

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 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michael Allen	X				
2. Chairperson - Taylor Ledak		X			
3. Jesica Jones		X			
4. Saima Nunez		X			
5. Lori Perez				X	
6. Tony Dias			X		
7. Lilly Lopez				X	
8. Adela Rodriguez				X	
9. Sylvia Gonzales					X
10. Aileen Reynoso					X
11.					
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 _____

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Michael Allen		3/21/19
SSC Chairperson	Taylor Ledak		3/25/19

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Roosevelt - 0395

ON-SITE ALLOCATION

3010	Title I	\$214,900 *
7090	LCFF Supplemental & Concentration	\$528,429
7091	LCFF for English Learners	\$189,738
TOTAL 2019/20 ON-SITE ALLOCATION		\$933,067

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$61,150
Remaining Title I funds are at the discretion of the School Site Council	\$153,750
Total Title I Allocation	\$214,900

Roosevelt High 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
Completing AP/IB Courses with Credits Earned (HS)	35 %	18.421 %	2017-2018	26 %
EL Reclassification Rate (All grade levels)	20 %	4.511 %	2017-2018	12 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	50 %	24.194 %	2017-2018	35 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	15 %	6.651 %	2017-2018	15 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

While we expect to see growth in the results for the SBAC ELA assessment, the current target of 50% would have required a 26% increase in meets/exceeds standards. The target was adjusted for the 2019-20 SPSA to 35%.

Resources include:

Springboard GVC

AC work dedicated to creating and analyzing Common Formative Assessments and student work

Learning and implementation of SBAC Interim Assessment Blocks (IABs)

Focused professional learning around academic discourse and social emotional learning.

Partnership with PLI to incorporate technology in lessons and enhance instruction for students.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

While we expect to see growth in the results for the SBAC Math assessment, we will not know if the current

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Springboard GVC does not always provide culturally relevant readings for students, and sometimes requires teachers to supplement. Additionally, there does not seem to be a clear direction for curriculum support for students who are in SDC-level English classes.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Current math curriculum and sequencing for SPED students should be examined, as there does not seem to be a clear direction for closing the gap for students who are in SDC-level Math classes below Algebra 1. Additionally, a specialized intervention may be necessary for students who enter 9th grade below grade level.

Completing AP/IB Courses with Credits Earned (HS)

Those students consistently attending APAL tutorials have exhibited higher level of connectedness and ownership of their AP success.

Involvement efforts (AP lunch line days, AP night at sporting events, AP recognition) are promising and gaining momentum.

target of 15% in meets/exceeds standards will be achieved.

Resources include:

Big Ideas GVC

AC work dedicated to creating and analyzing Common Formative Assessments and student work

Learning and implementation of SBAC Interim Assessment Blocks (IABs)

Focused professional learning around academic discourse and social emotional learning.

Partnership with PLI to incorporate technology in lessons and enhance instruction for students.

Partnership with English Learner Services to focus on the teaching and learning cycle and to increase academic talk opportunities for students.

Completing AP/IB Courses with Credits Earned (HS)

AP Coordinator with work periods built in to the day

APAL supports in place

AP AC meetings once per month

EL Reclassification Rate (All grade levels)

Multi content AC work dedicated to analyzing factors in progress of EL students

PL around EL instruction, monitoring and support

EL monitoring on a quarterly basis

EL Reclassification Rate (All grade levels)

Changes in CELDT assessment tool impacted redesignation rate.

ELD instruction was supported through categorical funds, increasing contact hours for designated ELD.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Increase in BIA staffing has supported students in language acquisition and confidence on campus

Increased focus on technology acquisition and sustainability has provided students more access to tech resources on a consistent basis. That focus will continue toward a goal of one fully functioning tablet/laptop cart in every core subject classroom.

Working through ASP has provided much needed tutoring opportunities for students. Dedicated time for intervention and school connectedness is being structured for 18/19 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The target for the percent of students who meet/exceed standards on the SBAC ELA assessment was adjusted to 35% (from 50%) for the 2019-20 SPSA. Although we have the goal of all students demonstrating proficiency at grade level, we also know that we are working to move students a minimum of one grade level every year. We will continue to prioritize subject area Accountable Community work dedicated to creating and analyzing Common Formative Assessments and student work, plan and implement the SBAC Interim Assessment Blocks (IABs) throughout the school year in both ELA and Math, focus professional learning on culturally responsive teaching, and continue our partnership with both PLI and EL Services. Additionally, we plan to build in a separate "intervention" time during the school day for two days of the week.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Student Supports:

- Increase technology resources
- Tutoring
- After School Program
- Strengthen school-home communication of supports

2 ELAC:

Student Supports:

- Additional bilingual assistants
- Tutoring
- After School Program
- Strengthen school-home communication of supports

3 Staff:

Dedicated time for intervention

Continuance of Accountable Community time

Action 1

Title: Successful completion of Literacy and Mathematics Coursework

Action Details:

Student learning will be demonstrated through successful completion of literacy and mathematics coursework, resulting in a reduction in the D/F rate in those courses and an increase in the number of students scoring "meets or exceeds standards" on FUSD Interim Assessments and CAASPP.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically 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.

