Asesor de Estudiantes del Inglés (ELAC)
 - Mensajes vía Blackboard Connect
 - Letrado escolar

5. Los padres de los estudiantes del Título I son informados sobre el plan de estudios, evaluaciones y niveles de dominio que se espera que los estudiantes logren en:
 - Noche de Regreso a la Escuela
 - Conferencias para Padres
 - Reuniones de Equipo de Estudio Estudiantil
 - Reuniones del Consejo Escolar
 - Reuniones del Comité Asesor de Estudiantes del Inglés
 - Plan Único para el Rendimiento Estudiantil
 - Reuniones para padres ofrecidas durante el año.
 - Se notifica a los padres de las evaluaciones de puntos de Referencia (Benchmark), Tareas de Rendimiento y Smarter Balance a través del sistema de comunicación telefónica Blackboard Connect, el sitio web y el letrado escolar.
 - Se incluye el calendario de eventos y fechas de evaluaciones del año en el paquete de materiales entregado a los estudiantes el primer día de clases del nuevo año escolar y cuando se matriculan los estudiantes nuevos.
6. A los padres de estudiantes del Título I, si lo solicitan, se les dan oportunidades para reuniones regulares para participar en decisiones relacionadas con la educación de sus hijos.
 - Se espera que los maestros soliciten una reunión con los padres en cualquier momento que consideren necesario. Estas solicitudes se pueden generar por teléfono, carpeta semanal, correo electrónico, por carta o en persona. La comunicación entre padres y maestros es de extrema prioridad en la Escuela Primaria Roosevelt.
 - Se alienta a todos los padres a solicitar una reunión con el maestro de su hijo en cualquier momento durante el año escolar. Se puede solicitar una reunión a través de su carpeta semanal, una carta, un correo electrónico, una llamada telefónica o en persona.
 - Las conferencias para padres son diseñadas especialmente para tratar las necesidades de los estudiantes del Título I. Las conferencias formales para padres se realizan dos veces por año escolar. Por lo menos una semana antes de las conferencias programadas, se envía un aviso con los estudiantes para notificar a sus padres, indicando la fecha y horario. Estos avisos se proporcionan en español e inglés. En el aviso, los padres pueden solicitar una fecha alternativa y un intérprete, si es necesario. Los padres deberán entregar el aviso al maestro a través de sus hijos. Si un aviso no es entregado, se solicita a los maestros realizar una llamada telefónica al hogar para establecer la fecha de la conferencia. Si el padre no puede asistir a la reunión, se realiza una conferencia por teléfono. En algunas ocasiones, se provee transportación para los padres para que puedan asistir a la reunión. Para las conferencias de padres se proveen intérpretes en español, punjabi y hmong.
 - El personal y los padres de Roosevelt pueden solicitar una reunión del Equipo de Estudio Estudiantil (Student Study Team) para hablar sobre las preocupaciones de los estudiantes.
 - Se planifican reuniones programadas para los estudiantes con un Plan de Educación Individual (IEP).

Acuerdo entre la Escuela, los Padres y el Estudiante

La Escuela Primaria Roosevelt distribuye a los padres de estudiantes del Título I el acuerdo entre la escuela, padres y estudiantes. El acuerdo, fue desarrollado en conjunto con la representación de padres y personal escolar, compartirán la responsabilidad de mejorar el rendimiento académico estudiantil. En él se describen las formas específicas como la escuela y las familias se asociarán para ayudar a los niños a lograr los altos estándares académicos del estado. Se muestran los artículos legalmente requeridos, así como otros elementos sugeridos por los padres de los estudiantes del Título I.

El Consejo Escolar, está conformado por los padres de estudiantes de referencia y del Título I, revisa el Acuerdo entre la Escuela-Padres y Estudiantes anualmente y contribuye modificaciones.

El Acuerdo entre la Escuela y los Padres será firmado las partes participantes al finalizar la primera Conferencia de Padres y Maestros, la cual se realizará 9 semanas después de empezar el nuevo año escolar. El maestro tiene la responsabilidad de asegurar que todos los acuerdos hayan sido firmados por todas las partes. Los padres conservan una copia, el maestro conserva una copia en la carpeta del perfil del estudiante y la tercera copia es archivada para el Monitoreo del Programa Categórico (Categorical Program Monitoring). El acuerdo se distribuye y es firmado por todos los estudiantes que asisten a la Primaria Roosevelt. (Acuerdo en la página 3)

