

# The Single Plan for Student Achievement

**School:** Roosevelt Elementary School  
**CDS Code:** 10-73965-6006951  
**District:** Central Unified School District  
**Principal:** Michelle Vargas  
**Revision Date:** 08-23-2016

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

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

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## School Vision and Mission

### Roosevelt Elementary School's Vision and Mission Statements

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

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

## School Profile

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

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

A thorough and careful analysis of our 2015-2016 Parent Survey was used to identify areas of strength as well as areas of concern, via the viewpoints and perspectives of our parent community. One survey item of particular interest and one that we, as a school site, put forth time, effort, and resources to improve upon, is "We receive regular communication from my child's teacher". As a result, the percentage of parents who responded "Usually/Always" increased from 77.2% to 81.4%, an increase of 4.2%. Survey item 5 from Dimension 2: Quality Instruction is another area of concern. "I believe my child is participating in a high quality academic program", the percentage of parents who responded "Usually/Always" increased from 74.1% to 81.1% an 7% increase. While we have made growth in this area we will continue to make steps to provide more opportunities to communicate with parents and provide them with information on how to better help and support their child at home, we will be addressing this issue on a regular basis at School Site Council and ELAC meetings to ensure that we have parent input on how to better reach out to parents.

### Classroom Observations

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

The primary type of classroom observations conducted during the school year are "classroom drop-in observations", using our Central Unified School District Classroom Observation Protocol form. In addition to this type of classroom observation, we employ daily, routine classroom visits, as well as formal classroom observations as part of the formal teacher evaluation process. With all combined types of classroom observations, it is estimated that approximately eight classroom observations are conducted on a daily basis. The current drop in and evaluation process is a collaborative process between administrator and teacher that encourages dialogue and reflection. As a whole, our teachers effectively bring instructional strategies into their instructional planning and delivery that they learn via professional development opportunities, provided within our district. During the 2015-2016 school year, our district is working toward Visible Learning and impact cycles for each school and grade level.

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

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

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

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

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

### **Staffing and Professional Development**

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

Currently, as for our 2016-2017 school year, all but two of our instructional staff meet requirements for "highly qualified".

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

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

#### Subject and Grade Level - District Adopted Materials

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

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

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

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

R/LA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours  
R/LA Strategic---Grades K-6 30 minutes  
R/LA Intensive---Grades 4-6 2.5 hours  
ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour  
Mathematics Strategic---Grades K-6 15-30 minutes  
Mathematics Intensive---Grades 4-6 15-30 minutes

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

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

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

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

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

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

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

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

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

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

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-6 in RLA/ELD and Grades 4-6 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

## Opportunity and Equal Educational Access

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

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

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

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

### 14. Research-based educational practices to raise student achievement

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



## Parental Involvement

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

The results of the 2015-2016 Parent Survey indicate that additional attention is needed in providing our students with the academic and instructional resources to support their continued learning progress. We will continue to further assist and support these students with instructional best practices and individualized planning, preparation, and instruction to meet their specific learning needs as indicated by continuous progress monitoring and results from multiple assessment measures. Homework is assigned as a means for these students to gain more time practicing the knowledge and skills they have already learned, thus increasing their level of learning and understanding. Specifically designed Saturdays, "English Learner Saturday", have been created to strengthen the relationships and communication with our English Learner parents and to provide useful information for them about their child's academic and educational status and how they directly relate to and impact the educational trajectory of their child. We will also continue to provide continuous and timely communication to our families using our automated phone and e-mail messaging system, Connect-Ed, as well as our school website and printed information to go home with students and mailed home. We have continued to partner with the Fresno County Office of Education (FCOE) to bring Parent Education classes to our school site for all Roosevelt parents. This year we will be providing family nights to encourage participation in co curricular activities. We also offer A wide variety of Parent Education and support classes/meeting are offered via our district as well. We have an active after school program that works closely with our school to enhance teaching that takes place with the school day. We have several of our parents who routinely volunteer at our school and within the classrooms, helping to support various under-achieving students. We will continue to offer our Literacy Academy after school and on Saturdays, expanding from 1st grade students to kindergarten and 1st grade students.

A wide array of resources and opportunities are made available:

Parent Conferences

Outline of grade level standards based academic expectations

Report Cards

Progress Reports

Back to School Night

Open House

Award Ceremonies for Fall and Spring Semesters

Home-School Compact

Co-Curricular Participation (History Day, Science Fair, Young Author's Fair, Peach Blossom, Spelling Bee)

Student Study Team

Interpretation and translating services for Spanish and Punjabi speaking parents

School Site Council

English Language Advisory Committee

"English Learner Parent Engagement" Saturdays

Parent Support Classes

After school tutoring

All parents of non-English speaking families receive a letter explaining the results of the annual CELDT assessment to inform them of their child's level of English Language proficiency and of the services being provided for their child. In addition, if their child is identified as a Title I student, they receive a letter explaining how their child qualified as a Title I student, and they are subsequently invited to our Annual Title I Parent Meeting. This meeting informs parents about the services provided from Title I funding to assist their children who are under performing, as well as receive their suggestions to better service their children. Interpreters are provided for parents who require information and communication in Spanish during parent-teacher conferences, ELAC meetings, Title I meetings, Student Study Team meetings, and IEP meetings. Roosevelt also has a full time office secretary who is fluent in Spanish who is always available to assist parents.

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

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

### Funding

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

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

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

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

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

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

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

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

## 18. Fiscal support (EPC)

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

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

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

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

## Description of Barriers and Related School Goals

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

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |         |                      |         |                           |         |                               |         |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level                            | # of Students Enrolled |         | # of Students Tested |         | # of Students with Scores |         | % of Enrolled Students Tested |         |
|  | 2014-15                | 2015-16 | 2014-15              | 2015-16 | 2014-15                   | 2015-16 | 2014-15                       | 2015-16 |
| Grade 3                                | 93                     | 68      | 87                   | 66      | 87                        | 66      | 93.5                          | 97.1    |
| Grade 4                                | 65                     | 85      | 64                   | 82      | 64                        | 82      | 98.5                          | 96.5    |
| Grade 5                                | 71                     | 71      | 65                   | 69      | 65                        | 69      | 91.5                          | 97.2    |
| Grade 6                                | 65                     | 65      | 64                   | 64      | 64                        | 64      | 98.5                          | 98.5    |
| All Grades                             | 294                    | 289     | 280                  | 281     | 280                       | 281     | 95.2                          | 97.2    |

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

| Overall Achievement for All Students |                  |         |                     |         |                |         |                       |         |                    |         |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level                          | Mean Scale Score |         | % Standard Exceeded |         | % Standard Met |         | % Standard Nearly Met |         | % Standard Not Met |         |
|                                      | 2014-15          | 2015-16 | 2014-15             | 2015-16 | 2014-15        | 2015-16 | 2014-15               | 2015-16 | 2014-15            | 2015-16 |
| Grade 3                              | 2347.6           | 2381.5  | 2                   | 3       | 8              | 23      | 25                    | 36      | 64                 | 38      |
| Grade 4                              | 2408.2           | 2409.4  | 13                  | 4       | 14             | 16      | 13                    | 29      | 61                 | 51      |
| Grade 5                              | 2467.9           | 2470.6  | 6                   | 9       | 29             | 20      | 26                    | 35      | 38                 | 36      |
| Grade 6                              | 2472.5           | 2491.9  | 0                   | 3       | 23             | 31      | 30                    | 31      | 47                 | 34      |
| All Grades                           | N/A              | N/A     | 5                   | 5       | 18             | 22      | 24                    | 33      | 54                 | 41      |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |         |                       |         |                  |         |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level  | % Above Standard |         | % At or Near Standard |         | % Below Standard |         |
|  | 2014-15          | 2015-16 | 2014-15               | 2015-16 | 2014-15          | 2015-16 |
| Grade 3  | 2                | 9       | 24                    | 48      | 74               | 42      |
| Grade 4  | 16               | 11      | 27                    | 38      | 58               | 51      |
| Grade 5  | 9                | 12      | 40                    | 41      | 51               | 48      |
| Grade 6  | 3                | 6       | 33                    | 47      | 64               | 47      |
| All Grades   | 7                | 10      | 30                    | 43      | 63               | 47      |

| Writing<br>Producing clear and purposeful writing |                  |         |                       |         |                  |         |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level                                       | % Above Standard |         | % At or Near Standard |         | % Below Standard |         |
|   | 2014-15          | 2015-16 | 2014-15               | 2015-16 | 2014-15          | 2015-16 |
| Grade 3   | 2                | 5       | 43                    | 52      | 55               | 44      |
| Grade 4   | 11               | 5       | 38                    | 49      | 52               | 46      |
| Grade 5   | 12               | 14      | 49                    | 45      | 38               | 41      |
| Grade 6   | 3                | 8       | 52                    | 56      | 45               | 36      |
| All Grades  | 7                | 8       | 45                    | 50      | 48               | 42      |

| Listening<br>Demonstrating effective communication skills |                  |         |                       |         |                  |         |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level   | % Above Standard |         | % At or Near Standard |         | % Below Standard |         |
|   | 2014-15          | 2015-16 | 2014-15               | 2015-16 | 2014-15          | 2015-16 |
| Grade 3   | 3                | 6       | 52                    | 67      | 45               | 27      |
| Grade 4   | 11               | 4       | 48                    | 66      | 41               | 30      |
| Grade 5   | 6                | 12      | 77                    | 64      | 17               | 25      |
| Grade 6   | 5                | 8       | 69                    | 78      | 27               | 14      |
| All Grades  | 6                | 7       | 61                    | 68      | 33               | 25      |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |         |                       |         |                  |         |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level  | % Above Standard |         | % At or Near Standard |         | % Below Standard |         |
|  | 2014-15          | 2015-16 | 2014-15               | 2015-16 | 2014-15          | 2015-16 |
| Grade 3  | 5                | 11      | 41                    | 50      | 54               | 39      |
| Grade 4  | 16               | 7       | 39                    | 51      | 45               | 41      |
| Grade 5  | 25               | 19      | 58                    | 61      | 17               | 20      |
| Grade 6  | 14               | 16      | 63                    | 61      | 23               | 23      |
| All Grades   | 14               | 13      | 50                    | 56      | 36               | 32      |