Owner(s):

All Roosevelt Staff

Timeline:

Ongoing

Students will be:

- Effective Communicators
- Complex Thinkers
- Self-Directed Learners
- Collaborative Workers
- Community Participants

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

Common assessments
Student work products
Scores on like assignments
Grade and data trends
CAASPP Interim Assessment Blocks (IABs)

Owner(s):

Accountable Communities
Individual classroom instructors
Tier II Intervention Specialist

Timeline:

Ongoing
Weekly AC meetings
Progress report grades
Interim assessment data
CAASPP data
SAT/PSAT data

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

Student learning lab participation records will include:

- After School Program
- APAL
- Credit Recovery
- Night School
- Khan Academy Lab
- A4 Student Support Center
- Additional labs established based on indicated need

Owner(s):

Instructors
After School Program
AP Coordinator
Credit Recovery Instructors
Counseling Team
Administration

Timeline:

Ongoing
Quarterly and progress reports
AC work sessions

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
- Math GVC: Big Ideas
- ELA GVC: Spring Board
- Science/Literacy: NGSS framework and practices
- HSS/Literacy: text adoption
- Other literacy and technical subject disciplines
- Students will have consistent access to technology, software, digital resources, and other supplies to support rigorous coursework.
- Technology refresh will occur on a rotating basis, oldest resources will be refreshed first.
- ELA and Math teachers will utilize technology to support and differentiate learning through PLI (Personalized Learning Initiative)
- As funds are available or unused in categories other than those supporting technology purchase and maintenance, those funds may be transferred and utilized to purchase, support and maintain provision of technology resources.
- Students will have access to online support, including Khan Academy/College Board, Big Ideas Online, Spring Board Online, and other content oriented ancillary and expert 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.
- Additional intervention/enrichment support will take place in individual classrooms, specialized tutorials and Learning Labs, and with the implementation of specific intervention period during the school day.
- All students will participate in Homeroom/Advisory periods in support of school connectedness and intervention
- An Assessment Coordinator Teacher on Special Assignment (.5)
- Full time Intervention Specialist for Tier II interventions
- Tier II Intervention team, including: Vice Principal, Psychologist, Intervention Specialist, and other staff as necessary

Specify enhanced services for EL students:

- All teachers will utilize best practices in support academic language acquisition
- Bilingual Instructional Assistants (BIAs) will provide direct support in classrooms to newcomer English Learner students

Specify enhanced services for low-performing student groups:

- All teachers will utilize best practices in support academic language acquisition to support English Learner students, as well as increase access to content for students who have struggled academically, including homeless/foster youth, and SPED students.

- An English Learner Program Teacher on Special Assignment (.5 FTE) will support data analysis and instruction
- Community Relations Liaisons (2) support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process
- 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
- Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RtI structures/needs/implementation specific to EL

Explain the 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/input 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-Tutor, a designated resource center maintained on the Roosevelt website.

- African-American Academic Acceleration team will provide support for student success through both academic advising and access to an A4 Student Center on campus.
- Additional intervention/enrichment support will take place in individual classrooms, with the implementation of specific intervention period during the school day to support students who have struggled academically, including homeless/foster youth, English Learners, African-American students, and SPED students.
- Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RtI structures/needs/implementation specific to EL

Describe Professional Learning related to this action:

- District, site, and consultant professional learning for Math CCSS/GVC Big Ideas
- PLI Partnership for Math instructors
- PLI Partnership for English Language Arts instructors
- District, site, and consultant professional learning for ELA CCSS/Spring Board/GVC
- District, site, and consultant professional learning for NGSS resources and implementation
- District, site, and consultant professional learning for HSS adoption and implementation
- Teacher collaboration focused on improving student 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
- Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RtI structures/needs/implementation for tiers II & III, including travel expenses for off-site/out-of-district PL opportunities
- PL on Social Emotional Learning, student-school connections, tier II and III strategies and resources
- Sub release time for teachers for planning, PLI, and other PL opportunities

Action 2

Title: A-G Offerings and Completion

Action Details:

Increase the number and percentage of students who are on-track for graduation and A-G completion. 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. Focus on effective first instruction, support for students struggling academically, and multiple opportunities for students to demonstrate proficiency throughout the semester.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Effective first instruction and classroom support, as observed using the Instructional Practice Guide and in relation to our Schoolwide Learner Outcomes (SLOs) during classroom walkthroughs.

Owner(s):

Administration
 District administration
 Instructional Coach
 Assessment/Data/EL TSA

Timeline:

Ongoing
 Reported weekly

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

Monitoring of student grades, specifically in A-G course work with progress reports every 5 weeks.

Owner(s):

Classroom instructors
 Accountable Communities
 Counselors

Timeline:

5 week cycles
 Ongoing

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

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

Owner(s):

Classroom instructors
 Accountable Communities
 Counselors

Timeline:

Ongoing

Details: Explain the data which will specifically 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 instructors
 Accountable Communities
 Counselors
 Instructional Coach
 Assessment/Data/EL TSA

Timeline:

Ongoing
 As needed

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

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

Owner(s):

Counselors
 Credit Recovery teachers

Timeline:

Semester reporting/grades
 On course completion for recovery efforts

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All teachers utilize best first instruction practices, and differentiated instruction, at the rigor of the Common Core State Standards.
- Academic counseling to promote academic success.
- Access to supplemental materials and supplies, including technology and digital resources to support learning
- Computer Lab Assistant (6 hr, 0.75 FTE) to support technology and digital resources to support learning
- Maintenance of school copy machines to support access to resources
- After school tutoring for all grades, with a specific focus on 9th and 11th grade access to both teachers and student peer tutors
- Credit recovery opportunities on and off campus, during and after school hours

- On-track and borderline 10th grade students to visit a UC or CSU campus
- 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, Learning Labs, peer tutors
- Supplemental contracts for tutoring and intervention supports
- Intense intervention/remediation will be through credit recovery, assigned prescribed tutorials, ELSP.
- Assessment and Data TSA (.5)
- Incentives for successful completion of coursework through Honor Roll and other recognition events.