Elaborando la Capacidad para la Participación

1. La Escuela Primaria Roosevelt involucra a los padres del Título I en interacciones significativas con la escuela. Apoyan la asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para lograr estas metas, la escuela ha establecido las siguientes prácticas:
 - En la Noche de Regreso a la Escuela (Back-to-School Night), o no a más tardar de la primera conferencia de padres, se les informa a los padres acerca de los Estándares de nivel de grado de California. Hay copias disponibles en la página web. Se habla sobre el propósito de los estándares y se informa a los padres que los puntos de referencia del distrito, Tareas de Desempeño y las evaluaciones Smarter Balance son diseñadas para medir el nivel de dominio de cada estudiante con relación a los estándares.
 - Los maestros explican en la Noche de Regreso a la Escuela y en las Conferencias de Padres y Maestros que determinan el ritmo de instrucción para alinear con los puntos de referencia, Tarea de Desempeño y la evaluación Smarter Balance.
 - Los padres reciben los resultados de las mediciones de los puntos de referencia a través del contacto entre padres y maestros. El informe de los puntos de referencia más reciente está disponible a petición de los padres. Este informe identifica los estándares específicos en los cuales el estudiante demuestra dominio y aquellos que no fueron dominados.
 - Los maestros brindan informes semanales a los padres, si faltan tareas que puedan ayudar a su hijo a tener más éxito.
 - Los informes de progreso se envían a casa cada 9 semanas para informar a los padres sobre el progreso estudiantil. (kínder cada trece semanas)
 - La primera conferencia formal para padres se realiza la 9ª semana del año escolar para todos los estudiantes. Se presenta y se cubre un *Plan Estudiantil de Éxito en Dominios* para estudiantes identificados “en riesgo”. Este plan identifica adaptaciones y el apoyo que el maestro planea proveer a su hijo durante todo el año escolar. El *Plan Estudiantil de Éxito en Dominios* es revisado y actualizado, de ser necesario, en cada conferencia de padres.
 - Las conferencias de padres y maestros del tercer trimestre son especialmente diseñadas para aquellos estudiantes que están en riesgo. Esta conferencia se enfoca en los estándares que el estudiante está logrando y en aquellos que necesita mejorar.
 - Los maestros le proporcionan a los padres ideas en las conferencias de padres y maestros, en paquetes semanales, durante llamadas telefónicas y durante las reuniones del Equipo de Estudio Estudiantil (Student Study Team).
 - Invitamos a los padres a participar en las actividades escolares:
 - Como padres voluntarios en el salón,
 - Asistiendo en excursiones,
 - Ser parte del Consejo Escolar (SSC), el Comité Asesor para Aprendices de Inglés (ELAC)
 - Apoyar la Asociación de Padres y Maestros y
 - Asistir a la Noche de Regreso a la Escuela, Conferencias y la exhibición escolar (Open House) y
 - Asistir a la oportunidad de "Café con los maestros" el viernes por la mañana durante el año escolar
2. La escuela Primaria Roosevelt proporciona materiales y entrenamiento para ayudar a los padres del Título I a trabajar con sus hijos para mejorar su rendimiento en las siguientes formas:
 - Durante la reunión anual de Padres del Título I, se informa a los padres sobre los programas y estrategias de enseñanza que se le proveen a su hijo para ayudarlo a tener éxito. Se comparten ideas para ayudar a sus hijos con las tareas y habilidades de estudio.
 - El sitio Web del Distrito contiene consejos para ayudar a los estudiantes a tener éxito.
 - En talleres para padres.
 - A través de llamadas personales y conferencias.
3. El personal de Roosevelt es guiado en cuanto al valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales:
 - En reuniones de personal,
 - Los maestros reciben guías para las conferencias de padres en el Manual de Maestros de Roosevelt y
 - Los nuevos maestros reciben orientación en este tema a través del programa “inducción” por parte de maestros veteranos.
4. La escuela Primaria Roosevelt coordina e integra el programa de participación de los padres del Título I con otros programas y lleva a cabo otras actividades, tales como centros de recursos para padres, que promuevan y apoyan a los padres en participar más plenamente en la educación de sus hijos.
 - Animamos a los padres de los estudiantes de Título I a apoyar la educación de sus hijos mediante la utilización de programas que están disponibles a través de Internet:
 - Sitios web de ST Math, Destination Math y Lexia Reading, Accelerated Reading, BrainPOP, tal como otros programas que aparecen en el sitio web del distrito.
 - Los padres pueden monitorear el progreso estudiantil de Accelerated Reader vía el internet
 - El Portal de padres está disponible vía el sitio web de Central para acceso a información estudiantil.

- Además:
 - Los padres son bienvenidos y alentados a visitar la biblioteca con su hijo para apoyar la lectura independiente de sus hijos, al ayudarlo a seleccionar sus libros.
 - Al principio del nuevo año escolar, el distrito notifica a los padres a través de una carta la elegibilidad de sus hijos para participar en servicios de tutoría financiados por el distrito. Se identifican una variedad de proveedores y opciones de tutoría. La participación en el programa de tutoría es a discreción de los padres, así como la disponibilidad de fondos y proveedores.
 - Eventos Escolares:
 - Noche de Regreso a la Escuela
 - Conferencia de Padres
 - Exhibición Escolar (Open House)
 - Talleres Educativos para Padres
5. Información relacionada con la escuela proporcionada a los padres en otros idiomas aparte del inglés son:
- Hablado:
 - Blackboard Connect – mensajes enviados vía telefónica transmitidos en una amplia variedad de idiomas.
 - Conferencias de Padres y Maestros
 - Reuniones de ELAC y SSC
 - Reuniones del Equipo de Estudios Estudiantil y IEP
 - Escrito:
 - Estándares de California a nivel de Grado
 - Resultados de Evaluaciones de Desarrollo del Idioma Inglés de California
 - Agendas y minutas de reuniones de padres de ELAC
 - Avisos de Conferencias
 - Póliza de Participación de Padres
 - Acuerdo entre Padres y la Escuela
 - Informes de Progreso Estudiantil
6. El apoyo para la participación de padres se proporciona con:
- Cuidado de niños y refrigerios en los entrenamientos y reuniones para padres,
 - Se provee transporte a las conferencias de padres y maestros, de ser necesario,
 - Se proveen interpretes en español y punjabi, y Hmong durante las conferencias de padres y maestros, en reuniones del Equipo de Estudios Estudiantil (Student Study Team), en reuniones del IEP y en cualquier otra reunión de padres y maestros
 - Se proveen interpretes en las reuniones de ELAC y SSC,
 - la secretaria de la oficina y el enlace de la escuela interpretan a los padres de habla hispana y hacen llamadas a casa en nombre de los maestros y el personal.

Accesibilidad

La Escuela Primaria Roosevelt brinda las siguientes oportunidades de participación a todos los padres del Título I, incluyendo padres con el inglés limitado, padres con incapacidades y padres de estudiantes migrantes. Información e informes escolares se proporcionan en un formato e idioma que los padres entiendan. La accesibilidad ofrecida:

- Estacionamiento y baños para personas con incapacidades,
- Se construyeron rampas para los salones móviles,
- Uso de asistencia especial telefónica para padres sordos,
- Interpretes en la oficina, en reuniones y conferencias de padres y maestros e
- Informes de progreso estudiantil, avisos de conferencias para padres, Póliza de Participación de Padres y el Acuerdo entre la Escuela y los Padres en español e inglés, resultados de CELDT e Idioma Principal en español, punjabi y hmong, formularios de inscripción en español e inglés, Encuestas del Idioma en el Hogar en varios idiomas, avisos y minutas del Comité Asesor para Aprendices de Inglés (ELAC) en español e inglés y mensajes de Blackboard Connect en una gran variedad de idiomas.

