

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Roosevelt Elementary School
Address	2600 N. Garfield Ave. Fresno, CA 93723
County-District-School (CDS) Code	10-73965-6006951
Principal	Brandi Fleming
District Name	Central Unified School District
SPSA Revision Date	September 24, 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	December 11, 2108

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

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School Vision and Mission

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. Roosevelt serves a high population, percentage-wise, of English Learners (24%) and Socio-Economically Disadvantaged students (90%), as well as a high population of Hispanic students (65.3%). 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 is in its 3rd year and 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. Additionally, Roosevelt has 18 general education certificated teachers on staff in grades K-6, 2 Special Day class teachers, 1 Special Education Resource Specialist teacher, 1 certificated intervention teacher, 1 school psychologist, 1 part-time instructional coach, 1 part-time speech therapist, and 1 part-time intervention counselor.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other stakeholders including those representing all students is critical to the process of writing a School Plan for Student Achievement (SPSA). Central USD and Roosevelt continues to focus on increasing parent involvement in the input process. Roosevelt reaches out to stakeholders by connecting with them at school events such as Back to School Night, making outreach calls through our office and community liaison, and through weekly communication by phone and email. Additionally, parent meetings such as PTA and Title 1 meetings were held at the beginning of the year. Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during School Site Council (SSC) meetings and Title 1 meetings. Stakeholders were informed of the input process for SPSA by SSC, English Learner Advisory Committee (ELAC), Teacher Leadership team, student council, and an annual Title 1 meeting.

Stakeholder input sessions were:

SSC meets/will meet 9/24/18, 10/9/18, 1/22/19, and 5/21/19
ELAC meets/will meet 8/28/18, 10/23/18, 1/29/19, and 4/30/19
Title 1 meeting date 8/19/18

Teacher Leadership team meets monthly on the first Tuesday of each month, and our student council meets once per month as well. These councils will receive information from the principal and provide input on our goals, actions, tactics, and expenditures. The administrative team has already met with these groups once, with plans for another meeting before the document is signed. Childcare and interpretation were provided as requested by stakeholders. (Spanish, Punjabi &/or Hmong). Overall trends in stakeholder feedback included: concerns about bullying and adequate supervision both at school and on the bus going home, tutoring and intervention opportunities for students who struggle to read and complete math homework, and giving students a chance to visit colleges and increase motivation to attend. Additionally, stakeholders mentioned they would like to become more proficient in technology and to learn more about the apps and software their children are using. Finally, stakeholders voiced concerns over receiving access to counseling and mental health services in Spanish. Roosevelt appreciates and takes seriously the input of all of our stakeholder groups as this information informs our goals and actions.

The SPSA includes, as a result of the stakeholder input sessions, the following: Increased supervision before/during/after school, increased opportunities for social-emotional/social skills instruction and learning, increased opportunities for intervention and engagement during the school day as well as after school and on Saturdays, parent education classes with a focus on mental health, and continuation of some programs that parents felt were valuable such as student field trips to colleges.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.7%	1.7%	1.22%	8	8	6
African American	9.3%	10.4%	12.65%	45	50	62
Asian	10.5%	11.0%	10.41%	51	53	51
Filipino	0.4%	0.8%	0.82%	2	4	4
Hispanic/Latino	68.7%	63.4%	65.31%	334	305	320
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	8.6%	12.3%	9.18%	42	59	45
Multiple/No Response	0.8%	0.0%	0%	4	0	0
Total Enrollment				486	481	490

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		78	84
Grade 1		52	67
Grade 2		68	50
Grade 3		75	76
Grade 4		58	80
Grade 5		74	63
Grade 6		76	70
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		481	490

Conclusions based on this data:

1. Roosevelt's highest population is of students who are Hispanic, who comprise 65% of the student population. The second biggest population are African American students, who comprise 13% of the total population.

2. Roosevelt's has high numbers at Kindergarten and in the upper grades, but there is a small pocket of students moving through 2nd and 3rd grades currently, who are our smallest grade levels of enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	153	115		31.5%	23.9%	
Fluent English Proficient	72	67		14.8%	13.9%	
Reclassified Fluent English Proficient	1	22		0.7%	14.4%	

Conclusions based on this data:

1. Last year (2017-2018) Roosevelt had 114 EL students, 14 IFEP students, and 61 RFEP students out of 472 total students enrolled. This data snapshot is from the end of the school after the first administration of the ELPAC (English Language Proficiency Assessment of California), but before the results had been received.
2. Our current data states we have 127 English Learner students, 13 IFEP (Initially Fluent English Proficient) students, and 43 RFEP (Reclassified Fluent English Proficient) students out of a current enrollment of 477 students. We anticipate the number of RFEP students will increase and the number of EL students will decrease as the school year continues and more students reach their academic benchmarks.
3. It is difficult to state whether the rise in EL students is due to assessment changes, reclassification requirement changes, or instructional practice. However, an examination of instructional practices for EL students and assessment preparation will be completed this year as part of instructional supervision, Professional Learning Community (PLC) practice, and professional development (PD) work.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	75	74	66	74	73	66	74	73	97.1	98.7	98.6
Grade 4	85	62	80	82	61	77	82	61	77	96.5	98.4	96.3
Grade 5	71	72	60	69	70	59	69	70	59	97.2	97.2	98.3
Grade 6	64	74	67	64	71	66	64	71	66	100	95.9	98.5
All Grades	288	283	281	281	276	275	281	276	275	97.6	97.5	97.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2381.	2349.	2352.	3	2.70	8.22	23	13.51	8.22	36	24.32	20.55	38	59.46	63.01
Grade 4	2409.	2427.	2419.	4	4.92	10.39	16	24.59	20.78	29	31.15	14.29	51	39.34	54.55
Grade 5	2470.	2451.	2465.	9	4.29	6.78	20	21.43	32.20	35	31.43	22.03	36	42.86	38.98
Grade 6	2491.	2492.	2462.	3	11.27	4.55	31	15.49	22.73	31	40.85	22.73	34	32.39	50.00
All Grades	N/A	N/A	N/A	5	5.80	7.64	22	18.48	20.36	33	31.88	19.64	41	43.84	52.36

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	9	4.05	6.94	48	31.08	26.39	42	64.86	66.67	
Grade 4	11	9.84	10.39	38	59.02	42.86	51	31.15	46.75	
Grade 5	12	10.00	11.86	41	41.43	52.54	48	48.57	35.59	
Grade 6	6	11.27	7.69	47	45.07	27.69	47	43.66	64.62	
All Grades	10	8.70	9.16	43	43.48	37.00	47	47.83	53.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	2.70	8.33	52	43.24	26.39	44	54.05	65.28
Grade 4	5	11.48	10.53	49	45.90	39.47	46	42.62	50.00
Grade 5	14	12.86	11.86	45	48.57	49.15	41	38.57	38.98
Grade 6	8	8.45	7.69	56	50.70	44.62	36	40.85	47.69
All Grades	8	8.70	9.56	50	47.10	39.34	42	44.20	51.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	2.70	5.56	67	62.16	58.33	27	35.14	36.11
Grade 4	4	4.92	11.69	66	67.21	62.34	30	27.87	25.97
Grade 5	12	2.86	3.39	64	71.43	66.10	25	25.71	30.51
Grade 6	8	5.63	9.23	78	69.01	56.92	14	25.35	33.85
All Grades	7	3.99	7.69	68	67.39	60.81	25	28.62	31.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	5.41	5.56	50	40.54	40.28	39	54.05	54.17
Grade 4	7	11.48	11.69	51	62.30	51.95	41	26.23	36.36
Grade 5	19	12.86	22.03	61	51.43	50.85	20	35.71	27.12
Grade 6	16	18.31	16.92	61	50.70	41.54	23	30.99	41.54
All Grades	13	11.96	13.55	56	50.72	46.15	32	37.32	40.29

Conclusions based on this data:

1. Students' overall "met/exceeded" standards scores were raised slightly in 3rd, 4th, and 5th grades, but lowered in 6th grade in the 2017-2018 school year, for a small overall gain of 3.72% schoolwide.
2. Grade 5 made the most growth out of the grade levels in research/inquiry, however, scores for reading across the grade levels were low or made little gains.
3. 3rd grade made a small amount of growth this year in listening, writing, and reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	75	74	67	75	73	67	75	73	98.5	100	98.6
Grade 4	85	62	79	83	61	78	83	61	78	97.6	98.4	98.7
Grade 5	71	72	60	70	72	59	70	72	59	98.6	100	98.3
Grade 6	64	74	67	64	72	65	64	72	65	100	97.3	97
All Grades	288	283	280	284	280	275	284	280	275	98.6	98.9	98.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2411.	2394.	2375.	7	5.33	5.48	33	17.33	17.81	22	32.00	21.92	37	45.33	54.79
Grade 4	2411.	2438.	2422.	4	4.92	7.69	10	21.31	11.54	37	40.98	33.33	49	32.79	47.44
Grade 5	2437.	2449.	2461.	6	6.94	6.78	9	9.72	18.64	23	31.94	27.12	63	51.39	47.46
Grade 6	2458.	2461.	2447.	3	6.94	4.62	9	11.11	1.54	28	29.17	35.38	59	52.78	58.46
All Grades	N/A	N/A	N/A	5	6.07	6.18	15	14.64	12.36	28	33.21	29.45	52	46.07	52.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	13.33	19.18	45	32.00	19.18	36	54.67	61.64
Grade 4	7	9.84	12.82	23	37.70	28.21	70	52.46	58.97
Grade 5	7	12.50	10.17	14	19.44	28.81	79	68.06	61.02
Grade 6	3	11.11	4.62	22	26.39	26.15	75	62.50	69.23
All Grades	9	11.79	12.00	26	28.57	25.45	65	59.64	62.55

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	10.67	13.70	39	48.00	30.14	51	41.33	56.16
Grade 4	7	6.56	8.97	35	47.54	30.77	58	45.90	60.26
Grade 5	9	8.33	8.47	21	40.28	45.76	70	51.39	45.76
Grade 6	6	6.94	4.62	42	30.56	35.38	52	62.50	60.00
All Grades	8	8.21	9.09	34	41.43	34.91	58	50.36	56.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	10.67	8.22	55	38.67	43.84	30	50.67	47.95
Grade 4	5	9.84	7.69	40	50.82	43.59	55	39.34	48.72
Grade 5	6	6.94	3.39	39	31.94	47.46	56	61.11	49.15
Grade 6	5	8.33	4.62	56	30.56	32.31	39	61.11	63.08
All Grades	7	8.93	6.18	47	37.50	41.82	46	53.57	52.00

Conclusions based on this data:

1. 4th and 5th grade made small gains across the strands and overall, but 6th grade significantly decreased in all areas.
2. Communicating reasoning was the lowest strand across the grade levels, with 5th grade struggling the most in this area.
3. Concepts and procedures was the strongest strand across the grade levels.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	4
English Learner Progress (1-12)		1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	3
Mathematics (3-8)		4	2

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Roosevelt's suspension rate is in the orange category, indicating it is higher than other similar schools with the same demographics.
2. Our English Language Arts performance is also lower than similar schools.
3. Our math performance is in the mid range for similar schools, but still needs improvement.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		560	High 4.3%	Maintained +0.2%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		560	High 4.3%	Maintained +0.2%
English Learners		132	Medium 3%	Increased +1.7%
Foster Youth		2	*	*
Homeless		3	*	*
Socioeconomically Disadvantaged		508	High 4.7%	Increased +0.6%
Students with Disabilities		70	High 5.7%	Increased Significantly +2.4%
African American		65	Very High 6.2%	Declined Significantly -8.1%
American Indian		9	*	*
Asian		55	Very Low 0%	Declined Significantly -1.9%
Filipino		5	*	*
Hispanic		358	High 3.9%	Increased +1.8%
Two or More Races		2	*	*
White		66	Very High 7.6%	Declined Significantly -1.2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Roosevelt is a high socio economically disadvantaged population. Our 4.7% suspension rate for this population is slightly higher than our overall population (4.3%), and it increased slightly from the previous year.
2. Roosevelt's students with disabilities suspension rate is higher than similar schools, but this can be traced to a small pocket of the overall SPED population.
3. Hispanic students also show a high rate of suspensions, however, we have a high percentage of Hispanic students and this data represents another small pocket within a population.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		114	Medium 67.5%	Declined -5.5%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3%	Increased +1.7%
English Learner Progress (1-12)		Medium 67.5%	Declined -5.5%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Low 68.5 points below level 3	Declined Significantly -21 points
Mathematics (3-8)		Low 77.7 points below level 3	Declined -12 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. It is difficult to draw conclusions based on this data as it is from 2 years ago, however, it does show Roosevelt's English Learner (EL) population with a high rate of suspensions.
2. The data also shows a high rate of difficulty in mastering standards in ELA and Mathematics.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		247	Low 55.1 points below level 3	Declined -13 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		247	Low 55.1 points below level 3	Declined -13 points
English Learners		82	Low 68.5 points below level 3	Declined Significantly -21 points
Homeless		1	*	*
Socioeconomically Disadvantaged		225	Low 57.9 points below level 3	Declined Significantly -15.3 points
Students with Disabilities		22	Very Low 95.9 points below level 3	Declined Significantly -25.3 points
African American		21	Low 65.3 points below level 3	Declined Significantly -16 points
American Indian		3	*	*
Asian		30	Low 31 points below level 3	Increased +3.2 points
Filipino		2	*	*
Hispanic		164	Low 59 points below level 3	Declined -14.2 points
Two or More Races		1	*	*
White		26	Low 50.7 points below level 3	Declined Significantly -34.6 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	43	Low 25.2 points below level 3	Declined -14.3 points
EL - English Learner Only	39	Very Low 116.2 points below level 3	Declined Significantly -25.6 points
English Only	146	Low 54.2 points below level 3	Declined -10.6 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	10			

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Roosevelt's ELA data for standards mastery is low across the board, with one significant higher point in the Asian population, which increased slightly.
2. Both our English Learners and Reclassified Fluent English Proficient (RFEP) students struggle to master the ELA standards at the upper grade levels.
3. Socio economically disadvantaged students struggle to show mastery on the Smarter Balanced Assessment (SBA) ELA assessment.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		247	Low 62.5 points below level 3	Increased +5.5 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		247	Low 62.5 points below level 3	Increased +5.5 points
English Learners		82	Low 77.7 points below level 3	Declined -12 points
Homeless		1	*	*
Socioeconomically Disadvantaged		225	Low 66.9 points below level 3	Maintained +1.6 points
Students with Disabilities		22	Very Low 110 points below level 3	Maintained -1.1 points
African American		21	Low 72.6 points below level 3	Increased Significantly +27.4 points
American Indian		3	*	*
Asian		30	Medium 24.6 points below level 3	Increased +9.5 points
Filipino		2	*	*
Hispanic		164	Low 66.5 points below level 3	Increased +5.4 points
Two or More Races		1	*	*
White		26	Low 78.5 points below level 3	Declined Significantly -19.9 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	43	Low 50.8 points below level 3	Declined -13.4 points
EL - English Learner Only	39	Very Low 107.3 points below level 3	Declined -8.3 points
English Only	146	Low 58.2 points below level 3	Increased Significantly +16.9 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	10			

Mathematics (3-8)

10

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Roosevelt's overall subgroups maintained or slightly raised their Math scores this year, with a notable exception being the Asian population subgroup, which increased by 9.5 points.
2. Subgroups who experienced drops in points are our English Learner and Socio economically Disadvantaged populations.
3. Roosevelt's Hispanic population maintained/increased by 5.4 points.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 67% of Roosevelt's EL population showed progress towards mastery compared to 73% in the previous year.
- Students who are not mastering ELA standards are an average of 55 points below mastery, versus 42 points the previous year.
- Students who are not mastering Math standards are an average of 62.5 points below mastery, versus 67.9 points the previous year.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. The suspension rate (based on the above data) has not increased or decreased significantly.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. All subgroups are struggling to master grade level standards, including EL students, Socio economically Disadvantaged students, and students with disabilities.