Specify enhanced services for EL 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
- EL Program TSA (.5)

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

- Encourage Edutext enrollment and provide technology access in the Parent Center
- 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, etc.
- 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

Specify enhanced services for low-performing student groups:

- All teachers will utilize best practices in support academic language acquisition
- Tier II Intervention support team to work with specific students based on need
- A4 Team will provide support for student success through both academic advising and access to an A4 Student Center on campus.
- Ongoing PL focused on supporting students with specialized needs.

Describe Professional Learning related to this action:

- Collaboration opportunities for teachers and staff to calibrate and engage in peer learning
- Professional Learning on grading practices, common assessments and rubric development, intervention, enrichment, social emotional learning
- Sub release days for teachers for planning
- ACs will develop classroom-based academic interventions and to identify students who need access to additional, prescribed interventions
- Learning around structuring interventions and enrichments in and out of class time
- Professional learning for office staff on how to enroll parents in Edutext and other tech and digital support tools

Action 3

Title: Advanced Placement

Action Details:

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.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically 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):

Classroom teachers
AP Coordinator
Assessment/Data/EL TSA

Timeline:

Quarterly and progress reports

Details: Explain the data which will specifically 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):

Classroom teachers
Assessment/Data/EL TSA
AP Coordinator

Timeline:

Ongoing
SAT administration

Details: Explain the data which will specifically 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
APAL support teachers
AP Coordinator

Timeline:

Ongoing

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 "pre-AP" coursework, including the Native Speaker sequence, World Language coursework and 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
- Student planners will support organizational/planning skills necessary for academic success
- In preparation for writing requirements in AP, classroom focus on writing opportunities in all subject 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, peer tutors and AP tutorial (APAL) sessions
- AP Coordinator will support the organization and collaboration of AP teachers focused on increasing and maintaining AP enrollment.
- Assessment and data Coordinator TSA (.5)

Specify enhanced services for EL 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
- Intentional recruitment of EL students
- EL Program TSA (.5)

Specify enhanced services for low-performing student groups:

Intentional recruitment of English Learner students to participate in "pre AP" and AP coursework.
Support for African-American students through the A4 Team to help students be on track in courses and encourage enrollment and support in higher-level, rigorous coursework.

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

- Parents will be encouraged to participate through AP Parent Night, AP recognition events, etc.
- Service on decision-making committees such as SSC and ELAC
- Parent learning opportunities provided through the Parent Center
- Community Relations Liaisons (2) working in the Parent Center on-site
- Parent-Tutor, a designated resource center maintained on the Roosevelt website. The tab will contain

Describe Professional Learning related to this action:

- 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
- APAL support structure for AP teachers
- District professional learning for Math and ELA CCSS and new materials adoptions

information and links about mathematics to support parents in being tutors at home as they help their children with school work

- 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

Action 4

Title: EL Redesignation

[Action Details:](#)

Focus on fully supporting English Learners in their language acquisition process. Including designated and integrated ELD instruction, close monitoring of redesignation rates and growth in language acquisition.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Ds/Fs Monitoring

RFEP Monitoring

Performance on Illuminate

CAASPP and SAT scores

District Interim progress

ELPAC progress

[Owner\(s\):](#)

Classroom Teachers

EL Program TSA (.5)

Administration

[Timeline:](#)

Ongoing

Quarterly and progress reporting

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

- Instructional support materials, subscriptions, technology resources, admission fees, transportation for off-site learning experiences
- BIAs to support students with language acquisition and clarity in classrooms
- ELD instructors
- EL Learning Labs
- Supplemental contracts for Learning Lab for tutoring/intervention supports
- Teachers trained in supporting EL instruction
- Incentives for growth and redesignation

[Specify enhanced services for EL students:](#)

- BIAs shared among core subject courses
- EL supports through Learning Labs
- EL goal setting to support student growth towards redesignation
- EL Program TSA (.5)
- Instructional Coach support for classroom teachers and individual students as needed
- ELPAC Assessors to support assessment of EL students

[Specify enhanced services for low-performing student groups:](#)

Same as actions for EL students.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

[Describe Professional Learning related to this action:](#)

Parent participation:

- ELAC
 - Grade distribution nights
 - College Nights
 - Freshman Parent Nights
 - Open House/Back to School
 - Title I Parent Meeting
 - Ongoing parent involvement invitations, whole site and Parent Center
 - Notification of ELPAC timing, progress, and redesignation
- Professional learning through intentional collaboration with EL Program TSA and Instructional Coach with an emphasis on developing lessons with high impact EL strategies and learning activities.
 - PL on implementing the ELD and State Standards
 - Sub release for teachers for EL planning and PL opportunities
 - Continued emphasis on Academic Vocabulary in all subject areas
 - EL instructional focus across the curriculum, structured interactions, complex thought, talk, and text