ROOSEVELT ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for August 29, 2017

Total Number of ELAC Members:

- 4 ELAC parents/guardians of English learners
- 1 ELAC parents/guardians of other students
- 2 School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

- 4 ELAC parents/guardians of English learners
- 1 ELAC parents/guardians of other students
- 2 School staff
- 1 Guests

A quorum of 5 members must be present in order to conduct business. The number of committee members in attendance is 5:

- ☒ Has been met
- ☐ Has not been met

DATE(S)	Legal Requirement/Training Topic (By the end of the year, all topics must be addressed)
	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the school site council on the school's program, goals, and objectives for EL programs/services.
	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
8/29/17	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
8/29/17	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.

1. Call the Meeting to Order:

The meeting was called to order at 3:47 p.m. by Vice Principal Barbie Woodard.

2. Changes/Additions to the Meeting Agenda:

The agenda was approved with the addition of item " o", School Safety Plan. M/Candelaria Rojas S/Griselda Morales
C/Motion carried

3. Secretary's Report:

Hard copies of the minutes from the May 2, 2017 meeting were presented to members in both English and Spanish. There were no additions or corrections brought forward. A motion to accept the minutes as presented : M/Leonor Ventura S/Maria McClure
C/Motion carried

4. Committee Reports:

None

5. Public Comments:

Mrs. Woodard solicited any public comments. The following item was discussed:

- *Cynthia Gonzales asked about Roosevelt's perfect attendance policy.* Response: Mrs. Woodard discussed the monthly, quarterly and end-of-the-year attendance awards. Mrs. Woodard stated that the attendance reward policy can also be found in the Parent Handbook.

6. Unfinished Business:

- No unfinished business

7. New Business:

- a. Copies of the district "Guiding Principles" were provided in both Spanish and English and reviewed. Those present were given time to preview the handout. Mrs. Woodard commented on each of the goals.
- b. Purpose of ELAC reviewed. Mrs. Woodard emphasized that the purpose of ELAC is for the committee to give voice and thoughts concerning English Learners and she stressed that everyone's input is very important
- c. Duties of ELAC representatives were reviewed.
- d. Mrs. Woodard discussed the roles and responsibilities of the ELAC officers. The following were elected into office:
 - Chairperson – Maria McClure
 - Vice Chairperson – Esther Tenorio
 - Secretary – Judy Frost
 - DELAC Representative – Griselda Morales
 - DELAC Alternative – Leonor VenturaAll officers were unanimously voted-in.

- e. Copies of the *Bylaws* were provided to each member and those present. Mrs. Woodard discussed each section of the *Bylaws*.
- f. Mrs. Woodard provided everyone present with a copy of the 16-17 CELDT AMAO summary report.
 - Roosevelt did not meet AMAO goal number 1 (Percentage of English Learners making annual progress in learning English). The target goal 63.5%. Roosevelt's percentage was 36.8%
 - Roosevelt did not meet AMAO goal number 2 (Percentage of ELs attaining the English Proficient Level on CELDT) – The target goal is 26.7%. Roosevelt's percentage was 22.4%
 - *Maria McClure asked if the CELDT assessment and report are given annually.* Report – Mrs. Woodard replied that the CELDT is an annual assessment. The oral speaking portion of the test is assessed individually to each EL student and the listening, reading, and writing portion of the test is given in group settings.
- g. Mrs. Woodard stated that the goal is for students to be reclassified as "English Proficient" as soon as possible and/or by the end of 6th grade.
- h. Classroom English Language Development (ELD) instruction is guided by the results of the CELDT testing and is grade level appropriate.
- i. The Site Plan is currently being developed.
- j. The site goal for our English Learners helps determine how the state monies are spent to support our English Learner students. The Central district holds several community meetings to help determine goals for our English Learner students. Parents are encouraged to attend these meetings to bring forward ideas.
- k. Teachers who instruct English Language Development (ELD) will help each English Learner set individual goals to enhance their proficiency in reading, listening, speaking, and writing. Students who are not reclassified as "English Proficient" by the end of 6th grade will not be eligible to take electives in 7th grade.
- l. Students will receive a copy of the Parent Involvement Policy for this current school year. This is printed in both English and Spanish. Students, teachers, and parents will also sign a School-Home Compact which states the commitment each makes towards a successful school year. Mrs. Woodard encouraged parents to discuss with their child's teacher what the teacher is doing in class to support their child.
- m. English Classes being offered to parents are as follows:
 - Roosevelt – Monday & Friday – 8:30 – 10:45; Tuesday & Thursday 12:00 – 2:00
 - Tilley, Harvest, McKinley – Monday & Tuesday – 8:30 – 10:30
 - Teague – Friday – 8:30 – 10:30
 - Highway City – Tuesday & Thursday – 8:30-11:30
 - Madison – Tuesday & Thursday – 9:00-11:00
- n. Mrs. Woodard explained the 15% rule. Any population of students of 15% or more must have school information relayed in their home language. Mrs. Woodard also reported that we have staff personnel on campus who are available to support Punjabi, Hmong, and Spanish speaking parents and students.
- o. Mrs. Woodard discussed the updates of the *School Safety Plan*. Fire, lockdown, earthquake, and air quality safety were discussed. The plan is available to anyone in the school office. All sites are required to have a School Safety Plan for any emergencies that may arise.
- p. Future ELAC meetings are scheduled for:
 October 17, 2017
 January 16, 2018
 April 17, 2018
 Meetings are scheduled to begin at 3:45 in the school library. If the library is occupied, then the meeting will be held in room 24.

