

Roosevelt High

10621661035831

Principal's Name: Michael Allen

Principal's Signature:

A handwritten signature in black ink, appearing to read "Michael Allen", written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michael Allen	X				
2. Chairperson - Yesenia Gutierrez					X
3. Krystal Rivera		X			
4. Jessica Jones		X			
5. Jose Galaviz		X			
6. Adriana Cadenas		X			
7. Mary Migliore/Luz Vega			X		
8. Lilia Becerril				X	
9. Adela Rodriguez				X	
10. Roseanna Montoya				X	
11. Fabian Torres					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Roosevelt - 0395

ON-SITE ALLOCATION

3010	Title I	\$185,305 *
7090	LCFF Supplemental & Concentration	\$463,454
7091	LCFF for English Learners	\$188,976
		\$837,735
TOTAL 2017/18 ON-SITE ALLOCATION		\$837,735

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$58,035
Remaining Title I funds are at the discretion of the School Site Council	\$127,270
Total Title I Allocation	\$185,305

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	2523	District Dashboard (Goal 4): CORE Waiver: Four Year Cohort Graduation Rate	7/10*	83.62%	89.24%	N/A ¹	N/A ¹	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	3162	District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements	8/10*	46.31%	35.53%	N/A ²	N/A ²	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	7/9	N/A ³	43.89%	37.76%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	7/9	N/A ³	9.07%	8.45%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	10/10	0.00% ⁴	78.45%	79.97%	68.46%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	3178	District Dashboard (Goal 1): Percentage of Advanced Placement (AP) exams passed (scoring 3+)	7/9	20.68%	23.26%	17.72%	N/A ⁵	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	5978	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	5/9	N/A ³	6.78%	9.69%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	5982	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	6/9	N/A ³	0.98%	1.75%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	8/10	N/A ⁷	N/A ⁷	28.38%	31.13%	•LCAP Dashboard - 4PupilAchievement

Formative Assessment

•SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	9.39%	•LCAP Dashboard - 4PupilAchievement
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2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	8/10	4.94%	10.85%	8.35%	4.58%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	7/9*	15.79%	10.81%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	8/9	61.97%	62.47%	66.74%	58.73%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	9/10	92.84%	92.98%	92.50%	93.59%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	8/11	17.93%	17.24%	19.12%	15.93%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students

<input type="checkbox"/>	4849	who are truant as defined by education code (3 or more truancy violations)	8/10	N/A ¹⁰	N/A ¹⁰	83.73%	78.13%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	8/11	11.48%	0.64%	0.05%	0.10%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	4/10	10.93%	7.83%	8.76%	6.47%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	8/10	0.55%	0.15%	0.60%	0.29%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	6046	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	6/10*	13.15%	7.32%	N/A ¹¹	N/A ¹¹	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	6/9	76.25%	79.00%	71.17%	57.53%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7131	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A ^{12*}	N/A ¹²	N/A ¹²	N/A ¹²	0.00%	•SQII Index - A-G - On-Track Status (Related)
<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	10/10	N/A ¹³	N/A ¹³	54.23%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	8/10	N/A ¹³	N/A ¹³	74.47%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	8/10	N/A ¹³	N/A ¹³	56.82%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: MAllen - 03/13/2017

Save

Roosevelt High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	8.45	14	

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Mathematics Mastery. Roosevelt High School will give specific focus on instruction and learning in mathematics, including the delivery of effective first instruction in all mathematics classrooms, collaboration between teachers around both common lessons, assessments, and student products, and the development of a comprehensive support system for students who require additional time for learning. "Vendor" Big Ideas and ancillary resources will serve as the basis for collaborative instructional planning.

SMART Goals

By June of 2018, the percentage of students who achieve a score of Standard Met or Standard Exceeded on the Math SBAC will increase from 8.45% to 14% (as measured by SQII indicator 6169).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Effective first instruction, as observed using the Instructional Practice Guide during classroom walkthroughs.

Owner(s):

Principal

Vice Principals

Visiting administrators

Timeline:

Reported weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Common assessments/student products discussed during Accountable Community meetings.

Owner(s):

Math Teachers

ACs

Timeline:

Reported weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Evidence of student demonstration of learning and through an increase in percentage of students who score Standards Met or Exceeded on Math interim assessments

Owner(s):

Math Teachers
ACs

Timeline:

Following Interim Assessment windows Fall/Spring

Details: Explain the data which will specially monitor progress toward each indicator target

Evidence of student learning and engagement through a decrease in D/F rate in mathematics courses

Owner(s):

Math Teachers
ACs

Timeline:

End of quarterly and semester grading periods

Details: Explain the data which will specially monitor progress toward each indicator target

Attendance records for After School Program and other tutoring options outside of the classroom

Owner(s):

After School Program
VP Liaison

Timeline:

Monthly

Details: Explain the data which will specially monitor progress toward each indicator target

Effective instruction will be evidenced through student demonstration of Schoolwide Learner Outcomes. Demonstration will be through reflective student writing, conversation, self-evaluation of progress and teacher evaluation of students' progress toward meeting SLOs. Students will be: Effective Communicators, Complex Thinkers, Self-Directed Learners, Collaborative Workers, and Community Participants.