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Community Relations	1.0000		97,129.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Community Relations	1.0000	Parent & Student connections/attendance	95,431.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7000		91,568.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Approximately 50 substitute days	8,236.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		12,935.00
G1A1	Sup & Conc	Instruction	Mat & Supp				23,812.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tech Purchases	20,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Expenses	7,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI (Education Elements)	7,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3000		39,243.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		48,768.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750		48,043.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750		49,510.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Approximately 75 substitute days	12,352.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental hours	18,081.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts, intervention/support	18,081.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies	29,067.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			NC equipment	20,000.00
G1A2	Sup & Conc	Instruction	Trvl & Conf			: Travel/Conferences	20,000.00
G1A2	Sup & Conc	Instruction	Trvl & Conf			: Travel: CADA, ecology, mock trial, etc	25,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel:CADA, ecology, mock trial, etc	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	6,000.00
G1A2	Sup & Conc	Instructional Supervision & Admir	Copier Maint			Copier Maintenance	10,000.00
G1A2	Sup & Conc	Instructional Library, Media & Tei	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500	Increase to 0.75FTE for 2019-20 and reduce work days to 192 (from 228 in 18-19)	45,821.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Translation	3,617.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			:	557.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	7,000.00
G1A4	Sup & Conc	Instruction	Direct-Other			ELPAC Assessors	10,000.00

\$784,251.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	87 %	68.027 %	2017-2018	77 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

For the current school year, we increased efforts of student leadership students to engage non-participating students, added recruitment efforts to engage students in athletics, as well as recruitment efforts for RSA enrollment and participation in arts electives. While we encourage our students to participate in activities outside of the classroom, we recognize that we are also holding students to high expectations for achievement inside the classroom. While participation in extra-curricular activities encourages students to be better in class, we understand that students have to balance priorities for their time. We will continue recruitment efforts to get students involved in Goal 2 activities for the 19-20 school year.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Students in our low-performing groups, English Learners, SPED, and homeless/foster youth, find themselves in the position of needing to earn additional credits, from prior failing grades, so they can be on track to graduate. These Students in need of credit recovery do not have room in their schedules for elective courses that qualify as a Goal 2 measure as they recover credits through APEX/Edgenuity during the school day. The need to focus on this coursework, in addition to potentially extra courses during their day for credit recovery, can make it difficult for students to participate in after-school activities.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences in intended and actual implementation of actions to meet this goal, and budgetary expenditures that are earmarked to support arts and activities are utilized to support access and materials for students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The changes necessary to this goal were to reduce the target level to allow for a reasonable growth (9%, as opposed to 19%), and to focus on supporting students academically so that extra responsibilities for earning credits and keeping up with coursework becomes less of an obstacle for participating in extra-curricular activities. We plan to continue recruiting students to participate in these opportunities.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Need multiple opportunities for all students to be involved in arts and activities during the day and outside school hours

Need continued language support personnel (BIAs in classrooms) in budget

Ensure budgeted monies to support student involvement, including transportation and supplies for activities

Maintain clear, frequent school to home communication

Increase parent participation in overall school program

2 ELAC:

Include activity and involvement supports that meet student language needs

Maintain clear, frequent school-home communication

Need language support in content areas other than English Language Arts

Increase parent participation

3 Staff:

Need EL support, including ongoing professional learning and time to plan for, implement, and analyze programs to EL needs

Continue designated EL program support for lower EL levels

Increase parent participation

Action 1

Title: Student Involvement

[Action Details:](#)

Student Leadership classes and clubs will be in place to support student involvement in non-academic school activities. Staff and students will provide opportunities and encouragement for all students to participate in a multitude of Goal 2 activities including clubs, athletics, arts, co-curricular activities, class sponsored and school wide events, and transition from middle to high school as well as transition from high school to college and career.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Student Leadership class enrollment

Club participation and recruitment

Resources for involvement opportunities such as transportation, art supplies, entry and licensing fees, and supplies for activities and events

Campus wide student activities

- rallies
- assemblies
- lunchtime gatherings
- cultural celebrations
- Club Rush
- regional sports events
- specially designated games/events/campaigns

Owner(s):

Campus Culture Director

Administration

Campus Safety

Support staff

Instructional staff

Timeline:

Ongoing

Quarterly and progress reports

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

Unified League participation rates

Special Olympics participation rates

Enrollment in specialty/supportive physical education courses

Owner(s):

Unified League Coaches

Special Olympics Coaches

Administration

Counselors

Campus Safety

Timeline:

Seasonal

Ongoing

Quarterly and progress reports

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

Enrollment in arts electives /Completion of arts electives

RSAstudents

Non-RSAstudents

Owner(s):

Counselors

RSA Director

Administration

Timeline:

Ongoing

Quarterly and progress reports

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

School Climate and Culture Survey Spring 2018 Results for indicators students responding they feel a part of the school. Monthly monitoring of Goal 2/Student Engagement data using the following indicators:

- Number and Percentage of Goal 2 Opportunities Offered to Students
- Number and Percentage of Students Not Involved in Goal 2
- Number and Percentage of students not engaged in any Goal 2 activities who sub-groups are more than 10% negatively disproportionately represented

