

Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16



Roosevelt Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Roosevelt Elementary School
Vision Statement**

At Roosevelt our vision is to provide an environment where our students will recognize their full potential. They will understand that at school we respect and care for everyone and everything around us. Students will see that learning and achievement is supported and celebrated by Roosevelt staff, their peers, parents, and their community.

**Roosevelt Elementary School
Mission Statement**

The mission of Roosevelt Elementary is to provide and promote high academics for all students. We encourage our children to make connections between new learning and prior knowledge. We believe that students should know what standards are expected of them and achieve them. Children thrive when expectations are high. Children learn best when they are in a clean, safe and caring environment. At Roosevelt we make connections with our parents, families, and community. We support our children learning life, social skills and academics. Roosevelt provides opportunities for our students to become successful, productive citizens of the 21st century.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	130	179	142
1	155	125	153
2	134	135	110
3	140	133	117
4	121	134	116
5	121	102	122

Percent Actual Attendance

2012-13	2013-14	2014-15
96.89	97.32	96.85

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	3 (0.37%)	3 (0.4%)
Asian	5 (0.62%)	6 (0.8%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	799 (98.89%)	748 (98.4%)
African American	0 (0%)	0 (0.0%)
White (not Hispanic)	1 (0.12%)	3 (0.4%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	808	760

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Students at Roosevelt Elementary School will demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century. All students at Roosevelt will have equitable access to high quality curricular and instructional programs that are accessible from school and home. Students and staff will work in a healthy, safe, and secure environment that supports attendance and learning. Roosevelt will engage students in meaningful and rigorous instruction and continue to implement PBIS strategies. These efforts will target high risk students while supporting the district in reducing the number of dropouts, suspensions and expulsions and increasing the number of graduates.

Roosevelt has and will provide increased access to technology for students at school and at home in all grades to improve academic success.

- Provide support for a comprehensive system for technology at Roosevelt in various locations of the school and home:
 - Classroom computers
 - Two computer labs
 - Library computers
 - iPads
 - Laptops
 - Elmos and Projectors
 - Smartboards

- Provide support to teachers and students to integrate technology into the curriculum that aligns with state standards.
- Provide software that promotes improvement in academic achievement in all grade levels and programs.
- Encourage and support student access to technology at school and at home.
- Provide high quality curriculum and instructional programs that are accessible from school and home.
- Promote professional development to Roosevelt's staff.
- Purchase additional technology (iPads/printers/computers/laptops/document readers/projectors) as needed.
- Purchase technology accessories (cables, mouse, mouse pads, bulbs, headphones, etc.) as needed.

Roosevelt promotes and encourages students and parents to be on time and ready to learn every day.

- Roosevelt promotes good attendance with students and parents. Students are presented with attendance award medals at awards assemblies and parents are invited to attend.
- Roosevelt provides support for students and parents that have chronic absenteeism.
- Roosevelt provides support for students and parents that have chronic tardies by holding SST and SART meetings to find ways to assist families for on time attendance.

Roosevelt has and will provide a healthy, safe and secure school climate to promote values necessary for our students to become productive citizens of the 21st century.

- Roosevelt will provide opportunities for our students to increase their participation in extra curricular activities
- 100% of certificated classroom teachers have certification declaring them, "highly qualified".
- All instructional assistants will be certified as, "highly qualified".
- Provide program planning, teacher training to support development/ implementation of best practices that include, but are not limited to the following:
 - School schedules and lesson plans
 - Professional Development - Sub Days
 - Differentiated Instruction in ELA, Math, and Science
 - Accelerated Reader
 - Mind Institute

- Thinking Maps
 - Tutoring
 - ELD Support
 - PBIS - Sub Days
 - Student Surveys
 - Parent Surveys
 - Teacher Surveys
- Roosevelt works together as partners with parents to promote the feeling of being on a healthy, safe and secure campus. Campus supervisors are on campus before, during and after school hours to ensure school safety.
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Goal IIa: Reading Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: In reading and language arts Roosevelt students will be proficient readers by third grade and demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials.

Teachers will be provided SBE adopted core materials in reading/language arts including strategic interventions that will be in use daily in every classroom and for every student. Teachers will use California Common Core Standards. Classrooms will implement the policy of uninterrupted instruction times for Language Arts instruction depending on the grade level of students. Administration will monitor implementation of instructional time including additional time for the intervention programs. With staff support, students will become proficient readers by the end of third grade. Students will demonstrate grade appropriate college readiness as indicated by the Measures of Academic Performance (MAP) assessments. This will be attained through a variety of mediums: classic and contemporary literature, informational text, and access to technology with on-line information that will focus on reading comprehension, fluency, and vocabulary development.