2. A notable exception is Roosevelt's Asian population which is improving in both ELA and Math.
3. Roosevelt's African American population has made some progress towards standards mastery.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community.

Basis for this Goal

- Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standards in ELA and 26% are meeting or exceeding standards in Mathematics. Roosevelt's overall scores indicate 28% of students are meeting or exceeding standards in ELA and 18% are meeting or exceeding standards in Mathematics.
- Early literacy results for first-grade students based on Fountas and Pinnell Benchmark Assessment System indicate that there is not any overall growth from March 2016 to March 2017 (63% meeting or exceeding F & P standards.) Roosevelt first grade Fountas and Pinnell data indicates 70% of students are reading at grade level.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018	ELA, DFM - 55.1	By June of 2019:
SBAC Math DFM Spring 2018	Math, DFM - 62.5	The number of students scoring, meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM -48.1)
Fountas and Pinnell (F & P) "On Track" Spring 2018	F & P "On Track"% K - 62.7% 1 - 69.8% 2 - 69.3%	The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC ELA assessments (DFM - 52.5)
		The percent of student in grades K-2 who Meet or Exceed in reading expectation from Fountas & Pinnell will increase to 70%
		K- +7.3% 1- +0.2% 2- +0.7

Planned Strategies/Activities

Strategy/Activity 1

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 economically Disadvantaged students.

Provide teachers and students with the needed training, and materials to enhance Tier 1 learning and engage students. Additionally, the site will provide Professional Development in chrome books, tablet, and interactive boards to use within the lesson to increase students' technological proficiency and literacy. This will support our students to 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 and Math curriculum.

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Technology aide

Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	None Specified
Description	Professional Development to assist with teachers using technology
Amount	8,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology replacements/repairs
Amount	32,778.88
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology- new devices such as interactive boards and displays

Strategy/Activity 2

Roosevelt Elementary School staff will improve student achievement in mathematics by engaging students in rigorous instruction with appropriate monitoring, intervention, and frequent assessment for Tier 1, 2, and 3 students.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Guidance Instructional Assistant (GIA), Instructional Support Coach (ISC), Classroom teachers, Intervention teacher

Proposed Expenditures for this Strategy/Activity

Amount	3,666.67
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Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Renew ST Math subscription to allow students more opportunities to practice their math conceptual development while teachers work in small groups with students.
Amount	6,043.04
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development Conferences for teachers to learn additional strategies to engage and motivate students in rigorous instructional practices.
Amount	15,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional aides in kindergarten classes to allow for teachers to work in small groups with students in need of Tier 2 and Tier 3 level academic support.
Amount	0
Description	Classroom drop in with dialogue between teacher and administrator to focus on small group instruction.

Strategy/Activity 3

Provide teachers with the needed training and materials to enhance learning and engage students at high levels through use of high interest materials, engaging lessons, and frequent opportunities to practice their basic skills.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Instructional Support Coach, Guidance Instructional Assistant, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Reader (AR) Software
Amount	9,900.00
Source	Title I Part A: Allocation

Budget Reference	4000-4999: Books And Supplies
Description	Lexia Reading software- to provide reading fluency and comprehension practice and allow teachers to monitor student progress.
Amount	750.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Mystery Science Software- to provide engagement and interest in rigorous non-fiction text through inquiry and problem solving strategies (pending board approval of software)

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Librarian, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,054.00
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies
Description	Purchase books for the library

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,200.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Student agendas and Home/School Folders designed to increase home/school connection and keep parents informed about student progress in ELA and Math.

Strategy/Activity 6

To support student learning and 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 technology aide will run a homework club during lunch recess for students to receive support in completing their homework and time to complete long-term projects.

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Technology aide

Proposed Expenditures for this Strategy/Activity

Amount	15,000.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Technology aide supplemental time to provide classroom support with online ELA and Math curriculum components and support technology use by teachers and students.

Strategy/Activity 7

Support student learning through onsite learning programs and field trips aligned to grade level units in order to close the experience gap and to engage students in the content for our Socio economically Disadvantaged and at-risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,500.00
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Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trip entry cost for students/Onsite educational programs for students

Strategy/Activity 8

Substitutes will be provided to allow teachers time during the school day to administer regular assessments in reading fluency and comprehension in order to deliver appropriate reading intervention for students identified as needing Tiers 2 and 3 support.

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, GIA, ISC, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers

Strategy/Activity 9

Provide extended learning opportunities for our kindergarten through 6th grade at-risk students who are not meeting grade level standards in ELA and Math; eg. outside of school hours tutoring

Students to be Served by this Strategy/Activity

All Students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Guidance Instructional Assistant, Instructional Support Coach, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated staff to provide extended day tutorial for ELA support

Amount	4,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated staff to provide extended day tutorial for Math support
Amount	2,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated staff for Saturday School
Amount	3,393.38
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for Saturday School, intervention, and tutoring activities

Strategy/Activity 10

Establish, monitor, and sustain common Tier 1 instructional practices that align with the shifts of CCSS

Students to be Served by this Strategy/Activity

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Guidance Instructional Assistant, Instructional Support Coach, Intervention teacher

Proposed Expenditures for this Strategy/Activity

Description	Weekly campus wide walk through to assess and address equity of common instructional practices
Description	Daily classroom drop in observations with specific instructional feedback
Description	Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co -planning, co teaching and instructional feedback

Strategy/Activity 11

Provide classroom support for students while teachers are working with small groups and providing Tier 2 and Tier 3 supports in class.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Guidance Instructional Assistant, Instructional Support Coach

Proposed Expenditures for this Strategy/Activity

Amount	44,000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Teaching Fellows

Strategy/Activity 12

Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support)

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Instructional aides, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	14,399.91
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	4 Instructional Aides 3 hrs. per day

Strategy/Activity 13

Provide Certificated staff to provide reading intervention (Tier 2 and 3) support for continuous reading and literacy improvements for our underperforming students. Intervention teacher to meet with Principal or Instructional Support Coach 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 Student Study Team meeting.

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Instructional Support Coach, Intervention teacher

Proposed Expenditures for this Strategy/Activity

Amount	33,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention Teacher Salary

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16). Currently the suspension rate for Roosevelt is 4.3 %, expulsion rate is 0.18 %, attendance rate is 93.28%, and chronic absenteeism is 18.9%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard Suspension Rate-4.3% Expulsion Rate- 0.18% Attendance Rate- 93.28% Chronic Absenteeism- 18.9%	By June of 2019: Suspension Rate will decrease by 0.5% (to 3.8%) Expulsion Rate will decrease by 0.08% (Maintain) Attendance Rate will increase to 97% or higher (increase by 3.72%) Chronic Absenteeism will decrease by 1% (to 17.9%)

Planned Strategies/Activities

Strategy/Activity 1

Increase supervision and student connectedness by providing support staff to greet students before and after school, as well as provide additional supervision during unstructured time. This will increase safety and cohesion among our students, and provide time for administration and social emotional support staff to provide small group social skills and social-emotional support during the school day in the form of small groups, Roadrunner Academy, and social skills groups. Additional radios will be purchased to complete a previous order so all teachers and support staff have access to information and support.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Administration Team

Proposed Expenditures for this Strategy/Activity

Amount	29,974.23
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff extra support before/during/after the school day
Amount	2,211.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Two way radios

Strategy/Activity 2

Increase student connectedness to school by providing positive activities for students who continue to make positive choices and encourage all students to follow Positive Behavior and Intervention Support (PBIS) guidelines.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Administration team and Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for PBIS events, classes, and activities
Amount	2,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Positive behavior events such as assemblies and activities throughout the school year

Strategy/Activity 3

Provide student recognition for reaching academic goals and for making progress towards those goals, creating a positive culture of achievement, and placing value on all student's achievements.

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Administration team and Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Awards, Medals, and Certificates for students who have reached or made progress towards their academic goals
Amount	2,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Positive reward events for students who have reached or made progress towards their academic or social skills goals
Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for positive reward events for students who have made progress or reached their academic or social goals

Strategy/Activity 4

Increase student participation in activities such as Odyssey of the Mind, Science Fair, and other activities

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018- 10/1/2019

Person(s) Responsible

Administration team and Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	150.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Odyssey of the mind state/regional fee
Amount	250.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials for Odyssey of the mind
Amount	200.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials for science fair participation

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and Roosevelt will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and Roosevelt will continue providing quality parent education based on parent interest and need. Roosevelt will encourage parent participation in providing input and being a part of the decision making process. At Roosevelt parent involvement consists of PTA club, parent volunteers in class and on field trips, parent education classes, family involvement nights, parent/student events to showcase student achievements, and parent teacher conferences at least once but potentially more if students are in danger of not mastering standards. Parents are informed of weekly events through email and phone calls, as well as our website calendar. Parent participation is encouraged at all parent input meetings and parents are welcome to visit our campus to observe classes.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 95.9% 2) "The school is a safe place where bullying and disrespect are not tolerated" 76.2%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will maintain 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 81.2%

Planned Strategies/Activities

Strategy/Activity 1

Provide high quality parent education classes based on parent and teacher input from 2017-2018 parent meetings. Additionally, involve parents in college and career readiness by scheduling a parent/student training day at a local college or university.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/1/18 to 10/1/19

Person(s) Responsible

Administration team

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	21st Family Literacy Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent education classes
Amount	5,981
Source	21st Family Literacy Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Family trip to local university- fee, transportation, and expenses

Strategy/Activity 2

To provide our English Learner parents with information about how to best support their child at home, materials, supplies, and staffing will be provided.

Provide interpreters and child care for our English Learner parents so they can successfully attend and engage in the learning opportunities provided for them throughout the school year.

Students to be Served by this Strategy/Activity

Ensure access for all parents for after school parent involvement classes

Timeline

10/1/18 to 10/1/19

Person(s) Responsible

Administration team, Parent Engagement Liaison

Proposed Expenditures for this Strategy/Activity

Amount	933.33
Source	Title I Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Interpretation and childcare at parent education events and activities
Amount	500.00
Source	Title I Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Certificated staff will be hired to provide training to parents
Amount	458.67
Source	Title I Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers to facilitate parent night learning events

Strategy/Activity 3

Provide multiple ways for parents and teachers to communicate either electronically or in person

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/18 to 10/1/19

Person(s) Responsible

Administration team, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	525.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ESGI Subscription to help teachers communicate and track student progress towards standards mastery on a daily/weekly basis

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all Central USD English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall. Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. At Roosevelt, 7% of ELs met or exceeded standards on SBAC ELA compared to 33% of non-EL students. This indicates an achievement gap for ELs at Roosevelt of 47%

At school the current English Learner Progress Indicator is at 63.16% with a decline of 8.15%, putting our school site in the low (orange) rating overall.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 63.16%	By June of 2019: ELPI will increase by 7.74% to 70.9%
CA Dashboard EL SBAC ELA DFM	2017-18 ELA DFM -68.5	By June of 2019: The number of EL students scoring 'meets or exceeds' standard will increase by 7 points as measured by SBAC ELA (DFM -61.5)

Planned Strategies/Activities

Strategy/Activity 1

We will purchase a renewal subscription of Brain Pop software, which shows visual and auditory representations of all content area concepts including academic vocabulary and visual representations. This will help teachers to provide various instructional modalities, engagement, and scaffolding for our students while they are learning specific academic content and objectives.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/1/2017-10/1/2018

Person(s) Responsible

Administration team

Proposed Expenditures for this Strategy/Activity

Amount	1,995.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Renewal of Brain Pop subscription

Strategy/Activity 2

Provide a parent education class for English Learner parents with information about our EL Program, Goal setting, and Information about the new ELPAC assessment and how parents can help their children at home and at school.

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Administration team

Proposed Expenditures for this Strategy/Activity

Amount	600.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Admin and teachers to facilitate EL "Bootcamp" day

Amount	200.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support EL parent education

Strategy/Activity 3

Consultation with the EL Network- Administration will meet monthly with Rosario Sanchez from the EL Network to walk classes and observe ELD, monitor data and implementation, provide resources, and support a full implementation of this program to fidelity.

Students to be Served by this Strategy/Activity

All EL students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Principal, Classroom teachers, Instructional Support Coach

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 4

Leadership team to consult with administrators on a monthly basis to examine EL student data and create an intervention plan for students still in Tier 2 or Tier 3 support.

Students to be Served by this Strategy/Activity

All EL students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Administration team, Classroom teachers, Instructional Support Coach

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 5

Administration to observe, monitor, and provide feedback on English Language Development (ELD) implementation through teacher drop ins and communication. This will be used to drive English Learner Professional Development on such topics such as ELD standards, designated ELD instruction, English Learner Proficiency Assessment Consortium (ELPAC) assessment readiness, and best practices during integrated ELD.

Students to be Served by this Strategy/Activity

All EL students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Administration team, Instructional Support Coach

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 6

In conjunction with our intervention program, site-wide focus on reading fluency and comprehension to support students who are not reading at grade level according to Smarter Balanced Assessment and English Learner Proficiency Assessment Consortium (ELPAC) data. Students in Tier 2 and Tier 3 will be assessed every 6 weeks to monitor their response to intervention.