Owner(s):

Campus Culture Director

Administration

Campus Safety Team

Instructional staff

Support staff

Timeline:

Ongoing

Annual survey results

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

Increase recruitment and participation in athletics as athletes and spectators

Owner(s):

Athletic Director
Campus Culture Director
Administration

Timeline:

Ongoing
Seasonal enrollment and participation

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Leadership Class sections, taught by our Campus Culture Director
- Direct support for incoming freshman, including: Bridge, Link Crew, Orientation, and Peer mentoring
- CADA student institute
- All students will be enrolled in Homeroom/Advisory in support of SEL and school connectedness
- Alliance classes for Men and Women
- Student Reengagement Center
- Materials and supplies to support VAPA, student involvement in RSA
- Supplemental contracts for RSA to support access and involvement in the arts

Specify enhanced services for EL students:

- Public relations flyers, notices, etc., tailored for language preferences
- Parent Center and Community Relations Liaisons
- Campus culture involvement opportunities

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

School messenger notifications

Communication of opportunities and progress in parent forums

- SSC
- ELAC
- Parent Center classes
- Social Media

Specify enhanced services for low-performing student groups:

- Connection to school is a focus for all students who are struggling, and vital for underperforming students. They are encouraged to be involved in the many opportunities provided.
- A4 Team will provide support for our African-American students, and the A4 Center will provide a culturally diverse space for students to connect to school.

Describe Professional Learning related to this action:

CADA PL for CCD

SEL PL for staff

Men's and Women's Alliance support

SRC/REC/Campus Culture supports and PL

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			RSA Supplemental	18,081.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Support for RSA	40,000.00

\$58,081.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Linked Learning Enrollment	40 %	16.731 %	2017-2018	24 %
CTE Enrollment	50 %	36.121 %	2017-2018	44 %
College/Career Readiness		38.478 %	2017-2018	42 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

CTE Enrollment

We have effectively increased communication and recruitment efforts at our feeder middle schools and district wide program events, to encourage more students to enroll in CTE classes and pathways. Additionally, we have increased course offerings for CTE on site to ensure that students have options for completing a full CTE pathway. The work we have done in the area of pathways and CTE has been successful, as we have expanded course offerings and student interest.

Linked Learning Enrollment

We have effectively increased communication and recruitment efforts at our feeder middle schools and district wide program events, to encourage more students to enroll in CTE classes and pathways. The work we have done in the area of pathways and CTE has been successful, as we continue to have a strong health pathway, and we have been successfully building our new public safety pathway, allowing us to expand course offerings.

College/Career Readiness

As this measure is related to A-G completion, grades in required courses have been a limitation for some students, although we are increasing student access to CTE and linked learning pathways to ensure more students are college/career ready.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

CTE Enrollment

CTE enrollment is available for all students, and we have found that ensuring a variety of CTE courses allows for our lower-performing student groups to access these important classes. The challenge becomes when a student is required to make up credits for a class that was previously failed, and they do not have space in their class schedule for these CTE classes.

Linked Learning Enrollment

Linked learning enrollment can be difficult for lower-performing student groups due to the need for other classes, or lack of interest because of the career field (such as health).

College/Career Readiness

Limitations for lower-performing groups are created by not earning course credits and putting them at risk of not graduating. This requires that they enroll in make-up courses for credits and potentially have less opportunity to take CTE/career courses.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences in intended and actual implementation of actions to meet this goal, and budgetary expenditures that are earmarked to support CTE and college/career readiness are utilized to support access and

materials for students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The changes necessary to these goals are to continue to provide access opportunities for all students and to focus on supporting students academically so that extra responsibilities for earning credits and keeping up with coursework becomes less of an obstacle for participating in CTE/electives courses.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Continue to increase CTE/Linked Learning offerings
Increase informative/recruitment efforts to involve students in CTE/Linked Learning

2 ELAC:

Provide as much language/BIA support as possible in CTE/Linked Learning courses
Clear, frequent school-home communication and informative/recruitment efforts

3 Staff:

Expanded CTE and Linked Learning offerings
More options for school to work connections for those not college bound

Action 1

Title: Schoolwide Learner Outcomes

Action Details:

Students will demonstrate knowledge of the School wide Learner Outcomes and practice of lifelong skills, including:

- Effective Communicators
- Complex Thinkers
- Self-Directed Learners
- Collaborative Workers
- Community Participants

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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
- Community Participants.

Owner(s):

All Roosevelt Staff
Students
Parent Center

Timeline:

Ongoing

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

Men's and Women's Alliance

- enrollment
- academic and behavior trends of participants
- A-G completion rates
- AP enrollment data

Owner(s):

Alliance instructors
Administration

Timeline:

Quarterly and progress reports

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Explicit connections of lesson studies to SLOs
- Alliance speakers, field experiences, transportation, and fees
- Assessment/Data TSA (.5)
- Instructional Coach
- Tier II Intervention Specialist

Specify enhanced services for EL students:

- All teachers will utilize best practices in support of academic language acquisition, relating to the SLOs
- Bilingual Instructional Aides (BIAs) will provide direct support in classrooms to newcomer English Learner students, in relation to SLOs
- Quarterly and progress monitoring of EL participation rates
- EL Program TSA (.5)

Specify enhanced services for low-performing student groups:

All teachers will utilize best practices during instruction, relating to incorporation of opportunities to develop the Schoolwide Learner Outcomes.