8. Evaluation and Adjournment:

Evaluation forms were given to those present and will be read by administration. The meeting was adjourned at 5:02 p.m.

Respectfully submitted,
 Judy Frost,
 ELAC Secretary

Submitted 9/7/17

Sign-In Sheet

Library

[illegible]



Roosevelt (SSC) 1st Quarter Meeting

Date of Posting: 8/25/17

Meeting Date: 8/29/17

Location: Library

Starting Time: 3:45

Ending Time: 4:45

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Discuss and begin to analyze school's academic instructional program
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members Guests:

All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal	2 minutes



New Business <ol style="list-style-type: none"> SSC Training <ul style="list-style-type: none"> Video Review the purpose of the SSC Review the duties of SSC members. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: <ul style="list-style-type: none"> Chairperson Vice-chairperson Secretary DAC representative DAC alternate Review and approve SPSA Discuss district/site parent education opportunities Safety Plan Discuss future meeting dates, training, and agenda items. 	Information Information & discussion. Information & discussion. Nomination and elect officers Information Information Information Information	Principal until chairperson is elected	15 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate.

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

Proposed Future SSC Meetings

September 26th 3:45 P.M.

October 24th 3:45 P.M.

January 23rd 3:45 P.M.



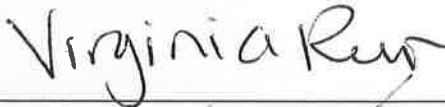


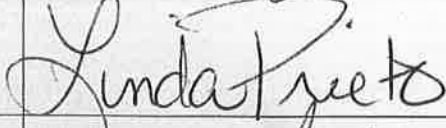

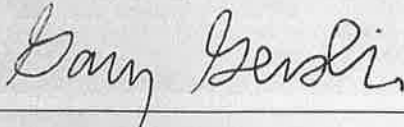

April 24th 3:45 P.M.

All meetings will occur in the library



Roosevelt Elementary School Site Council Meeting- 1st Quarter (Meeting 1 of 2)

August 29, 2017

Name	Signature	Email
Cynthia Gonzales		
Reyna Garcia		
Holly Lynch		HollyLynch416@gmail.com
Virginia Ruiz		Vickyolivera71@GMail.com
Fred Woodard		ONEFAST68@Gmail.com
Brandi Fleming		
Linda Prieto		
Debbie Scott		
Gary Geisler		
Tania Lynn		
Viviana Ramirez		viviana.ramirez@daff.us

ROOSEVELT ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

8/29/2017

1. Call the Meeting to Order:

- The meeting was called to order at 3:50 p.m. by Fred Woodard, Debbie Scott seconds.. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Holly Lynch	X	1	Linda Prieto	Teacher	X
2	Fred Woodard	X Chair	2	Gary Geisler	Teac/Sec	X
3	Cynthia Gonzales	X	3	Debbie Scott	Teac/V.C.	X
4	Virginia Ruiz	X	4	Brandi Fleming	Principal	X
5			5			

	Guest		Non member staff	Position
1		1	Viviana Ramirez	X
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 9 members are present
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

none

- L.P. motioned to approve with no changes, seconded by D.S.

4. Secretary's Report:

- Secretary's report was reviewed and approved by Mrs. Woodard, Mr. Woodard seconds
- DAC representative, Holly Lynch, was nominated and elected. Linda Prieto first, Fred Woodard seconds.
- Minutes from last meeting will be approved at next.

5. Committee Reports:

- Central Unified Guiding Principles were reviewed
- SSC Bylaws were reviewed
- SSC training video was watched and discussed
- Brandi Fleming is responsible for writing and providing a Schoolwide Plan, and SSC will review, discuss, and approve
- Purpose of Schoolwide Plan was reviewed, student performance
- Mrs. Fleming gave an explanation for; LCFF, Title1, SLIP funding
- Parent Involvement Policy was reviewed; parents are informed during back to school night and parent conferences
- The eight Math Practices were introduced; an emphasis is shifted to problem solving processes
- CELDI testing has been phased out for 2017-18; Roosevelt did not meet last year's goals
- Mrs. Woodard created a School Safety Plan; topics in this plan include, school culture, bullying, and a connection to PBIS
- Parent Surveys were reviewed; how can we attract more parent involvement

6. Public Comment:

- Ms. Lynch inquired about the acronym G.I.A. Mrs. Fleming pointed out connection to Vice Principal of the past
- Ms. Ramirez pointed out open enrollment for our after school program
- Mrs. Ruiz asked about the elements of after school, Ms. Ramirez pointed out; academics, arts, P.E., snacktime
- Mrs Fleming pointed out the need for future fundraising and SSC for input

7. Unfinished Business:

- none

8. New Business

- Parent Education Nights are a concept for the future; Mrs. Fleming solicited input and ideas
- SSC meetings will be held on Tuesdays from 3:45-4:45
- Our next SSC meeting will be moved from the scheduled October 24th date; October 19th has been proposed

9. Evaluation & Adjournment:

- Meeting was adjourned at 4:55 by Brandi Fleming and seconded by Fred Woodard

Respectfully submitted,

Gary Geisler



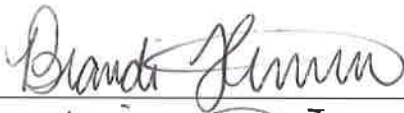



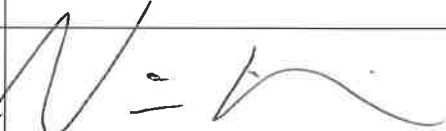
SSC Secretary

8/29/17



Roosevelt Elementary School Site Council Meeting- 1st Quarter (Meeting²~~4~~ of 2)

September 26, 2017

Name	Signature	Email
Cynthia Gonzales		
Reyna Garcia		
Holly Lynch		
Virginia Ruiz		
Fred Woodard		
Brandi Fleming		
Linda Prieto		
Debbie Scott		
Gary Geisler		
Tania Lynn		
Viviana Ramirez		



Roosevelt (SSC) 1st Quarter Meeting

Date of Posting: 9/22/17

Meeting Date: 9/26/17

Location: Library

Starting Time: 3:45

Ending Time: 4:45

Outcomes: Participants will be able to:

- Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Discuss and begin to analyze school's academic instructional program

Representatives & Staff: SSC members Guests:

All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal	2 minutes



New Business <ol style="list-style-type: none"> Review and approve SPSA Discuss district/site parent education opportunities Safety Plan Discuss future meeting dates, training, and agenda items. 	Information & discussion. Information & discussion.	Principal until chairperson is elected	15 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate.