Owner(s):

Math Teachers
ACs

Timeline:

Weekly discussions in AC meetings
Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent Involvement will be invited, encouraged and supported through

- informational meetings
- grade distribution nights
- service on decision-making committees such as SSC and ELAC
- Parent learning opportunities provided through the Parent Center
- two Community Relations Liaisons working in the Parent Center
- on-site Parent University representative working in the Parent Center
- Parent-Tutor, a designated resource center maintained on the Roosevelt website. The tab will contain information and links about mathematics to support parents in being tutors at home as they help their children with school work

Describe Related Professional Learning:

- District professional learning for Math CCSS/GVC Big Ideas
- Teacher collaboration focused on improving students outcomes during AC meetings
- Focus on instructional practices during Buyback opportunities, through other readings, and collaborative learning sessions
- Focus on formative assessment strategies, practices and analyses
- Discussions around the development of common grading systems, during AC meetings
- Buyback opportunities and other readings

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will receive access to a rigorous, common curriculum framework and student-centered classrooms (GVC Big Ideas)
- Students will have access to technology, software, and other supplies to support rigorous coursework
- Students will have access to online support, including Khan Academy/College Board and other math content sites
- Student planners will assist in developing organizational and planning skills necessary for academic success
- First intervention will take place in the classroom in real time.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- All teachers will utilize best practices in support academic language acquisition
- Bilingual Instructional Assistants will provide direct support in classrooms to newcomer English Learner students
- A portion of AC time will be designated for planning to meet the needs of English Learners
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community

- Second intervention will occur outside class time, in small groups or one on one, supported by teachers and/or After School Program or peer tutors
- Intense intervention/remediation will be through credit recovery, assigned prescribed tutorials, ELSP.

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	37.76	50	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Literacy: Roosevelt High School will continue to focus on providing effective literacy instruction across the curriculum, including the delivery of effective first instruction in all subject areas with strategies that focus on the development of reading comprehension and writing proficiency. "Vendor" SpringBoard and ancillary resources.

SMART Goals

By June of 2018, the percentage of students who achieve a score of Standard Met or Standard Exceeded on the English Language Arts CAASP will increase from 37.76% to 50% (as measured by SQII indicator 5926)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target
 Effective first instruction, as observed using the Instructional Practice Guide during classroom walkthroughs.

Owner(s):
 Principal
 Vice Principals
 Visiting Administrators

Timeline:
 Reported weekly

Details: Explain the data which will specially monitor progress toward each indicator target
 Common assessments/prompts/student products discussed during Accountable Community meetings

Owner(s):
 English Teachers
 History Social Science Teachers
 ACs

Timeline:
 Reported weekly

Details: Explain the data which will specially monitor progress toward each indicator target
 Evidence of student demonstration of learning and through an increase in percentage of students who score Standards Met or Exceeded on ELA interim assessments (SQII 5926)

Owner(s):
 ACs

Timeline:
 Following Interim Assessment windows Fall/Spring

Details: Explain the data which will specially monitor progress toward each indicator target

Evidence of student learning and engagement through a decrease in D/F rate in mathematics courses

Owner(s):

ELA Teachers
History/Social Science Teachers
ACs

Timeline:

End of quarterly and semester grading periods

Details: Explain the data which will specially monitor progress toward each indicator target

Evidence of improved proficiency in writing through an increase in overall scores on the School Wide Write

Owner(s):

ELA Teachers
ACs

Timeline:

Report of scores following School Wide Write

Details: Explain the data which will specially monitor progress toward each indicator target

Effective instruction will be evidenced through student demonstration of Schoolwide Learner Outcomes. Students will be: Effective Communicators, Complex Thinkers, Self-Directed Learners, Collaborative Workers, and Community Participants. Demonstration will be through reflective student writing, conversation, self-evaluation of progress and teacher evaluation of students' progress toward meeting SLOs.

