

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02.

School Information		District Information	
School Name	Roosevelt Elementary	District Name	Santa Barbara Elementary
Principal	Dr. Donna Ronzone	Superintendent	Dr. Deborah Flores
Street	1990 Laguna St.	Street	720 Santa Barbara Street
City, State, Zip	Santa Barbara, CA 93101-1098	City, State, Zip	Santa Barbara, CA 93101
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School Description and Mission Statement

Roosevelt School is named after President Theodore Roosevelt and is the proud home of the Rough Riders. It is a diverse and integrated school community of approximately five hundred and thirty students. Seventy-seven percent of the students have a primary language of English; twenty-three percent are primarily from Spanish-speaking homes.

Located in the upper east side of Santa Barbara, the school site is slightly under four acres and is the smallest in the Santa Barbara School District. The classrooms are housed in a new, two story building, which was completed in the 1999-2000 school year.

We promote and support academic excellence, together with the social, emotional, and physical well-being of each child.

- Guide students to understand, honor, and respect diversity.
- Provide students with the skills necessary to participate in a technological world.
- Teach students to be problem-solving, self-reliant, confident, and responsible citizens.
- Create and maintain a safe, positive, and rigorous academic environment.

Opportunities for Parental Involvement

Contact Person Name	Sue Hoke	Contact Person Phone Number	(805) 563-2380
<p>Roosevelt parents volunteer hundreds of hours in classrooms, which enable teachers to carry out enrichment projects and provide small group instruction. Parents can either volunteer in their child's classroom, or in a variety of PTA events/projects.</p> <p>Through the generous support of our PTA, students have the opportunity to participate in a number of enrichment programs, including After School Enrichment Classes (e.g., Art, Baby-sitting, Cooking, Drama, Dance, Spanish, and Writing), Cultural Assemblies, Choir (46), Vocal Music (K-3), Computer Classes, Discipline Based Art Education Program, Theatrical Performances by Ensemble Theater and Civic Light Opera, and Educational Field Trips. They also sponsor activities to promote a strong school community, including the annual Fall Ball, Family Clay and Theater nights.</p>			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	72
Grade 1	77
Grade 2	59
Grade 3	78
Grade 4	95
Grade 5	87
Grade 6	59
Total Enrollment	527

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	11	2.1	Hispanic or Latino	198	37.6
American Indian or Alaska Native	6	1.1	Pacific Islander	0	0.0
Asian	6	1.1	White (Not Hispanic)	301	57.1
Filipino	0	0.0	Multiple or No Response	5	0.9

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	April 2004	Date Last Discussed with Staff	May 2004
<p>In preparation for emergencies, Roosevelt has a plan for the supervision of children and for access to outside systems of communication (KIST, KRUZ, KTMS). Each classroom is equipped with First Aid Kits and Disaster Plans. Fire Extinguishers and disaster supplies are located throughout the school. Emergency supplies are inventoried yearly. Thanks to the support of Direct Relief International, a disaster shed is located on campus. Emergency drills (fire and earthquake and shelter in place) are practiced monthly. The disaster plan is reviewed continually. In emergencies, students must remain on the school site until a designated person (per Student Emergency Card) signs for the release of a child. If children are on route to their home during a disaster, students should go directly home and not return to school.</p>			
<p>Key Elements of Safety Plan:</p>			
<ul style="list-style-type: none">• <i>Safe Routes to School:</i> A recently formed committee made up of parents and school staff has been created to analyze and make suggestions regarding safe routes to school. In the spring of 2004, a school wide survey was disbursed regarding the means by which students travel to and from school. The same committee promoted a "Bike to School Day" and has met with other schools' committees to discuss safety and safe routes.• <i>School Crossing Guards:</i> The school crossing Guard is provided by the Santa Barbara Police Department and is present both before and after school.• <i>Hazardous Materials:</i> A "sharps" disposal container is located in the Health Office.• <i>Infectious Diseases:</i> All staff are trained annually by the district nurses in regards to Universal Precautions.• <i>Health and Safety:</i> Annual training by the district nurses is provided on the following topics: bee stings, epilepsy, seizures, asthma, allergies, medication dispersal and more. A three-quarter time health assistant provides on-campus first aid treatment. Referrals to dental, vision, hearing and other medical resources are also made by the health assistant. Individual training is additionally provided to teachers who may have students with medical IEPs in their homerooms. Additionally, Roosevelt has a fully stocked disaster shed on campus.• <i>Drugs and Alcohol:</i> Drug, alcohol and tobacco prevention is addressed in all grades by the following curricula: Character Counts, The Great Body Shop, and in sixth grade by DARE (Drug Action and Resistance Education). Additionally, the entire school participates in Red Ribbon Week.• <i>Harassment and Sexual Harassment:</i> Twice annually the principal reviews to staff the district policies regarding harassment, sexual harassment, and hate crimes.• <i>Visitors:</i> Once school is in session, the gates to the school are locked and all visitors to Roosevelt School must enter and exit through the school office. A sign-in and sign-out form that includes an identification sticker is standard procedure.• <i>Playground Uses:</i> The playground and field is used by all students during recess and lunch times. After school, the Daycare and After School Recreation Program uses the playground and field. Any other agency which wishes to use the facility must receive approval from the site administrator.• <i>Tobacco-free schools:</i> Roosevelt School strictly enforces the tobacco-free school policies as instituted by the school district.• <i>Conduct code:</i> A school handbook that includes both school and board policies is currently being revised for distribution in the fall.			

