



**2017-2020**

## **Single Plan for Student Achievement (SPSA)**

### **Site Strategic Plan**

<b>School:</b>	Roosevelt Elementary
<b>Address:</b>	776 South Broadway Ave, Stockton, CA 95205
<b>CDS Code:</b>	6042758
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Kraig Jorgensen
<b>Revision Date:</b>	February 22, 2018
<b>District Governing Board approved:</b>	April 10, 2018

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

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<b>Position:</b>	Principal
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## SECTION I: BACKGROUND

### *Purpose/Intent*

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.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### Recommendations and Assurances

#### Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

English Learner Parent Involvement Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

\_\_\_\_\_  
Signature

*Virginia Bianchini*  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

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Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/22/18.

Attested:

Kraig Jorgensen  
\_\_\_\_\_  
Typed Named of School Principal

*Kraig Jorgensen*  
\_\_\_\_\_  
Signature of School Principal

2/22/18  
\_\_\_\_\_  
Date

Virginia Bianchini  
\_\_\_\_\_  
Typed Named of SSC Chairperson

*Virginia Bianchini*  
\_\_\_\_\_  
Signature of SSC Chairperson

2/22/18  
\_\_\_\_\_  
Date

## **Mission**

Insert the school site's mission.

Through collaboration all Roosevelt teachers, staff, and parents ensure that students will master each grade level's essential objectives through the rigor of direct interactive instruction, data-based decision making, and reflection. Through clear expectations and communication an atmosphere of accountability is created which will be evidenced by students, parents, and teachers actively engaged in learning.

## **Vision**

Insert the school site's vision.

Our vision is to create a high performing Pre-K through 8th grade school that promotes our students to become lifelong learners who contribute to their community.

## **School Site Story**

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Roosevelt Elementary School is one of the oldest schools in the city of Stockton. The school was constructed in 1921 and opened for its students in the fall of 1923. Roosevelt has continued with its diverse population of English language learners, migrant families, students with special needs, and longtime established community. In 2017-18, Roosevelt Elementary school serves an enrollment of 545 students grades PK-8.

Roosevelt is proud of its diverse population which includes approximately 7.43% African American, less than 1% American Indian, 4.28% Asian, less than 1% Filipino, 81.41% Latino, less than 1% Pacific Islander, 2.23% Two or More Races, and 3.72% White students. Our English Learner (EL) population represents 231 (42.94 %) of our student body, 7 are Initial Fluent English Proficient (1.4%), and 87 are Reclassified Fluent English Proficient (17.6%).

The culture of Roosevelt Elementary is clearly established as a professional learning community (PLC). Our staff assists students in making responsible choices to maximize the possibilities for their futures. We are solution-oriented to the struggles that some students must overcome. We maintain high expectations for student performance. Students are encouraged to be creative, insightful, remain on task and put their best work effort forward.

School personnel act as advocates for the students. Students in need of additional support are identified through data analysis.

Needs are addressed through Response to Intervention (RTI), a tiered structure of support. Support may include strategic planning, platooning, after-school tutorials, school-home partnerships, Student Assistance Program (SAP), Student Success Team (SST), counseling, partnerships with outside agencies, and special education. Roosevelt staff is working to bring English language learners to full functioning fluency and literacy, necessary for career and continuing educational opportunities. The staff guides students as they gain confidence and skills through self-actualization; encouraging students toward ever-increasing goals and respecting the promise of who they are.

## SECTION II: EVALUATION

### ***Plan Priorities***

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

1. Raise ALL Students' Achievement by 10%
2. Increase Overall Student Attendance from 94% to 96%
3. Increase School Climate Satisfaction: 75% of staff rate the school climate as positive
4. Parent Attendance at Academic Parent Teacher Conferences will average 60% for all three conferences.