**Conclusions based on this data:**

1. Listening skills show to have highest rate of success for our students across grade levels if "At or Near Standard" and "Above Standard" are combined while Reading has the lowest.
2. Students in 5th grade show the most success in Research and Inquiry skills.
3. Third grade had the most difficulty in scoring above standard in any of the ELA / Literacy areas

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |         |                      |         |                           |         |                               |         |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level                            | # of Students Enrolled |         | # of Students Tested |         | # of Students with Scores |         | % of Enrolled Students Tested |         |
|  | 2014-15                | 2015-16 | 2014-15              | 2015-16 | 2014-15                   | 2015-16 | 2014-15                       | 2015-16 |
| Grade 3                                | 93                     | 68      | 87                   | 67      | 87                        | 67      | 93.5                          | 98.5    |
| Grade 4                                | 65                     | 85      | 64                   | 83      | 64                        | 83      | 98.5                          | 97.6    |
| Grade 5                                | 71                     | 71      | 64                   | 70      | 64                        | 70      | 90.1                          | 98.6    |
| Grade 6                                | 65                     | 65      | 64                   | 64      | 64                        | 64      | 98.5                          | 98.5    |
| All Grades                             | 294                    | 289     | 279                  | 284     | 279                       | 284     | 94.9                          | 98.3    |

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

| Overall Achievement for All Students |                  |         |                     |         |                |         |                       |         |                    |         |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level                          | Mean Scale Score |         | % Standard Exceeded |         | % Standard Met |         | % Standard Nearly Met |         | % Standard Not Met |         |
|                                      | 2014-15          | 2015-16 | 2014-15             | 2015-16 | 2014-15        | 2015-16 | 2014-15               | 2015-16 | 2014-15            | 2015-16 |
| Grade 3                              | 2365.3           | 2411.5  | 1                   | 7       | 16             | 33      | 30                    | 22      | 53                 | 37      |
| Grade 4                              | 2429.8           | 2411.3  | 3                   | 4       | 19             | 10      | 34                    | 37      | 44                 | 49      |
| Grade 5                              | 2452.0           | 2437.9  | 5                   | 6       | 9              | 9       | 34                    | 23      | 52                 | 63      |
| Grade 6                              | 2464.8           | 2458.3  | 2                   | 3       | 20             | 9       | 16                    | 28      | 63                 | 59      |
| All Grades                           | N/A              | N/A     | 3                   | 5       | 16             | 15      | 29                    | 28      | 53                 | 52      |

| Concepts & Procedures                         |                  |         |                       |         |                  |         |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Applying mathematical concepts and procedures |                  |         |                       |         |                  |         |
| Grade Level                                   | % Above Standard |         | % At or Near Standard |         | % Below Standard |         |
|   | 2014-15          | 2015-16 | 2014-15               | 2015-16 | 2014-15          | 2015-16 |
| Grade 3                                       | 7                | 19      | 33                    | 45      | 60               | 36      |
| Grade 4                                       | 13               | 7       | 23                    | 23      | 64               | 70      |
| Grade 5                                       | 8                | 7       | 23                    | 14      | 69               | 79      |
| Grade 6                                       | 3                | 3       | 31                    | 22      | 66               | 75      |
| All Grades                                    | 8                | 9       | 28                    | 26      | 64               | 65      |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |         |                       |         |                  |         |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level  | % Above Standard |         | % At or Near Standard |         | % Below Standard |         |
|  | 2014-15          | 2015-16 | 2014-15               | 2015-16 | 2014-15          | 2015-16 |
| Grade 3  | 2                | 10      | 38                    | 39      | 60               | 51      |
| Grade 4  | 9                | 7       | 41                    | 35      | 50               | 58      |
| Grade 5  | 2                | 9       | 39                    | 21      | 59               | 70      |
| Grade 6  | 9                | 6       | 33                    | 42      | 58               | 52      |
| All Grades   | 5                | 8       | 38                    | 34      | 57               | 58      |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |         |                       |         |                  |         |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level  | % Above Standard |         | % At or Near Standard |         | % Below Standard |         |
|  | 2014-15          | 2015-16 | 2014-15               | 2015-16 | 2014-15          | 2015-16 |
| Grade 3  | 3                | 15      | 46                    | 55      | 51               | 30      |
| Grade 4  | 8                | 5       | 45                    | 40      | 47               | 55      |
| Grade 5  | 5                | 6       | 47                    | 39      | 48               | 56      |
| Grade 6  | 5                | 5       | 48                    | 56      | 47               | 39      |
| All Grades   | 5                | 7       | 47                    | 47      | 48               | 46      |

**Conclusions based on this data:**

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

## School and Student Performance Data

### CELDT (Annual Assessment) Results

| Grade        | Percent of Students by Proficiency Level on CELDT Annual Assessment |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|              | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|              | 13-14   | 14-15 | 15-16 | 13-14          | 14-15 | 15-16 | 13-14        | 14-15 | 15-16 | 13-14              | 14-15 | 15-16 | 13-14     | 14-15 | 15-16 |
| <b>K</b>     | 11  |       | 13    | 67             |       | 13    |              | 71    | 38    | 22                 | 14    | 25    |           | 14    | 13    |
| <b>1</b>     | 4   |       | 8     | 52             | 33    | 42    | 33           | 44    | 42    | 11                 | 17    | 8     |           | 6     |       |
| <b>2</b>     | 9   |       |       | 32             | 20    | 28    | 18           | 73    | 61    | 36                 |       | 11    | 5         | 7     |       |
| <b>3</b>     |   |       |       | 27             |       | 27    | 38           | 35    | 60    | 27                 | 65    |       | 8         |       | 13    |
| <b>4</b>     |   |       |       | 20             | 22    | 17    | 67           | 39    | 61    |                    | 22    | 17    | 13        | 17    | 6     |
| <b>5</b>     |   | 9     | 13    | 13             | 55    | 25    | 75           | 27    | 50    | 13                 |       | 6     |           | 9     | 6     |
| <b>6</b>     |   |       | 22    |                | 11    | 11    | 50           | 56    | 44    | 25                 | 33    | 11    | 25        |       | 11    |
| <b>Total</b> | 3   | 1     | 6     | 33             | 21    | 26    | 37           | 47    | 52    | 20                 | 23    | 10    | 6         | 7     | 5     |

#### Conclusions based on this data:

1. All grade levels except for 5th and 3rd grade students have the highest percent testing at Intermediate level, where 5th grade shows a higher percentage rate in Early Advance and 3rd grade in Early Intermediate.
2. Our 4th grade English Language students show the least amount of gain in English language acquisition with 17 % testing at a Beginning Level. While 3rd grade did not have any students testing at a Beginning Level 65 % of students tested at an Early Intermediate level.
3. A majority of our students across grade levels tested at an Intermediate level, 47 %.



## School and Student Performance Data

### CELDT (All Assessment) Results

| Grade        | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|              | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|              | 13-14   | 14-15 | 15-16 | 13-14          | 14-15 | 15-16 | 13-14        | 14-15 | 15-16 | 13-14              | 14-15 | 15-16 | 13-14     | 14-15 | 15-16 |
| <b>K</b>     | 6   |       |       | 29             | 2     |       | 11           | 36    |       | 20                 | 32    |       | 34        | 30    |       |
| <b>1</b>     | 3   |       |       | 52             | 27    |       | 34           | 45    |       | 10                 | 23    |       |           | 5     |       |
| <b>2</b>     | 11  |       |       | 26             | 21    |       | 19           | 63    |       | 33                 |       |       | 11        | 16    |       |
| <b>3</b>     |   |       |       | 27             | 5     |       | 38           | 41    |       | 27                 | 55    |       | 8         |       |       |
| <b>4</b>     |   |       |       | 18             | 21    |       | 65           | 42    |       |                    | 21    |       | 18        | 16    |       |
| <b>5</b>     |   | 8     |       | 25             | 54    |       | 50           | 23    |       | 17                 |       |       | 8         | 15    |       |
| <b>6</b>     |   |       |       |                | 18    |       | 44           | 55    |       | 22                 | 27    |       | 33        |       |       |
| <b>Total</b> | 4   | 1     |       | 29             | 17    |       | 32           | 43    |       | 19                 | 25    |       | 15        | 15    |       |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

| AMAO 1                       | Annual Growth |         |         |
|------------------------------|---------------|---------|---------|
|                              | 2013-14       | 2014-15 | 2015-16 |
| Number of Annual Testers     | 115           | 96      | 110     |
| Percent with Prior Year Data | 100.0%        | 100%    | 99.1%   |
| Number in Cohort             | 115           | 96      | 109     |
| Number Met                   | 60            | 43      | 67      |
| Percent Met                  | 52.2%         | 44.8%   | 61.5%   |
| NCLB Target                  | 59.0          | 60.5    | 62.0%   |
| Met Target                   | No            | No      | No      |

| AMAO 2           | Attaining English Proficiency |           |                         |           |                         |           |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
|                  | 2013-14                       |           | 2014-15                 |           | 2015-16                 |           |
|                  | Years of EL instruction       |           | Years of EL instruction |           | Years of EL instruction |           |
|                  | Less Than 5                   | 5 Or More | Less Than 5             | 5 Or More | Less Than 5             | 5 Or More |
| Number in Cohort | 122                           | 18        | 117                     | 25        | 107                     | 28        |
| Number Met       | 39                            | --        | 14                      | 4         | 23                      | 7         |
| Percent Met      | 32.0%                         | --        | 12.0%                   | 16.0%     | 21.5%                   | 25.0%     |
| NCLB Target      | 22.8                          | 49.0      | 24.2                    | 50.9      | 25.4%                   | 52.8%     |
| Met Target       | Yes                           | --        | No                      | No        | No                      | No        |

| AMAO 3                          | Adequate Yearly Progress for English Learner Subgroup |         |         |
|---------------------------------|---|---------|---------|
|                                 | 2013-14   | 2014-15 | 2015-16 |
| <b>English-Language Arts</b>    |   |         |         |
| Met Participation Rate          |   | Yes     |         |
| Met Percent Proficient or Above |   | --      |         |
| <b>Mathematics</b>              |   |         |         |
| Met Participation Rate          |   | Yes     |         |
| Met Percent Proficient or Above |   | --      |         |