Owner(s):

Classroom Teachers
ACs

Timeline:

Weekly discussions in AC meetings
Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent Involvement will be invited, encouraged and supported through

- informational meetings
- grade distribution nights
- service on decision-making committees such as SSC and ELAC
- Parent learning opportunities provided through the Parent Center
- two Community Relations Liaisons working in the Parent Center
- on-site Parent University representative working in the Parent Center
- Parent-Tutor, a designated resource center maintained on the Roosevelt website. The tab will contain information and links about mathematics to support parents in being tutors at home as they help their children with school work

Describe Related Professional Learning:

- District professional learning for Math CCSS/GVC SpringBoard and ancillary resources
- Teacher collaboration will focus on developing common assessments/writing prompts and strategies to improve students outcomes
- Focus on instructional practices during Buyback opportunities, through other readings, and collaborative learning sessions
- Focus on formative assessment strategies, practices and analyses
- Discussions around the development of common grading systems, during AC meetings
- Buyback opportunities and other readings

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will receive access to a rigorous, common curriculum framework and student-centered classrooms (GVC SpringBoard)
- Students will have access to technology, software, and other supplies to support in preparations for rigorous coursework
- Students will have access to online support, including Khan Academy/College Board, TurnItIn, and other ELA content sites
- Students will participate in a School Wide Write during the Spring semester to analyze writing proficiency and obtain feedback
- Student planners will assist in developing organizational and planning skills necessary for academic success
- First intervention will take place in the classroom in real time.
- Second intervention will occur outside class time, in small groups or one on one, supported by teachers and/or After School Program or peer tutors

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- All teachers will utilize best practices in support academic language acquisition
- Bilingual Instructional Assistants will provide direct support in classrooms to newcomer English Learner students
- A portion of AC time will be designated for planning to meet the needs of English Learners
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community

- Intense intervention/remediation will be through credit recovery, assigned prescribed tutorials, ELSP.

Roosevelt Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				technology	\$	29,535.00
2	1	Sup & Conc	Instruction	Books & Other Reference				Supp matls & supplies; bks, ref, periodicals, online support (TurnItIn)	\$	105,058.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology	\$	47,714.00
2	1	Sup & Conc	Instructional Administration of Special Projects	Copier Maintenance				copier maintenance	\$	15,000.00
2	1	Title 1 Basic	Instruction	Travel				PL travel	\$	8,000.00
Total									\$	205,307.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQLI Element	Current %	Target %	Vendor
3178 - AP Exams passed	17.72	25	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

AP Pass Rates, Eligibility and Retention: Roosevelt High School will focus on goals and implement supports to increase the number of students who meet the AP Eligibility Pool Criteria, as well as the percentage of students who complete AP courses and pass the corresponding AP exam with a score of 3 or higher. This will require an increase in the amount of students who meet the District ELA/Math placement criteria by demonstrating success in prior courses, requiring a focus on effective first instruction, and necessary support models for ELA and Math, as well as the development of a preparation and support plan for current AP students.

SMART Goals

By June of 2018, the percentage of students who meet the AP eligibility pool criteria will increase from 23.1% to 27% and the percentage of students who complete an AP course and pass the corresponding AP exam with a score of 3 or higher will increase from 7.14% to at least 15% (as measured by SQLI indicator 5940).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Effective first instruction, as observed using the Instructional Practice Guide during classroom walkthroughs and discussed during AC meeting

Owner(s):

Principal
Vice Principals
Visiting Administrators

Timeline:

Reported weekly
Reported at AP AC meetings

Details: Explain the data which will specially monitor progress toward each indicator target

Targeted support for students who are not on track, as measured by grade improvements following referrals to tutoring in After School Program, as well as meeting notes from discussions in ACs about necessary support.

Owner(s):

AP teachers
AP Coordinator (query data and reporting)

Timeline:

Weekly review and intervention planning
Increased tutoring sessions as needed

Details: Explain the data which will specially monitor progress toward each indicator target

Prepare 9th grade students for success on the PSAT (10th), as measured by evidence of implementation of regular practice on PSAT/SAT problems in classrooms, and PSAT data including the number and percentage of students who take the PSAT

Owner(s):

AP teachers

Timeline:

PSAT practice and assessment results throughout the school year

Details: Explain the data which will specially monitor progress toward each indicator target

Continue preparing students to be successful on the SAT with regular opportunities during classes, and as part of a preparation plan through College Board/Khan Academy, as measured by enrollment in online preparation opportunities.

Owner(s):

AP teachers
AP Coordinator / Academic Counselors

Timeline:

Recurring class opportunities
Monthly enrollment reviews

Details: Explain the data which will specially monitor progress toward each indicator target

Evidence of preparation of students for rigorous and college-level work through an increase in percentage of students who score Standards Met or Exceeded on ELA and Math interim assessments

Owner(s):

AP teachers

Timeline:

Following assessment reporting periods

Details: Explain the data which will specially monitor progress toward each indicator target

Exam preparation provided for AP students, as evidenced by written AP Exam Preparation Plan by each AP teacher, as well as sign-in sheets for students who attend preparations sessions.

Owner(s):

AP teachers
AP Coordinator

Timeline:

School Year
Increased tutorials Spring semester

Details: Explain the data which will specially monitor progress toward each indicator target

Effective instruction will be evidenced through student demonstration of Schoolwide Learner Outcomes. Students will be: Effective Communicators, Complex Thinkers, Self-Directed Learners, Collaborative Workers, and Community Participants. Demonstration will be through reflective student writing, conversation, self-evaluation of progress and teacher evaluation of students' progress toward meeting SLOs.