#### **Major expenditures supporting these priorities.**

- 1) Program Specialist
- 2) Instructional Coach
- 3) Full-time Parent Liaison
- 4) PLC Staff Development
- 5) AVID Staff Development
- 6) Collaboration Time, both during and after school.
- 7) Teacher Academic Conferences.
- 8) Instructional Rounds

### ***Plan Implementation***

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

#### Fully Implemented:

##### **Raise ALL Students' Achievement and Close the Achievement Gap Between Sub-Groups**

- 1) Full-time Program Specialist.
- 2) Instructional Coach
- 3) Teacher release time (substitute teachers) for collaboration, curriculum development, training, and staff development at the PDC.
- 4) AVID Staff Development (Grades 6-8) with Strategies School Wide
- 5) PLC Staff Development

##### **School Climate/Safe Learning Environment**

- 1) Full-time counselor.
- 2) Full-time parent liaison
- 3) Staff Development in PBIS.
- 4) PBIS student activities.
- 5) Caring Community Schools Curriculum
- 6) Academic and behavior celebrations.
- 7) School-wide behavior plan.

**Not Fully Implemented: Being new principal, List below is based on what I have been able to attain verbally from Staff.**

- 1) Monitoring of PD participation
- 2) Use of Instructional Rounds
- 3) Implementation of Intervention in class

**Actions related to those strategies were eliminated or modified:**

- 1) No system in place for tracking.
- 2) Need for intervention program

**Barriers:**

- 1) Increase in transient rate
- 2) High absence/truancy rate
- 3) Student mobility (transient rate) has caused students to enter Roosevelt significantly behind (most 2 or more grade levels behind per MAP)
- 4) Neighborhood Crime and Gang Influence
- 5) Need a school librarian to allow greater access to reading and Accelerated Reader.

### ***Strategies and Activities***

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

**Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?**

- 1) Release time for teachers to administer one-on-one student assessments in kindergarten.
- 2) Instructional Coach - Teacher release time (substitute teachers) for collaboration, curriculum development, training, and staff development at the PDC.
- 3) AVID Staff Development (Summer Institute) 7th - 71%;
- 4) PLC Staff Development
- 5) Staff Development in PBIS. Suspensions greatly decreased keeping students in class learning and not at home unsupervised or playing games.

**Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.**

- 1) PBIS student activities. We do not have data to support the claim of improved academic achievement.
- 2) Academic and behavior celebrations. We need to increase the number of students receiving awards and recognitions.
- 3) School-wide behavior plan. It was not implemented with fidelity. We are struggling with very poor student behavior.
- 4) Intervention for all students identified as T2 and T3 in English and/or math has been limited to grades K-3. An additional intervention teacher to target upper grades 4-8 would have helped to increase reading comprehension and fluency. Our reading levels are very low, and reading comprehension intervention is greatly needed.

## ***Involvement/Governance***

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

SSC members assisted in the analysis of student achievement data, discipline data, safety (PBIS and the student behavior plan), reading through the 2015-16 SPSA and making recommendations for the 2016-17 SPSA. SSC members also participate in all aspects of budget decision making, making recommendations for personnel expenditures, equipment purchases (computers), and materials/supplies. ELPIC (former ELAC) participated by reviewing the 2015-16 SPSA, especially the English Learner section. ELPIC did not make recommendations for changes.

## ***Outcomes***

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

### **The Spring 2017 CAASPP Overall Test Results for English Language**

**Arts/Literacy: CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.**

2017 Met Standards: 18%

2017 Not Met Standards: 82%

### **The Spring 2016 CAASPP Overall Test Results for English Language**

#### **Arts/Literacy:**

Our 3rd grade students had the highest percentage of students meeting or exceeding standards (24%) 4th and 5th grade students had the highest (81%/80%) percentage of students not meeting or exceeding standards.

#### **MAP Assessment Data - Reading**

The 2016-17 growth target goal will be 54% of all students meeting their MAP Reading growth target.

Students meeting their MAP Reading growth target: 54% (Goal Met)

**The Spring 2017 CAASPP Overall Test Results for Mathematics: CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in MATH.**

2017 Met Standards: 11%

2017 Not Met Standards: 89%



**Spring 2016 CAASPP Mathematics Sub-group Test Results:**

The 3rd grade had the highest percentage of students meeting or exceeding standards at 54%.

The 5th grade had the lowest percentage of students meeting or exceeding standards at only 5%, with 8th grade closely behind at 4%.

**MAP Assessment Data - Mathematics**

The 2016-17 growth target goal will be 57.5% of all students meeting their MAP Mathematics growth target.