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

Proposed Future SSC Meetings

October 24th 3:45 P.M.

January 23rd 3:45 P.M.

April 24th 3:45 P.M.

All meetings will occur in the library

ROOSEVELT ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

9/26/2017

1. Call the Meeting to Order:

- The meeting was called to order at 4:00 p.m. by Fred Woodard, Gary Geisler seconds.. Everyone was welcomed. Present were:

	Parent/Guardian	Present		Staff		Present
1			1	Linda Prieto	Teacher	X
2	Fred Woodard	X Chair	2	Gary Geisler	Teac/Sec	X
3	Cynthia Gonzales	X	3	Debbie Scott	Teac/V.C.	X
4			4	Brandi Fleming	Principal	X
5			5			

	Guest		Non member staff	Position
1		1	Viviana Ramirez	X
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 7 members are present
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

none

4. Secretary's Report:

- Secretary asked council to review minutes from last meeting
- Agenda and minutes are approved F.W. motioned B.F. seconds

5. Committee Reports:

- Mrs. Fleming presented our new Single Plan for Achievement
- Teachers, parents, and staff are encouraged to read it and be prepared to respond
- B.F. drew attention to Roosevelt Action Plan.
 - 28 people responded to parent survey
 - PTA provided input at last meeting
 - Teachers will be approached at 9/27 staff meeting
 - SBAC test scores were reviewed
 - Fountas and Pinnell scores were reviewed
 - B.F. wants to strengthen tier 1 and 2 intervention
 - After school tutoring will resume soon
 - Saturday school can provide support
 - EI goal setting is happening
 - Math goals have changed
 - ST Math will be used for classroom support
 - EI goals were reviewed, we didn't meet goals last year, 1 bandwidth
 - CELDT out, LPAC soon
 - LPAC training for teachers soon
 - 2 teachers were trained in Latino Literacy Project
 - Gold Medal Status for PBIS

- Extra supervision will be provided for recess times as part of plan
- Social emotional support will be provided in groups by Mrs.Martin, intervention specialist
- NCI training for teachers?
- Money has been set aside for rewards and trips for students who might not be able to afford, enrichment
- Professional development is happening for Wonders adoption
- Paid days for teacher unit planning is being considered
- B.F. asked SSC to read schoolwide plan in PDF format, to be delivered

6. Public Comment:

- Mrs. Prieto inquired about another certificated tutor for primary to help with SBAC scores
- Mr. Geisler mentioned class sizes are large and pointed out this would make a big impact on SBAC scores
- D.S. asked Is goal setting an option for all students?
- G.G. asked about support from outside agencies with regards to behavior
- D.S. asked if paper responses can be delivered for parent survey, B.F. suspects district will use paper responses in the future due to lack of response district wide
- Other districts give rewards for students who bring back survey
- ST math goals in library as in the past, charms
- V.R.'s school gave raffle tickets when goals are met
- A.R.goals should be addressed, B.F. will support
- Classroom contests can build community and provide student rewards for meeting goals

7. Unfinished Business:

- none

8. New Business

- Linda Prieto motioned to approve Single Plan, Debbie Scott seconds

9. Evaluation & Adjournment:

- Meeting was adjourned at 5:15 by Fred Woodard and seconded by Gary Geisler

Respectfully submitted,

Gary Geisler

**SSC Secretary
9/26/17**

Roosevelt Elementary
English Learner Advisory Committee
Sign-In Sheet
Thursday, October 5th, 2017
Library – Single Plan Input

[illegible]



**Roosevelt Elementary
English Learner Advisory Committee (ELAC) Meeting
Single Plan – Special Meeting**

Date of Posting: October 3rd, 2017

Meeting Date: October 5th, 2017

Location: Library

Starting Time: 3:30 PM

Ending Time: 4:00 PM

Outcomes: Participants will be able to:

- Give input on the Single Plan for Roosevelt Elementary

Representatives & Staff: ELAC members – special meeting called

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	VPrincipal	2 minutes
Roll Call—establish quorum	None	VPrincipal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	VPrincipal	1 minute
Secretary's Report	Approval/Amendments	VPrincipal	1 minutes
Report of Officers, Standing & Special Committees	n/a	VPrincipal	0 minutes
Public Comment	n/a	VPrincipal	0 minutes
Unfinished Business	n/a	VPrincipal	0 minutes
New Business a. Single Plan Review & Input b. Next meeting date 10/17/17 @ 3:30	Information and discussion.	Principal	20 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	VPrincipal	1 minute

List of handouts: Single Plan Review & input.

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.



Roosevelt
Comité Asesor para Estudiantes de Inglés (ELAC)
Revisar opinar acerca del Single Plan

Fecha de Publicación: 3 de Octubre de 2017 Fecha de la Reunión: 5 de Octubre de 2017

Sitio: Biblioteca

Hora de Inicio: a las 3 y media Hora de aplazamiento: a las 4

Resultados: Los participantes podrán:

- Por favor denos su denos su opinión a circa de el Single Plan de la escuela Roosevelt

Participantes de la Reunión: Miembros de ELAC.