Owner(s):

AP Teachers
AP ACs

Timeline:

AP AC sessions
Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be encouraged to participate through

- AP Parent Night
- service on decision-making committees such as SSC and ELAC
- Parent learning opportunities provided through the Parent Center
- two Community Relations Liaisons working in the Parent Center
- on-site Parent University representative working in the Parent Center
- Parent-Tutor, a designated resource center maintained on the Roosevelt website. The tab will contain information and links about mathematics to support parents in being tutors at home as they help their children with school work

Describe Related Professional Learning:

- AP Training for all AP teachers
- Teacher collaboration focused on improving students outcomes in AP classes, as well as opportunities to meet outside of the school day
- District professional learning for Math and ELA CCSS and new materials adoptions
- Specific professional learning and growth for World Languages teachers
- Focus on learning about the PSAT and how to prepare students for success on the assessment
- Information about AP Eligibility for all teachers

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will receive access to a rigorous curriculum framework and student-centered classrooms
- Students will have access to Native Speaker sequence, with rigorous World Language coursework a progressions leading to AP
- Opportunity for all 9th and 10th grade students to engage in preparations for PSAT
- Students will have access to technology, software, and other supplies to support in preparations for rigorous coursework
- Students will have opportunities to complete original credit courses through Edgenuity, allowing them flexibility in their schedules and course loads

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- All teachers will utilize best practices in support academic language acquisition
- Provision of non-school time to utilize technology and resources to support learning needs outside the classroom

- Student planners will support organizational/planning skills necessary for academic success
- In preparation for writing requirements in AP, classroom focus on writing practices in all subject areas, including participation in a School Wide Write
- First intervention will take place in the classroom in real time.
- Second intervention will occur outside class time, in small groups or one on one, supported by teachers and/or After School Program, peer tutors and AP tutorial sessions
- Intense intervention/remediation will be through credit recovery, assigned prescribed tutorials, ELSP.

Roosevelt Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				AP Planning, extra student support, test prep	\$	4,736.00	
									Total	\$	4,736.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQLI Element	Current %	Target %	Vendor
3162 - Graduates who completed A-G requirements	38.7	55	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Effective First Instruction: Roosevelt High School will focus on implementing a model of effective first instruction, support for students struggling academically, and multiple opportunities for students to demonstrate proficiency throughout the semester to increase the number and percentage of students who are on-track for graduation and A-G completion. Additionally, we will continue to encourage a college and career-going culture by increasing the number and percentage of students who meet A-G Competitive Eligibility criteria, by increasing the percent of students who are on track to complete 19 A-G courses and have a grade point average of 3.0 or higher.

SMART Goals

By June of 2018, the percentage of students who are on-track for graduation, considering course completion and current course enrollment using the FUSD Graduation Matrix, will increase from 46.4% to at least 60% (as measured by SQLI indicator 6148) and the percentage of students who are A-G on track will increase from 38.7% to 55%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Effective first instruction and classroom support, as observed using the Instructional Practice Guide during classroom walkthroughs

Owner(s):

Principal
Vice Principals
Visiting Administrators

Timeline:

Reported weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Monitoring of student grades, specifically in ELA, Math and Science with progress reports every 5 weeks

Owner(s):

Classroom teachers
Academic Counselors

Timeline:

5 week cycles

Details: Explain the data which will specially monitor progress toward each indicator target

Frequent monitoring of individual students who have multiple D/F grades on any progress report

Owner(s):

Classroom teachers
Academic counselors

Timeline:

Progress, quarter and semester grade reporting periods

Details: Explain the data which will specially monitor progress toward each indicator target

Targeted support for students who are not on track, as measured by grade improvements following referral to tutoring in After School Program, and meeting notes from discussions in ACs about necessary in-class support

Owner(s):

Classroom teachers
ACs

Timeline:

AC meeting cycles

Details: Explain the data which will specially monitor progress toward each indicator target

Credit recovery enrollment data for students who are not on-track

Owner(s):

Academic counselors

Timeline:

Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

Effective instruction will be evidenced through student demonstration of Schoolwide Learner Outcomes. Students will be: Effective Communicators, Complex Thinkers, Self-Directed Learners, Collaborative Workers, and Community Participants. Demonstration will be through reflective student writing, conversation, self-evaluation of progress and teacher evaluation of students' progress toward meeting SLOs.