**Goals in the current that were met / or partially met.**

Students meeting their 16-17 MAP Reading growth target: 54% (Goal Met)

Students meeting their 16-17 MAP Math growth target 51% (Goal Not Met)

SBAC proficiency goal not met for both ELA and Math.

**Based on this information, what might be some recommendations for future steps to meet this goal?**

- AVID tutors are needed.
- Continue a full-time social worker to address increasing homeless rate, the high transient rate, high absent rate, and emotional duress of students in high stress environments.
- A full-time counselor for 2016-2017 would be very beneficial. Many Roosevelt students are in trauma.
- Full time services provided by Valley Community Counseling would help provide support to the emotional/mental health needs of students.
- Due to increased crime and gang activity, a full time 8 - hour campus security is appropriate.
- Restorative Justice practices. All staff training through the district for full Implementation of Restorative Justice.
- Researched-based Intervention curriculum for Strategic Intervention time in 1st – 6th grades. Teachers are currently using Imagine Learning, ST Math, and re-teaching CCSS not mastered in class. We need a strong reading intervention program for students who are not reading.
- A full-time reading intervention teacher for grades 4-8 would be beneficial.

***Summary of Review of Overall Performance*****Greatest Progress**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

English Learner numbers declined due to rise in re-classification.

- During this school year, vast improvements in communication between the district's Language Development Office, school sites, district office, and with staff. Teachers, paraprofessionals, and site administration have been direct recipients of significantly relevant and appropriate professional learning and best practices of integrated and designated ELD strategies and framework. In addition, the Language Development Office Instructional Specialists and Coaches have been reinvigorated in providing constructive and informative feedback and coaching to teachers and paraprofessionals in use of integrated and designated ELD strategies and best practices. Through these constructive conversations, teachers and

paraprofessionals can make appropriate corrections timely and with enthusiasm to benefit the English Learners.

### **Greatest Needs**

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

English Language Arts

Math

Suspension Rates

- provide instructional coaching.
- parent liaison to increase parent involvement in student learning
- academic conferences
- parent, teacher, student conferences
- Implementation of PBIS
- CARE
- Multi Tiered intervention

### **Performance Gaps**

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Identified English Learners, Socioeconomically Disadvantaged, and Hispanic students are performing at or lower than “all students”.

- provide instructional coaching.
- parent liaison to increase parent involvement in student learning
- academic conferences
- parent, teacher, student conferences
- Implementation of PBIS
- CARE
- Multi Tiered intervention

## SECTION III: STAKEHOLDER OUTREACH

### *Stakeholder Involvement*

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Being the new principal for the 17-18 school year, the groups listed below will be included in the development of the SPSA moving forward.

- Parents
- Teachers
- Principal
- Other school Leaders
- Other interested members of school and community.

## **SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS**

### ***Strategic Planning Details and Accountability***

#### **LCAP Goal 1: Student Achievement**

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

#### **Strategic Area of Focus**

##### **Academic Student Achievement**

- Tier 1
  - English Language Arts and English Learners
  - Mathematics
  - Social Studies
  - Science

##### **Student Interventions**

- Tier 2
  - English Learners
  - After School
  - Tier 3

##### **Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities**

- Preschool Transitional
- 8<sup>th</sup> Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>1.1</b> <b>Academic Student Achievement</b>	Comprehensive site-based coaching through an Instructional Coach by providing one-on-one differentiated ELA and ELD coaching, demonstration and modeling of lessons throughout the year.	# of teachers that received 1-1 coaching. # of demo lessons given. # of hours to each teacher. # of observation with feedback #pre/post assessment # of co-teaching events	Trimester (3x/year)	\$53,602 (Salaries/Benefits)	Title 1	19101
<b>1.2</b> <b>Academic Student Achievement</b>	Academic Conferences are held three time per year. Target students are identified, strategic intervention groups are developed, and instruction is planned to meet students' needs. Teachers use UOS data, MAP, CELDT, and ongoing curriculum assessments.	# of teachers # of hours # of academic conferences # of observations # of students at grade level # of students below grade level # of students making progress	Three times per year.	\$9,368 (Teacher Substitute Pay) \$6,000 (Teacher Additional Comp)	Title 1 LCFF	11700 11500
<b>1.3</b> <b>Academic Student Achievement</b>	Targeted PD: Teachers will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM), data analysis, etc.	# of teachers # of hours Post PD Surveys Post PD share debrief in staff meetings. # of conferences/trainings attended	3 x year after trimester	\$10,000 (Conference)	Title I	52150