- Teachers will provide equal student access to rigorous, standards based instruction and daily interventions. These standards will be implemented with SBE adopted instructional core materials, academic support materials and technology based resources. Teachers will use Common Core Standards.
- A schoolwide block of uninterrupted reading/language arts time will be given priority and protection from interruptions.
- Teachers will build into their lesson plans daily strategic interventions using the SIPPS program. These interventions will be implemented during scheduled student workshop time. Target students will be chosen.
- Teachers will meet monthly to discuss and develop best practices to be utilized when teaching reading across the curriculum.
- Teachers will keep and update Data Folders that will allow them to track their students' progress.
- Students in grades 4th through 5th will complete daily agendas that will keep them organized and on task.
- K-5 curriculum maps will be implemented by classroom teachers and monitored by best practices.
- Roosevelt's TOSA will work with individual teachers and grade-level teams.

Teachers and Support Staff will use SBE-adopted reading/language arts interventions daily for identified students. Teachers will provide additional time for reading/language arts workshop and/or intervention reading programs.

- Classroom teachers, (K - 3rd grades), RSP teachers, an instructional aide and a S.U.C.S.E.S.S. transitional pilot program teacher will be using the SIPPS and Open Court intervention materials on a daily basis for student interventions. The classroom teacher will identify below grade level students to receive small group remediation.
- Classroom interventions: PALS, 6 Minute Solution, Smarty Ants, Lexia and myON.
- Teachers will structure their daily schedules to ensure that additional intervention time is provided for students in language arts.
- The school's library and classroom libraries will maintain leveled and challenging books that are available to both students and parents.
- Students achieving proficiency will receive award medals during a school assembly.
- Before and Afterschool Tutoring

Roosevelt will increase access to technology for staff and students with additional computers, iPads, laptops, tablets and classroom printers. This increase will provide greater access to technology in classrooms and student's homes.

- Teacher Laptops, classroom computers, iPads together with the computer labs will provide teachers and students, opportunities to use technology to access programs that supplement the core curriculum. Training, and schoolwide use of the computerized Accelerated Reader Program will be used to monitor and assess reading growth by students through individual student reports, classroom teacher

reports, and grade-level reports. Teachers will be able to access the Accelerated Reader Program, Smarty Ants, Lexia and the STAR Enterprize Program through the computer lab and classroom computers.

- Smarty Ants, myON and Lexia - Computer reading programs.
- Introduction and ongoing Accelerated Reader student participation.
- Ongoing Illuminate training for teachers.
- Data analysis training
- Computer programs for Early Interventions
- Differentiated instruction through technology.
- Reading in the content areas through technology.
- Content standards presented through technology.

Staff members will participate in site-driven staff development and district supported staff development. Wednesdays are devoted to collaboration , staff, or grade-level meetings. During these meetings, staff will learn new strategies, analyze data, and learn new best teaching practices to implement in their classrooms.

- California Common Core Standards staff training.
- Smarty Ants, myON and Lexia training for teachers.
- Continued training and support for Pals, 6 Minute Solution and REWARDS.
- Ongoing Accelerated Reader training for staff.
- Early Reading Interventions training
- Differentiated instruction training
- Classroom Management
- Inservices for Roosevelt Staff
- Content standards instruction

Goal IIb: Writing Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: In writing Roosevelt students will be proficient writers across the curriculum by third grade and they demonstrate the grade-level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials.

Alignment of instruction, strategies and materials with Common Core State Standards maximizes the pacing and delivery of grade-level standards. By using district guidelines, all students will be presented and supported with the grade-level expectancies.

- Teachers will teach using the Common Core Standards. Site will provide additional supplemental materials for extended learning opportunities in writing to reach state standards.
- TOSA will work with individual teachers and grade-level teams.
- Teachers will meet monthly to discuss and develop best practices to be utilized when teaching writing across the curriculum.
- Analysis of student work samples.
- Grade levels will use "student friendly" rubrics.
- All grade levels will post Proof-Reading Editing Checklist.
- Usage of Thinking Maps, Carousel of Ideas Kit, and supplemental research based materials.
- K-5 district developed, grade-level pacing charts for Open Court instruction.
- School and classroom bulletin boards will reflect student work that is at grade level and aligned to standards.

Extended Learning Opportunities will be provided to help students develop their writing skills.

- Teachers will implement instruction strategies and interventions that support student's writing.
- Exemplary models will be available for all students.
- Before or after school tutoring by classroom teachers
- Engage 360°, after school program

Increased Access to Technology will allow students to compose, edit, and publish their writings.

- Students will have access to classroom computers, iPads, tablets and the three computer labs during the school day and after school.
- Tablets will be made available to students and parents that will enable them to have access to technology at home.