Students to be Served by this Strategy/Activity

All students

Timeline

10/1/2018-10/1/2019

Person(s) Responsible

Administration team, Classroom teachers, Instructional Support Coach

Proposed Expenditures for this Strategy/Activity

Amount

0

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Fountas and Pinnell Reading Levels Smarter Balanced Assessment ELA Proficiency levels	80% of students reading at grade level in grades k-2 80% of students meeting or exceeding standards	63% of students reading at grade level in grades k-2 28% of students meeting or exceeding ELA standards in grades 3-6

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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-economically disadvantaged students.	Teachers attended PD over the year and summer in order to learn additional ways to provide more engaging lessons to close the experience gap with our at risk, EL and socio-economically disadvantaged students.	Professional Development to assist with teachers using technology 0	Professional Development to assist with teachers using technology 0
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.	Replaced and installed some new technology for aging/obsolete projectors and printers to allow teachers to take full advantage of online portions of the ELA curriculum.	Technology replacements/repairs 4000-4999: Books And Supplies Title I Part A: Allocation 5,000.00	Technology replacement/repairs 4000-4999: Books And Supplies Title I Part A: Allocation 1,200.00
Replace and install new technology for aging/obsolete projectors,		Technology- new devices 4000-4999: Books And Supplies LCFF 25,415.68	Technology- new devices 4000-4999: Books And Supplies LCFF 20,776.36

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
printers, and interactive boards to allow teachers to take full advantage of online portions of the ELA curriculum.			
Provide opportunities for teachers to collectively test students, analyze data and plan lessons and intervention based on findings.	Provided opportunities for teachers to collectively test students, analyze data and plan lessons and intervention based on findings.	Substitute teachers to allow teachers to attend lesson planning and test students	Substitute teachers to allow teachers to attend lesson planning and test students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5,000
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.	Multiple teachers attended Daily 5 training (small group instruction) and "Get Your Teach On" training designed to engage and motivate reluctant students.	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5,500.00	
Teachers that attend training will train additional staff members on the content during differentiated PD.	Teachers that attended training have trained additional staff members on the content during PD in September 2018. Staff conducted a school-wide event on September 20, 2018 based on that training called "Rock Your School." A second similar event has been planned for November 29, 2018.	Professional development Conferences 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6,000.00	Professional development Conferences 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4,154.00
Monitoring and feedback will be given to teachers on the implementation of their acquired knowledge	Monitoring and feedback have been given to teachers on the implementation of their acquired knowledge and will continue to be given.	Substitute teachers for peer observations, coaching days and planning days. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5,882.00	Substitute teachers for peer observations, coaching days and planning days. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3,000
		Professional development through district office on building increased reading strategies for students 0	Professional development through district office on building increased reading strategies for students 0
		Classroom drop in with dialogue between teacher and administrator 0	Classroom drop in with dialogue between teacher and administrator 0
Provide teachers with the needed training and materials to enhance learning and engage students.	Provided teachers with the needed and materials to enhance learning and engage students through engaging software (Lexia) Additional training for Lexia software use did not occur this year.	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 5,000.00	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 3101.10
		Lexia Reading software 4000-4999: Books And Supplies Title I Part A: Allocation 8,500.00	Lexia Reading software 4000-4999: Books And Supplies Title I Part A: Allocation 8,500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Training to implement Software 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 1,000.00	Training to implement Software 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 0
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.	Books were purchased for the library, chosen by teachers and the librarian.	Purchase books for the library 4000-4999: Books And Supplies LCFF-SLIP 1,016.74	Purchase books for the library 4000-4999: Books And Supplies LCFF-SLIP 1,017.00
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.	Agendas purchased and put into use. Feedback was very positive from parents and teachers.	Student agendas and Home/School Folders 4000-4999: Books And Supplies Title I Part A: Allocation 1,200.00	Student agendas and Home/School Folders 4000-4999: Books And Supplies Title I Part A: Allocation 1,200.00
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.		Informational magazines for classrooms 4000-4999: Books And Supplies LCFF 1,000.00	Informational magazines for classrooms 4000-4999: Books And Supplies LCFF 1,095.00
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.	Field trips were paid for by a combination of PTA and donations, but we did not end up using this LCFF funding for it.	Books for classroom libraries 4000-4999: Books And Supplies LCFF 1,000.00	Books for classroom libraries 4000-4999: Books And Supplies LCFF 1,000.00
		Field trip entry cost for students 5000-5999: Services And Other Operating Expenditures LCFF 3,500.00	Field trip entry cost for students 5000-5999: Services And Other Operating Expenditures LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Substitutes will be provided to allow teachers to attend grade level progress monitoring meetings and assess students.	These did not occur due to availability of substitute teachers.	Substitute teachers 1000-1999: Certificated Personnel Salaries LCFF 2,200.00	Substitute teachers 1000-1999: Certificated Personnel Salaries LCFF 0
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	Teachers provided 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 to provide extended day tutorial for ELA support 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 8,500.00	Certificated staff to provide extended day tutorial for ELA support 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4679.00
		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	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 0
		Certificated staff for Saturday School 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 6,000.00	Certificated staff for Saturday School 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2,000
		Materials and supplies for Saturday School and tutoring 4000-4999: Books And Supplies Title I Part A: Allocation 2,000.00	Materials and supplies for Saturday School and tutoring 4000-4999: Books And Supplies Title I Part A: Allocation 1,000.00
Establish, monitor, and sustain common Tier 1 instructional practices that align with the shifts of CCSS	Tier 1 instructional practices were established and PD provided for effective practices that aligned with CCSS in regards to supporting all students. These were sustained, but not monitored as expected.	Weekly campus wide walk through to assess and address equity of common instructional practices 0	Weekly campus wide walk through to assess and address equity of common instructional practices 0
		Daily classroom drop in observations with specific instructional feedback 0	Daily classroom drop in observations with specific instructional feedback 0
		Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co -	Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co -

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		planning, co teaching and instructional feedback 0	planning, co teaching and instructional feedback 0
Provide classroom support for teachers while they are working with small groups and providing Tier 1 and Tier 2 supports in class.	3 Teaching Fellows provided classroom support for teachers while they were working with small groups and providing Tier 1 and Tier 2 supports in class.	Teaching Fellows 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 35,000.00	Teaching Fellows 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 22,900
Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support)	Classified aides successfully supported by assisting primary students (guided reading, small group instruction in ELA, differentiation, and teacher support)	4 Instructional Aides 3 hrs. per day 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 14,399.91	4 Instructional Aides 3 hrs. per day 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 12,985
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.	2 teachers attended this training in the fall of 2017. They successfully implemented small group instruction by utilizing the strategies they learned at this conference to create student-led centers and increase students' on task time and self-directed behaviors.	Daily 5 training 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2,060.00	Daily 5 training 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2060.00
Provide Tier 2 support for continuous reading and literacy improvements for our underperforming students	Provided Tier 2 support for continuous reading and literacy improvements for our underperforming students	Supplemental Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 34,000.00	Supplemental Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 29,000.00
Intervention teacher to meet with Principal or ISC bi-weekly to monitor progress.	Intervention teacher met with ISC every 6 weeks 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.	Intervention teacher met with grade level teachers, administration, and instructional coach to review progress monitoring and created Tier 3 plans for students not progressing or refer for an SST.		

Analysis

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

Overall, we implemented much of this plan, but there are definitely areas of improvement that need to be made. Some technology was purchased, but we did not implement the Professional Development we expected because of the difficulty in receiving approval to purchase the projector system and other proposed boards (which did not receive approval). We did implement our intervention teachers, instructional aides, and teaching fellows to fidelity. Our intervention teacher successfully supported our primary grades in supporting reading intervention, as did our teaching fellows, however we are hoping to make better use of these staff resources in the coming year. Teachers successfully attended conferences and training this year, and were able to implement the strategies in their classrooms. We also ran many Saturday Schools and conducted literacy activities, however, we feel we can do an even better job of extending the rigor of these activities this year.

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

These strategies were only partially successful, particularly in the upper grades. Students in our primary grades saw more success in their reading skills (coming in at 63% of students reading at grade level), but there is plenty of room for improvement. The stated goal was 80% proficiency, which would have been a 54% jump from the 2017 SBA scores. In future years we will look at a 10-15% improvement from the base data as an incremental goal in supporting all students in mastering standards and reaching their potential.

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

Due to a planned, postponed, and then implemented site modernization we did not immediately purchase some technology items until we knew when the renovation work would take place as these items would have been installed on walls that would then have to be removed. This caused delays in our purchasing and caused us to not make some interactive board purchases we wanted to make. Additionally, due to a shortage of available substitute teachers we were not able to implement data meetings with teachers during the school day as we would have liked. Additionally, we did not end up having as many teachers tutor as we would have liked, and so we ended spending less money on that. We also did not receive as many Teaching Fellows as requested, so the overall cost for this staff was less than expected. Also, we did not order some books and teaching aides such as manipulatives and supplies, though we plan to improve our ordering systems and long-term budget planning this school year. Additionally, Saturday School teachers ended up being paid from a different fund due to the availability of teachers to work on those days and our ability to recruit enough students with high needs to attend. Also, though we did take field trips and invite special on-campus presenters to our school we did not end up using Title 1 funding because of the planning involved ahead of time to ensure presenters and organizations were able to be paid promptly. This process caused us to have to use other funding sources. Finally, due to the professional development conferences taking place at the end of the school year (in summer) some of the cost will have to be moved to the 2018-2019 budget according to district guidelines.

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

This year's plan calls for the leadership team, administration team, intervention teacher, and instructional coach to review data after teachers have reviewed their data in their Professional Learning Communities in order to make recommendations for additional supports or changes to the current intervention plans for their grade levels, including the appropriate use of staff resources such as teaching fellows and intervention teachers. This way we will not have to rely on the availability of substitute teachers to conduct this important work. Also, since we do not have to wait for construction we can make our technology purchases in a more timely fashion. Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan (LCAP)

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBA end of year assessment (grades3-6) End of year math benchmarks (grades k-2)	SBA end of year assessment (grades3-6) 55% mastery End of year math benchmarks (grades k-2) 55% mastery	SBA end of year assessment (grades3-6) 18% End of year math benchmarks (grades k-2) 83% mastered standards

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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>	<p>Due to lack of available substitutes this did not occur.</p>	<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. 1000-1999: Certificated Personnel Salaries LCFF 2,000.00</p>	<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. 1000-1999: Certificated Personnel Salaries LCFF 0</p>
<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>	<p>ST Math was successfully implemented in all grades. Professional development did not occur, but was not paid for.</p>	<p>ST Math K-6th grade 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4,000.00</p> <p>Professional Development on ST Math 0</p>	<p>ST Math K-6th grade 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3,667.00</p> <p>Professional Development on ST Math 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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>	<p>Technology aide successfully pushed into classes supporting students and teachers with technology implementation.</p> <p>Homework club ran successfully all year. 10-20 students attended on average 4 days a week.</p>	<p>Technology Aide 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 15,500.00</p>	<p>Technology Aide 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 13,500.00</p>
<p>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.</p>	<p>Materials were ordered through Kagan, Amazon, and Lakeshore Learning for this goal. Teachers put these items into use during their hands-on lessons.</p>	<p>Manipulatives and materials 4000-4999: Books And Supplies LCFF 2,000.00</p>	<p>Manipulatives and materials 4000-4999: Books And Supplies LCFF 1000.00</p>
<p>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)</p>	<p>Only one grade level (4th) was able to provide this with available staff. The other grade levels focused only on ELA tutoring.</p> <p>Materials were ordered for tutoring and Saturday School for use in math and literacy activities to engage students and promote learning for students at risk of not mastering standards. These were conducted in 6-week cycles (tutoring) from October to May, and every month (Saturday School) from August to May.</p>	<p>Certificated staff to provide extended day tutorial for Math support 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 8,500.00</p>	<p>Certificated staff to provide extended day tutorial for Math support 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 850.00</p>
		<p>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</p>	<p>Provide materials and manipulative for students to use during tutorial and Saturday School 4000-4999: Books And Supplies Title I Part A: Allocation 1,250.00</p>
		<p>Certificated staff to provide tutoring during Saturday School 1000-1999: Certificated</p>	<p>Certificated staff to provide tutoring during Saturday School 1000-1999: Certificated</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title I Part A: Allocation 6,000.00	Personnel Salaries Title I Part A: Allocation 2,000.00
Classified support to assist primary students (guided reading, small group instruction in Math, differentiation, and teacher support)	Classified support occurred all year in kindergarten. Aides provided support for small group instruction and differentiation.	4 Instructional Aides 3 hrs. per day 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 15,000.00	4 Instructional Aides 3 hrs. per day 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 13,500.00

Analysis

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

Some portions of this goal were changed as the district implemented Lesson Study, which took the place of math planning days. This affected the grade levels who were able to complete that planning cycle, but not all grade levels were able to participate. Other portions were fully implemented such as our technology aide, our instructional aides, and homework club. Another portion, ST Math, was purchased and utilized, however, Roosevelt staff will look closely at implementation and use of the program in 2018-2019 in order to decide whether there is a need to continue the program. Finally, we did not have enough available staff to provide math tutoring after or during non-teaching hours of school.

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

These strategies were only partially successful. Our primary grades showed growth and subject mastery on their benchmarks, however our upper grades did not improve on their Math SBA. Teachers reported students' grades were improved in Mathematics through Homework Club, however their math fluency and conceptual development did not seem to make a great deal of improvement.

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

We spent much less on tutoring than planned, and were not able to find substitutes for all the planning days we tried to create. This caused a difference in expected vs. actual expenses. Additionally, delays in ordering materials resulted in our losing the ability to order as many engagement and intervention materials as we would have liked. Some materials were ordered such as Saturday School supplies and math manipulatives, but not as many as we had planned to purchase. Also, due to the availability of enough staff to provide tutoring we did not spend as much money on salaries and tutoring supplies as expected for after school tutoring and Saturday School. Additionally, due to classified aides being absent we did not spend as much as was allocated for their salaries as expected.

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

In this year's plan there are no planning days proposed, and ST Math will be monitored for its implementation and effectiveness during this school year. Additionally, though there are funds set aside for tutoring the admin team will begin to look at outside certificated support for tutoring if staff at the site is not able to provide those services. Moving into 2018-19, this goal will stay as Goal 1 but will be combined with English Language Arts & Literacy as an overall academic goal to align with Central Unified School District's LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC performance level SBA ELA assessment proficiency score	ELPAC performance level (expected results unknown or not defined) SBA ELA assessment proficiency score (50% meet/exceed standards)	ELPAC performance level 33% at level 4 40% at level 3 20% at level 2 7% at level 1 SBA ELA assessment proficiency score 3-6 grades 13% met/exceeded standards

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To provide various instructional modalities, engagement and scaffolding for our students while learning specific content and objectives purchase renewal of Brain Pop	Brain Pop successfully implemented in grades k-6, utilized in frontloading lessons, vocabulary development, and several other types of	Brain Pop 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1,995.00	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.	Roosevelt held its annual EL parent meeting on a Saturday, with an informational session for parents, classroom visits (during Saturday school), and a question and answer session for parents.	Parent Involvement materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1,500.00	Parent Involvement materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 500.00
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.	Child care and interpretation were provided at all parent events, as requested. Interpretation was provided for parent education nights and meetings.	Certificated staff will be hired to provide training to parents 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1000.00	Certificated staff hired provide training to parents 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 350.00
		Interpreters and child care 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 400.00	Interpreters and Childcare 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 400.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Due to availability of substitutes this did not occur. EL strategies were woven into each of the ELA planning days, in which each grade level participated.	Substitute teachers will be hired to allow teachers to lesson plan. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2,500.00	Substitute teachers will be hired to allow teachers to lesson plan. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0
		Supplemental Materials 4000-4999: Books And Supplies Title I Part A: Allocation 845.09	Supplemental Materials 4000-4999: Books And Supplies Title I Part A: Allocation 0
		EL Professional development will be provided to teachers by Instructional Coach and teachers. 0	EL Professional development will be provided to teachers by Instructional Coach and teachers. 0
Provide recognition to EL Students and parents whose children have been reclassified.	Provided recognition to EL Students and parents whose children have been reclassified in the form of medals and certificates.	Awards 4000-4999: Books And Supplies LCFF 900.00	Awards 4000-4999: Books And Supplies LCFF 400.00
Goal setting with EI students and parents during school and parent-teacher conferences	Goal setting occurred with EI students and parents during school and parent-teacher conferences	Awards for reaching student EL goals 4000-4999: Books And Supplies Title I Part A: Allocation 200.00	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	Consulted with the English Learner Group (outside consultant) on EL strategies, tactics, and best practices through consult and classroom walkthroughs on a monthly basis through the school year. These meetings lasted 1-2 hours each.		
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	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- this PD was given during staff meetings on 3		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	occasions through the school year. Teachers looked at ELPAC blueprints, sample test items, and best practices. ELD walk ins during designated times also occurred as listed.		