<b>1.4 Academic Student Achievement</b>	Supplemental materials and resources to support core instruction such as intervention programs, project material (e.g. markers, folders, post-its, 3" binders, planners, reference books, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	Student Usage of Technology # of days used Types Material being used	End of Trimester	\$4,000 (Instructional Materials) \$10,478 \$8,418 (Non-Instructional Materials) \$600 (Maintenance Agreements) \$28,000 (Equipment)	Title 1 LCFF	43110 43200 56590 44000
<b>1.5 English Learners</b>	Bilingual Assistant To provide EL students with primary language supports through small group instruction, monitoring, etc.	# of EL students serviced # students making growth #students reclassified # of EL students monitored	Monthly	\$17,951 (Salary/Benefits)	LCFF	21101

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Comprehensive site-based coaching through an Instructional Coach by providing one-on-one differentiated ELA and ELD coaching, demonstration and modeling of lessons throughout the year.	# of teachers that received 1-1 coaching. # of demo lessons given. # of hours to each teacher. # of observation with feedback #pre/post assessment # of co-teaching events	Trimester (3x/year)	\$53,602 (Salaries/Benefits)  \$TBD (Salary/Benefits - Program Specialist)	Title 1	19101
2.2 Academic Student Achievement	Academic Conferences are held three time per year. Target students are identified, strategic intervention groups are developed, and instruction is planned to meet students' needs. Teachers use UOS data, MAP, CELDT, and ongoing curriculum assessments.	# of teachers # of hours # of academic conferences # of observations # of students at grade level # of students below grade level # of students making progress	Three times per year.	\$9,368 (Teacher Substitute Pay) \$6,000 (Teacher Additional Comp)	Title 1 LCFF	11700 11500
2.3 Academic Student Achievement	Targeted PD: Teachers will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM), data analysis, etc.	# of teachers # of hours Post PD Surveys Post PD share debrief in staff meetings. # of conferences/trainings attended	3 x year after trimester	\$10,000 (Conference)	Title I	52150

<b>2.4 Academic Student Achievement</b>	Supplemental materials and resources to support core instruction such as intervention programs, project material (e.g. markers, folders, post-its, 3" binders, planners, reference books, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	Student Usage of Technology # of days used Types Material being used	End of Trimester	\$4,000 (Instructional Materials) \$10,478 \$8,418 (Non-Instructional Materials) \$600 (Maintenance Agreements) \$28,000 (Equipment)	Title 1 LCFF	43110 43200 56590 44000
<b>2.5 English Learners</b>	Bilingual Assistant To provide EL students with primary language supports through small group instruction, monitoring, etc.	# of EL students serviced # students making growth #students reclassified # of EL students monitored	Monthly	\$17,951 (Salary/Benefits)	LCFF	21101



Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Comprehensive site-based coaching through an Instructional Coach by providing one-on-one differentiated ELA and ELD coaching, demonstration and modeling of lessons throughout the year.	# of teachers that received 1-1 coaching. # of demo lessons given. # of hours to each teacher. # of observation with feedback #pre/post assessment # of co-teaching events	Trimester (3x/year)	\$53,602 (Salaries/Benefits)  \$TBD (Salary/Benefits - Program Specialist)	Title 1	19101
3.2 Academic Student Achievement	Academic Conferences are held three time per year. Target students are identified, strategic intervention groups are developed, and instruction is planned to meet students' needs. Teachers use UOS data, MAP, CELDT, and ongoing curriculum assessments.	# of teachers # of hours # of academic conferences # of observations # of students at grade level # of students below grade level # of students making progress	Three times per year.	\$9,368 (Teacher Substitute Pay) \$6,000 (Teacher Additional Comp)	Title 1 LCFF	11700 11500
3.3 Academic Student Achievement	Targeted PD: Teachers will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM), data analysis, etc.	# of teachers # of hours Post PD Surveys Post PD share debrief in staff meetings. # of conferences/trainings attended	3 x year after trimester	\$10,000 (Conference)	Title I	52150