School Programs and Practices that Promote a Positive Learning Environment

Staff and parents at Roosevelt School have high standards for academic performance as well as student behavior. Student Discipline Standards are clearly articulated to students and parents, and consistently reinforced by all staff. Students are expected to be respectful and responsible at all times. Roosevelt staff has a long-standing reputation for creating a loving and caring school climate for all children, which has resulted in a positive, safe, and productive learning environment.

Roosevelt Elementary School has adopted the California Content Standards for all subject areas and developed a standards-based report card (standards based for reading-language and math) to drive and focus classroom instruction. Current reading-language arts, math, history-social sciences and science materials have been selected for how well they align with grade level content standards. Instruction is informed and modified as needed through the process of grade level teacher analysis of student performance with continuous monitoring and benchmark assessments.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	2001	2002	2003
Number of Suspensions	23	12	9
Rate of Suspensions	4.2%	2.3%	1.7%
Number of Expulsions	0	0	0
Rate of Expulsions	0%	0%	0%

School Facilities

Roosevelt School is a closed campus. During school hours, any visitors must enter and check in at the office before being on campus. Before school, supervision begins at 7:40am and after school students go home by bus, parents, or walking, except for the 60 students who stay on campus for the after school recreation program.

Roosevelt School is a new school; the building was completed in April 2000, and is in excellent condition. The school is located in the upper east-side of Santa Barbara, close to the famous Santa Barbara Mission. The school site is slightly under four acres in size. The classrooms are housed in a new two story building and are well maintained by two custodial staff members.

There are 28 classrooms. These classrooms are used for a school-based special education program, computer classes, Art/Science, Pre-K, a county special education program and, of course, kindergarten through sixth grade.

Our playground/field area is currently awaiting new grass. The field construction is scheduled to begin in May 2004 and is to be completed by fall of 2004.

The restrooms are in good condition, with the exception of some graffiti, which has not yet been painted over with a matching color.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	49	46	51	32	33	37	30	32	35
Mathematics		40	52		32	39		31	35

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Hispanic or Latino	White (not Hispanic)
English Language Arts	26	71
Mathematics	27	71

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	46	56	16	29	63	16	55
Mathematics	54	51	18	31	63	22	55

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	66	65	56	51	53	43	44	45	43
Mathematics	67	66	58	57	59	49	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Hispanic or Latino	White (not Hispanic)
Reading	34	71
Mathematics	37	75

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
Reading	52	59	16	34	67	22	59
Mathematics	59	57	28	40	68	13	63

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	76.8	82.2	70.3	29.5	34.1	24.8	23.8	25.2	22.3

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	99	99	100	Percent Tested	99	100	99
API Base Score	748	764	756	API Growth Score	773	755	795
Growth Target	3	2	2	Actual Growth	25	-9	39
Statewide Rank	7	8	7				
Similar Schools Rank	9	9	5				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Hispanic or Latino				Hispanic or Latino			
API Base Score	600	628	650	API Growth Score	627	642	685
Growth Target	2	2	2	Actual Growth	27	14	35
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	885	874	844	API Growth Score	887	856	875
Growth Target	#	A	A	Actual Growth	2	-18	31

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	602	640	661	API Growth Score	640	659	688
Growth Target	2	2	2	Actual Growth	38	19	27

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	No	Yes				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	29	28	27
Teachers with Full Credential (full credential and teaching in subject area)	29	28	27
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

Teacher evaluation procedures and criteria are defined in the agreement between the districts and the Santa Barbara Teachers Association. Temporary and probationary teachers receive three formal observations and an evaluation the first year, and two formal observations and an evaluation the second year. Permanent teachers are observed and evaluated once every other year. Copies of all evaluations are kept in the Personnel file. The school principal and the teacher also retain a copy. There are no unscheduled evaluations. Recommended areas for improvement are noted in the evaluation and teachers' performance is determined to be either satisfactory or unsatisfactory. Evaluation criteria include:

- Engaging and supporting all students in learning Understanding and organizing subject matter knowledge for student learning Assessing student learning Creating and maintaining an effective environment for students Planning instruction and designing learning experiences for all students
- Developing as a professional educator

Three days per year are dedicated to staff development.

Substitute Teachers

On rare occasions it has been difficult to secure qualified substitute teachers. At these times, resource personnel or other teachers have filled in. This has not had an impact upon the instructional program.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	0
Librarian	1
Psychologist	.8
Social Worker	0
Nurse	.2
Health Aide	.6
Speech/Language/Hearing Specialist	.7
Resource Aide	1
Special Day Class Aide	1

VII. Curriculum and Instruction

School Instruction and Leadership

The leadership team (Team Leaders) at Roosevelt consists of one teacher from each grade level who meets regularly with the principal. The "Team Leaders" help circulate information to all staff members and help with the school-wide decision-making process to facilitate communication between faculty, staff and administration.