Analysis

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

Most of these goals were implemented with the exception of the Latino Literacy Project, which did not get implemented due to availability of staff. The site hosted an EL parent Saturday School, which educated parents on our EL program and the new standards. Brain Pop was successfully implemented and used at all grade levels. Roosevelt did not plan additional parent nights due to some other parent classes it had going on. Finally we did award students with medals and recognition for achieving fluency, however we did not need as many as we normally need because the testing schedule changed to spring from fall and we did not have test scores in time to use to measure fluency last year. Scores arrived at the beginning of the 2018-2019 school year.

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

Our students seemed to perform well on the ELPAC assessment, however we are still waiting for guidelines on how to reclassify them fluent from the state. Our students did struggle with reading on the assessment, which is guiding our focus for the 2018-2019 school year.

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

Availability of staff to implement some events, along with fewer students who RFEP'd (reclassified to from an English Learner to a Reclassified Fluent English Proficient student) this year accounted for the main differences in proposed vs. actual costs. We did order awards and medals for our reclassified students, just not as many as expected. We ended up using available and on hand materials to support English Learner students during Saturday School and in tutoring/intervention settings as we were focussed on getting students ready for the new assessment. These expenses were simply less than we had planned they would be. We also did not require as much childcare and interpretation staff as we had planned for, and so ended up spending less than expected.

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

We will continue to provide high quality parent education classes, and remain dedicated to implementing high quality ELD at our site. These are in our site plan as we also consult with an outside agency on improving our ELD implementation, monitoring, and accountability. Moving into 2018-19, this goal will be moved to Goal 4 to align with Central Unified School District's LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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 77.8 % to 90%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP 2018 Parent Surveys	Parent opinion (supporting students) raised to 90% Parent opinion (safety at school) raised to 97.4%	Parent opinion (supporting students) raised 7.7 points to 88.6% Parent opinion (safe at school) lowered 1.6% points to 76.2%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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</p> <p>Additionally, allow time for admin and intervention specialist to facilitate small social skills and social-emotional groups during those time periods</p>	<p>Classified staff provided additional supervision before school, during lunch recess and afternoon bus duty to ensure that students were held to our expectation of following the 3 B's which supported a positive tier 1 learning environment.</p> <p>Additionally, administration staff and intervention counselor facilitated small social skills and social-emotional groups during those time periods from October to June.</p>	<p>Classified staff to assist with greeting students and parents and the safety throughout daily operations 2000-2999: Classified Personnel Salaries LCFF 29,356.47</p>	<p>Classified staff to assist with greeting students and parents and the safety throughout daily operations 2000-2999: Classified Personnel Salaries LCFF 28000.00</p>
<p>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</p>	<p>Teachers were provided with radios (one per grade level) and staff PD time was used to train them on how to use the radios for safety and security and communication across campus.</p>	<p>Walkie Talkie radios 4000-4999: Books And Supplies LCFF 3,000.00</p>	<p>Walkie Talkie radios 4000-4999: Books And Supplies LCFF 2900.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Radio use was implemented with fidelity and plans are in place to completely equip all teachers with radios in 2018-2019.		
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.	This did not occur often through use of LCFF funds. On site learning opportunities did occur, but they were paid out of other funding sources such as PTA, ASB, and private donations.	On site extended learning programs 5000-5999: Services And Other Operating Expenditures LCFF 2,000.00	On site extended learning programs 5000-5999: Services And Other Operating Expenditures LCFF 100.00
Motivate and recognize the academic and attendance achievements of all students, fostering an increased sense of accomplishment which improve the culture of our school.	Materials and supplies for recognizing quality character traits, good attendance, and positive behavior were recognized monthly at Roosevelt.	Student Recognition Materials and Supplies 4000-4999: Books And Supplies LCFF 2,040.00	Student Recognition Materials and Supplies 4000-4999: Books And Supplies LCFF 2000.00
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.	Our students did participate in this event, but we did not qualify for the state competition.	Odyssey of the Mind Regional/state Fee 5000-5999: Services And Other Operating Expenditures LCFF 150.00 Odyssey of the Mind building supplies 4000-4999: Books And Supplies LCFF 500.00	Odyssey of the Mind Regional Fee 5000-5999: Services And Other Operating Expenditures LCFF 75.00 Odyssey of the Mind building supplies 4000-4999: Books And Supplies LCFF 500.00
Renew PBIS annual fee	Renewed PBIS annual fee	PBIS renewal fee 4000-4999: Books And Supplies Title I Part A: Allocation 460.00	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.	Teachers purchased some materials for engaging and social skill building lessons. These were used whole class in multiple lessons through the year and in Road Runner Academy.	Instructional Materials 4000-4999: Books And Supplies LCFF 2,000.00	Instructional Materials 4000-4999: Books And Supplies LCFF 500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Materials were purchased to facilitate Focus Friday activities. These were chosen by teachers and admin and put into use in the spring.</p>	<p>Classified staff to provide students the opportunity to participate in co curricular activities. 2000-2999: Classified Personnel Salaries LCFF 1,500.00</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF 1,000.00</p>	<p>Classified staff to provide students the opportunity to participate in co curricular activities. 2000-2999: Classified Personnel Salaries LCFF 500.00</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF 1000.00</p>

Analysis

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

Classified staff for extra supervision and support were implemented with fidelity through the school year. This allowed for administration staff to facilitate social skills groups during unstructured time. Roosevelt also used Positive Behavior Intervention and Support (PBIS)'s School-Wide Information Systems (SWIS) software to monitor discipline incidents and adjust supervision and routines during our PBIS meetings. We did not end up purchasing many items for facilitating these groups. Roosevelt did host a few onsite learning programs, however, the advance requirements of booking and paying outside agencies through purchase orders proved to be a barrier in the process of timely bookings and payments. Finally, the Roosevelt Parent Teacher Association ended up paying for one of the field trips, alleviating the need to use site funds. The site hosted monthly positive assemblies and celebrations through the year to recognize students for making positive choices.

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

The supervision of students and positive events on campus have proven to be key factors for maintaining a positive school culture. Monthly assemblies, celebrations, and recognition were key to student motivation. Many of our discipline incidents which arose (and both expulsions) were from students who enrolled in our school after facing expulsion from a previous district. Overall, with exceptions in upper grade classes, our school culture was positively impacted by these strategies.

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

Proposed and material differences in spending were partially addressed above. Administration staff is still learning how purchasing is done, and sometimes underestimates the number of staff available to implement goals. It proved difficult to use categorical funds to pay for on site learning experiences, so we ended up not scheduling many of them. We did not make the finals for Odyssey of the Mind so we didn't end up paying the finals fee. We delayed some orders due to modernization plans and availability of classified staff to implement Focus Friday plans and so we were unable to order as many instructional materials as we would have liked. Finally, we were instructed to wait for approval before purchasing a social-emotional learning curriculum and never received the requested approval to purchase curriculum for this purpose.

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

This goal is somewhat changed in the new plan, but specifically it calls for supervision to continue (and even expand) so admin can be available to handle discipline that occurs over recesses as well as facilitate social groups. Our student support services team has expanded and will be meeting weekly to review data and implementation of Tier 1, 2, and 3 students on the social emotional side of the intervention system. Moving into 2018-19, this goal will be moved to Goal 2 to align with Central Unified School District's LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Increase parent participation in school meetings, events, and in collaboration with school staff to better support their child's success.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Parent attendance rate at educational classes</p> <p>Parent attendance at school events</p>	<p>Attendance at Parent education classes- 25%</p> <p>Parent attendance at school events- 50%</p>	<p>Attendance at Parent education classes- increased approximately 10%</p> <p>Parent attendance at school events- approximately 55%</p>

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Communicate and provide information to our parents on a continuous basis about the different parent nights, classes, events and input opportunities.</p>	<p>These opportunities for parent communication occurred throughout the year. There were parent input meetings, parent/student events, and parents classes held as they could be scheduled.</p>	<p>Classified staff to assist with parent communication. 2000-2999: Classified Personnel Salaries Title I Parent Involvement 675.00</p>	<p>Classified staff to assist with parent communication. 2000-2999: Classified Personnel Salaries Title I Parent Involvement 400.00</p>
<p>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.</p>	<p>These meetings did not occur due to scheduling and staff availability.</p>	<p>Child care/ interpreters 2000-2999: Classified Personnel Salaries Title I Parent Involvement 1,264.00</p> <p>Teachers to provide parent classes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3000.00</p> <p>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</p>	<p>Child care/ interpreters 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 0</p> <p>Teachers to provide parent classes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p> <p>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 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide improved connections and ideas for parents on how to assist their children at home.	These classes took place Friday mornings beginning in February of 2018 and continuing until June 2018. They were attended by parents of Roosevelt students and some other school as well. Topics were chosen based on a parent survey given during parent conferences in October 2017.	Parenting classes-FCOE 5800: Professional/Consulting Services And Operating Expenditures 21st Family Literacy Grant 7,800.00	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	materials and supplies 4000-4999: Books And Supplies 21st Family Literacy Grant 0
Parents and students will be provide the opportunity to attend an educational family field trip to encourage college and career readiness	This field trip occurred during Spring Break of 2018. Over 75 parents and students attended this trip to Fresno State.	Field Trip Cost 5000-5999: Services And Other Operating Expenditures 21st Family Literacy Grant 6,000.00	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.	This software was renewed and use daily throughout the school year for parent/teacher communication and progress monitoring.	Software programs-ESGI 5000-5999: Services And Other Operating Expenditures LCFF 525.00	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.	This recognition occurred at the end of the school year. Students were honored for their accomplishments with certificates, medals, and awards.	Awards and materials 4000-4999: Books And Supplies Title I Part A: Allocation 1,200.00	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.	These classes did not occur this year. The two trained teachers were not available for the large time committment, so the class choice was changed to classes through FCOE.	"Latino Family Literacy Project" trained certificated teachers to organize and run classes 1000-1999: Certificated Personnel Salaries 21st Family Literacy Grant 1500.00	"Latino Family Literacy Project" trained certificated teachers to organize and run classes 1000-1999: Certificated Personnel Salaries 21st Family Literacy Grant 0
		Materials and books for families to take home 4000-4999: Books And Supplies 21st Family Literacy Grant 600.00	Materials and books for families to take home 4000-4999: Books And Supplies 21st Family Literacy Grant 0
		Classified staff to provide childcare 2000-2999: Classified Personnel Salaries 21st	Classified staff to provide childcare 2000-2999: Classified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Family Literacy Grant 800.00	Personnel Salaries 21st Family Literacy Grant 0

Analysis

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

Many portions of this goal were fully implemented. Approximately 75 parents and students went on a field trip to Fresno State, which received excellent feedback. The Fresno County Office of Education conducted a series of classes which were attended each week by an average of 15-20 parents. Staff was on hand during parent meetings to provide interpretation and support as needed and requested. Finally, ESGI software was purchased and utilized by our kindergarten staff to much positive feedback. The major exception was the Latino Literacy Project which did not occur due to the availability of staff.

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

Though these plans were implemented there is certainly room for improvement. We have high parent attendance at awards ceremonies, performances, carnivals, family nights, movie nights, and other celebratory events. However, we need to improve the rate of parent attendance at our education classes and literacy events.

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

Proposed expenditures such as the Fresno State Field trip were not paid due to error. The Latino Literacy had to be canceled so was not paid as expected. These accounted for spending differences in childcare, certificated salaries, and materials and supplies associated with these parent events. Additionally, we did not host family nights for math and literacy due to the availability of staff to support these events, which accounted for differences in certificated salaries, materials, and childcare. Though we did host Fresno County Office of Education classes, there were no costs for materials as the organization supplied any supplies they needed to facilitate the classes.

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

We will be experimenting and collecting parent feedback on times and days they prefer, and also offering some evening parenting classes in order to see if attendance and reception improves. This plan does not call for the Latino Literacy Project as we do not have staffing for this project. Another field trip to either FSU or another university is still in the plan for this year. Moving into 2018-19, this goal will be moved to Goal 3 to align with Central Unified School District's LCAP.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	172,040.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	98,624.11

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	85589.11	0.00
21st Family Literacy Grant	11,981	0.00
LCFF-SLIP	1054.00	0.00
Title I Part A: Allocation	170148.00	0.00
Title I Parent Involvement	1892.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
21st Family Literacy Grant	11,981.00
LCFF	85,589.11
LCFF-SLIP	1,054.00
Title I Part A: Allocation	170,148.00
Title I Parent Involvement	1,892.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	52,558.67
2000-2999: Classified Personnel Salaries	75,307.47
4000-4999: Books And Supplies	71,353.93
5000-5999: Services And Other Operating Expenditures	18,651.00
5800: Professional/Consulting Services And Operating Expenditures	52,793.04
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00
5000-5999: Services And Other Operating Expenditures	21st Family Literacy Grant	11,981.00
2000-2999: Classified Personnel Salaries	LCFF	29,974.23
4000-4999: Books And Supplies	LCFF	48,939.88
5000-5999: Services And Other Operating Expenditures	LCFF	4,675.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF-SLIP	1,054.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	51,600.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	44,399.91
4000-4999: Books And Supplies	Title I Part A: Allocation	21,360.05
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,995.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	50,793.04
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	958.67
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	933.33

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Cynthia Gonzales	Parent or Community Member
Francisca Remigio	Parent or Community Member
Holly Crossland (formerly Lynch)	Parent or Community Member
Virginia Ruiz	Parent or Community Member
Fred Woodard	Parent or Community Member
Viviana Ramirez	Other School Staff
Linda Prieto	Classroom Teacher
Debbie Scott	Classroom Teacher
Gary Geisler	Classroom Teacher
Brandi Fleming	Principal

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 26, 2017.