<b>3.4 Academic Student Achievement</b>	Supplemental materials and resources to support core instruction such as intervention programs, project material (e.g. markers, folders, post-its, 3" binders, planners, reference books, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	Student Usage of Technology # of days used Types Material being used	End of Trimester	\$4,000 (Instructional Materials) \$10,478 \$8,418 (Non-Instructional Materials) \$600 (Maintenance Agreements) \$28,000 (Equipment)	Title 1 LCFF	43110 43200 56590 44000
<b>3.5 English Learners</b>	Bilingual Assistant To provide EL students with primary language supports through small group instruction, monitoring, etc.	# of EL students serviced # students making growth #students reclassified # of EL students monitored	Monthly	\$17,951 (Salary/Benefits)	LCFF	21101

## **LCAP GOAL 2: Safe and Healthy Learning Environments**

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

### **Strategic Area of Focus**

#### **School Climate**

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Assistant Principal and Counselor to provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, and structured student engagement activities.	PBIS progress # of students attending school # of students attending on time # of discipline referrals #of students suspended # of student referrals # of student suspensions related to non-instructional time. # of intervention groups held # of CARE team meetings Types of intervention offered # PLUS Meetings	Monthly	\$65,752 \$62,843 (Salary/Benefits)	LCFF LCFF	13201 12151

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Assistant Principal and Counselor to provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, and structured student engagement activities.	PBIS progress # of students attending school # of students attending on time # of discipline referrals #of students suspended # of student referrals # of student suspensions related to non-instructional time. # of intervention groups held # of CARE team meetings Types of intervention offered # PLUS Meetings	Monthly	\$65,752 \$62,843 (Salary/Benefits) \$TBD (Salary/Benefits - Campus Security Monitor)	LCFF LCFF	13201 12151

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p><b>3.1 School Climate</b></p>	<p>Assistant Principal and Counselor to provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, and structured student engagement activities.</p>	<p>PBIS progress                      # of students attending school                      # of students attending on time                      # of discipline referrals                      #of students suspended                      # of student referrals                      # of student suspensions related to non-instructional time.                      # of intervention groups held                      # of CARE team meetings                      Types of intervention offered                      # PLUS Meetings</p>	<p>Monthly</p>	<p>\$65,752                      \$62,843                      (Salary/Benefits)                      \$TBD                      (Salary/Benefits - Campus Security Monitor)</p>	<p>LCFF                      LCFF</p>	<p>13201                      12151</p>

### **LCAP Goal 3: Meaningful Partnerships**

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

#### **Strategic Area of Focus**

##### **Parent, Student, and School Engagement**

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent Engagement	Parent Meeting and Supplies Title I funding to cover parent meetings and services allowed through Title I restrictions. Parents determine how this money is spent. Child care will be provided for parents to attend academic meetings. Roosevelt will hire classified yard duty staff at their hourly rate to provide childcare services on campus.	# meetings coordinated # of parents attending # of students served	Monthly	\$500 (Additional Comp/Hourly) \$337 (Non-Instructional Materials) \$800 \$21 (Parent Meeting) \$313 (Equipment) \$300 (Duplicating)	Title 1	29101 43200 43400 44000 57150



Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent Engagement	Parent Meeting and Supplies Title I funding to cover parent meetings and services allowed through Title I restrictions. Parents determine how this money is spent. Child care will be provided for parents to attend academic meetings. Roosevelt will hire classified yard duty staff at their hourly rate to provide childcare services on campus.	# meetings coordinated # of parents attending # of students served	Monthly	\$500 (Additional Comp/Hourly) \$337 (Non-Instructional Materials) \$800 \$21 (Parent Meeting) \$313 (Equipment) \$300 (Duplicating)	Title 1	29101 43200 43400 44000 57150

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent Engagement	Parent Meeting and Supplies Title I funding to cover parent meetings and services allowed through Title I restrictions. Parents determine how this money is spent. Child care will be provided for parents to attend academic meetings. Roosevelt will hire classified yard duty staff at their hourly rate to provide childcare services on campus.	# meetings coordinated # of parents attending # of students served	Monthly	\$500 (Additional Comp/Hourly) \$337 (Non-Instructional Materials) \$800 \$21 (Parent Meeting) \$313 (Equipment) \$300 (Duplicating)	Title 1	29101 43200 43400 44000 57150