#### Conclusions based on this data:

1. Intentional awareness, focus, and actions taken to communicate with and educate our English Learner students and parents regarding their academic status and CELDT levels, with regard to their impact on them being able to achieve Reclassified Fluent English Proficient status, is not having the intended impact to support their growth in English language acquisition.
2. More attention will need to be dedicated to professional development for our English Learner students in order to make improvement in their English Language acquisition and academic improvement.
3. It is concluded that increased support and improved ELD instruction, along with appropriate and effective scaffolding instructional practices are needed in order for our students to make growth on CELDT from one year to the next.

## School and Student Performance Data

### Title III Accountability (District Data)

| AMAO 1                       | Annual Growth |         |         |
|------------------------------|---------------|---------|---------|
|                              | 2013-14       | 2014-15 | 2015-16 |
| Number of Annual Testers     | 1462          | 1410    | 1,383   |
| Percent with Prior Year Data | 99.3          | 99.8    | 97.8    |
| Number in Cohort             | 1452          | 1407    | 1,353   |
| Number Met                   | 828           | 779     | 731     |
| Percent Met                  | 57.0          | 55.4    | 54      |
| NCLB Target                  | 59.0          | 60.5    | 62.0%   |
| Met Target                   | No            | No      | N/A     |

| AMAO 2           | Attaining English Proficiency |           |                         |           |                         |           |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
|                  | 2013-14                       |           | 2014-15                 |           | 2015-16                 |           |
|                  | Years of EL instruction       |           | Years of EL instruction |           | Years of EL instruction |           |
|                  | Less Than 5                   | 5 Or More | Less Than 5             | 5 Or More | Less Than 5             | 5 Or More |
| Number in Cohort | 1300                          | 577       | 1284                    | 579       | 1,249                   | 542       |
| Number Met       | 317                           | 237       | 282                     | 215       | 286                     | 155       |
| Percent Met      | 24.4                          | 41.1      | 22.0                    | 37.1      | 22.9                    | 28.6      |
| NCLB Target      | 22.8                          | 49.0      | 24.2                    | 50.9      | 25.4%                   | 52.8%     |
| Met Target       | Yes                           | No        | No                      | No        | N/A                     | N/A       |

| AMAO 3                          | Adequate Yearly Progress for English Learner Subgroup at the LEA Level |         |            |
|---------------------------------|--|---------|------------|
|                                 | 2013-14  | 2014-15 | 2015-16    |
| <b>English-Language Arts</b>    |  |         |            |
| Met Participation Rate          | Yes  | 99      |            |
| Met Percent Proficient or Above | No   | N/A     |            |
| <b>Mathematics</b>              |  |         |            |
| Met Participation Rate          | Yes  | 99      |            |
| Met Percent Proficient or Above | No   | N/A     |            |
| <b>Met Target for AMAO 3</b>    | <b>No</b>  |         | <b>N/A</b> |

#### Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District

## Planned Improvements in Student Performance

### Goal: English Language Arts

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

|  |
|--|
| <b>SUBJECT: English Language Arts</b>  |
| <b>LEA GOAL:</b>   |
| LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading.<br>LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas.<br>LCAP Goal 7: Close the experience gap for English learners, students of poverty, foster youth and SPED students.   |
| <b>SCHOOL GOAL:</b>  |
| Reading Proficiency: By June 2017, 80% of all K-2 students will be on grade level, as evidenced by End of Year Fountas & Pinnell Reading Levels.<br>By June 2017 the percentage of 3rd-6th grade students meeting or exceeding standard in English Language Arts based on Smarter Balanced Assessment will be at 80%.  |
| <b>Data Used to Form this Goal:</b>  |
| 2015-2016 End of Year Fountas & Pinnell Reading Results for kindergarten, 1st grade, and 2nd grade students.<br>Percentage of Students Meeting or Exceeding Standards in English Language Arts Based on Smarter Balanced Assessments in 2015 vs. 2016.   |
| <b>Findings from the Analysis of this Data:</b>  |
| 56% of our kindergarten students were reading at expected level, as indicated by the Fountas & Pinnell "Instructional Level Expectations For Reading" chart. (68% 2014-2015 )<br>63% of our 1st grade students were reading at expected level, as indicated by the Fountas & Pinnell "Instructional Level Expectations For Reading" chart. (54% 2014-2015)<br>71% of our 2nd grade students were reading at expected level, as indicated by the Fountas & Pinnell "Instructional Level Expectations For Reading" chart. (74% 2014-2015)<br>There was a 4.2 percent gain in in students that met or exceeded standards in English Language Arts Based on Smarter Balanced Assessments in 2015 vs. 2016. |
| <b>Means of evaluating progress &amp; group data needed to measure gains:</b>  |
| 1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 3-6<br>2. ELA Common Assessments (K-6)<br>3. Accelerated Reader Reports (K-6)<br>4. Benchmark Measurements (K-6)<br>5. Fountas & Pinnell, (K-2)<br>6. CELDT, EL students<br>7. Performance Tasks results (1-6)<br>8. Lexia results  |

|  |
|--|
|  |
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| Tactics to be Taken to Reach This Goal  | Start & End Date    | People assigned               | Proposed Expenditure(s)  |  |                            |           |
|---|---------------------|-------------------------------|--|--|----------------------------|-----------|
|   |                     |                               | Description  | Type   | Funding Source             | Cost      |
| <p>Enhance students learning opportunities by providing students the opportunity for teachers to provide more engaging lessons to close the experience gap with our at risk, EL and socio disadvantaged students.</p> <p>Provide teachers with the needed training, substitutes and materials to enhance tier 1 learning and engage students. PD in ST math, chrome books, tablet and interactive boards to use within the lesson to make more engaging.</p>                            | 10/1/2016-10/1/2017 | Principal, technology aide    | Instructional Technology   | 4000-4999: Books And Supplies                        | LCFF                       | 12,300.00 |
|   |                     |                               | Technology replacements  | 4000-4999: Books And Supplies                        | LCFF                       | 3,000.00  |
|   |                     |                               | Technology   | 4000-4999: Books And Supplies                        | LCFF                       | 1,115.13  |
|   |                     |                               | Training to implement technology   | 5000-5999: Services And Other Operating Expenditures | LCFF                       | 2,500.00  |
| <p>Provide continuous opportunities for staff to attend and participate in professional development, conferences and training. In order for teacher to collectively create unit plans that are engaging, rigorous, literacy rich and standards based.</p> <p>Teachers that attend trainings will train additional staff members on the content during differentiated PD.</p> <p>Monitoring and feedback will be given to teachers on the implementation of their acquired knowledge</p> | 10/1/2016-10/1/2017 | Principal, GIA, ISC, Teachers | Certificated teachers to attend unit planning  | 1000-1999: Certificated Personnel Salaries           | Title I Part A: Allocation | 5,025.12  |
|   |                     |                               | Substitute teachers for peer observations, coaching days and planning days.                | 1000-1999: Certificated Personnel Salaries           | Title I Part A: Allocation | 4,750.00  |
|   |                     |                               | Conferences  | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 6,000.00  |
|   |                     |                               | Professional development Classroom drop in with dialogue between teacher and administrator |  |                            |           |
| Provide teachers with the needed training and materials to enhance learning and engage students.  | 10/1/2016-10/1/2017 | Principal, ISC, GIA, teachers | Materials and supplies   | 4000-4999: Books And Supplies                        | Title I Part A: Allocation | 2,275.67  |