Attested:

Principal, Brandi Fleming on

SSC Chairperson, Fred Woodard on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Roosevelt Elementary School

Title I School-Level Parental Involvement Policy 2018-2019

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. Roosevelt's Title I Meeting was held on September 19, 2018.
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, email, 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, weekly emails 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)

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

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.
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.

English ELAC packet 10/23/18



Roosevelt Elementary
English Learner Advisory Committee (ELAC) Meeting
2nd Quarter

Date of Posting: Friday, October 19, 2018 Meeting Date: Tuesday, October 23rd, 2018

Location: Library

Starting Time: 3:45 PM

Ending Time: 4:45 PM

Outcomes: Participants will be able to:

- **Support CUSD Guiding Principles**
- **Provide input for SPSA on goals for English learners, and share ideas on how to support regular school attendance**
- **Receive information on Uniform Complaint Procedures, EL Master Plan, benchmark results**
- **Receive DELAC representative report**
- **Complete final review and approve by-laws**

Participants at the Meeting: ELAC members. 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	GIA	2 minutes
Roll Call—establish quorum	None	GIA	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	GIA	1 minute
Secretary’s Report	Approval/Amendments	Secretary	2 minutes
Report of Officers, Standing & Special Committees	TBD	TBD	0 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.	GIA	10 minutes
Unfinished Business		GIA	0 minutes

ROOSEVELT ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for August 28, 2018

Total Number of ELAC Members:

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

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

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

A quorum of 5 members must be present in order to conduct business. The number of committee members in attendance is 4:

- 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])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
	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])
8/27/18	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 3:56 p.m. by Vice Principal Barbie Woodard. Everyone introduced themselves.

2. Changes/Additions to the Meeting Agenda:

The agenda was approved as presented. M/Leticia Vargas S/Candelaria Muñoz C/Motion carried

3. Secretary's Report:

The minutes were approved as presented. M/Candelaria Muñoz S/Griselda Morales C/Motion carried

4. Committee Reports:

None

5. Public Comments:

Reyna Garcia, a guest, expressed a desire to be involved with ELAC.

6. Unfinished Business

- Due to parent conferences that will be held the week of October 29th, the October 30, 2018 scheduled meeting needs to be rescheduled to October 23, 2018 .
- There is no quorum at this meeting, therefore, a **special meeting is scheduled for Tuesday, September 25th at 3:45 in the Roosevelt library** to confirm the election results of new members, to select officers for the 2018-2019 school year, and elect our DELAC representatives.

7. New Business:

a. CUSD Guiding Principles:

Mrs. Woodard provided each person present with a copy of the Central Unified guiding principles document and then discussed the 3 goals.

b. Review of purpose of the ELAC (English Language Advisory Committee)

Mrs. Woodard referenced the English Learner Advisory Committee By-laws to explain the purpose of the ELAC.

c. Review of the duties of ELAC members

The By-laws were referenced to discuss ELAC member duties.

d. Review the roles and responsibilities of ELAC officers

Referring to page 4 of the By-laws Mrs. Woodard reviewed the role and responsibilities of ELAC officers. The 17-18 officers were:

Chair – Maria McClure

Vice Chair –Candelaria Muñoz

Secretary – Judy Frost

DELAC Representative – Griselda Morales

e. By-laws initial review

Mrs. Woodard explained the By-law items that can be changed. By-law changes require a quorum of members in order to be approved. With no quorum present, there was no more discussion.

f. AYP/Accountability

The end-of-the- 2018-school –year ELPAC (English Language Proficiency Assessment in California) results are:

97% English Learners took the test

	Well Developed	Moderate	Beginning
Listening	51%	41%	8%
Speaking	64%	30%	6%
Reading	22%	49%	29%
Writing	31%	61%	8%

This data indicates reading will be a goal for English Language Development instruction this school year

g. EL program entrance and exit criteria

Mrs. Woodard stated that the State is currently up-dating the entrance and exit criteria for English Learners and is scheduled to be completed by November.

h. Site programs for ELD & access to core

Roosevelt implements the following ELD (English Language Development) programs

- Wonders
- Fountas and Pinnell
- Rhyme Magic – This is a new intervention program for primary grades. District approval for this program is in process.

i. Advise on SPSA (Site Plan for Student Achievement) EL goals

Roosevelt's 2018-2019 EL goals are:

- All students will progress at least on level of English fluency every school year.
- All students will be reclassified as English fluent by 5 years in the program
- All EL students will score "proficient" on the ELA (English Language Arts) portion of the SBAC (Smarter Balanced Assessment Consortium) test.

- j. ELPAC (English Language Proficiency Assessment in California) review and student goal setting
Parent Teacher Conferences are scheduled for the week of October 29th at which time teachers will discuss student goals.
Roosevelt Elementary and Central Unified ELPAC student goals are in-line with California State goals.
- k. Parent Involvement Policy/Compact 2018-2019
The Roosevelt Parent Involvement Policy/Compact will be discussed and signed during Parent teacher conferences.
- l. District Parent Education Opportunities
Mrs. Woodard provided those present with a flyer and an application form for the Hispanic Residents' Academy. This opportunity is in partnership with the Fresno Police Department.
- m. 15% rule
The 15% rule states that districts must provide primary language services and information to parents when the school site has a primary language population of 15% or more. Roosevelt has students whose primary language is 15% or greater in English and Spanish. Some forms are also provided for our Hmong and Punjabi primary language population.
- n. School Safety Plan
The School Safety Plan is scheduled to be approved during the School Site Council's September meeting.
- o. Future meeting dates, trainings, and agenda items
A special meeting is scheduled for Sept. 25th at 3:45 in the library. The agenda items are: the School Safety Plan, the election of officers, and the election of DELAC representatives,

8. Evaluation and Adjournment:

Evaluation forms were given to those present and will be read by administration. The meeting was adjourned at 4:46 p.m.

Respectfully submitted,
Judy Frost,
ELAC Secretary
9/6/18

ROOSEVELT ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for September 27, 2018

Total Number of ELAC Members:

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

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

- 1 ELAC parents/guardians of English learners
- 0 ELAC parents/guardians of other students
- 4 School staff
- 0 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])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
9/27/18	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])
8/27/18	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 4:00 p.m. by Vice Principal Barbie Woodard.

2. Changes/Additions to the Meeting Agenda:

The agenda was approved as presented. M/Leticia Vargas S/Candelaria Muñoz C/Motion carried

3. Secretary's Report: This meeting was called as a "special meeting", so no minutes were presented.

4. Committee Reports:

None

5. Public Comments:

- Leticia Vargas suggested a letter be sent to members to inquire if holding our ELAC meetings at 3:45 is a good time for them to meet.
- The following question/idea was raised - Can members not in attendance participate via tele-conference or Google hangout. Mrs. Woodard will inquire about this idea.

6. Unfinished Business

Elections

Parent ballot results elected Griselda Morales Alvarez to begin a new two-year term. Other members – Maria McClure, Esther Tenorio, and Leonor Ventra are continuing their second year term.

- A motion was made to accept the election results and to accept Griselda Morales as our DELAC representative. M – Leticia Vargas S – Candelaria Rojas C – Motion carried

7. New Business

Special Election ELAC

- The following officers were elected by unanimous vote:
Vice Chair - Candelaria Rojas
Secretary – Judy Frost
- The offices of Chair and DELAC Alternate will be elected at our next scheduled meeting.

8. Evaluation and Adjournment:

Evaluation forms were given to those present and will be read by administration. Mrs. Woodard reminded members that the next scheduled meeting is Tuesday, October 23, 2018 at 3:45 in the library. Future meetings are scheduled for:

- Tuesday, January 29, 2019
- Tuesday, May 30, 2019

The meeting was adjourned at 4:18 p.m. M – Judy Frost S- Candelaria Rojas C Motion carried.

Respectfully submitted,
Judy Frost,
ELAC Secretary
9/27/18

Spanish ELAC packet 10/23/18



Roosevelt Elementary School
Comité Asesor para Aprendices de Inglés (ELAC)
2^{do} Trimestre

Fecha de Publicación: **Martes 19 de Octubre de 2018**

Fecha de la Reunión: **Martes 23 de Octubre de 2018**

Sitio: **Biblioteca**

Hora de Inicio: a las 3:45

Hora de aplazamiento: a las 4:45

Resultados: Los participantes podrán:

- Apoyar a los Principios Rectores de CUSD
- Proporcionar información para SPSA en las metas de los aprendices de inglés, y compartir ideas sobre cómo apoyar la asistencia regular a la escuela
- Recibir información acerca del progreso, eficacia de LCAP y como puede aumentar la escuela las opiniones comunitarias
- Recibir información sobre los Procedimientos Uniformes de Quejas, Plan Maestro EL, progreso estudiantil
- Recibir el informe del representante de DELAC
- Completar la revisión final y aprobación de los Estatutos

Representantes y Personal: Miembros de ELAC Todo el personal, padres, y miembros del público están invitados a asistir a la reunión.

Asuntos en la Agenda	Acción solicitada	Persona(s) Responsable(s)	Tiempo Límite
Llamada al Orden	Ninguna	Woodard/McClure	2 minutos
Pasar lista- establecer quórum	Ninguna	Woodard/McClure	1 minuto
Cambios / Adiciones a la Agenda	Aprobación / Modificación a la Agenda	Woodard/McClure	1 minuto
Reporte de la Secretaria	Enmiendas / Aprobación	Frost	0 minutos
Reportes de Oficiales del Comité	Pendiente	Woodard/McClure	0 minutos
Comentarios del Publico (esta es una oportunidad para que los miembros del público proporcionen información al consejo escolar) 2 minutos por persona	Bajo la ley de reuniones abiertas, no puede tomar ninguna acción a consecuencia de los comentarios del público en la reunión. Cuestiones planteadas en esta reunión pueden programarse para otra reunión con el consejo escolar.	Woodard/McClure	10 minutos
Asuntos Pendientes	Pendiente	Woodard/McClure	0 minutos

**Escuela Primaria Roosevelt
Comité Asesor de Aprendices de Inglés ELAC
Minutas del 27 de agosto, 2018**

Número Total de Miembros del ELAC:

- 3 Padres/tutores del ELAC con hijos(as) estudiantes de Inglés
- 1 Padres/tutores del ELAC de otros estudiantes
- 3 Personal de la escuela

ESTA REUNIÓN DE ELAC CONTÓ CON LA ASISTENCIA DE:

- 0 Padres/tutores del ELAC con hijos(as) estudiantes de Inglés
- 1 Padres/tutores del ELAC de otros
- 3 Personal de la escuela
- 2 Invitados

El quórum de 5 miembros deberá estar presente con el fin de llevar a cabo la reunión y sus objetivos. El número de miembros del comité presentes es 4:

- No se completo
- Se completo

FECHA(S)	Requisito Legal / Temas de Entrenamiento (Todos los temas deben ser abordados para el final del año)
	Asesorar al Consejo del Plantel Escolar (SSC) en el desarrollo de Plan Único para el Rendimiento Académico para Logros Estudiantiles. (CE 64001[a]) Asesorar al Consejo del Plantel Escolar en programas, metas y objetivos de la escuela para programas/servicios EL.
	Asesorar al director y al personal del programa EL de la escuela. (EC 62002.5, 52176[c])
	Asesorar a la escuela sobre las prácticas para que los padres / tutores sepan la importancia de la asistencia regular a la escuela. (5 CCR 11308[c][5])
	Elegir al menos un miembro para DELAC o ha participado en un esquema de representación regional proporcional cuando hay 31 o más comités asesores de estudiantes de inglés para padres del distrito. (5 CCR 11308[b])
8/27/18	Entrenamiento y materiales de ELAC, planeados en consulta con los miembros del comité, apropiados para ayudar a los miembros a ejercer sus responsabilidades legales del comité asesor. (EC 11308[d])
	Entrenamiento en Procedimientos Uniformes de Quejas del distrito, incluyendo los requisitos de Williams.

1. Convocar la Reunión:

La reunión fue llamada al orden a las 3:56 p.m. por la Sra. Barbie Woodard. Todos se presentaron.

2. Cambios/Adiciones a la Agenda:

La agenda fue aprobada tal como fue presentada. M/S/C Leticia Vargas/ Candelaria Muñoz

3. Reporte de la Secretaria:

Las minutas fueron aprobadas tal como se presentaron. M/S/C Candelaria Muñoz/ Griselda Morales

4. Informes del Comité:

Ninguno.

5. Comentarios del Público:

La señora Reyna García, invitada, expresó su deseo de participar en ELAC.

6. Asuntos Pendientes:

- Debido a las conferencias de padres que se llevarán a cabo la semana del 29 de octubre, la reunión programada para el 30 de octubre de 2018 será reprogramada para el 23 de octubre de 2018.
- No hay quórum en esta reunión, por lo tanto, **se programara una reunión especial para el martes, 25 de septiembre a las 3:45 en la biblioteca de Roosevelt** para confirmar los resultados de las elecciones de los nuevos miembros, y seleccionar los oficiales para el año escolar 2018-2019, y elegir nuestros representantes de DELAC.