## Section V: School Site Council Membership

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

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Kraig Jorgensen	9/2017		X			
Jerry Newsome	10/2016	10/2018		X		
Ellen Martis	1/2018	1/2020		X		
Virginia Bianchini	1/2018	1/2020		X		
Kathy Samenigo	8/2016	8/2018			X	
Jean Pack	2/2018	2/2020				X
Katya Montano	2/2018	2/2020				X
Margarita Ruiz	1/30/17	1/30/19				X
Cora Esquivel	12/2017	12/2019				X
Alicia Williams	12/2017	12/2019				X
Numbers of members of each category:			1	3	1	5

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

## Section VI: Budget Allocation Spreadsheets

**SCHOOL NAME: ROOSEVELT ELEMENTARY**

**Revised Preliminary Allocations 2017-18 with 2016-17 Carryover**

**2017-2018**

Object	Description	FTE	Title 1 50647	Title 1 50643	Title 1 50645	TOTAL BUDGET	
			Parent Involvement	Instructional-General	Extended Day /Year		SPSA Alignment (Goal - Line)
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp					\$ -	
11700	Teacher Substitute			9,368		\$ 9,368.00	Goal 1 - 2
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly		500			\$ 500.00	Goal 3 - 1
	Montessori Assistant					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 500.00	\$ 62,970.00	\$ -	\$ 63,470.00	
<b>Books &amp; Supplies</b>							
42000	Books					\$ -	
43110	Instructional Materials					\$ -	
43200	Non-Instructional Materials		337	10,478		\$ 10,815.00	Goal 3 - 1; Goal 1 - 4
43400	Parent Meeting		821			\$ 821.00	Goal 3 - 1
44000	Equipment		313	28,000		\$ 28,313.00	Goal 3 - 1; Goal 1 - 4
43150	Software					\$ -	
	<b>Sub-Total-Supplies</b>		\$ 1,471.00	\$ 38,478.00	\$ -	\$ 39,949.00	
<b>Services</b>							
57150	Duplicating		300			\$ 300.00	Goal 3 - 1
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			600		\$ 600.00	Goal 1 - 4
56530	Equipment Repair					\$ -	
52150	Conference			10,000		\$ 10,000.00	Goal 1 - 3
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	<b>Sub-total-Services</b>		\$ 300.00	\$ 10,600.00	\$ -	\$ 10,900.00	
	<b>Total</b>		\$ 2,271.00	\$ 112,048.00	\$ -	\$ 114,319.00	
	Differential		-	-		-	
	<b>2016-17 Carryover</b>		21	30,456		30,477	
	<b>Revised 2017-18 Allocation</b>		2,250	81,592		83,842	
			2,271	112,048		114,319	

**SCHOOL NAME: ROOSEVELT ELEMENTARY**  
**Preliminary Budget Allocation - LCFF**  
**2017-2018**

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional- SC E/General	Extended Day/Year		
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp		6,000		\$ 6,000.00	Goal 1 - 2
11700	Teacher Substitute				\$ -	
12151	Counselor		62,843		\$ 62,843.00	Goal 2 - 1
13201	Assistant Principal		65,752		\$ 65,752.00	Goal 2 - 1
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		17,951		\$ 17,951.00	Goal 1 - 5
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 152,546.00	\$ -	\$ 152,546.00	
<b>Books &amp; Supplies</b>						
42000	Books				\$ -	
43110	Instructional Materials		4,000		\$ 4,000.00	Goal 1 - 4
43200	Non-Instructional Materials		8,418		\$ 8,418.00	Goal 1 - 4
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	<b>Sub-Total-Supplies</b>		\$ 12,418.00	\$ -	\$ 12,418.00	
<b>Services</b>						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	<b>Sub-total-Services</b>		\$ -	\$ -	\$ -	
					\$ -	
	<b>Total</b>		\$ 164,964.00	\$ -	\$ 164,964.00	
	Differential		-		-	
	<b>Allocations</b>		164,964		164,964	