| Tactics to be Taken to Reach This Goal  | Start & End Date    | People assigned                     | Proposed Expenditure(s)  |   |                            |           |
|---|---------------------|-------------------------------------|--|---|----------------------------|-----------|
|   |                     |                                     | Description  | Type  | Funding Source             | Cost      |
|   |                     |                                     | Superkids materials  | 4000-4999: Books And Supplies                                     | Title I Part A: Allocation | 1010.12   |
| Provide extended learning opportunities for our kindergarten through 6th grade at risk students who are not meeting expected grade level standards. (After school tutoring)   | 10/1/2016-10/1/2017 | Principal, ISC, GIA, Teachers       | Certificated staff to provide extended day tutorial for ELA support and parent nights. | 1000-1999: Certificated Personnel Salaries                        | SES-Tutoring               | 5,020.00  |
|   |                     |                                     | Student Nest   | 5000-5999: Services And Other Operating Expenditures              | SES-Tutoring               | 495.00    |
|   |                     |                                     | Non fiction leveled books for guided reading small groups and to create book bags      | 4000-4999: Books And Supplies                                     | SES-Tutoring               | 2,250.00  |
| Provide tier 2 support for continuous reading and literacy improvement for our under performing students.<br><br>Intervention teacher meets with the Principal bi-weekly to monitor progress.<br><br>Intervention teacher meets with grade level teachers, administration and instructional coach to review progress monitoring and create tier 3 plan for students not progressing or refer for a SST. | 10/1/2016-10/1/2017 | Principal, GIA, Instructional coach | Supplemental Intervention Teacher  | 1000-1999: Certificated Personnel Salaries                        | Title I Part A: Allocation | 32,000.00 |
| Provide academic support for teachers while they are working with small groups and providing tier 1 and tier 2 supports in class.   | 10/1/2016-10/1/2017 | Principal, GIA, ISC                 | Teaching Fellow  | 5800: Professional/Consulting Services And Operating Expenditures | LCFF                       | 24,024.00 |
| In order to appeal to the interest of our students and engage them to read more consistently we will provide more library books.  | 10/1/2016-10/1/2017 | Principal, Librarian, Teachers      | Library Books  | 4000-4999: Books And Supplies                                     | LCFF                       | 7,000     |
|   |                     |                                     |  | 4000-4999: Books And Supplies                                     | LCFF-SLIP                  | 1,041.40  |

| Tactics to be Taken to Reach This Goal   | Start & End Date    | People assigned                     | Proposed Expenditure(s)                 |  |                            |          |
|--|---------------------|-------------------------------------|---|--|----------------------------|----------|
|  |                     |                                     | Description                             | Type   | Funding Source             | Cost     |
| Agendas will be provided to students to assist with organization, planning and prioritizing.   | 10/1/2016-10/1/2017 | Principal, GIA, ISC                 | Student agendas                         | 4000-4999: Books And Supplies                        | Title I Part A: Allocation | 1,583.51 |
| Teachers will be provided with books to build classroom libraries to create a culture of literacy through the creation of literacy rich classrooms and a focus on the promotion of literacy school wide to assist with closing the experience gap for our at risk students and engage them in reading. | 10/1/2016-10/1/2017 | Principal, teachers                 | Books for classroom libraries           | 4000-4999: Books And Supplies                        | LCFF                       | 5,000    |
|  |                     |                                     | Informational magazines for classrooms. | 4000-4999: Books And Supplies                        | LCFF                       | 1,000.00 |
| Support student learning through fieldtrips aligned to grade level units in order to close the experience gap and to engage students in the content for our socio disadvantaged and at risk students.  | 10/1/2016-10/1/2017 | Principal, teachers                 | Field trip entry cost for students      | 5000-5999: Services And Other Operating Expenditures | LCFF                       | 3,500.00 |
| Substitutes will be provided to allow teachers to attend grade level progress monitoring meetings and assess students.   | 10/1/2016-10/1/2017 | Principal, GIA, Instructional Coach | Substitutes                             | 1000-1999: Certificated Personnel Salaries           | LCFF                       | 1,000.00 |
| Librarian will provide opportunities for students and parents to come to the library to read or use the computer lab in order to promote literacy at Roosevelt and to promote engagement and a love for reading and learning.  | 10/1/2016-10/1/2017 | Principal, librarian                | Additional hours for Librarian          | 2000-2999: Classified Personnel Salaries             | LCFF                       | 2,000.00 |
| Provide teachers with opportunities on classroom management skills and other tier 1 teaching methods in order to allow for tier 2 instructional practices such as small group, one on one, guided reading practices and ongoing progress monitoring.   | 10/1/2016-10/1/2017 | Principal, Instructional Coach      | Daily 5 training                        | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 2,000.00 |

| Tactics to be Taken to Reach This Goal   | Start & End Date    | People assigned                          | Proposed Expenditure(s)  |      |                |      |
|--|---------------------|--|--|------|----------------|------|
|  |                     |  | Description  | Type | Funding Source | Cost |
| Establish monitor and sustain common Tier 1 instructional practices that align with the shifts of CCSS | 10/1/2016-10/1/2017 | Principal, GIA, site instructional coach | <p>Weekly campus wide walk through to assess and address equity of common instructional practices</p> <p>Daily classroom drop in observations with specific instructional feedback</p> <p>Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling , co - planning, co teaching and instructional feedback</p> |      |                |      |



## Planned Improvements in Student Performance

### Goal: Mathematics

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

|  |
|--|
| <b>SUBJECT: Mathematics</b>  |
| <b>LEA GOAL:</b>   |
| LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.<br>LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas.<br>LCAP Goal 7: Close the experience gap for English learners, students of poverty, SPED students and foster youth. |
| <b>SCHOOL GOAL:</b>  |
| Mathematics Proficiency: By June 2017, all students will demonstrate continuous improvement in the Eight Math Practices as part of the CCSS.<br><br>By June 2017 the school wide average of students that are performing at meeting or exceeding standards will be at 55%  |
| <b>Data Used to Form this Goal:</b>  |
| SBAC Math data<br>2015-2016 ST Math end of year average progress report  |
| <b>Findings from the Analysis of this Data:</b>  |
| The percentage of students meeting or exceeding standards in mathematics based on Smarter Balance assessments in 2015 vs 2016 showed a 1.2 % growth. We had a school wide drop of 6.6% loss in school wide ST Math end of year average progress from 53% in 2014-2015 to 46.4% in 2015-2016.   |
| <b>Means of evaluating progress &amp; group data needed to measure gains:</b>  |
| 1. ST Math, K-6<br>2. Destinations Math, K-6<br>3. Common Assessment Measurements, K-6<br>4. Benchmark Measurements (BM), K-6<br>5. Performance Tasks Results 1-6<br>6. Classroom Observations<br>7. Grade Level Team PLC-Data Team Cycle documents<br>8. Quarterly Progress monitoring meeting documents  |

| Tactics to be Taken to Reach This Goal  | Start & End Date    | People assigned                          | Proposed Expenditure(s)  |  |                            |           |
|---|---------------------|--|--|--|----------------------------|-----------|
|   |                     |  | Description  | Type   | Funding Source             | Cost      |
| Provide opportunities for teachers to meet within their PLC's for additional time with instructional coach to create engaging math lessons and PD on Pearson.   | 10/1/2016-10/1/2017 | Principal, Instructional Coach           | Certificated staff will be hired to cover classes while teachers meet in extended PLC's                    | 1000-1999: Certificated Personnel Salaries           | LCFF                       | 700.00    |
|   |                     |  | Certificated staff will be provided with time to meet in extended PLC's and additional unit planning days. | 1000-1999: Certificated Personnel Salaries           | LCFF                       | 1,300.00  |
| Provide continuous opportunities for student engagement in math and to increase their conceptual understanding of mathematics.<br><br>Provide differentiated PD that focuses on how to use ST Math for new teachers or teachers that would like a refresher.  | 10/1/2016-10/1/2017 | Principal, Teachers                      | ST Math K-5th grade<br><br>Professional Development on ST Math   | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 4,000.00  |
| To support the effectiveness and functioning of our student computers in order to provide them with viable and working technology to increase and augment their learning opportunities our Technology Aid will continue to be staffed. The role of our technology aid will also include providing leadership with the implementation and successful function of student tablets and chrome books while also assessing and repairing staff computers and technology devises. | 10/1/2016-10/1/2017 | Principal                                | Technology Aid   | 2000-2999: Classified Personnel Salaries             | LCFF                       | 10,278.00 |
| Provide teachers with manipulatives to allow students a hand on learning experence to provide engagement of the content.  | 10/1/2016-10/1/2017 | Principal, Instructional Coach, Teachers | Manipulatives  | 4000-4999: Books And Supplies                        | LCFF                       | 2,000.00  |

| Tactics to be Taken to Reach This Goal  | Start & End Date    | People assigned                           | Proposed Expenditure(s)   |  |                |          |
|---|---------------------|---|---|--|----------------|----------|
|   |                     |   | Description   | Type   | Funding Source | Cost     |
| Provide extended learning opportunities for our kindergarten through 6th grade at risk students who are not meeting expected grade level standards. (After school tutoring) | 10/1/2016-10/1/2017 | Principal, Teachers, intervention teacher | Certificated staff to provide extended day tutorial for ELA support and parent nights.  | 1000-1999: Certificated Personnel Salaries           | SES-Tutoring   | 5,010.00 |
|   |                     |   | Student Nest  | 5000-5999: Services And Other Operating Expenditures | SES-Tutoring   | 515.00   |
|   |                     |   | Provide materials and manipulative for students. Students will be given the opportunity to take home the manipulative to practice their learning with parent involvement at home. | 4000-4999: Books And Supplies                        | SES-Tutoring   | 2,250.00 |

## Planned Improvements in Student Performance

### Goal: English Language Development

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

|  |
|--|
| <b>SUBJECT: English Language Development</b>   |
| <b>LEA GOAL:</b>   |
| LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.<br>LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas.<br>LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student.<br>LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.  |
| <b>SCHOOL GOAL</b>   |
| Every English Learner student will increase by at least one EL proficiency level as measured by CELDT.   |
| <b>Data Used to Form this Goal:</b>  |
| 2015-2016 CELDT Assessment results   |
| <b>Findings from the Analysis of this Data:</b>  |
| Our English Learner students did not meet the AMAO 1 goal. The 2016 target AMAO 1 was 61%, the percent of students attaining the English Proficient level was 61%.<br>Our English Learner students did not meet the AMAO 2 less than 5 years cohort goal. The 2016 target AMAO 2 less than 5 years cohort goal was 25.5 the percent of students attaining the English Proficient level was 23%.<br>Our English Learner students did not meet the AMAO 2 more than 5 years cohort goal. The 2016 target AMAO 2 less more than 5 years cohort goal was 52.8% the percent of students attaining the English Proficient level was 25%. |
| <b>Means of evaluating progress &amp; group data needed to measure gains:</b>  |
| 1. Accelerated Reader progress<br>2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 3-6<br>3. EL Progress Report<br>4. CELDT Assessment<br>5. Common Assessments<br>6. District Benchmarks (K-6)<br>7. Teacher/Classroom Assessments<br>9. Fountas & Pinnell assessment results K-2<br>10. ST Math progress<br>11. Lexia results  |