7. Asuntos por tratar:

a. Principios Rectores de CUSD

- La Sra. Woodard entregó a los presente una copia de los principios rectores de Central y luego repaso los 3 objetivos.

b. Repasar el propósito de ELAC (Comité Asesor de Aprendices de Inglés)

- La Sra. Woodard hizo referencia a los Estatutos del Comité Asesor de Aprendices de Inglés para explicar el propósito del ELAC.

c. Repasar los deberes de los miembros de ELAC

- Se hizo referencia a los Estatutos para explicar los deberes de los miembros de ELAC.

d. Repasar las funciones y responsabilidades de los oficiales de ELAC

- En referencia a la página 4 de los Estatutos, la Sra. Woodard revisó las funciones y responsabilidades de los oficiales de ELAC. Los oficiales del año escolar 17-18 fueron:
Presidente- Maria McClure
Vicepresidente- Candelaria Muñoz
Secretaria- Judy Frost
Representante de DELAC- Griselda Morales

e. Revisión inicial de los Estatutos

- La Sra. Woodard explicó los artículos de los Estatutos que se pueden cambiar. Estos cambios requieren un quórum para poder ser aprobados. Sin quórum presente, no hubo más discusión.

f. AYP / Responsabilidad

- Los resultados de ELPAC (Pruebas de Dominio en el Idioma Inglés de California) al final del año escolar 2018 son: 97% de Aprendices de Inglés tomaron la prueba

	Bien Desarrollado	Moderado	Principiante
Escuchar	51%	41%	8%
Hablar	64%	30%	6%
Lectura	22%	49%	29%
Escritura	31%	61%	8%

Los datos indican que la lectura será una meta para la instrucción de Desarrollo del Idioma Inglés este año escolar

g. Criterios para entrar y salir del programa EL

La Sra. Woodard compartió que el Estado está actualizando los criterios de entrada y salida para Aprendices de Inglés. Se finalizara para noviembre.

h. Programas escolares para ELD y acceso básico

Roosevelt implementa los siguientes programas ELD (Desarrollo del idioma inglés)

- Wonders
 - Fountas & Pinnell
 - Rhyme Magic- este es un nuevo programa de intervención para grados de primaria. La aprobación del distrito para este programa está en proceso.
- i. Asesorar en los objetivos EL del SPSA (Plan Escolar para el Rendimiento Estudiantil)
Las metas de EL para 2018-19 en Roosevelt son:
- Todos los estudiantes progresarán al menos un nivel de dominio en inglés cada año escolar.
 - Todos los estudiantes serán reclasificados como competente en inglés al 5 año en el programa
 - Todos los estudiantes EL tendrán calificación "competente" en la parte ELA (lenguaje y literatura en inglés) de la prueba SBAC (Smarter Balanced Assessment Consortium).
- j. Revisión de ELPAC (Pruebas de Dominio en el Idioma Inglés de California) y establecimiento de metas estudiantiles
Las conferencias de padres y maestros están programadas para la semana del 29 de octubre y allí los maestros repasarán las metas estudiantiles. Las metas ELPAC de Roosevelt y Central para estudiantes están en línea con las metas del estado de California.
- k. Póliza de Participación de Padres/ Acuerdo entre la escuela y el hogar 2018-19
La póliza de participación de padres/ Acuerdo se tratará y será firmado durante las conferencias de padres y maestros.
- l. Oportunidades de educación para padres del distrito
La Sra. Woodard proporcionó a los presentes un folleto y un formulario de solicitud para la Academia de Residentes Hispanos. Esta oportunidad es en asociación con el Departamento de Policía de Fresno.
- m. Regla del 15%
La regla del 15% establece que los distritos deben proporcionar servicios e información en el idioma natal a los padres cuando la escuela tiene una población de ese idioma en un 15% o más. Roosevelt tiene estudiantes cuyo idioma es 15% o más en inglés y español. También se proporcionan algunos formularios para nuestra población en Hmong y Punjabi.
- n. Plan de Seguridad Escolar
El Plan de Seguridad Escolar está programado para ser aprobado durante la reunión del Consejo Escolar de septiembre.
- o. Futuras fechas de reuniones, entrenamientos y asuntos de la agenda
Una reunión especial está programada para el 25 de septiembre a las 3:45 en la biblioteca. Asuntos de la agenda son: Plan de seguridad escolar, la elección de los oficiales y la elección de los representantes de DELAC.

8. Evaluación y Clausura:

Los formularios de evaluación fueron proporcionados a los presentes, serán leídos por la administración. La reunión terminó a las 4:46 p.m.

Atentamente,
Judy Frost, Secretaria de ELAC
Sometido 9/6/18

ROOSEVELT ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for October 23, 2018

Total Number of ELAC Members:

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

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

- 3 ELAC parents/guardians of English learners
- 0 ELAC parents/guardians of other students
- 4 School staff
- 0 Guests

A quorum of 5 members must be present in order to conduct business. The number of committee members in attendance is 7:

- 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.
10/23/18	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
10/23/18	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
9/27/18	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])
8/27/18	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])
10/23/18	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:

An agenda item was added to item "e" under new business. Added is "signature for the adoption of the EL Master Plan. M/Maria McClure S/Candelaria Muñoz C/Motion carried

3. Secretary's Report:

- The committee reviewed the minutes from the September 27th "special election meeting". It was noted that the following were elected:
 Chairperson – Maria McClure (so moved by committee members)
 Vice Chairperson – Candelaria Muñoz
 Secretary – Judy Frost
 DELAC Rep – Griselda Morales
- It was also noted that letters were sent home to parent members to survey a need to change the day and/or time for future meetings.
- A motion was made to approve the minutes. M/Bricy Ruiz S/Maria McClure C/Motion carried

4. Committee Reports:

None

5. Public Comments:

- Candelaria Muñoz reminded everyone of the importance of attending the ELAC meetings as this committee serves as “the voice of school”. She cited some examples of the difference ELAC members have made at other sites:
 - The high school now has additional counselors due the ELAC request,
 - There are now lights at Cornelia due to ELAC request.
 - Discussion is to occur concerning students walking to school because of ELAC member concerns.
- Mrs. Woodard added that ELAC, School Site Council (SSC), and the Site Plan all impact positive changes for our students.

6. Unfinished Business

No unfinished business

7. New Business

a. Performance Task Results

2018-2019

Grade	Assessment	Advanced	Proficient	Basic	Below Basic	Far Below Basic
1	ELA Benchmark # 1	1.8%	12.3%	49.1%	33.3%	3.5%
1	Math Benchmark # 1			14%	38.6%	47.4%
2	ELA Benchmark#1			20.8%	24.5%	54.7%
2	ELA Performance Task	20.8%	58.5%		5.7%	15.1%
2	Math Benchmark #1	1.9%	24.5%		35.8%	37.7%
2	Math Performance Task	15.1%		28.3%	3.8%	52.8%

Grade	Benchmark Assessments	Above Standard	Near Standard	Below Standard
3	ELA - Listening	4%	64%	32%
3	ELA – Read Informational Texts	0%	24%	76%
3	ELA – Read Literary Texts	4%	26%	70%
3	Math – Number & Operations in Base Ten	0%	10%	90%
3	Math – Operations and Algebraic Thinking	0%	11%	89%

Grade	Benchmark Assessments	Above Standard	Near Standard	Below Standard
4	ELA - Listening	2%	44%	54%
4	ELA – Read Informational Texts	8%	68%	24%
4	Math – Number & Operations in Base Ten	2%	30%	68%
4	Math – Operations and Algebraic Thinking	0%	36%	64%

Grade	Benchmark Assessments	Above Standard	Near Standard	Below Standard
5	ELA - Listening	11%	48%	41%
5	ELA – Read Informational Texts	19%	50%	31%
5	Math – Number & Operations in Base Ten	7%	32%	61%
5	Math – Operations and Algebraic Thinking	3%	28%	68%

Grade	Benchmark Assessments	Above Standard	Near Standard	Below Standard
6	ELA - Listening	10%	49%	41%
6	ELA – Read Informational Texts	18%	48%	34%
6	Math – Expressions and Equations	9%	33%	58%

A concern about low results was discussed. Some possible factors relayed are that one fourth grade teacher is out on disability and that third grade is dealing with some major behavior issues. Scores can be low at the beginning of the year.

b. Site Programs and Expenditures for English Learners including % Title I for Parent Involvement

Mrs. Woodard provided each member present with a chart of both Title I and LCFF expenditures. Explanations and questions were addressed.

c. Review importance of regular school attendance and share ideas on how to support positive school attendance

- Mrs. Woodard explained that the incentives for positive school attendance currently in place are:
 - classroom parties for classrooms with the highest percentage of perfect attendance,
 - monthly character award assemblies, and
 - drawings for a prize for those with perfect attendance (TK & K; grades 3 & 4; and grades 5 & 6)
- CWA (Child Welfare) also comes weekly to meet with students who have poor attendance.
- Some additional ideas suggested are:
 - different awards for different grade levels (this we are already doing),
 - at the beginning-of-the-year Kindergarten parent meetings, stress the importance of attendance, and
 - provide more opportunities for teachers and parents to meet so parents can be informed of important upcoming events and to stress attendance – more teacher interaction with parents other than conferences.

d. Review of Uniform Complaint Procedures and Forms

Mrs. Woodard shared that the complaint procedures and forms are available online and at the school office. These forms and procedures are also available online at centralunified.org

e. EL Master Plan, ELPAC, Progress Monitoring, Signature of Roosevelt ELAC chairperson for Master Plan

- EL Master Plan – Mrs. Woodard led a discussion of the Site Plan for Student Achievement (SPSA) English Learner goals for the 2018-2019 school-year. This includes English Development and Mathematics programs, strategies and monies designated to support all English Learner students. The goal is to assure one year's growth in language acquisition for every English Learner student.
- Members recommend school signs to be placed on Garfield at both north and south ends of the school. They would like the signs to have an arrow and blinking lights to alert drivers during rain and fog season. Another sign recommendation is on Garfield showing the name of Roosevelt School with an arrow pointing south to alert traffic of cars and buses entering and exiting Garfield. This request is made because of the high speed cars travel on Garfield and because cars often try to pass at the Garfield intersection.
- ELPAC Progress Monitoring – Roosevelt continues to receive ELPAC data results from 2017/18 and 2018/19. Mrs. Woodard is monitoring forms for the current reporting period. Mrs. Woodard is also working to RFEP (reclassify) district recommended students.
- The mandatory signature of chairperson (Maria McClure) for the School Plan for Student Achievement (SPSA) was finalized.

f. DELAC representative report

Due to the absence of our DELAC representative, there is no report.

8. Evaluation and Adjournment:

Evaluation forms were given to those present and will be read by administration. Mrs. Woodard reminded members that the next scheduled meeting is Tuesday, January 29, 2019 at 3:45 in the library. Future meetings are scheduled for:

- Tuesday, May 30, 2019

The meeting was adjourned at 4:58 p.m. M – Bricy Ruiz S- Maria McClure C Motion carried.

Respectfully submitted,
Judy Frost,
ELAC Secretary
10/29/18



Roosevelt ELAC
Evaluación
23 de Octubre de 2018

Instrucciones: Favor de calificar cada artículo de "malo" a "excelente".
Si la declaración no es aplicable, déjelo en blanco

	Malo	Promedio			Excelente
1. Fueron los resultados del programa claros?	[1]	[2]	[3]	[4]	[5]
2. ¿Qué tan efectivas fueron las habilidades de enseñanza de los presentadores?	[1]	[2]	[3]	[4]	[5]
3. ¿Qué tan efectivo fue el programa para mantener su atención?	[1]	[2]	[3]	[4]	[5]
4. Fueron sus preguntas y preocupaciones tomadas en cuenta?	[1]	[2]	[3]	[4]	[5]
5. ¿Qué tan útiles serán estas ideas para mejorar el aprendizaje de los estudiantes?	[1]	[2]	[3]	[4]	[5]
6. ¿Cómo calificaría en general el valor de esta reunión?	[1]	[2]	[3]	[4]	[5]

7. ¿Cuáles fueron los mejores aspectos de esta reunión?

8. ¿Qué podría hacerse para mejorar la reunión?

9. Para futuros programas, qué temas serían de más utilidad para usted?

10. Comentarios adicionales?

Firma (Opcional)



Roosevelt Elementary School ELAC
Evaluation
October 23rd, 2018

Instructions: Please rate each item from "Poor" to "Excellent."
If the statement is not applicable, leave it blank

	Poor		Average		Excellent
1. Were the outcomes of the program made clear?	[1]	[2]	[3]	[4]	[5]
2. How effective were the leaders' instructional skills?	[1]	[2]	[3]	[4]	[5]
3. How effective was the program in holding your interest?	[1]	[2]	[3]	[4]	[5]
4. Were your questions and concerns addressed?	[1]	[2]	[3]	[4]	[5]
5. How useful will these ideas be in improving student learning?	[1]	[2]	[3]	[4]	[5]
6. How would you rate the overall value of this meeting?	[1]	[2]	[3]	[4]	[5]

7. What were the best aspects of this meeting?

información

8. What could be done to improve the meeting?

para mi esta bien explicada

9. For future programs, what topics would be most helpful to you?

matematical programas

10. Additional comments?

la junta estuvo muy bien ocupamos senales de escuela en la calle

Signature (Optional)



Roosevelt ELAC
Evaluación
23 de Octubre de 2018

Instrucciones: Favor de calificar cada artículo de "malo" a "excelente".
Si la declaración no es aplicable, déjelo en blanco

	Malo	Promedio		Excelente
1. Fueron los resultados del programa claros?	[1]	[2]	[3]	[4] [5]
2. ¿Qué tan efectivas fueron las habilidades de enseñanza de los presentadores?	[1]	[2]	[3]	[4] [5]
3. ¿Qué tan efectivo fue el programa para mantener su atención?	[1]	[2]	[3]	[4] [5]
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5. ¿Qué tan útiles serán estas ideas para mejorar el aprendizaje de los estudiantes?	[1]	[2]	[3]	[4] [5]
6. ¿Cómo calificaría en general el valor de esta reunión?	[1]	[2]	[3]	[4] [5]

7. ¿Cuáles fueron los mejores aspectos de esta reunión?

8. ¿Qué podría hacerse para mejorar la reunión?

invitar mas padres para poder mejorarla

9. Para futuros programas, qué temas serían de más utilidad para usted?

10. Comentarios adicionales?

Firma (Opcional)



Roosevelt ELAC
Evaluación
23 de Octubre de 2018

Instrucciones: Favor de calificar cada artículo de "malo" a "excelente".
Si la declaración no es aplicable, déjelo en blanco

	Malo	Promedio	Excelente
1. Fueron los resultados del programa claros?	[1]	[2]	[3] [4] [5]
2. ¿Qué tan efectivas fueron las habilidades de enseñanza de los presentadores?	[1]	[2]	[3] [4] [5]
3. ¿Qué tan efectivo fue el programa para mantener su atención?	[1]	[2]	[3] [4] [5]
4. Fueron sus preguntas y preocupaciones tomadas en cuenta?	[1]	[2]	[3] [4] [5]
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6. ¿Cómo calificaría en general el valor de esta reunión?	[1]	[2]	[3] [4] [5]

7. ¿Cuáles fueron los mejores aspectos de esta reunión?

Saber información de los fondos y en que se gastan

8. ¿Qué podría hacerse para mejorar la reunión?

participar como padre y opinar

9. Para futuros programas, qué temas serían de más utilidad para usted?

en que enfocarnos como padres para ayudar a nuestros niños. que los padre visiten los salones de sus niños y participar con los niños.

10. Comentarios adicionales?

Firma (Opcional)



Roosevelt ELAC
Evaluación
23 de Octubre de 2018

Instrucciones: Favor de calificar cada artículo de "malo" a "excelente".
Si la declaración no es aplicable, déjelo en blanco

	Malo	Promedio	Excelente
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6. ¿Cómo calificaría en general el valor de esta reunión?	[1]	[2]	[3] [4] [5]

7. ¿Cuáles fueron los mejores aspectos de esta reunión?

8. ¿Qué podría hacerse para mejorar la reunión?

9. Para futuros programas, qué temas serían de más utilidad para usted?

10. Comentarios adicionales?

Pueden traer snacks para la proxima junta.