A4 Team will provide support for student success, emphasizing development of the SLOs for students.

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

- Parent volunteers on site
- Parent input groups such as SSC and ELAC
- Participation in surveys, question/answer sessions, committees
- Parent courses through Parent Center
- Social media updates/contact

Describe Professional Learning related to this action:

- SLO PL and planning for staff
- Alliance teacher and support staff training
- SEL Learning PL
- RtI structures, planning, implementation, analysis
- Differentiated Instruction and Interventions
- Work with Tier II Intervention Specialist

Action 2

Title: Career and College Ready

Action Details:

Students will have opportunities to be involved in pathways, both linked learning and CTE, that provide students with career exploration and preparation. Students will have opportunities to be involved in the Roosevelt School of the Arts and electives embedded in that program to provide students with career exploration, preparation for the workforce, and exposure to experiences not offered in other academic areas.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Recruitment for pathway/CTE classes, as well as RSA classes
 Enrollment in pathway/CTE classes, as well as RSA classes
 Retention of students enrolled in pathway/CTE and RSA classes
 Course grades

Owner(s):

RSA Director
 Counselors
 Admin

Timeline:

Ongoing
 Progress reporting periods

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

Recruitment
 Enrollment
 Retention
 Course grades
 A-G Credits earned
 Attendance rates
 Program graduation rates
 Workforce experience placement

Owner(s):

CTE/Linked Learning Coordinator
 Counselors
 Admin

Timeline:

Ongoing
 Progress reporting periods
 Annual enrollment

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Project based learning in pathway courses
- Specialized instruction focused on career technical education, courses focused on pathway themes, and visual/performing arts coursework
- Use of interactive forums for collaboration
- Student work and program showcases
- Career-focused experience subscriptions, field trips, transportation and admission fees

Specify enhanced services for EL students:

- Continuing monitoring of EL enrollment, participation rates, completion and recruitment
- EL Program TSA(.5)

Specify enhanced services for low-performing student groups:

- All teachers will utilize best practices in support academic language acquisition to support English Learner students, as well as increase access to content for students who have struggled academically, including homeless/foster youth, and SPED students.
- African-American Academic Acceleration team will provide support for student success through both

academic advising and access to an A4 Student Center on campus.

- Additional intervention/enrichment support will take place in individual classrooms, with the implementation of specific intervention period during the school day to support students who have struggled academically, including homeless/foster youth, English Learners, African-American students, and SPED students.
- Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RtI structures/needs/implementation specific to EL

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

- Parent CTE/Linked Learning meetings
- FRSA for parents of students in RSA
- Social media updates/interactions
- Parent volunteers at events

Describe Professional Learning related to this action:

- Off-site PL
- Pull out days for CTE/Linked Learning planning with Coordinator

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Direct Trans			Travel/Alliance/Field Trips	5,000.00

\$5,000.00

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	12 %	24.221 %	2017-2018	18 %
Suspensions Per 100	5 %	7.61 %	2017-2018	6.5 %
Parent Survey - Respected and welcomed	100 %	95.088 %	2017-2018	100 %
Student Survey - Caring adult	80 %	46.886 %	2017-2018	55 %
Graduation Rate		90.698 %	2017-2018	91.7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Improving chronic absenteeism has been a challenge, as we have focused on continued contact with students who are absent, but sometimes students leave for extended periods of time with families or they miss school due to effects of living in poverty or with trauma. We have made progress with reducing the amount of "on campus" absences, as new protocol was put into place to work with students who are choosing not to go to class. Other students have attendance levels affected by transportation issues, where families work to get multiple students to different schools. Other causes for attendance issues are students feeling lack of connection to the school and adults at school. We have made positive gains in these areas, especially with the implementation of a regular Homeroom class, where teachers can connect with students outside of the standard academic setting. We recognize the need for incorporating intentional instruction that is compelling and culturally relevant, and to continue providing positive reinforcement for both students and teachers.

Suspensions Per 100

The suspension rate at Roosevelt has been positive, although the % may not be reduced enough to reach the target. Still, we have one of the lowest suspension rates in the district, and we have implemented many supports into our school system to help ensure we can keep as many students in school as possible. Factors that our students experience that can lead them to be suspended include: Social-emotional issues, feeling helpless with ability to be successful at school, adults at school not understanding students lives outside of school and may not have ability to diffuse difficult situations with students, lack of adult follow-up/through, and not feeling valued at school. We continue to implement restorative practices at school, as much as we can to support both students and teachers. The addition of a regular Homeroom period has

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

All of the same factors listed in #1, but situational aspects exacerbate the problem for students who are in certain subgroup, including homeless/foster youth, English Learners, and SPED students. For instance, for a student with a solid home structure may not develop attendance issues due to the factors listed in #1, but they may have a dramatic effect on students who are homeless or in foster care. The need social-emotional support and curriculum/instruction that is more culturally relevant impacts homeless/foster youth, English Learners, African-American students, and SPED students. Students in certain subgroups can feel marginalized in our current system, and question more the usefulness of coming to school. Some students, including English Learner students, may feel less comfortable in their classes, due to language barriers, and we have found that some students with learning disabilities struggle being in the classroom.