Owner(s):

Classroom Teachers
Academic Counselors

Timeline:

AC Meetings
Counseling sessions

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Encourage Edutext enrollment, require parent meetings for students who are considered severely off-track (two or more F grades)
- Parents will be encouraged to participate in informational meetings, including Back to School Night, Open House, grade distribution nights, and Academic Awards ceremonies
- Parent learning opportunities will be provided through the Parent Center, with the support of two Community Relations Liaisons and Parent University
- Encourage parents to attend college-going informational sessions, including information on UC and FAFSA

Describe Related Professional Learning:

- Collaboration opportunities for teachers and staff to calibrate and engage in peer learning
- Professional Learning on grading practices, common assessments and rubric development
- 9th Grade teachers will meet to develop academic interventions monthly and to identify students who need access to interventions
- Learning around structuring interventions in and out of class time
- Professional learning for office staff on how to enroll parents in Edutext

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Differentiated instruction within the rigor of the Common Core State Standards.
- Academic counseling to promote academic success.
- Access to supplemental materials and supplies, including technology and software to support learning
- After school tutoring for all grades, with a specific focus on 9th grade access to both teachers and student peer tutors
- Regular meetings for 9th grade students with older peer mentors
- Opportunities for students to make up credits with credit recovery opportunities during and after school hours
- On-track and borderline 10th grade students to visit a UC or CSU campus during the Spring semester
- Supplemental materials to support and encourage student achievement and improved performance in all curricular areas
- First intervention will take place in the classroom in real time.
- Second intervention will occur outside class time, in small groups or one on one, supported by teachers and/or After School Program or peer tutors
- Intense intervention/remediation will be through credit recovery, assigned prescribed tutorials, ELSP.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- All teachers will utilize best practices in support academic language acquisition
- Bilingual Instructional Aides will be available in classrooms to provide primary language support for Beginning EL students
- Quarterly monitoring of RFEP students
- Specific strategies to support learning needs of students in and outside the classroom

Roosevelt Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				supplemental electives	\$ 59,209.00
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				supplemental contracts for arts electives	\$ 59,209.00
4	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts, SRC intervention support, credit recovery, additional academic support and intervention	\$ 47,367.00
4	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				child care	\$ 2,411.00
4	1	Title 1 Basic	Attendance & Social Work Services	Other Classified-Supplemental				peer tutors	\$ 4,564.00
4	1	Sup & Conc	Instruction	Materials & Supplies				student recognition	\$ 10,000.00
4	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies (RSA)	\$ 20,000.00
4	1	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage	\$ 550.00
4	1	Sup & Conc	Instruction	Direct Transportation (Dr)				travel: Alliance & Move Up	\$ 10,000.00
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Center materials and supplies for workshops	\$ 3,500.00
4	1	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				direct graphics	\$ 8.00
4	1	Title 1 Basic	Instruction	Direct Transportation (Dr)				transport, college visits	\$ 5,000.00
Total									\$ 221,818.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	15.9	14	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Attendance: Roosevelt High School recognizes the importance of school attendance and the relation to academic success, and will focus on decreasing the number of students who are considered “chronically absent” due to an attendance rate of 90% or less. Additionally, we will focus on implementing a complete attendance support plan that will also encourage student arrival to school and classes on time, thus reducing both absences and tardies.

SMART Goals

By June of 2018, the percentage of students who are labeled as “chronically absent” due to an attendance rate of 90% or less will decrease from 15.9% to 14% or less, as measured by SQII indicator 5942 and the ADA attendance rate at Roosevelt High School will increase from 93.6% to 95%, as measured by SQII indicator 48.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Weekly school ADA rate

Owner(s):

Principal
Administration
Attendance Office

Timeline:

Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Weekly student ADA rates, including both overall attendance and tardy reports (overall and period 1)

Owner(s):

Principal
Administration
Attendance Office

Timeline:

Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

Chronically Absent list correlation with grades/academic progress

Owner(s):

Principal
Administration
Attendance Office
Counseling Corps

Timeline:

Monthly

Details: Explain the data which will specially monitor progress toward each indicator target

Reduction of number of students on chronically absent and severely chronically absent lists.

Owner(s):

Parent Center
Parent University
Administration

Timeline:

Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Attention to Attendance Meetings to providing parents with information regarding attendance policy, strategies for improvement of attendance, and support services available on-site
- On-going parent phone calls notifying parents of missed class periods
- Encourage enrollment in Edutext and access/monitoring using ATLAS IQ

Describe Related Professional Learning:

- Professional learning for staff focused on engaging students who have been disconnected from school
- Training and refreshers on using tools, such as School Messenger, to communicate with parents
- Atlas training for staff involved in generating and interpreting attendance reports

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Attendance notifications will be made through Atlas, EduText and personal calls from the attendance office
- Letters home will be generated when students accrue multiple absences and approach entry into the SARB process
- Meetings with the attendance support team to develop school re-engagement plan will be based on Chronically Absent and Severely Chronically Absent students lists
- Student Re-engagement Center will provide opportunities to support students with the re-entry into classrooms after absences
- Supplemental materials to support and encourage exemplary and improved attendance
- Parent Center and Parent University will monitor the SART process to address severely/chronically absent list for additional follow-up and inclusion in SARB process
- Student meetings with counselors and administration will include discussion of attendance