Firma (Opcional)



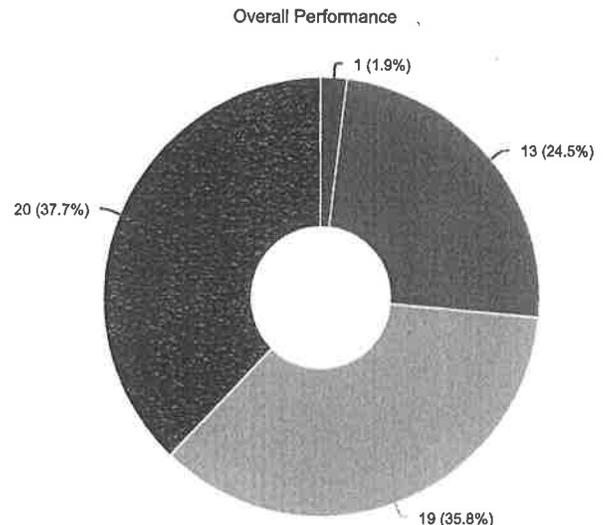
▼ Filter Students

2018 - 2019 2nd Grade MATH Benchmark Admin #1 - Form A

Directions for Teachers: Administration and Scoring: August 22nd, - September 14th, 2018 Teachers should administer the assessment to the entire class at one time. Small group administration is also allowed IF the teacher has a space available where other students will not hear the test administration. Teachers should guide the class/group through the assessment by reading the prompt for each question. Teachers should NOT read the answer choices to students and they should read the prompt no more than three times total – the original read with two re-reads if requested by ANY student in the class/group.

Created by (2203) Admin, Test
 Scope: Benchmarks
 Grade Levels: 2
 Subject Area: Mathematics
 # Questions: 29

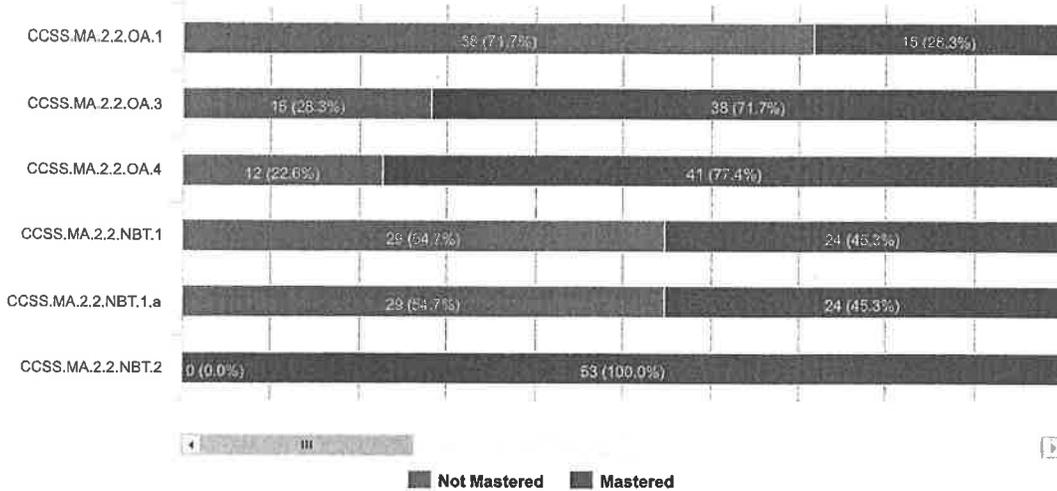
Itembank Online Testing Shared Custom Reports Curriculum Associate ALS
 Data Director Fluence Portal Versions Edusoft



Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
42.2%	53	73.6%	26.4%

Standard Performance





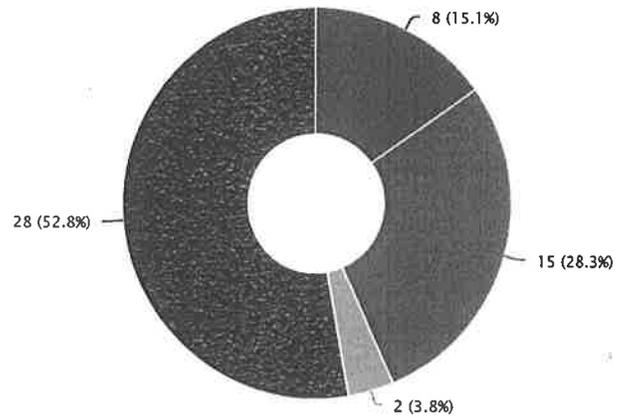
Filter Students

2018 - 2019 2nd Grade MATH Performance Task Admin #1 (Quilt Making)

Created by (2203) Admin, Test
Scope: Performance Task
Grade Levels: 2
Subject Area: Mathematics
Questions: 6

Online Testing Shared Curriculum Associate Custom Reports ALS
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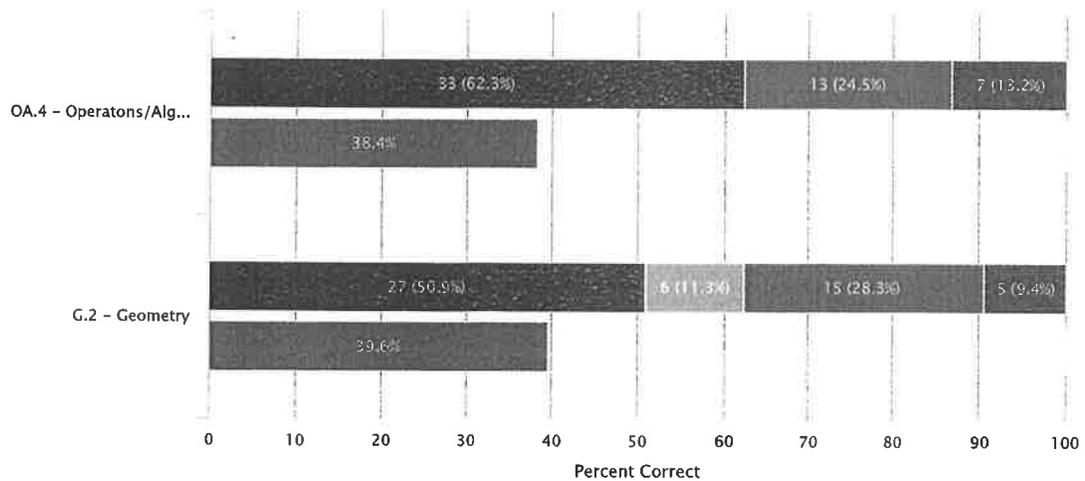
Overall Performance



Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
39.2%	53	56.6%	43.4%

Overall/Question Group Performance





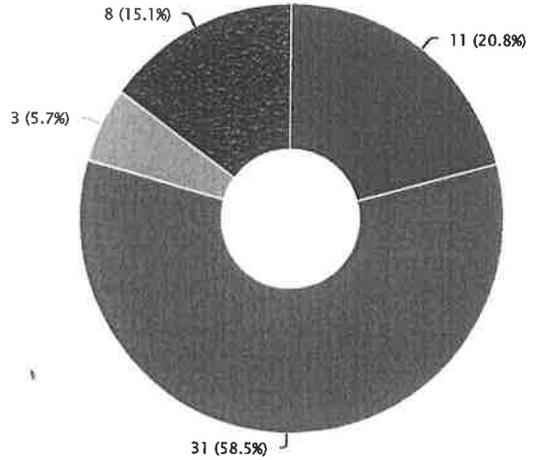
Filter Students

2018 - 2019 2nd Grade ELA Performance Task Admin #1 (Go Exercise)

Created by (2203) Admin, Test
Scope: Performance Task
Grade Levels: 2
Subject Area: English Language Arts
Questions: 3

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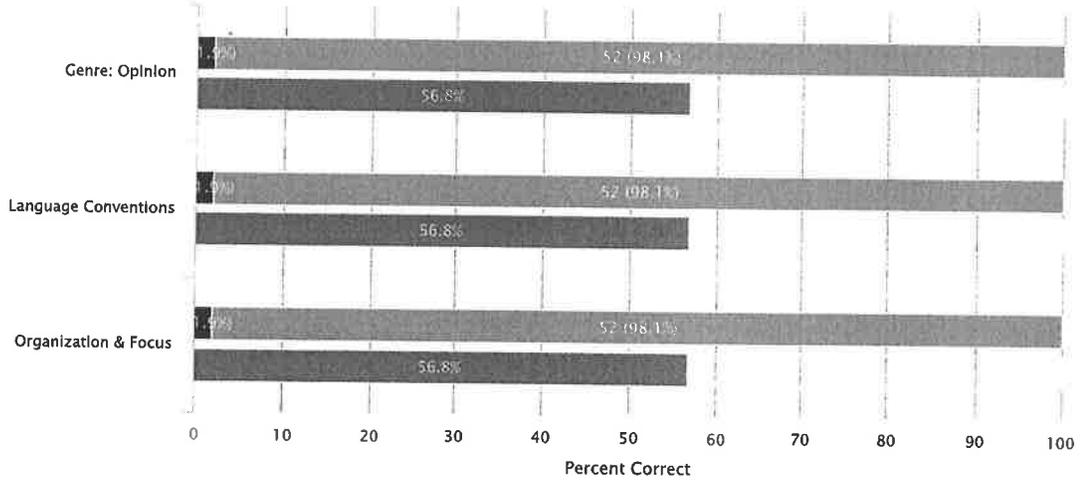
Overall Performance



Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
56.8%	53	20.8%	79.2%

Overall/Question Group Performance



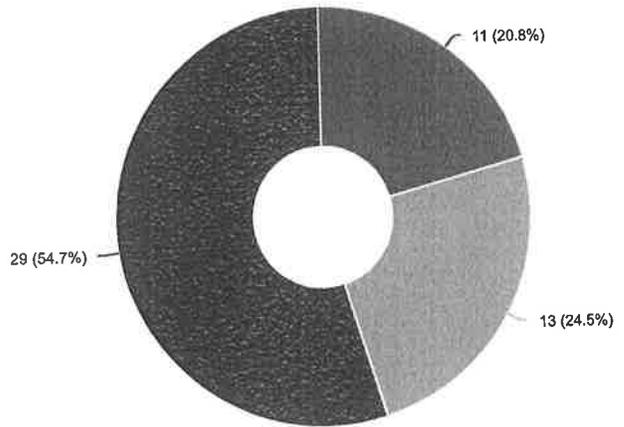


Filter Students

2018 - 2019 2nd Grade ELA Benchmark Admin#1 - Form A

Administration and Scoring: August 22nd - September 14th, 2018 Students should take their time and try to do their best work. This assessment is comprehensive in nature. This means that it will cover almost all the English Language Arts standards that students should know by the end of 2nd grade. If a student does not know something right now, that's okay. By taking this assessment, students will know more about what they still need to learn. Students need to follow their teacher's instructions about what number to stop at. Teachers' Editions contain sections. Each section ends with a stop sign that we are not able to include in the online test just yet. The stop signs in the teachers' edition are suggested places to conclude an individual testing session. Students will have the ability to stop and restart this assessment at a later time. Students should not click FINISH until they have completed every part of this assessment. Students need to take responsibility for understanding their scores. A score will show up once the test is finished, but students need to wait until their teacher has reviewed the test and completed any items that need to be hand scored before the score should be considered final.

Overall Performance



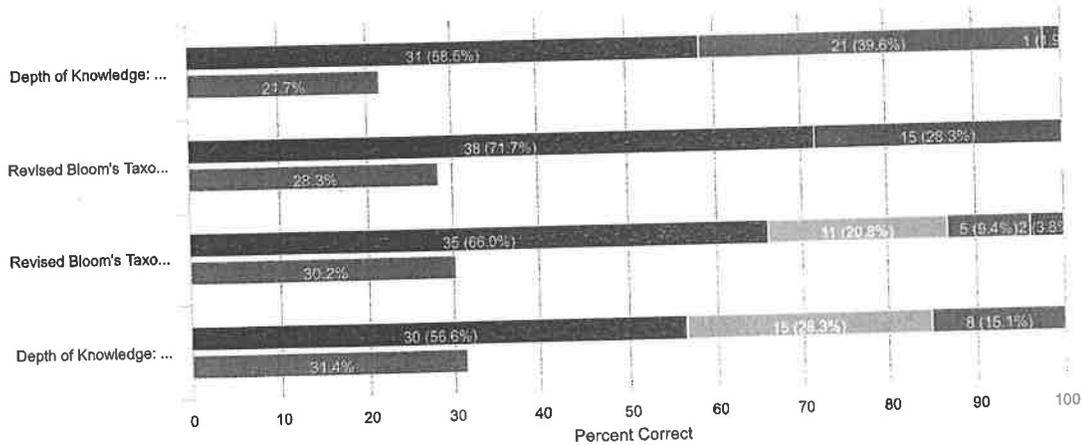
Created by (2203) Admin, Test
 Grade Levels: 2
 Subject Area: English Language Arts
 # Questions: 27

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Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
35.4%	53	79.2%	20.8%

Overall/Question Group Performance





Filter Students

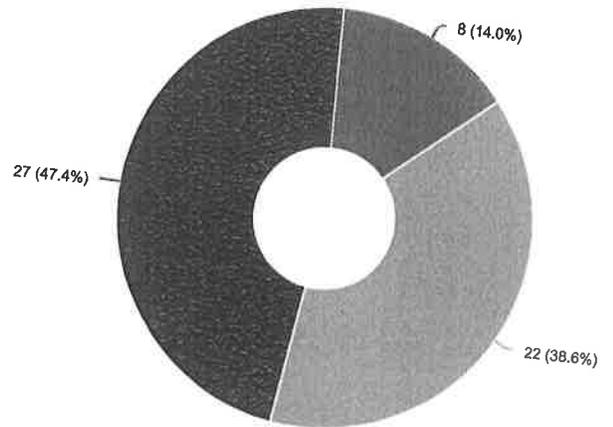
2018 - 2019 1st Grade MATH Benchmark Admin #1

Students will be administered this assessment on their chrome books. Teachers have the capabilities of pacing the assessment. Results are immediate once the student has finished the assessment.