Staff members will participate in site-driven staff development and district supported staff development that focuses on writing quality objectives, using thinking maps, and lessons that incorporate the writing process.

- Common Core Standards
- Classroom teachers will observe demonstration lessons.
- Thinking Maps
- Focused Approach strategies for EL students
- Grade-Level Planning
- Curriculum Planning
- Staff members will participate in site/district driven staff development in writing.

Goal IIc: English Language Development

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Roosevelt English language learners will be reclassified within 5 years of entering the English learner program. All English learners will demonstrate progress towards this goal as measured by the state assessment. All students will have access to high quality, standards-aligned instructional materials.

The staff at Roosevelt aligns the instruction of English Language Development with strategies and materials within the content standards.

- Purchase supplemental ELD instructional material to provide extended learning opportunities for English Learners to develop academic language necessary to access Common Core State Standards.
- Alignment of Systematic ELD with Carousel of IDEAS.
- Staff will continue using SDAIE, GLAD, Thinking Maps and Frontloading strategies in all content areas when needed.
- K - 5 district developed, curriculum maps for Open Court, together the ELD Interventions will be implemented by classroom teachers and monitored by site administration
- Thirty minutes of ELD instruction for homogeneous groups to be established and implemented in each grade level during the same time each school day.
- School and classroom bulletin boards will reflect student work that is at grade level appropriate and aligned to ELD standards.

Students are exposed to many English Language Development extended learning opportunities that allow for students to acquire the language skills they need to be successful in their education and careers.

- The library and classroom library will contain leveled readers: challenging reading materials for high-ability EL readers and high-interest, materials for at risk EL students.
- Engage 360°, after school program
- Before or after school tutoring by classroom teachers.

Students are offered access to different types of technology to increase their speaking, reading and writing skills of the English language.

- EL students will have access to classroom computers, iPads and three computer labs. EL software will be downloaded and made available to students.
- Accelerated Reader will be available for schoolwide implementation, utilizing computers in the classroom, library, and our two computer labs.
- Smarty Ants and myON Individualized reading program.
- SMART Boards are utilized for EL instruction.

Staff members will participate in site-driven staff development and district supported staff development that increase their knowledge of second language learners.

- Common Core State Standards
- Thinking Maps, and Carousel of IDEAS workshops for teaching staff.
- Focused Approach strategies for frontloading vocabulary.
- Accelerated Reader ongoing training for all staff.
- Staff development for the school community will focus on:
 - Data analysis
 - Early Interventions
 - Differentiated instruction
 - Reading in the content areas
 - Classroom Management
 - Content standards
 - SIPPS workshops
 - Staff members participate in site-driven staff development and district supported staff development.
 - Consultants

Goal IId: Mathematics

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Roosevelt students will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed to be successful in Algebra through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials. Students will have the grade level skills to be prepared for college/careers of the 21st century.

Roosevelt aligns instruction of mathematics by using district and site trained strategies and materials within the content standards.

- Teachers will use and provide instruction using Houghton Mifflin as it is aligned with the California Common Core Standards. Site will purchase supplemental instructional materials to provide extended learning opportunities in Math.
- Teachers will be provided SBE adopted core materials as well as invention math materials that will be in use daily in every classroom and for every student.
- Teachers will provide instruction, daily interventions and additional time when necessary with SBE adopted core materials for every student.
- Roosevelt will provide priority to uninterrupted instructional time for the district adopted math program.
- Teachers will follow curriculum maps.
- Teachers will meet monthly to discuss and develop best practices to be utilized when teaching math.

Extended Learning Opportunities are provided by interventions and in the Mind Institute (JiJi) lab outside of the regular classroom visits.

- Before and after school tutoring by classroom teachers.
- Mind Institute ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math.
- Curriculum Maps
- Engage 360°, after school program

Increased Access to Technology will be increased with the addition of new computers, iPads, laptops, classroom printers and SMART boards.

- Fund classroom technology with additional classroom document readers, projectors and SMART boards.
- Classroom computers and printers
- Math software programs on classroom technology aligned to grade level standards.
- The school computer labs contain and will maintain computers and varied math software. This software is used for interventions and challenging practices for Roosevelt students.

- Students have access to computer time during school, and after school.
- Students will have access to the Mind Institute's JiJi program from home.

Staff Development and Professional Collaboration will devote collaboration meetings to evaluate math data and to develop plans to help students master the Common Core State Standards.