12. Performance Tasks

| Tactics to be Taken to Reach This Goal  | Start & End Date   | People assigned                           | Proposed Expenditure(s)   |  |                            |          |
|---|--------------------|---|---|--|----------------------------|----------|
|   |                    |   | Description   | Type   | Funding Source             | Cost     |
| To provide various instructional modalities, engagement and scaffolding for our students while learning specific content and objectives purchase renewal of Brain Pop   | 10-1-16 to 10-1-17 | Principal, ISC, Teachers                  | Brain Pop   | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 1,142.58 |
| To provide our English Learner parents with information about how to best support their child at home, materials, supplies and staffing will be purchased.<br><br>Provide interpreters and child care for our English Learner parents so they can more successfully attend and engage in the learning opportunities provided for them throughout the school year. | 10-1-16 to 10-1-17 | Principal, GIA, Parent Engagement Liaison | Parent Involvement materials and supplies   | 4000-4999: Books And Supplies                        | Title I Part A: Allocation | 1,500.00 |
|   |                    |   | Certificated staff will be hired to provide training to parents   | 1000-1999: Certificated Personnel Salaries           | Title I Part A: Allocation | 500.00   |
|   |                    |   | Interpreters and child care   | 2000-2999: Classified Personnel Salaries             | Title I Part A: Allocation | 400.00   |
| Provide teachers with time to plan EL strategies into their daily lesson plans such as small group instruction, academic language work and differentiation. PD and materials will be provided to meet the needs of our EL students.   | 10-1-16 to 10-1-17 | Principal, Teachers, Instructional Coach  | Certificated staff will be hired to allow teachers to lesson plan.  | 1000-1999: Certificated Personnel Salaries           | Title I Part A: Allocation | 1,200.00 |
|   |                    |   | Materials   | 4000-4999: Books And Supplies                        | Title I Part A: Allocation | 500.00   |
|   |                    |   | Certificated teachers will be provided the opportunity to meet for unit planning days.<br><br>EL Professional development will be provided to teachers by Instructional Coach and teachers. | 1000-1999: Certificated Personnel Salaries           | Title I Part A: Allocation | 1,000.00 |
| Provide recognition to EL Students and parents whose children have  | 10-1-16 to 10-1-17 | Principal, GIA                            | Awards and incentives   | 4000-4999: Books And Supplies                        | LCFF                       | 900.00   |

| Tactics to be Taken to Reach This Goal | Start & End Date | People assigned | Proposed Expenditure(s) |      |                |      |
|--|------------------|-----------------|-------------------------|------|----------------|------|
|  |                  |                 | Description             | Type | Funding Source | Cost |
| been reclassified.                     |                  |                 |                         |      |                |      |

## Planned Improvements in Student Performance

### Goal: School Culture

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

|  |
|--|
| <b>SUBJECT: School Culture</b>   |
| <b>LEA GOAL:</b>   |
| LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.<br>LEAP Performance Goal 5: All students will graduate from high school.<br>LCAP Goal 2: Prepare every student for college, career and community<br>LCAP Goal 3: Connect every student to school<br>LCAP Goal 4: Provide equity of access to educational opportunities and create an environment conducive to learning for all students.<br>LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional and physical well being. |
| <b>SCHOOL GOAL</b>   |
| 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%.<br>We will increase the percentage of our parents who believe that their child feels safe when he/she is at school from 90.4 % to 97%.  |
| <b>Data Used to Form this Goal:</b>  |
| 2015-2016 Parent Survey  |
| <b>Findings from the Analysis of this Data:</b>  |
| 81.4% of parents believe that their child's teacher and/or principal provide them with ideas on how they can help their child at home. (77.2% 2014-2015)<br>90.4% of parents believe that their child feels safe when he/she is at school. (86.6% 2014-2015)   |
| <b>Means of evaluating progress &amp; group data needed to measure gains:</b>  |
| Attendance at Parent Education Classes<br>Anecdotal feedback from parents<br>Information provided for parents at Parent Conferences as well on an ongoing basis throughout the school year<br>Amount of and level of information and communication sent home from principal/office<br>Amount of expressed parent concerns regarding their child's safety and well being while at school<br>Amount of documented behavioral incidents concerning bullying and/or similar offenses   |

| Tactics to be Taken to Reach This Goal   | Start & End Date    | People assigned               | Proposed Expenditure(s)  |  |                            |          |
|--|---------------------|-------------------------------|--|--|----------------------------|----------|
|  |                     |                               | Description  | Type   | Funding Source             | Cost     |
| Provide additional supervision before school, during lunch recess and afternoon bus duty to ensure that students are held to our expectation of following the 3 B's which will carry into the classroom and assist with a positive tier 1 learning environment   | 10/1/2016-10/1/2017 | Principal, GIA                | Classified staff to assist with greeting students and parents and the safety throughout daily operations | 2000-2999: Classified Personnel Salaries             | LCFF                       | 1041.40  |
| Teachers will be provided with training and materials on how to efficiently call for additional support when needed due to classroom disruptions, suspicious activity on campus, safety issue in the classroom or on campus or a student safety issue. PD will be provided to all staff on proper radio etiquette and when it is appropriate to use the walkie talkie radio's. | 10/1/2016-10/1/2017 | Principal, GIA                | Walkie Talkie radios   | 4000-4999: Books And Supplies                        | LCFF                       | 1,133.44 |
| Motivate and recognize the academic and attendance achievements of all students, fostering an increased sense of accomplishment which improve the culture of our school.   | 10/1/2016-10/1/2017 | Principal, GIA, ISC, Teachers | Student Recognition Materials and Supplies   | 4000-4999: Books And Supplies                        | LCFF                       | 2040.00  |
| 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.   | 10/1/2016-10/1/2017 | Principal, GIA                | Odyssey of the Mind Regional Fee   | 5000-5999: Services And Other Operating Expenditures | LCFF                       | 60.00    |
|  |                     |                               | Odyssey of the Mind building supplies  | 4000-4999: Books And Supplies                        | LCFF                       | 145.00   |
| Renew PBIS annual fee  | 10/1/2016-10/1/2017 | Principal, GIA                | PBIS renewal fee   | 4000-4999: Books And Supplies                        | Title I Part A: Allocation | 400.00   |
| Students will be offered a variety of co curricular activities during recess and Focus Friday. The co curricular activities will be activities that help all student including our at risk and socio disadvantaged students a connection to school. Activities may   | 10/1/2016-10/1/2017 | Principal, GIA                | Classified staff to provide students the opportunity to participate in co curricular activities.         | 2000-2999: Classified Personnel Salaries             | LCFF                       | 5,000.00 |



| Tactics to be Taken to Reach This Goal   | Start & End Date    | People assigned                          | Proposed Expenditure(s) |  |                |          |
|--|---------------------|--|-------------------------|--|----------------|----------|
|  |                     |  | Description             | Type   | Funding Source | Cost     |
| include<br>art<br>gardening<br>running<br>jump rope<br>board games<br>community service club<br>tiered 2 support - reading club<br>kind kids club<br>science<br>history<br>sports<br>movie review<br>Student council<br>knitting<br>Problem solving<br>Yoga<br>Zumba<br>Tutoring |                     |  | Materials and supplies  | 4000-4999: Books<br>And Supplies                           | LCFF           | 1,000.00 |
| Provide teachers with additional funding to provide students with needed materials in the classroom that will provide engaging lessons for our at risk students.   | 10/1/2016-10/1/2017 | Principal, GIA, Instructional Coach      | Materials               | 4000-4999: Books<br>And Supplies                           | LCFF           | 2,000.00 |
| Provide students with educational on site field trips to close the experience gap for our socio disadvantaged students and provide engagement of content.  | 10/1/2016-10/1/2017 | Principal, teachers, Instructional Coach | On site field trips     | 5000-5999: Services<br>And Other Operating<br>Expenditures | LCFF           | 1,500.00 |