Asuntos en la Agenda	Acción solicitada	Persona(s) Responsable(s)	Tiempo Límite
Llamada al Orden	Ninguna	Vice Director	2 minutos
Pasar lista- establecer quórum	Ninguna	Vice Director	1 minuto
Cambios / Adiciones a la Agenda	Aprobación / Modificación a la Agenda	Vice Director	1 minuto
Reporte de la Secretaria	Enmiendas / Aprobación	Vice Director	1 minutos
Reportes de Oficiales del Comité	Pendiente	Vice Director	0 minutos
Comentarios del Publico	n/a	Vice Director	0 minutos
Asuntos Pendientes	n/a	Vice Director	0 minutos
Nuevos Asuntos b. Revisar opinar acerca del Single Plan c. Próxima fecha de reunión el 10/17/17 a la 3:30 PM	Información y Discusión	Director	30 minutos
Evaluación (formas de mejorar la reunión) y cierre de la reunión	Opiniones de la reunión y aprobación para dar por terminada la reunión	Vice Director	1 minuto

Lista de Documentos: Revisar opinar acerca del Single Plan

*** Gracias por asistir. ***

Cada estudiante participara en una instrucción rigurosa, relevante y basada en normas en cada salón de clases, todos los días, para garantizar el aprendizaje del estudiante.

Budget By Expenditures

Roosevelt Elementary School

Funding Source: 21st Family Literacy Grant

\$17,229.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parenting classes- FCOE	5800: Professional/Consulting Services And Operating Expenditures	\$7,800.00		Provide improved connections and ideas for parents on how to assist their children at home.
materials and supplies	4000-4999: Books And Supplies	\$529.00		Provide improved connections and ideas for parents on how to assist their children at home.
Field Trip Cost	5000-5999: Services And Other Operating Expenditures	\$6,000.00		Parents and students will be provide the opportunity to attend an educational family field trip to encourage college and career readiness
"Latino Family Literacy Project" trained certificated teachers to organize and run classes	1000-1999: Certificated Personnel Salaries	\$1,500.00		Host the Latino Literacy project with our two currently trained teachers leading our parents through classes designed to teach parents how to best read and develop literacy in their children at home.
Materials and books for families to take home	4000-4999: Books And Supplies	\$600.00		Host the Latino Literacy project with our two currently trained teachers leading our parents through classes designed to teach parents how to best read and develop literacy in their children at home.
Classified staff to provide childcare	2000-2999: Classified Personnel Salaries	\$800.00		Host the Latino Literacy project with our two currently trained teachers leading our parents through classes designed to teach parents how to best read and develop literacy in their children at home.

21st Family Literacy Grant Total Expenditures: \$17,229.00

21st Family Literacy Grant Allocation Balance: \$0.00

Funding Source: LCFF

\$85,087.15 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Roosevelt Elementary School

Software programs- ESGI	5000-5999: Services And Other Operating Expenditures	\$525.00		Provide teachers with subscription to software programs that allow teachers to track student progress and allows for communication home.
Awards	4000-4999: Books And Supplies	\$900.00	English Language Development	Provide recognition to EL Students and parents whose children have been reclassified.
Classified staff to assist with greeting students and parents and the safety throughout daily operations	2000-2999: Classified Personnel Salaries	\$29,356.47	School Culture	Provide additional supervision before school, during lunch recess and afternoon bus duty to ensure that students are held to our expectation of following the 3 B's which will carry into the classroom and assist with a positive tier 1 learning environment. Additionally, allow time for admin and intervention specialist to facilitate small social skills and social-emotional groups during those time periods.
Walkie Talkie radios	4000-4999: Books And Supplies	\$3,000.00	School Culture	Teachers will be provided with training and materials on how to efficiently call for additional support when needed due to classroom disruptions, suspicious activity on campus, safety issue in the classroom or on campus or a student safety issue. PD will be provided to all staff on proper radio etiquette and when it is appropriate to use the walkie talkie radio's.
On site extended learning programs	5000-5999: Services And Other Operating Expenditures	\$2,000.00	School Culture	Provide students with educational on site programs and extended learning opportunities to close the experience gap for our socio disadvantaged students and provide engagement of content.
Student Recognition Materials and Supplies	4000-4999: Books And Supplies	\$2,040.00	School Culture	Motivate and recognize the academic and attendance achievements of all students, fostering an increased sense of accomplishment which improve the culture of our school.
Odyssey of the Mind Regional/state Fee	5000-5999: Services And Other Operating Expenditures	\$150.00	School Culture	Provide opportunity for our students to attend and participate in the Odyssey of the Mind competition as part of providing increased connections to school, and engaging opportunities for our students, which aligns with CCSS.
Odyssey of the Mind building supplies	4000-4999: Books And Supplies	\$500.00	School Culture	Provide opportunity for our students to attend and participate in the Odyssey of the Mind competition as part of providing increased connections to school, and engaging opportunities for our students, which aligns with CCSS.
Instructional Materials	4000-4999: Books And Supplies	\$2,000.00	School Culture	Provide teachers with additional funding to provide students with needed materials in the classroom that will provide engaging academic and social-emotional skills lessons for our students.
Classified staff to provide students the opportunity to participate in co curricular activities.	2000-2999: Classified Personnel Salaries	\$1,500.00	School Culture	Students will be offered a variety of co-curricular activities during recess and Focus Friday. The co-curricular activities will be activities that help all student including our at risk and socio disadvantaged students a connection to the school.