Suspensions Per 100

Factors in #1 are enhanced by poverty, social-emotional needs/skills, lack of consistent support system, lack of cultural understanding by some staff, traumatic living situations can trickle over to school setting which affects our homeless/foster youth, African-American students, and our SPED students.

Student Survey - Caring adult

All of the same factors listed in #1, but situational aspects exacerbate the problem for students who are in certain subgroups, such as our homeless/foster youth, English Learners, African-American students, and SPED students.

Parent Survey - Respected and welcomed

helped to create more connectedness to school.

Student Survey - Caring adult

Students can feel disconnected from the school culture, as well as peer and/or adult support systems. Parental/adult involvement and follow-up/through can be limited as well, as parents tend to be less involved in the school process as students get older. We have made positive gains in these areas, especially with the implementation of a regular Homeroom class, where teachers can connect with students outside of the standard academic setting. Additionally, through the African-American Academic Acceleration (A4) program, we have a teacher We recognize the need for incorporating intentional instruction that is compelling and culturally relevant, and to continue providing positive reinforcement for both students and teachers.

Parent Survey - Respected and welcomed

We have multiple avenues for parents to connect and be involved at school, and we have worked to incorporate systems to provide parents with two-way communication with the school. Still, some parents are uncomfortable contacting school officials, whether it is due to cultural or language differences. We provide regular seminars for parents and opportunities for parents to connect with school for information and questions. Additionally, a BSUA (Black Student Union Alliance) was created on campus to allow for parents to come together to discuss issues with the campus and support our students.

Graduation Rate

We have worked very hard to provide opportunities for students to earn, or recover, credits towards graduation. This has been successful, with our graduation rate exceeding 90%. Students have access to a full schedule of courses, and the ability to take courses for credit recovery during the school day.

All of the same factors listed in #1, but situational aspects exacerbate the problem for students who are in certain subgroups, especially our non-English-speaking parents.

Graduation Rate

Graduation rate is the biggest struggle for our students with learning disabilities, as credit recovery options are minimal when they do not initially earn a passing grade in their classes. Homeless/foster youth benefit from AB167, which reduces their required credits for graduation.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We increased Bilingual Instructional Aide (BIA) staffing to provide additional support to students working on language acquisition and confidence on campus. Working through ASP has provided much needed tutoring opportunities for students. Additional dedicated time for intervention and school connectedness is being structured for 19/20 school year. We expanded the A4 academic mentoring to include an "A4 Center" on campus, providing a set location for students to promote cultural education and support. We have also made multiple opportunities for parents to connect and be involved at school, as well as multiple avenues for communication with parents.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We have made adjustments to the metrics for chronic absenteeism, student survey and parent survey, to ensure that the targets we set are realistic and achievable. We will continue with the current systems and support programs in place to help students and staff, and anticipate the addition of a specific instructional period that can provide further opportunities for intervention and connectedness.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Discussed needs assessment developed with staff, prior SPSA and changes/additions to achieve new targets.

2 ELAC:

Discussed needs assessment developed with staff and plan developed with SSC to ensure that targets and supports for English Learners are in place.

3 Staff:

Completed needs assessment with staff to take to SSC and ELAC.

Action 1

Title: Attendance

Action Details:

Students considered chronically absent will be reduced to 14% or less, and the overall school attendance rate will improve to 95%.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Attendance records/ADA

- absences
- tardies
- cleared and uncleared

Saturday Academy participation data

Owner(s):

Attendance office
Administration
Academic Counselors
Saturday Academy Lead
Tier II Intervention Specialist

Timeline:

Ongoing
Quarterly and progress reports

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

Tier II & III students

- habitually truant or chronically absent
- SART/SARB processes
- Saturday Academy

Owner(s):

Campus Safety
Admin
Classroom teachers
Attendance office
Community Relations Liaisons
Tier II Intervention Specialist

Timeline:

Ongoing
Daily
Quarterly and progress reporting

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Ongoing notification of truancy status, absences, tardies
- Required attendance meetings for chronically absent or truant

- Student compacts for attendance
- Detention and other deterrents for non-attendance
- Recognition for strong attendance
- Students with attendance lower than 90% will get specific invitations to recover absences through Saturday Academy.

Specify enhanced services for EL students:

- Monitoring of EL attendance rates
- Translation for attendance meetings
- Additional supports, on and off site, for chronic, tier I, II and III
- All school-home communication in home language

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

- Required parent meetings for habitual
- SART meetings on site for ease of parent participation
- Ongoing home notice of tardies, absences and truancies

Specify enhanced services for low-performing student groups:

- Monitoring of EL attendance rates, and African-American student attendance through the A4 team
- SWD will get monthly check-in on attendance and progress.
- Additional supports, on and off site, for chronic, tier I, II and III

Describe Professional Learning related to this action:

- PL on attendance procedures and interventions
- Teacher led, classroom based interventions

Action 2

Title: Discipline

Action Details:

Reduce the percentage of students who are suspended to 3% and reduce the number of repeat suspensions of single students.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Suspension rates

- In school
- Alternative to suspension
- Out of school suspension
- Patterns of suspension/behavior

Owner(s):

Administration
Re-engagement Center Teacher
Classroom Instructors

Timeline:

Ongoing
Data Dashboard
Quarterly and progress reports

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

Out of class referrals

REC logs

Repeat out of class referrals

Interventions on and off site

Owner(s):