Created by (2203) Admin, Test
 Scope: Benchmarks
 Grade Levels: 1
 Subject Area: Mathematics
 # Questions: 25

Itembank Online Testing Shared Custom Reports Curriculum Associate ALS
 Data Director Fluence Portal Versions Edusoft

Overall Performance



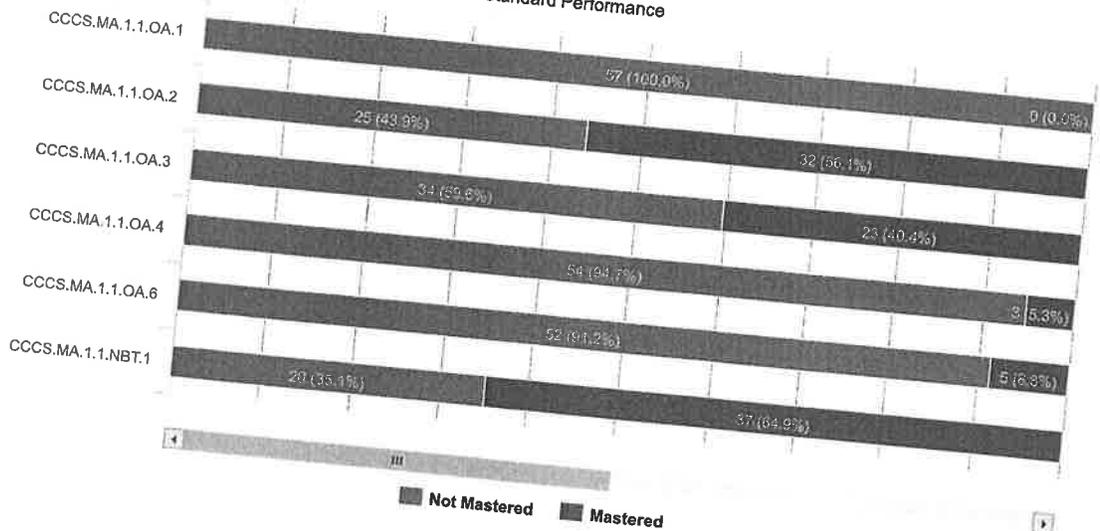
Avg. % Correct
39.9%

Students
57

Summary

% Not Mastered
100%

Standard Performance





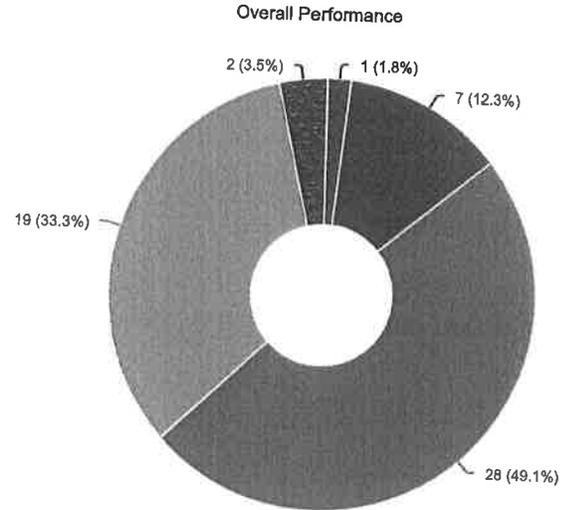
Filter Students

2018 - 2019 1st Grade ELA Benchmark Admin #1

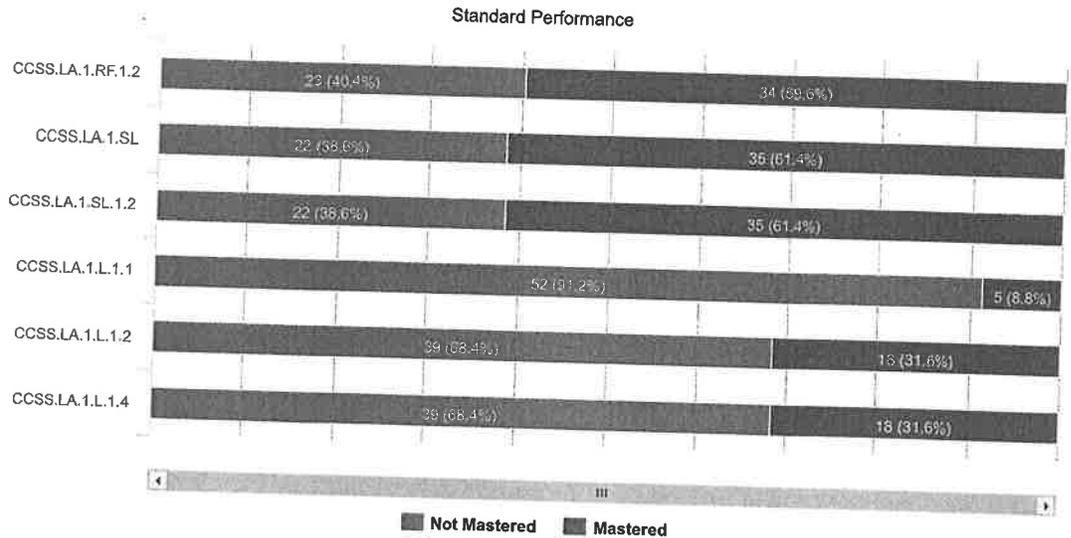
Students will be administered this assessment on their chromebooks. Teachers will have the capabilities of pacing the assessment. Results are immediate after test completion.

Created by (2203) Admin, Test
 Scope: Benchmarks
 Grade Levels: 1
 Subject Area: English Language Arts
 # Questions: 25

Itembank Online Testing Shared Custom Reports Curriculum Associate ALS
 Data Director Fluence Portal Versions Edusoft



Summary			
Avg. % Correct	Students	% Not Mastered	% Mastered
56.0%	57	86%	14%





Roosevelt Elementary

School Site Council (SSC) 1st Quarter Meeting/s

Date of Posting: 9/21/18 Meeting Date: 9/24/18

Location: Library

Starting Time: 3:45 P.M. Ending Time: 4:45 P.M.

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. 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 until election of secretary	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	2 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 until election of chairperson	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal until election of chairperson	TBD minutes

<p>New Business</p> <ul style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the SSC (page 63 Administrator’s Guide to SSC or use SSC training DVD). c. Review the duties of SSC members. (SSC training DVD) d. By-laws (Review by laws for compliance page 23 Administrator’s Guide to SSC) e. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: (see site bylaws) <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DAC representative o DAC alternate f. Academic progress report & discussion g. *Currently TAS-Transition from Targeted Assistance Program h. LCAP engagement, purpose, priorities & progress measures i. SPSA goals and results j. Review responsibility to seek input from ELAC for SPSA programs for ELs k. Advise on SPSA goals, tasks & expenditures l. Plan for site parent professional learning m. Receive input on Title I 1% parent involvement funding n. Review Parent Involvement Policy & Compact for current year o. Discuss district parent education opportunities p. Discuss future meeting dates, training, and agenda items. 	<p>Information & discussion.</p> <p>Discuss (Determine if revision is necessary, appoint sub-committee to review and propose amendments)</p> <p>Discussion, nomination and election of officers.</p> <p>Information, discussion & approval. Discussion & Approval</p> <p>Information and discussion</p>	<p>Principal until chairperson is elected</p>	<p>TBD minutes</p>
<p>Evaluation (ways to improve the meeting) and Adjournment</p>	<p>Meeting input and approval to adjourn</p>	<p>Principal until election of chairperson</p>	<p>1 minute</p>

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

Thank you for coming

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



Roosevelt Elementary School Site Council Meeting- 1st Quarter

September 24, 2018

Name	Signature	Email
Cynthia Gonzales		<i>cyndilou2002@att.net</i>
Francisca Remigio		
Holly Lynch		
Virginia Ruiz		
Fred Woodard		
Brandi Fleming		<i>bflaming@</i>
Linda Prieto		
Debbie Scott		<i>dscotta</i>
Gary Geisler		
Viviana Ramirez		<i>viviana.ramirez@ctff.us</i>

ROOSEVELT ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

9/24/2018

1. Call the Meeting to Order:

- The meeting was called to order at 3:50 p.m. by , Brandi Fleming..... Linda seconds.. Everyone was welcomed. Present were:

	Parent/Guardian	Present		Staff		Present
1	Fred Woodard	x	1	Gary Geisler	teacher	x
2	Cynthia Gonzales	x	2	Brandi Fleming	admin	x
3			3	Linda Prieto	teacher	x
4			4	Debbie Scott	teacher	x
5			5	Viviana Ramirez	RASP	x

	Guest		Non member staff	Position
1		1		
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - x 6 members are needed to establish a quorum
 - 7 members are present
 - o quorum was established

3. Changes/Additions to the Meeting Agenda:

- Strike item f....TAS Transition from Targeted Assistance Program. Roosevelt is a Title 1 school and bound to Title 1 guidelines

4. Secretary's Report:

- Minutes- Fred motions to approve minutes, Viviana seconds

5. Committee Reports:

- Field trip goals were presented
- Substitutes for training are needed
- Projector was installed in cafeteria
- Benchmark Data was briefly reviewed
- Single Plan will change and be nearly doubled in size...based on last year's expenditures and this years plan. Anticipated review for next meeting. Mrs. Fleming gave an overview of the goals for this year and general expenditures.
- Guiding principles were reviewed from district website
- Money allocations were explained; General fund, SLIP, LCFF, Title 1
- Committee will be informed, and will provide input when Single Plan is presented
- Will review by-laws at next meeting
- Committee roles were explained and reviewed
- Overview of SBAC scores were briefly reviewed...Reading has been decided on as general academic focus by district and school site
- Judy Frost will concentrate on k-3rd intervention and Mary Miglione will work with 4-6th
- Teaching Fellows will work with students in the classroom
- Lexia was purchased as well as library books

- Substitutes have been difficult to keep for training purposes
- Teachers are being recruited to provide tutoring
- Latino Literacy Project was a struggle due to teacher commitments
- We will continue to reach out to Dr. Quisbe for counseling and training support
- New EL test, goal is student reclassification before middle school
- Mrs. Fleming would like to replace Promethean Boards with newer technology
- District parent education opportunities, any parent..any time.
- ASP Field Trip to Monterey....hopefully a trip to Alcatraz
- ASP Haunted House, Trunk or Treat
- Safety plan is completed and will be reviewed at a future meeting
- Parent Involvement Policy and Home School Compact were reviewed- no inout or changes were advised by SSC at this time

6. Public Comment:

- Is the district working on ideas for replacing the grass after update/remodel. Mrs. Fleming responded, yes the district is contracting with Touch of Green to replace and improve the aesthetic of our school.

8. New Business

- Elections were done. Fred Woodard was reelected and Francisca Remegio was voted in as parent representatives.
- Fred Woodard is reinstated as chairperson
- Holly will be DAC representative again this year
- Gary Geisler (me) was motioned in as secretary for 2018-19 SSC year
- Next meeting will be scheduled for October 09, 2018 at 3:45

9. Changes

- none

10. Evaluation & Adjournment:

- Meeting is adjourned by Fred Woodard, Viviana Ramirez seconds at 4:45

Respectfully submitted,

Gary Geisler

**SSC Secretary
9/24/18**



Roosevelt Elementary

School Site Council (SSC) 2nd Quarter Meeting

Date of Posting: 10/5/18

Meeting Date: 10/9/18

Location: Library

Starting Time: 3:45 P.M.

Ending Time: 5:00 P.M.

Outcomes: Participants will be able to:

- Support CUSD Guiding Principles
- Discuss LCAP engagement process & how to increase community participation
- Provide input, approve and monitor SPSA including staff professional development
- Analyze benchmark results
- Approve annual review/revision of site SSC by-laws
- Discuss district uniform complaint procedures
- Determine future meeting dates, times and training schedules

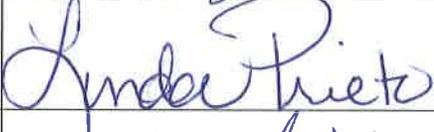
Representatives & Staff: SSC members, All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees DAC representative report	Information & discussion	DAC representative	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.	Chairperson	10 minutes



Roosevelt Elementary School Site Council Meeting- 2nd Quarter

October 9, 2018

Name	Signature	Email
Cynthia Gonzales		
Francisca Remigio		
Holly Lynch		
Virginia Ruiz		
Fred Woodard		
Brandi Fleming		
Linda Prieto		lprieto@centralusd.k12.co.us
Debbie Scott		dscott@centralusd.k12.co.us
Gary Geisler		
Viviana Ramirez		viviana.ramirez@ctff.us

ROOSEVELT ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

10/9/2018

1. Call the Meeting to Order:

- The meeting was called to order at 3:45 p.m. by , Brandi Fleming..... Linda seconds.. Everyone was welcomed. Present were:

	Parent/Guardian	Present		Staff		Present
1	Fred Woodard	x	1	Gary Geisler	teacher	x
2	Cynthia Gonzales	x	2	Brandi Fleming	admin	x
3			3	Linda Prieto	teacher	x
4			4	Debbie Scott	teacher	x
5			5	Viviana Ramirez	RASP	x

	Guest		Non member staff	Position
1		1		
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - x 6 members are needed to establish a quorum
 - 8 members are present
 - o Quorum was established

3. Changes/Additions to the Meeting Agenda:

- Strike item f....

4. Secretary's Report:

- Minutes- Fred motions to approve minutes, Viviana seconds

5. Committee Reports:

- SPSA Template goals were reviewed for this school year.....
 - Goal 1- Meets or exceeds grade level core standards
 - teachers provide more engaging lesson, training, technology
 - improve math performance by rigorous instr. and perf. monitoring
 - provide teachers with needed training and materials
 - provide students with Agendas and Home/School communication folders
 - technology aide will push in and assist teachers
 - online learning programs and field trips
 - extended learning opportunities k-6
 - establish, maintain, and monitor common tier 1 learning experiences
 - support teachers as they are working with small group instruction
 - classified support to assist primary students
 - certificated staff to provide reading support for tier 2, 3
 - Goal 2- Connect every student to school providing equity of access to opportunities
 - support staff to greet students before and after school
 - positive reward activities for positive behavior
 - student recognition for reaching and approaching academic goals

- increase participation in activities like Odyssey of the Mind and Science Fair

Goal 3- Engage families in system wide programs

- high quality parent education programs
- EL parents with classes and interpreters
- multiple ways for parents and teachers to communicate incl. tech.

Goal 4- Insure 1 year of growth in lang. acquisition for every E.L.

- various instructional modalities, engagement, and scaffolding
- E.L. parent classes describing programs, goals setting, and ELPAC

Some Highlights include:

- Renewal of Lexia, A.R., teaching fellows, pull out tutors
- A.R. responsibility has been given to schools including costs
- Money has been set aside for outside teaching tools
- Teaching Fellows has been budgeted for
- Aids for Kinder has been budgeted for
- J.Frost. (tutoring) has been budgeted for
- LCAP parent survey came back with an 88% approval rate, Gola 95%
- Parent workshop participation is 10%, Goal 13%
- Extra duty day for supervision across campus and during the school day for safety
- PBIS, money was given, no food supplies can be included
- Student achievement rewards money is covered
- Field trip to Fresno State last year was wonderful and requested again by ELAC, Family and Career Readiness training
- Parent Fred Woodard asked about the differences in spending planned vs. actual spending. Mrs. Fleming explained that as the year progressed staffing availability for tutoring and planned family events as well as planned modernization projects prevented some initial spending on goals and initiatives.

6. Public Comment:

- We will revisited Focus Friday expenditures and Mrs. Munoz's time allocations/pay
- Leadership and student council can help with announcements and points totals for rewards like cafeteria behavior
- SPSA is a working document and can be edited and modified

8. New Business

- Carryover money goes into teacher hands before the end of the year to facilitate purchases sooner.
- Motion to approve SPSA was given by Fred, seconded by Linda
- Next meeting is scheduled for 1/22/19

9. Changes

- none

10. Evaluation & Adjournment:

- Meeting is adjourned by Fred Woodard, Viviana Ramirez seconds at 4:30

Respectfully submitted,
Gary Geisler

SSC Secretary
10/9/18

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee



10/23/18

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

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

This SPSA was adopted by the SSC at a public meeting on September 26, 2017.

Attested:

Principal, Brandi Fleming on



10/29/18

SSC Chairperson, Fred Woodard on



10/27-18