## Planned Improvements in Student Performance

### Goal: Parent Engagement

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

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

| Tactics to be Taken to Reach This Goal  | Start & End Date    | People assigned                               | Proposed Expenditure(s)                               |  |                            |          |
|---|---------------------|---|---|--|----------------------------|----------|
|   |                     |   | Description   | Type                                       | Funding Source             | Cost     |
| Communicate and provide information to our parents on a continuous basis about the different parent nights, classes, events and input opportunities.                    | 10/1/2016-10/1/2017 | Principal, GIA                                | Classified staff to assist with parent communication. | 2000-2999: Classified Personnel Salaries   | Title I Parent Involvement | 1,000.00 |
| Host and offer our parents opportunities to gain information about how they can best support their child at home. Provide parents with differentiated trainings through | 10/1/2016-10/1/2017 | Principal, GIA, Instructional Coach, Teachers | Teachers to provide parent classes                    | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 3,000.00 |

| Tactics to be Taken to Reach This Goal   | Start & End Date    | People assigned  | Proposed Expenditure(s)  |   |                            |           |
|--|---------------------|--|--|---|----------------------------|-----------|
|  |                     |  | Description  | Type  | Funding Source             | Cost      |
| parent nights in order to engage our at risk and socio disadvantaged students make connections with school and learning.                         |                     |  | Materials that will entice parents to attend meetings  | 4000-4999: Books And Supplies                                     | Title I Part A: Allocation | 2,500.00  |
|  |                     |  | Child care/ interpreters   | 2000-2999: Classified Personnel Salaries                          | Title I Part A: Allocation | 500.00    |
| Provide improved connections and ideas for parents on how to assist their children at home.  | 10/1/2016-10/1/2017 | Principal, GIA, Parent Liaison                         | Parenting class  | 5800: Professional/Consulting Services And Operating Expenditures | 21st Family Literacy Grant | 10,000.00 |
|  |                     |  | materials and supplies   | 4000-4999: Books And Supplies                                     | 21st Family Literacy Grant | 500.00    |
| Parents and students will be provide the opportunity to attend an educational family field trip to encourage college and career readiness        | 10/1/2016-10/1/2017 | Principal, GIA, Liasion, Instructional Coach, Teachers | Field trip cost  | 5000-5999: Services And Other Operating Expenditures              | 21st Family Literacy Grant | 5,525.90  |
| Provide teachers with subscription to software programs that allow teachers to track student progress and allows for communication home.         | 10/1/2016-10/1/2017 | Principal, teachers                                    | Software programs  | 5000-5999: Services And Other Operating Expenditures              | LCFF                       | 500.00    |
| Provide materials and supplies for parents and students that will assist in closing the experience gap for at risk students.                     | 10/1/2016-10/1/2017 | Principal, GIA, teachers                               | Take home books, manipulative, pamphlets and newsletters for parents and students along with additional materials that will entice parents to attend meetings. | 4000-4999: Books And Supplies                                     | LCFF                       | 1,000.00  |
| Recognize students accomplishments by inviting parents and students to celebrate in an end of the year recognition.                              | 10/1/2016-10/1/2017 | Principal, GIA, teachers                               | Awards and materials   | 4000-4999: Books And Supplies                                     | Title I Parent Involvement | 675.00    |
| Provide teachers with trainings and materials in order to build parent involvement, engagement and skills to help their children at home do well | 10/1/2016-10/1/2017 | Principal, Teachers                                    | "Latino Family Literacy Project" Workshop  | 5000-5999: Services And Other Operating Expenditures              | Title I Part A: Allocation | 400.00    |

| Tactics to be Taken to Reach This Goal | Start & End Date | People assigned | Proposed Expenditure(s)                              |  |                            |        |
|--|------------------|-----------------|--|--|----------------------------|--------|
|  |                  |                 | Description  | Type                                       | Funding Source             | Cost   |
| in school.                             |                  |                 | Materials and books for families to take home        | 4000-4999: Books And Supplies              | Title I Part A: Allocation | 800.00 |
|  |                  |                 | Certificated staff to organize and run parent nights | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 600.00 |
|  |                  |                 | Classified staff to provide childcare                | 2000-2999: Classified Personnel Salaries   | Title I Part A: Allocation | 200.00 |

## Summary of Expenditures in this Plan

### Total Allocations by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| LCFF                                | 93036.97   | 0.00                               |
| 21st Family Literacy Grant          | 16,025.90  | 0.00                               |
| LCFF-SLIP                           | 1041.40    | 0.00                               |
| Title I Part A: Allocation          | 73287.00   | 0.00                               |
| Title I Parent Involvement          | 1,675.00   | 0.00                               |
| SES-Tutoring                        | 15540.00   | 0.00                               |

### Total Expenditures by Funding Source

| Funding Source             | Total Expenditures |
|----------------------------|--------------------|
| 21st Family Literacy Grant | 16,025.90          |
| LCFF                       | 93,036.97          |
| LCFF-SLIP                  | 1,041.40           |
| SES-Tutoring               | 15,540.00          |
| Title I Part A: Allocation | 73,287.00          |
| Title I Parent Involvement | 1,675.00           |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| <b>Object Type</b>                                   | <b>Total Expenditures</b> |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries           | 61,105.12                 |
| 2000-2999: Classified Personnel Salaries             | 20,419.40                 |
| 4000-4999: Books And Supplies                        | 56,919.27                 |
| 5000-5999: Services And Other Operating Expenditures | 28,138.48                 |
| 5800: Professional/Consulting Services And Operating | 34,024.00                 |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source             | Total Expenditures |
|--|----------------------------|--------------------|
| 4000-4999: Books And Supplies              | 21st Family Literacy Grant | 500.00             |
| 5000-5999: Services And Other Operating    | 21st Family Literacy Grant | 5,525.90           |
| 5800: Professional/Consulting Services And | 21st Family Literacy Grant | 10,000.00          |
| 1000-1999: Certificated Personnel Salaries | LCFF                       | 3,000.00           |
| 2000-2999: Classified Personnel Salaries   | LCFF                       | 18,319.40          |
| 4000-4999: Books And Supplies              | LCFF                       | 39,633.57          |
| 5000-5999: Services And Other Operating    | LCFF                       | 8,060.00           |
| 5800: Professional/Consulting Services And | LCFF                       | 24,024.00          |
| 4000-4999: Books And Supplies              | LCFF-SLIP                  | 1,041.40           |
| 1000-1999: Certificated Personnel Salaries | SES-Tutoring               | 10,030.00          |
| 4000-4999: Books And Supplies              | SES-Tutoring               | 4,500.00           |
| 5000-5999: Services And Other Operating    | SES-Tutoring               | 1,010.00           |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 48,075.12          |
| 2000-2999: Classified Personnel Salaries   | Title I Part A: Allocation | 1,100.00           |
| 4000-4999: Books And Supplies              | Title I Part A: Allocation | 10,569.30          |
| 5000-5999: Services And Other Operating    | Title I Part A: Allocation | 13,542.58          |
| 2000-2999: Classified Personnel Salaries   | Title I Parent Involvement | 1,000.00           |
| 4000-4999: Books And Supplies              | Title I Parent Involvement | 675.00             |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| <b>Goal Section</b>                       | <b>Total Expenditures</b> |
|---|---------------------------|
| <b>Goal: English Language Arts</b>        | 125,889.95                |
| <b>Goal: Mathematics</b>                  | 26,053.00                 |
| <b>Goal: English Language Development</b> | 7,142.58                  |
| <b>Goal: School Culture</b>               | 14,319.84                 |
| <b>Goal: Parent Engagement</b>            | 27,200.90                 |



## School Site Council Members

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Cynthia Gonzales                            |           |                   |                    | X                          |                    |
| Elueterio Gonzales                          |           |                   |                    | X                          |                    |
| Esther Garcia                               |           |                   |                    | X                          |                    |
| Priscilla Parada                            |           |                   |                    | X                          |                    |
| Fred Woodard                                |           |                   |                    | X                          |                    |
| Tania Lynn                                  |           |                   | X                  |                            |                    |
| Linda Prieto                                |           | X                 |                    |                            |                    |
| Debbie Scott                                |           | X                 |                    |                            |                    |
| Gary Geisler                                |           | X                 |                    |                            |                    |
| Michelle Vargas                             | X         |                   |                    |                            |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>1</b>           | <b>5</b>                   |                    |

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

**Recommendations and Assurances**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 4th, 2016.

State Compensatory Education Advisory Committee

X English Learner Advisory Committee


Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Signature



Signature

Signature

Signature

Signature

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

Attested:

Michelle Vargas

\_\_\_\_\_  
Typed Name of School Principal

*Michelle Vargas*  
\_\_\_\_\_  
Signature of School Principal

*10/4/16*  
\_\_\_\_\_  
Date

Fred Woodard

\_\_\_\_\_  
Typed Name of SSC Chairperson

*Fred Woodard*  
\_\_\_\_\_  
Signature of SSC Chairperson

*10-4-16*  
\_\_\_\_\_  
Date

# Budget By Expenditures

## Roosevelt Elementary School

### Funding Source: 21st Family Literacy Grant

**\$16,025.90 Allocated**

| Proposed Expenditure                           | Object Code  | Amount      | Goal | Action  |
|--|--|-------------|------|---|
| Parenting class                                | 5800:<br>Professional/Consulting<br>Services And Operating<br>Expenditures | \$10,000.00 |      | Provide improved connections and ideas for parents on how to assist their children at home.   |
| materials and supplies                         | 4000-4999: Books And<br>Supplies   | \$500.00    |      | Provide improved connections and ideas for parents on how to assist their children at home.   |
|  | 5000-5999: Services And<br>Other Operating<br>Expenditures                 | \$5,525.90  |      | Parents and students will be provide the opportunity to attend an educational family field trip to encourage college and career readiness |
| 21st Family Literacy Grant Total Expenditures: |  | \$16,025.90 |      |   |
| 21st Family Literacy Grant Allocation Balance: |  | \$0.00      |      |   |

### Funding Source: LCFF

**\$93,036.97 Allocated**

| Proposed Expenditure           | Object Code  | Amount     | Goal | Action   |
|--------------------------------|--|------------|------|--|
| Software programs              | 5000-5999: Services And<br>Other Operating<br>Expenditures | \$500.00   |      | Provide teachers with subscription to software programs that allow teachers to track student progress and allows for communication home. |
| Take home books, manipulative, | 4000-4999: Books And<br>Supplies                           | \$1,000.00 |      | Provide materials and supplies for parents and students that will assist in closing the experience gap for at risk students.             |