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Parents of EL students will be given attendance notification in Spanish and Hmong
- Attendance meetings will be held in English and Spanish for parents of EL students
- Parent - school meetings will be supported in students' home language

Roosevelt Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Community Relations	1.0000				\$ 87,483.00
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Community Relations	1.0000				\$ 84,920.00
									Total	\$ 172,403.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	6.5	5	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Restorative Practices in Discipline: Roosevelt High School will continue to focus on a supportive and restorative discipline model, by expanding the use of our restorative practices and implementing a plan to provide support for students who make decisions leading to suspension

SMART Goals

By June of 2018, the percentage of students with one or more suspension incidents will decrease from 6.5% to 5% as measured by SQI indicator 843, and the number of students who are suspended for multiple incidents will decrease.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target ATLAS misbehavior entries to inform classroom and individual student needs</p>	<p>Owner(s): Classroom teachers SRC Teacher Admin</p>	<p>Timeline: As incidents occur</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target SRC referrals and logs following suspension</p>	<p>Owner(s): Admin</p>	<p>Timeline: Upon return from suspension</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target Number of behavior plans/contracts drafted and implemented following suspension</p>	<p>Owner(s): Admin SRC Teacher</p>	<p>Timeline: Upon return from suspension</p>

Details: Explain the data which will specially monitor progress toward each indicator target

Out of school suspension incidents

Owner(s):

Admin

Timeline:

Monthly

Details: Explain the data which will specially monitor progress toward each indicator target

Logs of regular check-in meetings for students with a prior suspension and reduction of further incidents for those students

Owner(s):

SRC teacher

Admin

Timeline:

Monthly

Details: Explain the data which will specially monitor progress toward each indicator target

Student progress and self-management will be evidenced through student demonstration of Schoolwide Learner Outcomes. Students will be: Effective Communicators, Collaborative Workers, and Community Participants. Demonstration will be through reflective student writing, conversation, self-evaluation of progress and teacher evaluation of students' progress toward meeting SLOs.

Owner(s):

Classroom Teachers

SRC Teacher

Admin

Students

Timeline:

As incidents and counseling opportunities occur

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Involvement in follow-up meetings after student returns from a suspension, as well as regular contact to provide regular updates on grades, attendance, and behavior
- Parent notification of misbehavior incidents, and home visits for students who repeat misbehaviors
- Communication with feeder schools to determine need of support for incoming 9th graders, communicate with parents to provide transitional support

Describe Related Professional Learning:

- Professional learning for all staff on working with students of poverty and students who are at-risk, through Buyback opportunities as well as other readings
- Development of classroom restorative practices
- Support for Culture and Climate Team
- Trainings to include Discipline in the Secondary Classroom, CHAMPs
- Professional learning on engaging students who are disengaged

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Continue with class meetings to focus on specific guidance through instruction and discussion
- Celebrated positive behavior and student success
- Students will receive social-emotional supports in the Student Re-Engagement Center
- Students will receive classroom supports from those who attend professional learning opportunities
- Continued support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects
- Guest speakers for targeted student audiences
- Field trips for targeted students to provide enrichment opportunities
- Early level discipline issues will be addressed in the classroom with home contact made by the teacher as issues continue
- Mid Level discipline issues will be addressed by administrator in SRC with home contact and referrals for additional services (SAP, counseling, family resources, home visits, mentoring, tutoring, etc.) made as necessary
- Continuing low and mid level discipline issues will be addressed through increased supports based on individual student need
- High level issues will be addressed in accordance with district policy for suspension, followed by increased individualized supports for the students in question

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Staff training on root causes of behavior and addressing those needs with special populations
- Staff training on alternative discipline and classroom management strategies and practices

Roosevelt Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Safe & Civil Subs	\$	4,648.00
6	2	Sup & Conc	Parent Participation	Classified Support-Supplemental				individual need support based on SRC referrals	\$	2,411.00
6	2	LCFF: EL	Attendance & Social Work Services	Local Mileage				local mileage, home visits, transportation support	\$	500.00
								Total	\$	7,559.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQLI Element	Current %	Target %	Vendor
917 - EL's Re-designated	5.4	12	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

English Language Acquisition: Roosevelt High School will continue to focus on supporting the academic acquisition of English for students who are English Learners, incorporating opportunities and support for students to engage in reading, writing, speaking, and listening in the context of grade-level standards. Additionally, we will identify current English Learner students who have met borderline redesignation status, and will develop a plan to support the students to achieve redesignation status within 365 days. English Learners at lower acquisition levels will be supported in ELD courses as well as by Bilingual Instructional Assistants in other core courses.