Roosevelt Elementary School

Materials and supplies	4000-4999: Books And Supplies	\$1,000.00	School Culture	Students will be offered a variety of co-curricular activities during recess and Focus Friday. The co-curricular activities will be activities that help all student including our at risk and socio disadvantaged students a connection to the school.
Informational magazines for classrooms	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Teachers will be provided with books to build classroom libraries to create a culture of literacy through the creation of literacy-rich classrooms and a focus on the promotion of literacy school-wide to assist with closing the experience gap for our at-risk students and engage them in reading.
Books for classroom libraries	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Teachers will be provided with books to build classroom libraries to create a culture of literacy through the creation of literacy-rich classrooms and a focus on the promotion of literacy school-wide to assist with closing the experience gap for our at-risk students and engage them in reading.
Field trip entry cost for students	5000-5999: Services And Other Operating Expenditures	\$3,500.00	English Language Arts	Support student learning through field trips aligned to grade level units in order to close the experience gap and to engage students in the content for our socio disadvantaged and at-risk students.
Substitute teachers	1000-1999: Certificated Personnel Salaries	\$2,200.00	English Language Arts	Substitutes will be provided to allow teachers to attend grade level progress monitoring meetings and assess students.
Teaching Fellows	5800: Professional/Consulting Services And Operating Expenditures	\$30,415.68	English Language Arts	Provide classroom support for teachers while they are working with small groups and providing Tier 1 and Tier 2 supports in class.
Substitute teachers will be hired to cover classes while teachers meet in extended PLC's	1000-1999: Certificated Personnel Salaries	\$2,000.00	Mathematics	Provide opportunities for teachers to meet within their PLC's for additional time with the instructional coach to create engaging math lessons, unit planning, and PD on Pearson. Teachers will plan units and reteaching lessons for effective Tier 1 and Tier 2 instruction.
Certificated staff will be provided with time to meet in extended PLC's and additional unit planning days.				
Manipulatives and materials	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Provide teachers with manipulatives to allow students a hand on learning experience to provide engagement of the content and conceptual development for use in best Tier 1 and Tier 2 instruction.
LCFF Total Expenditures:		\$85,087.15		
LCFF Allocation Balance:		\$0.00		

Roosevelt Elementary School

Funding Source: LCFF-SLIP

\$1,016.74 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase books for the library	4000-4999: Books And Supplies	\$1,016.74	English Language Arts	In order to appeal to the interest of our students and engage them to read more consistently, we will provide them with more library books.

LCFF-SLIP Total Expenditures: \$1,016.74

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$204,142.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Student agendas and Home/School Folders	4000-4999: Books And Supplies	\$1,200.00	English Language Arts	Agendas and Home/School Communication folders will be provided to students to assist with organization, planning, and prioritizing, as well as keeping parents regularly informed about student progress.
ST Math K-6th grade	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Mathematics	Provide continuous opportunities for student engagement in math and to increase their conceptual understanding of mathematics. Provide differentiated PD that focuses on how to use ST Math for new teachers or teachers that would like a refresher.
Technology Aide	2000-2999: Classified Personnel Salaries	\$15,500.00	Mathematics	To support student learning and computer literacy the technology aide will push into classrooms and support teachers in closing the achievement gap and promoting computer literacy and proficiency in completing online projects and tasks. Additionally, the tech aide will run a homework club during lunch recess for students to get support in completing their homework and time to complete long-term projects.
4 Instructional Aides 3 hrs. per day	2000-2999: Classified Personnel Salaries	\$14,399.91	English Language Arts	Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support)
Daily 5 training	5000-5999: Services And Other Operating Expenditures	\$2,060.00	English Language Arts	Provide teachers with opportunities to learn classroom management skills and other Tier 1 teaching methods in order to allow for Tier 2 instructional practices such as small group, one on one, guided reading practices and ongoing progress monitoring.

Roosevelt Elementary School

Supplemental Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$34,000.00	English Language Arts	Provide Tier 2 support for continuous reading and literacy improvements for our underperforming students Intervention teacher to meet with Principal or ISC bi-weekly to monitor progress. Intervention teacher to meet with grade level teachers, administration, and instructional coach to review progress monitoring and create Tier 3 plan for students not progressing or refer for an SST.
Certificated staff to provide extended day tutorial for Math support	1000-1999: Certificated Personnel Salaries	\$8,500.00	Mathematics	Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting expected grade level standards. (After school tutoring and Saturday School)
Provide materials and manipulative for students to use during tutorial and Saturday School	4000-4999: Books And Supplies	\$2,250.00	Mathematics	Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting expected grade level standards. (After school tutoring and Saturday School)
Certificated staff to provide tutoring during Saturday School	1000-1999: Certificated Personnel Salaries	\$6,000.00	Mathematics	Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting expected grade level standards. (After school tutoring and Saturday School)
4 Instructional Aides 3 hrs. per day	2000-2999: Classified Personnel Salaries	\$15,000.00	Mathematics	Classified support to assist primary students (guided reading, small group instruction in Math, differentiation, and teacher support)
Brain Pop	5000-5999: Services And Other Operating Expenditures	\$1,995.00	English Language Development	To provide various instructional modalities, engagement and scaffolding for our students while learning specific content and objectives purchase renewal of Brain Pop
Parent Involvement materials and supplies	4000-4999: Books And Supplies	\$1,500.00	English Language Development	To provide our English Learner parents with information about how to best support their child at home, materials, supplies and staffing will be purchased. Provide interpreters and child care for our English Learner parents so they can more successfully attend and engage in the learning opportunities provided for them throughout the school year.
Certificated staff will be hired to provide training to parents	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Development	To provide our English Learner parents with information about how to best support their child at home, materials, supplies and staffing will be purchased. Provide interpreters and child care for our English Learner parents so they can more successfully attend and engage in the learning opportunities provided for them throughout the school year.