## Roosevelt Elementary School

|  |  |             |                       |  |
|--|--|-------------|-----------------------|--|
| Classified staff to provide students the opportunity to participate in co curricular activities.           | 2000-2999: Classified Personnel Salaries             | \$5,000.00  | School Culture        | Students will be offered a variety of co curricular activities during recess and Focus Friday. The co curricular activities will be activities that help all student including our at risk and socio disadvantaged students a connection to school. Activities may   |
| Materials and supplies   | 4000-4999: Books And Supplies                        | \$1,000.00  | School Culture        | Students will be offered a variety of co curricular activities during recess and Focus Friday. The co curricular activities will be activities that help all student including our at risk and socio disadvantaged students a connection to school. Activities may   |
| Materials  | 4000-4999: Books And Supplies                        | \$2,000.00  | School Culture        | Provide teachers with additional funding to provide students with needed materials in the classroom that will provide engaging lessons for our at risk students.   |
| On site field trips  | 5000-5999: Services And Other Operating Expenditures | \$1,500.00  | School Culture        | Provide students with educational on site field trips to close the experience gap for our socio disadvantaged students and provide engagement of content.  |
| Certificated staff will be hired to cover classes while teachers meet in extended PLC's                    | 1000-1999: Certificated Personnel Salaries           | \$700.00    | Mathematics           | Provide opportunities for teachers to meet within their PLC's for additional time with instructional coach to create engaging math lessons and PD on Pearson.  |
| Certificated staff will be provided with time to meet in extended PLC's and additional unit planning days. | 1000-1999: Certificated Personnel Salaries           | \$1,300.00  | Mathematics           | Provide opportunities for teachers to meet within their PLC's for additional time with instructional coach to create engaging math lessons and PD on Pearson.  |
| Instructional Technology   | 4000-4999: Books And Supplies                        | \$12,300.00 | English Language Arts | Enhance students learning opportunities by providing students the opportunity for teachers to provide more engaging lessons to close the experience gap with our at risk, EL and socio disadvantaged students. Provide teachers with the needed training, substitutes and materials to enhance tier 1 learning |

## Roosevelt Elementary School

|                                  |   |             |                       |   |
|----------------------------------|---|-------------|-----------------------|---|
| Technology replacements          | 4000-4999: Books And Supplies                                     | \$3,000.00  | English Language Arts | Enhance students learning opportunities by providing students the opportunity for teachers to provide more engaging lessons to close the experience gap with our at risk, EL and socio disadvantaged students. Provide teachers with the needed training, substitutes and materials to enhance tier 1 learning  |
| Technology                       | 4000-4999: Books And Supplies                                     | \$1,115.13  | English Language Arts | Enhance students learning opportunities by providing students the opportunity for teachers to provide more engaging lessons to close the experience gap with our at risk, EL and socio disadvantaged students. Provide teachers with the needed training, substitutes and materials to enhance tier 1 learning  |
| Training to implement technology | 5000-5999: Services And Other Operating Expenditures              | \$2,500.00  | English Language Arts | Enhance students learning opportunities by providing students the opportunity for teachers to provide more engaging lessons to close the experience gap with our at risk, EL and socio disadvantaged students. Provide teachers with the needed training, substitutes and materials to enhance tier 1 learning  |
| Teaching Fellow                  | 5800: Professional/Consulting Services And Operating Expenditures | \$24,024.00 | English Language Arts | Provide academic support for teachers while they are working with small groups and providing tier 1 and tier 2 supports in class.   |
| Library Books                    | 4000-4999: Books And Supplies                                     | \$7,000.00  | English Language Arts | In order to appeal to the interest of our students and engage them to read more consistently we will provide more library books.  |
| Technology Aid                   | 2000-2999: Classified Personnel Salaries                          | \$10,278.00 | Mathematics           | To support the effectiveness and functioning of our student computers in order to provide them with viable and working technology to increase and augment their learning opportunities our Technology Aid will continue to be staffed. The role of our technology aid will also include providing leadership with the implementation and successful function of student tablets and chrome books while also assessing and repairing staff computers and technology devises. |
| Manipulatives                    | 4000-4999: Books And Supplies                                     | \$2,000.00  | Mathematics           | Provide teachers with manipulatives to allow students a hand on learning experience to provide engagement of the content.   |

## Roosevelt Elementary School

|  |  |            |                              |  |
|--|--|------------|------------------------------|--|
| Books for classroom libraries  | 4000-4999: Books And Supplies                        | \$5,000.00 | English Language Arts        | Teachers will be provided with books to build classroom libraries to create a culture of literacy through the creation of  |
| Informational magazines for classrooms.  | 4000-4999: Books And Supplies                        | \$1,000.00 | English Language Arts        | Teachers will be provided with books to build classroom libraries to create a culture of literacy through the creation of  |
| Field trip entry cost for students   | 5000-5999: Services And Other Operating Expenditures | \$3,500.00 | English Language Arts        | Support student learning through fieldtrips 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.  |
| Substitutes  | 1000-1999: Certificated Personnel Salaries           | \$1,000.00 | English Language Arts        | Substitutes will be provided to allow teachers to attend grade level progress monitoring meetings and assess students.   |
| Additional hours for Librarian   | 2000-2999: Classified Personnel Salaries             | \$2,000.00 | English Language Arts        | Librarian will provide opportunities for students and parents to come to the library to read or use the computer lab in order to promote literacy at Roosevelt and to promote engagement and a love for reading and learning.  |
| Awards and incentives  | 4000-4999: Books And Supplies                        | \$900.00   | English Language Development | Provide recognition to EL Students and parents whose children have been reclassified.  |
| Classified staff to assist with greeting students and parents and the safety throughout daily operations | 2000-2999: Classified Personnel Salaries             | \$1,041.40 | School Culture               | Provide additional supervision before school, during lunch recess and afternoon bus duty to ensure that students are held to our expectation of following the 3 B's which will carry into the classroom and assist with a positive tier 1 learning environment   |
| Walkie Talkie radios   | 4000-4999: Books And Supplies                        | \$1,133.44 | School Culture               | Teachers will be provided with training and materials on how to efficiently call for additional support when needed due to classroom disruptions, suspicious activity on campus, safety issue in the classroom or on campus or a student safety issue. PD will be provided to all staff on proper radio etiquette and when it is appropriate to use the walkie talkie radio's. |
| Student Recognition Materials and Supplies   | 4000-4999: Books And Supplies                        | \$2,040.00 | School Culture               | Motivate and recognize the academic and attendance achievements of all students, fostering an increased sense of accomplishment which improve the culture of our school.   |
| Odyssey of the Mind Regional Fee   | 5000-5999: Services And Other Operating Expenditures | \$60.00    | School Culture               | Provide opportunity for our students to attend and participate in the Odyssey of the Mind competition as part of providing   |

## Roosevelt Elementary School

|                                       |                               |          |                |  |
|---------------------------------------|-------------------------------|----------|----------------|--|
| Odyssey of the Mind building supplies | 4000-4999: Books And Supplies | \$145.00 | School Culture | Provide opportunity for our students to attend and participate in the Odyssey of the Mind competition as part of providing |
|---------------------------------------|-------------------------------|----------|----------------|--|

LCFF Total Expenditures: \$93,036.97

LCFF Allocation Balance: \$0.00

### Funding Source: LCFF-SLIP

**\$1,041.40 Allocated**

| Proposed Expenditure | Object Code                   | Amount     | Goal                  | Action   |
|----------------------|-------------------------------|------------|-----------------------|--|
|                      | 4000-4999: Books And Supplies | \$1,041.40 | English Language Arts | In order to appeal to the interest of our students and engage them to read more consistently we will provide more library books. |

LCFF-SLIP Total Expenditures: \$1,041.40

LCFF-SLIP Allocation Balance: \$0.00

### Funding Source: SES-Tutoring

**\$15,540.00 Allocated**

| Proposed Expenditure   | Object Code  | Amount     | Goal                  | Action  |
|--|--|------------|-----------------------|---|
| Certificated staff to provide extended day tutorial for ELA support and parent nights. | 1000-1999: Certificated Personnel Salaries           | \$5,020.00 | English Language Arts | Provide extended learning opportunities for our kindergarten through 6th grade at risk students who are not meeting expected grade level standards. (After school tutoring) |
| Student Nest   | 5000-5999: Services And Other Operating Expenditures | \$495.00   | English Language Arts | Provide extended learning opportunities for our kindergarten through 6th grade at risk students who are not meeting expected grade level standards. (After school tutoring) |
| Non fiction leveled books for guided reading small groups and to create book bags      | 4000-4999: Books And Supplies                        | \$2,250.00 | English Language Arts | Provide extended learning opportunities for our kindergarten through 6th grade at risk students who are not meeting expected grade level standards. (After school tutoring) |
| Certificated staff to provide extended day tutorial for ELA support and parent nights. | 1000-1999: Certificated Personnel Salaries           | \$5,010.00 | Mathematics           | Provide extended learning opportunities for our kindergarten through 6th grade at risk students who are not meeting expected grade level standards. (After school tutoring) |



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|   |  |            |             |   |
|---|--|------------|-------------|---|
| Student Nest  | 5000-5999: Services And Other Operating Expenditures | \$515.00   | Mathematics | Provide extended learning opportunities for our kindergarten through 6th grade at risk students who are not meeting expected grade level standards. (After school tutoring) |
| Provide materials and manipulative for students. Students will be given the opportunity to take home the manipulative to practice their learning with parent involvement at home. | 4000-4999: Books And Supplies                        | \$2,250.00 | Mathematics | Provide extended learning opportunities for our kindergarten through 6th grade at risk students who are not meeting expected grade level standards. (After school tutoring) |