SMART Goals

By June 2018, the percentage of our Long-Term English Learner students who are redesignated (R-FEP) by meeting the requirements on District Interim and state assessments will increase from 5.4% to 12%, as measured by SQLI indicator 4774, and English Learner students who meet the borderline criteria for designation and achieve redesignation status within 365 days will increase from 19.2% to 25%, as measured by SQLI indicator 5968.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <p>Available assessment analysis including targeting students for interventions and/or flexible grouping with iPL teachers</p>	<p>Owner(s):</p> <p>PLUS Teachers</p> <p>Classroom Teachers</p>	<p>Timeline:</p> <p>Weekly in AC meetings</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <p>Formative/Summative assessments developed around the four domains (reading, writing, listening, speaking) including data analysis and action planning</p>	<p>Owner(s):</p> <p>Classroom Teachers</p>	<p>Timeline:</p> <p>Weekly in planning lessons and assessments</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <p>ELA interim assessments</p>	<p>Owner(s):</p> <p>ELA Teachers</p>	<p>Timeline:</p> <p>Weekly in planning/AC sessions</p>

Details: Explain the data which will specially monitor progress toward each indicator target

Effective instruction, language acquisition and communication will be evidenced in part through student demonstration of Schoolwide Learner Outcomes. Students will be: Effective Communicators, Complex Thinkers, Collaborative Workers, and Community Participants. Demonstration will be through reflective student writing, conversation, self-evaluation of progress and teacher evaluation of students' progress toward meeting SLOs.

Owner(s):

Classroom teachers

Timeline:

Weekly AC sessions

Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Notification of student assessment scores
- Parent Conferences by semester
- Academic Awards Assemblies to include recognition and celebration of R-FEP
- Encouragement of parents to participate in decision making committees such as ELAC and SSC
- Provide communication to parents in 3 languages

Describe Related Professional Learning:

- Supporting English Learner students in acquiring academic language that improves reading, writing, listening, and speaking proficiency
- Accountable communities will regularly analyze results from common assessments with a focus on EL students
- Training on new ELD Standards implementation with a focus on integrated ELD in core content areas
- Teachers will be trained to analyze assessment results for each EL student that is in their class

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Bilingual Aides will be placed in classes to provide support in primary language for Beginning English Learner students
- Provide 0.4 FTE in additional support for new English Learners enrolled in ELD classes
- EL students will be involved in assessment chats prior to administration of assessments to ensure understanding of importance and purpose of testing, and to inform of testing conditions and expectations
- Primary language support available through after school program tutorials and peer-tutoring

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- BIA support in core/Non ELA classes
- Connection groups/peer tutors/peer mentors for students in special circumstances
- Redesignation and assessment chats with students
- Access to primary language support and supportive technology through the After School Program

Roosevelt Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
7	2	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375			\$	10,560.00
7	2	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.8750			\$	46,243.00
7	2	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.7500			\$	43,134.00
7	2	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.8750			\$	46,129.00
7	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.4000			\$	43,851.00
7	2	LCFF: EL	Instruction	Teacher-Substitute Salaries				Assessment support, EL planning	\$	2,325.00
7	2	LCFF: EL	Instruction	Materials & Supplies				supplemental materials, technology, supplies, subscriptions, literature	\$	2,058.00
7	1	Sup & Conc	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors	\$	11,800.00
								Total	\$	206,100.00

Action # 8

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	57.6	70	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Engaging All Students in Arts, Activities, and Athletics: Roosevelt High School will focus on engaging all students in the arts, activities, and athletics, which will provide students with a connection to school. The engagement plan will focus on creating multiple available opportunities for students to be involved, and a multi-layered plan to advertise and inform students of potential opportunities. Additionally, we will focus on increasing the percentage of students who remain engaged in any ongoing activities for two or more consecutive years.

SMART Goals

By June 2018, the number and percentage of unique students who are engaged in any Goal 2 activity will increase from 57.6% to 70% as measured by SQII indicator 2080. We will encourage long-term engagement by increasing the number and percentage of unique students engaged in any ongoing Goal 2 activities for two or more consecutive years from 15.7% to 35%, as measured by SQII indicator 5948.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Goal 2 participation data

Owner(s):

Campus Culture Director
 RSA Director
 Club Sponsors
 Principal

Timeline:

Monthly

Details: Explain the data which will specially monitor progress toward each indicator target

Club Rush participation by clubs, and monthly participation data

Owner(s):

Club Sponsors
 Campus Culture Director

Timeline:

Monthly

Details: Explain the data which will specially monitor progress toward each indicator target

Athletics rosters

Show rosters

Owner(s):

Athletic Director

RSA Director

Timeline:

Seasonally

Details: Explain the data which will specially monitor progress toward each indicator target

Documentation of presentation and communication with regional schools

Owner(s):

Campus Culture Director

RSA Director

Athletic Director

Club Sponsors

Timeline:

Monthly

Details: Explain the data which will specially monitor progress toward each indicator target

Student growth, progress and involvement will be evidenced part through student demonstration of Schoolwide Learner Outcomes. Students will be: Effective Communicators, Complex Thinkers, Collaborative Workers, and Community Participants. Demonstration will be through reflective student writing, conversation, self-evaluation of progress and teacher evaluation of students' progress toward meeting SLOs.