In addition, the faculty and staff provide assistance through:

- A school site Student Support Team (SST) that is modeled after the Elk Grove Intervention Model. This model provides oversight and assistance in identification, assessment and intervention by the Special Education faculty. They work closely with the regular classroom teachers to plan and implement appropriate interventions for "at risk" students. The Special Education faculty also trains and supervises the instructional assistants who then work with identified students individually or in a small-group format. The intent is to provide early and intense reading intervention in 1st, 2nd, and 3rd grades.
- Differentiated instruction that includes 30 minutes (daily) of language intervention and/or strategies for various academic skill levels.
- Instructional aides, peer tutors, cross grade level tutors, and volunteers that provide individual and/or small group instruction in targeted skill areas under teacher supervision.

The principal provides leadership in:

- The administration of district and state assessments and analysis of resulting data
- Utilization of assessment data to determine grade level strengths and weaknesses in curriculum instruction
- Utilization of assessment data to identify at-risk students and plan appropriate intervention services and strategies
- Scheduling, monitoring, and attending relevant professional growth activities, meetings and conferences that relate to school/student performance
- Coordinating supplementary services for all students, to include at-risk students funded through categorical or other funding sources.

The Open Court Reading Program (2002) is in place in all K-6 classrooms. Currently Houghton Mifflin Mathsteps (2000) is used in grades K-5, supplemented with Creative publications Mathland and newly purchased Calendar Math. Grades 5 and 6 were provided with math curriculum from Harcourt Brace. Professional Development was provided this past fall, 2003, for all faculty with both Calendar Math and Harcourt Brace. All programs in use have extensive accommodations for meeting the instructional needs of special student populations, including English learners and other diverse learning groups.

All teachers implement the standards-based instructional materials described above. The district adopted the new math materials for 5th and 6th, and Calendar Math was utilized to provide additional instructional support for grades K-5. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. Specifically, teachers use the Open Court Intervention Guide and Open Court English Language Development Guide to support the needs of students who perform below grade level or need support with English language acquisition. A new curriculum from Hampton Brown, High Point, was ordered on a trial basis for summer school. The basic program proved to be very effective for the non-English speaking students and has been utilized this fall with the NewComer program.

Professional Development

There are three full days a year set aside for staff development. For some staff development days, schools are directed by the district as to the theme/topic for staff development. For example, if we receive newly adopted instructional material then the entire staff will participate in training for those materials. Staff development days that are not predetermined by the district are decided by each site based on staff needs/requests.

Roosevelt currently has two teachers who attend BTSA meetings and who do observations of other teachers throughout the year. We also have one teacher who is Nationally Board Certified.

Quality and Currency of Textbooks and Other Instructional Materials

All students have access to textbooks and other instructional materials in each core subject that are current and in good condition. Textbooks are reviewed periodically and new books and materials are purchased about every seven years. Teachers and subject area coordinators work with the assistant superintendent for curriculum to determine new adoptions. All textbook requests must align with content standards and courses of study.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	41,895	36,000
1	50,760	50,400
2	50,760	50,400
3	54,120	50,400
4	54,120	54,000
5	54,120	54,000
6	54,120	54,000

Total Number of Minimum Days

Roosevelt kindergarten students are on a different schedule than our first through sixth grade students. Our kindergarten students have seven weeks of a half day schedule, where they attend school from 8:00-11:30. This half-day schedule allows the teachers to administer one of the assessments which need to be done twice a year. During the rest of the year our kindergartners have a full day schedule Monday through Thursday, (8:00-2:00) and a half-day schedule every Friday. First through sixth grade students have two separate weeks of a half day schedule in order for teachers to hold parent/teacher conferences. The regular daily schedule is 8:00-2:20.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,396	\$37,036
Mid-Range Teacher Salary	\$59,163	\$60,113
Highest Teacher Salary	\$67,040	\$74,006
Average Principal Salary (Elementary)	\$93,690	\$92,289
Average Principal Salary (Middle)	\$103,614	
Average Principal Salary (High)	\$107,277	
Superintendent Salary	\$132,413	\$138,150
Percent of Budget for Teacher Salaries	43.85	45.72
Percent of Budget for Administrative Salaries	3.65	5.57

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures maybe found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$40040830	\$6577	\$6444	\$6719

Types of Services Funded

Roosevelt School receives federal No Child Left Behind (Title I) monies along with state Limited English Proficient (LEP) and School Improvement Program (SIP) monies.

Services provided by categorical funds to enable underperforming students to meet standards include:

- Three instructional assistants provide specific reading intervention in 1st through 3rd grade, for children identified through the Elk Grove Intervention model.
- One NewComer instructional aide provides additional language intervention for designated Limited English Proficient students, grades K-6.
- Family Service Agency "counselor" to provide direct service to students and families and/or secure community resources when appropriate.
- One .60 Full-Time-Equivalent Science Teacher to provide additional instruction in science to all students, grades 1 - 6.
- Two teachers to provide after-school support, Homework Clubs, for students who need additional small group assistance in reading and math, 2nd-6th grades.