SES-Tutoring Total Expenditures: \$15,540.00

SES-Tutoring Allocation Balance: \$0.00

### Funding Source: Title I Part A: Allocation

**\$73,287.00 Allocated**

| Proposed Expenditure  | Object Code  | Amount     | Goal                         | Action  |
|---|--|------------|------------------------------|---|
| Brain Pop   | 5000-5999: Services And Other Operating Expenditures | \$1,142.58 | English Language Development | To provide various instructional modalities, engagement and scaffolding for our students while learning specific content and objectives purchase renewal of Brain Pop |
| Parent Involvement materials and supplies                       | 4000-4999: Books And Supplies                        | \$1,500.00 | English Language Development | To provide our English Learner parents with information about   |
| Certificated staff will be hired to provide training to parents | 1000-1999: Certificated Personnel Salaries           | \$500.00   | English Language Development | To provide our English Learner parents with information about   |
| Interpreters and child care                                     | 2000-2999: Classified Personnel Salaries             | \$400.00   | English Language Development | To provide our English Learner parents with information about   |

## Roosevelt Elementary School

|  |  |             |                              |  |
|--|--|-------------|------------------------------|--|
| Certificated staff will be hired to allow teachers to lesson plan.                     | 1000-1999: Certificated Personnel Salaries           | \$1,200.00  | English Language Development | Provide teachers with time to plan EL strategies into their daily lesson plans such as small group instruction, academic language work and differentiation. PD and materials will be provided to meet the needs of our EL students.  |
| Materials  | 4000-4999: Books And Supplies                        | \$500.00    | English Language Development | Provide teachers with time to plan EL strategies into their daily lesson plans such as small group instruction, academic language work and differentiation. PD and materials will be provided to meet the needs of our EL students.  |
| Certificated teachers will be provided the opportunity to meet for unit planning days. | 1000-1999: Certificated Personnel Salaries           | \$1,000.00  | English Language Development | Provide teachers with time to plan EL strategies into their daily lesson plans such as small group instruction, academic language work and differentiation. PD and materials will be provided to meet the needs of our EL students.  |
| PBIS renewal fee   | 4000-4999: Books And Supplies                        | \$400.00    | School Culture               | Renew PBIS annual fee  |
| Daily 5 training   | 5000-5999: Services And Other Operating Expenditures | \$2,000.00  | English Language Arts        | Provide teachers with opportunities on classroom management  |
| Supplemental Intervention Teacher  | 1000-1999: Certificated Personnel Salaries           | \$32,000.00 | English Language Arts        | Provide tier 2 support for continuous reading and literacy improvement for our under performing students. Intervention teacher meets with the Principal bi-weekly to monitor progress. Intervention teacher meets with grade level teachers, administration and instructional coach to review progress monitoring and create tier 3 plan for students not progressing or refer for a SST.  |
| Student agendas  | 4000-4999: Books And Supplies                        | \$1,583.51  | English Language Arts        | Agendas will be provided to students to assist with organization, planning and prioritizing.   |
| Certificated teachers to attend unit planning  | 1000-1999: Certificated Personnel Salaries           | \$5,025.12  | English Language Arts        | Provide continuous opportunities for staff to attend and participate in professional development, conferences and training. In order for teacher to collectively create unit plans that are engaging, rigorous, literacy rich and standards based. Teachers that attend trainings will train additional staff members on the content during differentiated PD. Monitoring and feedback will be given to teachers on the implementation of their acquired knowledge |

## Roosevelt Elementary School

|   |  |            |                       |  |
|---|--|------------|-----------------------|--|
| Substitute teachers for peer observations, coaching days and planning days. | 1000-1999: Certificated Personnel Salaries           | \$4,750.00 | English Language Arts | Provide continuous opportunities for staff to attend and participate in professional development, conferences and training. In order for teacher to collectively create unit plans that are engaging, rigorous, literacy rich and standards based. Teachers that attend trainings will train additional staff members on the content during differentiated PD. Monitoring and feedback will be given to teachers on the implementation of their acquired knowledge |
| Conferences   | 5000-5999: Services And Other Operating Expenditures | \$6,000.00 | English Language Arts | Provide continuous opportunities for staff to attend and participate in professional development, conferences and training. In order for teacher to collectively create unit plans that are engaging, rigorous, literacy rich and standards based. Teachers that attend trainings will train additional staff members on the content during differentiated PD. Monitoring and feedback will be given to teachers on the implementation of their acquired knowledge |
| Materials and supplies  | 4000-4999: Books And Supplies                        | \$2,275.67 | English Language Arts | Provide teachers with the needed training and materials to enhance learning and engage students.   |
| Superkids materials   | 4000-4999: Books And Supplies                        | \$1,010.12 | English Language Arts | Provide teachers with the needed training and materials to enhance learning and engage students.   |
| ST Math K-5th grade   | 5000-5999: Services And Other Operating Expenditures | \$4,000.00 | Mathematics           | Provide continuous opportunities for student engagement in math and to increase their conceptual understanding of mathematics. Provide differentiated PD that focuses on how to use ST Math for new teachers or teachers that would like a refresher.  |
| Teachers to provide parent classes  | 1000-1999: Certificated Personnel Salaries           | \$3,000.00 |                       | Host and offer our parents opportunities to gain information about how they can best support their child at home. Provide parents with differentiated trainings through parent nights in order to engage our at risk and socio disadvantaged students make connections with school and learning.   |
| Materials that will entice parents to attend meetings                       | 4000-4999: Books And Supplies                        | \$2,500.00 |                       | Host and offer our parents opportunities to gain information about how they can best support their child at home. Provide parents with differentiated trainings through parent nights in order to engage our at risk and socio disadvantaged students make connections with school and learning.   |
| Child care/ interpreters  | 2000-2999: Classified Personnel Salaries             | \$500.00   |                       | Host and offer our parents opportunities to gain information about how they can best support their child at home. Provide parents with differentiated trainings through parent nights in order to engage our at risk and socio disadvantaged students make connections with school and learning.   |

## Roosevelt Elementary School

|  |  |          |   |
|--|--|----------|---|
| "Latino Family Literacy Project" Workshop            | 5000-5999: Services And Other Operating Expenditures | \$400.00 | Provide teachers with trainings and materials in order to build parent involvement, engagement and skills to help their children at home do well in school. |
| Materials and books for families to take home        | 4000-4999: Books And Supplies                        | \$800.00 | Provide teachers with trainings and materials in order to build parent involvement, engagement and skills to help their children at home do well in school. |
| Certificated staff to organize and run parent nights | 1000-1999: Certificated Personnel Salaries           | \$600.00 | Provide teachers with trainings and materials in order to build parent involvement, engagement and skills to help their children at home do well in school. |
| Classified staff to provide childcare                | 2000-2999: Classified Personnel Salaries             | \$200.00 | Provide teachers with trainings and materials in order to build parent involvement, engagement and skills to help their children at home do well in school. |

Title I Part A: Allocation Total Expenditures: \$73,287.00

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

### Funding Source: Title I Parent Involvement

**\$1,675.00 Allocated**

| Proposed Expenditure                                  | Object Code                              | Amount     | Goal | Action   |
|---|--|------------|------|--|
| Awards and materials                                  | 4000-4999: Books And Supplies            | \$675.00   |      | Recognize students accomplishments by inviting parents and students to celebrate in an end of the year recognition.                                  |
| Classified staff to assist with parent communication. | 2000-2999: Classified Personnel Salaries | \$1,000.00 |      | Communicate and provide information to our parents on a continuous basis about the different parent nights, classes, events and input opportunities. |

Title I Parent Involvement Total Expenditures: \$1,675.00

Title I Parent Involvement Allocation Balance: \$0.00

Roosevelt Elementary School Total Expenditures: \$200,606.27

## Roosevelt Elementary School

### Title I School-Level Parental Involvement Policy 2016-2017

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

#### Involvement of Parents in the Title I Program

Roosevelt Elementary School does the following:

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

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

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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, 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.

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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.

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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 9<sup>th</sup> week of the school year for all students. A *Student Mastery Success Plan* is presented and discussed for those students who are identified as "at-risk". 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 3<sup>rd</sup> quarter parent-teacher conferences are especially designed for students who are at-risk. This conference focuses on the standards the student is both achieving and needing to achieve.
  - Teachers provide parents with ideas to help their child master standards at parent-teacher conferences, in weekly packets, during phone calls, and during Student Study Team meetings.
  - Parents are invited to participate in school activities through involvement:
    - as parent volunteers in the classroom,
    - assisting with field trips,
    - serving on School Site Council and/or the English Language Advisory Committee
    - supporting the PTA,
    - attending Back to School-Night, Conferences, and Open House, and
    - attending the monthly Friday morning "Coffee with Teachers" opportunity.
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,
  - At the English Language Advisory Committee (ELAC) meetings, parents are provided a brochure in Spanish listing the grade level standards and the importance of the standards is 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 BTSA 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, and Lexia Reading websites.
    - 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 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.

## Escuela Primaria Roosevelt

### Póliza de Participación de Padres a Nivel Escolar del Título I 2016-2017

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

#### Participación de Padres en el Programa Título I

La Escuela Primaria Roosevelt realiza lo siguiente:

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

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

### **Acuerdo entre la Escuela, los Padres y el Estudiante**

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

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

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

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

**Compromiso del Personal Escolar:**

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

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

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Firma del Maestro(a)

Fecha

**Compromiso del Estudiante:**

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

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

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Firma del Estudiante

Fecha

**Compromiso de la Familia/Padres**

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

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

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Firma del Padre/Tutor

Fecha

## Elaborando la Capacidad para la Participación

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

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

### **Accesibilidad**

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

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