Owner(s):

Campus Culture Director

RSA Director

Athletic Director

Club Sponsors

Students

Timeline:

Ongoing work and progress checks

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Informational meetings and materials for parents
- Provide regular data regarding student participation in Goal 2 activities to parents, as well as upcoming opportunities for students to be involved
- Goal 2 activities and participation will be advertised on school website, social media through School Messenger and Remind 101 platforms
- Outreach by Parent Center and Parent University

Describe Related Professional Learning:

- Teachers will receive information and updates on various opportunities for involvement and encouraged to participate and recommend future engagement opportunities
- Informational sessions to support teachers in being advisors to student clubs on campus
- CADA training for school Activities Director, as well as selected leadership students
- Professional Learning and collaboration time for Class Sponsors

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Supplemental materials and supplies to support and encourage student participation in Goal 2 activities, including arts, activities, and athletics
- Student and sponsor participation in annual CADA conference
- Students will study and engage in various forms of leadership throughout the school year
- After School Program, clubs and Freshman/Sophomore/Junior/Senior class groups
- Those students not engaged in Goal 2 activities will be targeted for involvement

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Monitor Goal 2 participation rates of English Learners
- Monitor Goal 2 participation rates of foster youth
- Specific outreach efforts targeted to underrepresented populations will be conducted

Roosevelt Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Men's & Women's Alliance and Campus Culture Director subs	\$ 5,812.00
8	2	Sup & Conc	Instruction	Travel				Science Olympiad/CADA/Mock Trial, etc.	\$ 14,000.00
								Total	\$ 19,812.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0395 Roosevelt High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Nc-Equipment			technology	29,535.00
2	1	Title 1 Basic	Instruction	Travel			PL travel	8,000.00
2	1	Sup & Conc	Instruction	Bks & Ref			Supp matts & supplies; bks, ref, periodicals, online support (TurnItIn)	105,058.00
2	1	Sup & Conc	Instruction	Nc-Equipment			technology	47,714.00
2	1	Sup & Conc	Instructional Administration of Sp	Copier Maint			copier maintenance	15,000.00
3	1	LCFF: EL	Instruction	Teacher-Supp			AP Planning, extra student support, test prep	4,736.00
4	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts, SRC intervention support, credit recovery, additional academic support and intervention	47,367.00
4	1	Title 1 Basic	Instruction	Direct Trans			transport, college visits	5,000.00
4	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			child care	2,411.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Center materials and supplies for workshops	3,500.00
4	1	Title 1 Basic	Parent Participation	Direct-Graph			direct graphics	8.00
4	1	Title 1 Basic	Attendance & Social Work Service	Oth Cls-Supp			peer tutors	4,564.00
4	1	Sup & Conc	Instruction	Teacher-Supp			supplemental electives	59,209.00
4	1	Sup & Conc	Instruction	Mat & Supp			student recognition	10,000.00
4	1	Sup & Conc	Instruction	Direct Trans			travel: Alliance & Move Up	10,000.00
4	1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	550.00
4	1	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts for arts electives	59,209.00
4	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies (RSA)	20,000.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Community Relations	1.000		84,920.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Community Relations	1.000		87,483.00
6	2	Sup & Conc	Instruction	Teacher-Subs			Safe & Civil Subs	4,648.00
6	2	Sup & Conc	Parent Participation	Cls Sup-Sup			individual need support based on SRC referrals	2,411.00
6	2	LCFF: EL	Attendance & Social Work Service	Local Mileag			local mileage, home visits, transportation support	500.00
7	2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438		10,560.00
7	1	Sup & Conc	Instruction	Direct-Other			: ELPAC/CELDT Assessors	11,800.00
7	1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Senior High	0.400		43,851.00
7	2	LCFF: EL	Instruction	Teacher-Subs			Assessment support, EL planning	2,325.00
7	2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.750		43,134.00
7	2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.875		46,243.00
7	2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.875		46,129.00
7	2	LCFF: EL	Instruction	Mat & Supp			supplemental materials, technology, supplies, subscriptions, literature	2,058.00
8	2	Sup & Conc	Instruction	Teacher-Subs			Men's & Women's Alliance and Campus Culture Director subs	5,812.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$185,305.00
Sup & Conc	7090	\$463,454.00
LCFF: EL	7091	\$188,976.00
Grand Total		\$837,735.00

Domain Totals	Budget Totals
Academic	\$487,512.00
SEL / Culture & Climate	\$350,223.00
Grand Total	\$837,735.00