Roosevelt Elementary School

Interpreters and child care	2000-2999: Classified Personnel Salaries	\$400.00	English Language Development	To provide our English Learner parents with information about how to best support their child at home, materials, supplies and staffing will be purchased. Provide interpreters and child care for our English Learner parents so they can more successfully attend and engage in the learning opportunities provided for them throughout the school year.
Substitute teachers will be hired to allow teachers to lesson plan.	1000-1999: Certificated Personnel Salaries	\$2,500.00	English Language Development	Provide teachers with time to plan EL strategies into their daily lesson plans such as small group instruction, academic language work and differentiation. PD and materials will be provided to meet the needs of our EL students.
Supplemental Materials	4000-4999: Books And Supplies	\$845.09	English Language Development	Provide teachers with time to plan EL strategies into their daily lesson plans such as small group instruction, academic language work and differentiation. PD and materials will be provided to meet the needs of our EL students.
Certificated staff to provide extended day tutorial for ELA support	1000-1999: Certificated Personnel Salaries	\$8,500.00	English Language Arts	Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting grade level standards; eg. outside of school hours tutoring
Non fiction leveled books and other supplies for guided reading in small groups and to create book bags	4000-4999: Books And Supplies	\$2,250.00	English Language Arts	Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting grade level standards; eg. outside of school hours tutoring
Certificated staff for Saturday School	1000-1999: Certificated Personnel Salaries	\$6,000.00	English Language Arts	Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting grade level standards; eg. outside of school hours tutoring
Materials and supplies for Saturday School and tutoring	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting grade level standards; eg. outside of school hours tutoring
Technology replacements/repairs	4000-4999: Books And Supplies	\$5,000.00	English Language Arts	Enhance students learning opportunities by providing students the opportunity for teachers to provide more engaging lessons to close the experience gap with our at risk, EL and socio disadvantaged students. Provide teachers and students with the needed training, and materials to enhance Tier 1 learning and engage students. PD in chrome books, tablet and interactive boards to use within the lesson to increase students' technological proficiency and literacy to better be able to learn and show their learning through digital mediums. Replace and install new technology for aging/obsolete projectors, printers, and interactive boards to allow teachers to take full advantage of online portions of the ELA curriculum.

Roosevelt Elementary School

Technology- new devices	4000-4999: Books And Supplies	\$30,000.00	English Language Arts	Enhance students learning opportunities by providing students the opportunity for teachers to provide more engaging lessons to close the experience gap with our at risk, EL and socio disadvantaged students. Provide teachers and students with the needed training, and materials to enhance Tier 1 learning and engage students. PD in chrome books, tablet and interactive boards to use within the lesson to increase students' technological proficiency and literacy to better be able to learn and show their learning through digital mediums. Replace and install new technology for aging/obsolete projectors, printers, and interactive boards to allow teachers to take full advantage of online portions of the ELA curriculum.
Substitute teachers to allow teachers to attend lesson planning and test students	1000-1999: Certificated Personnel Salaries	\$5,500.00	English Language Arts	Provide opportunities for teachers to collectively test students, analyze data and plan lessons and intervention based on findings. Provide continuous opportunities for staff to attend and participate in professional development, conferences, and training. In order for teachers to collectively create lesson plans that are engaging, rigorous, literacy-rich and standards-based. Teachers that attend training will train additional staff members on the content during differentiated PD. Monitoring and feedback will be given to teachers on the implementation of their acquired knowledge
Professional development Conferences	5000-5999: Services And Other Operating Expenditures	\$6,000.00	English Language Arts	Provide opportunities for teachers to collectively test students, analyze data and plan lessons and intervention based on findings. Provide continuous opportunities for staff to attend and participate in professional development, conferences, and training. In order for teachers to collectively create lesson plans that are engaging, rigorous, literacy-rich and standards-based. Teachers that attend training will train additional staff members on the content during differentiated PD. Monitoring and feedback will be given to teachers on the implementation of their acquired knowledge
Substitute teachers for peer observations, coaching days and planning days.	1000-1999: Certificated Personnel Salaries	\$5,882.00	English Language Arts	Provide opportunities for teachers to collectively test students, analyze data and plan lessons and intervention based on findings. Provide continuous opportunities for staff to attend and participate in professional development, conferences, and training. In order for teachers to collectively create lesson plans that are engaging, rigorous, literacy-rich and standards-based. Teachers that attend training will train additional staff members on the content during differentiated PD. Monitoring and feedback will be given to teachers on the implementation of their acquired knowledge

Roosevelt Elementary School

Materials and supplies	4000-4999: Books And Supplies	\$5,000.00	English Language Arts	Provide teachers with the needed training and materials to enhance learning and engage students.
Lexia Reading software	4000-4999: Books And Supplies	\$8,500.00	English Language Arts	Provide teachers with the needed training and materials to enhance learning and engage students.
Training to implement Software	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	English Language Arts	Provide teachers with the needed training and materials to enhance learning and engage students.
PBIS renewal fee	4000-4999: Books And Supplies	\$460.00	School Culture	Renew PBIS annual fee
Awards for reaching student EL goals	4000-4999: Books And Supplies	\$200.00	English Language Development	Goal setting with EI students and parents during school and parent-teacher conferences
Teachers to provide parent classes	1000-1999: Certificated Personnel Salaries	\$3,000.00		Host and offer our parents opportunities to gain information about how they can best support their child at home. Provide parents with differentiated trainings through parent nights in order to engage our at risk and socio disadvantaged students make connections with school and learning.
Materials that parents can use during and after the meetings to support learning at home	4000-4999: Books And Supplies	\$2,500.00		Host and offer our parents opportunities to gain information about how they can best support their child at home. Provide parents with differentiated trainings through parent nights in order to engage our at risk and socio disadvantaged students make connections with school and learning.
Awards and materials	4000-4999: Books And Supplies	\$1,200.00		Recognize students accomplishments by inviting parents and students to celebrate in an end of the year recognition.

Title I Part A: Allocation Total Expenditures: \$204,142.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement

\$1,939.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Classified staff to assist with parent communication.	2000-2999: Classified Personnel Salaries	\$675.00		Communicate and provide information to our parents on a continuous basis about the different parent nights, classes, events and input opportunities.

Roosevelt Elementary School

Child care/ interpreters	2000-2999: Classified Personnel Salaries	\$1,264.00	Host and offer our parents opportunities to gain information about how they can best support their child at home. Provide parents with differentiated trainings through parent nights in order to engage our at risk and socio disadvantaged students make connections with school and learning.
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Title I Parent Involvement Total Expenditures:	\$1,939.00
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Title I Parent Involvement Allocation Balance:	\$0.00
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Roosevelt Elementary School Total Expenditures:	\$309,413.89
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