- Staff Development aligned to grade level standards
- Common Core Standards
- Using assessment to drive instruction
- Best instructional practices
- Sub Days for Staff Development
- Consultants

Goal III: Parent and Community: Partnerships for Student Learners

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Roosevelt will welcome parents and community members to a healthy, safe and secure, environment that supports student learning. Informative parent meetings, school activities, and parent volunteering will be offered with community partners and other family services. This will be accomplished by building upon best practices and encouraging parent/student engagement. Staff members will guide parents on how to encourage learning at home, how to engage their children and opportunities to clarify ongoing school assessments. Parent meetings/trainings will include suggestions for regular school attendance, progress reports, and grades. Annual parent surveys will demonstrate that parents agree or strongly agree that Roosevelt is a safe place for students.

Building on parenting strengths

Roosevelt administration, teachers, and community members have coordinated their efforts to provide support to Roosevelt parents in assisting their children's success.

- Roosevelt will conduct and support effective family learning activities that focus on helping parents support their children's learning.
- Administration and teacher created home learning materials, manipulatives and activities that have been discussed and explained to parents.
- Parent-Child book reading access to the myON reading program at home.
- Parent participation in IEP meetings.
- Parent participation in SST meetings.
- Parent participation in classroom teacher report card conferences.
- Parent participation in the development and monitoring of AIPs
- Parents are invited and incentives are provided to increase participation to monthly school meetings that cover nutrition, health and wellness.
- Parenting Classes for parents - Padres Unidos - positive discipline, kindergarten readiness and providing a bridge that will smoothly transition students from elementary school to intermediate school.
- Parent library access and book checkout.

Communicating effectively

Roosevelt has implemented effective two-way communication with parents about programs, school activities and opportunities for parent involvement.

- Newsletters, monthly parent meetings and Parentlink are used to communicate events taking place at Roosevelt.
- Roosevelt's front office will provide and communicate to staff, parents and students, school programs, schedules, activities, other important opportunities.
- PBIS Roadrunner Recognition
- Parent participation in Back to School Night, IEPs, SSTs, Parent Conferences and Open House meetings.
- Parents are invited and incentives are given to increase participation in monthly school meetings to celebrate their child's success.

Organizing opportunities for volunteering

Roosevelt encourages and organizes parents and community volunteers. We provide opportunities for parents to share knowledge, skills, and culture with students and staff.

- Parent Room Volunteers

- Chaperones for field trips
- College and High School Student Volunteers
- GRIP: Parents provide positive roll models as, "Greeters" that greet students every morning before school. This is one piece of the combined efforts of the Roosevelt staff, parents and community.

Learning at home

Family and community involvement is a key in student success. Teachers and staff meet regularly to help families be partners in their child's education.

- Parent Classes/Meetings - including planning for their children's future and helping the school provide a bridge that will smoothly transition students from elementary school to intermediate school.
- Book Fairs
- Workshops will provide parents with materials and information on how to assist their children's learning. Roosevelt will inform parents how to provide a home learning environment. Workshops will also assist parents to include study skills, homework organization, and how to access interactive technology.
- Teachers will create materials and provide information to resources that will assist parents to help support learning at home.

Involving in decision making

Roosevelt builds a strong commitment with parents and community to recruit and empower them to become advocates, advisors, committee members, representatives and decision makers for the students and the school.

- Roosevelt's commitment to involve staff, parents and community with data assessment and accountability are presented in various communications.
- School Site Council - Allocation of state, federal, and categorical budget funds presented at monthly school meetings.
- English Learner Advisory Committee
- District Advisory Committee Member Representative and District English Advisory Committee Member Representative

Collaborating with the community

Roosevelt has established partnerships with the community with resources for our children and their families to strengthen the school program.

- Girl Scouts of America
- The Elks Club
- Turning Point
- Healthy Tomorrow
- Latino Health Access
- Parent Leadership Training
- Santa Ana College
- Santa Ana Police Department-PAAL
- GRIP/ Orange County District Attorney's Office

Building relationships

Roosevelt celebrates and recognizes parents by building trust by helping the parents and community feel welcome at school.

- Padres Unidos / Parenting Classes
- Fall Carnival
- Roosevelt's participation in the district's School Fair
- SOS - Share Ourselves
- GRIP /Orange County's District Attorney's Office
- Latino Health Access
- The Santa Ana Elks Club
- First American Title Company
- Assistance League of Santa Ana

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Professional Development, Enrichment	1000-1999: Certificated Personnel Salaries	Title I, Part A	8,600.00
Activity Supervisors, Enrichment	2000-2999: Classified Personnel Salaries	Title I, Part A	5,000.00
Certificated and Classified	3000-3999: Employee Benefits	Title I, Part A	1,403.67
Technology, Classroom and Library Books, Enrichment Materials	4000-4999: Books And Supplies	Title I, Part A	112,773.09
Notifications, Letters, Flyers, Hand-outs, EL, Reading and Math Materials	5000-5999: Services And Other Operating Expenditures	Title I, Part A	25,103.83
Total			152,880.59