Classroom Instructors
REC Teacher
Administration
Community Relations Liaisons
Counselors

Timeline:

Ongoing
Daily reports
Quarterly reports

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

Conflict resolution processes/cycles

Owner(s):

REC Teacher
Classroom teachers
Administration
Campus Mentors
Community Relations Liaisons
Counselors

Timeline:

Ongoing
Quarterly and progress reporting

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student Re-Engagement Center
- Restorative Practices
- Tier II Support Team
- Campus Mentors
- A4 Support Team
- After school work hours
- Additional Campus Safety Assistant (1.0)
- Classified additional hours and supplemental contracts

Specify enhanced services for EL students:

- Monitoring of EL discipline rates
- Conflict resolution in home language as needed
- Parent meetings in home language
- EL Program TSA(.5)

Specify enhanced services for low-performing student groups:

- Monitoring discipline rates for EL, African-American, SPED, and Foster Youth/Homeless students
- Provide additional conflict resolution as needed.
- A4 Team to support African-American students with school connection and conflict self-mediation skills.

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

- Parent meetings for discipline issues conducted on site and home visits if necessary
- Home language support provided
- Counseling services and referrals made on site
- Community Relations Liaisons (2) in Parent Center
- Classified additional hours and supplemental contracts
- Parent Classes to support communication and home structures

Describe Professional Learning related to this action:

- Provide clarity on progressive discipline processes and follow-up
- Training and reminder on ATLAS documentation
- Classroom based interventions and structures
- Alternatives to suspension

Action 3

Title: Social Emotional Learning/Connection to School

Action Details:

All students will participate in regularly scheduled Homeroom/Advisory periods to support social emotional learning, growth, and positive connections to school.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Advisory attendance

Owner(s):

Classroom teachers

Attendance office

Timeline:

Ongoing

Quarterly and progress reports

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

Student survey results

Owner(s):

Administration

Assessment/Data/EL TSA

Timeline:

Annual survey reports

Ongoing

- positive connection to school
- positive connection with adult on campus

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

Out of class referral rates

Owner(s):

Classroom teachers

REC Teacher

Administration

Timeline:

Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Homeroom/Advisory period in regular schedule
- Non-academic interactions with school staff
- Constructed connection opportunities for students
- Supplemental contracts for SEL planning hours

Specify enhanced services for EL students:

Monitoring of EL students'

- SE issues
- discipline issues
- perceptions of school connectedness

EL Program TSA(.5)

Specify enhanced services for low-performing student groups:

- Monitor school connection for EL, African-American, SPED, and Foster Youth/Homeless students.
- A4 Team to support African-American students with school connection and conflict self-mediation skills.

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

- Parent Center communications of class offerings
- Outreach to support SEL at home
- Community Relations Liaisons
- Parent Center courses based on indicated/dynamic needs
- Open House/Back to School/parent information events
- Child care/Parent Center connections

Describe Professional Learning related to this action:

- Focus on continued learning around the SEL competencies
- SE indicators
- SE resources and referral processes

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Attendance & Social Work Service	Oth Cls-Supp			Additional hours; peer & adult mentors	4,994.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant, Campus Safety	1.0000		62,395.00
G4A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Child care/parent center connections	4,994.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement No Food/Incentives	4,852.00
G4A3	Title 1 Basic	Parent Participation	Direct-Graph			Graphics/Communications	7,500.00
G4A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage: Parent Center, meetings	1,000.00

\$85,735.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0395 Roosevelt High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Community Relations	1.0000		97,129.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Community Relations	1.0000	Parent & Student connections/attendance	95,431.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7000		91,568.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Approximately 50 substitute days	8,236.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		12,935.00
G1A1	Sup & Conc	Instruction	Mat & Supp				23,812.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tech Purchases	20,000.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Expenses	7,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI (Education Elements)	7,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3000		39,243.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		48,768.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750		48,043.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750		49,510.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Approximately 75 substitute days	12,352.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental hours	18,081.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts, intervention/support	18,081.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies	29,067.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			NC equipment	20,000.00
G1A2	Sup & Conc	Instruction	Trvl & Conf			: Travel/Conferences	20,000.00
G1A2	Sup & Conc	Instruction	Trvl & Conf			: Travel: CADA, ecology, mock trial, etc	25,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel:CADA, ecology, mock trial, etc	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	6,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Copier Maint			Copier Maintenance	10,000.00
G1A2	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500	Increase to 0.75FTE for 2019-20 and reduce work days to 192 (from 228 in 18-19)	45,821.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Translation	3,617.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			:	557.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	7,000.00
G1A4	Sup & Conc	Instruction	Direct-Other			ELPAC Assessors	10,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			RSA Supplemental	18,081.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Support for RSA	40,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			Travel/Alliance/Field Trips	5,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Oth Cls-Supp			Additional hours; peer & adult mentors	4,994.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		62,395.00
G4A3		Parent Participation	Cls Sup-Sup				1,000.00

G4A3	Title 1 Basic	Parent Participation	Cls Sup-Sup	Child care/parent center connections	4,994.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp	Parent Involvement No Food/Incentives	4,852.00
G4A3	Title 1 Basic	Parent Participation	Direct-Graph	Graphics/Communications	7,500.00
G4A3	Sup & Conc	Attendance & Social Work Service	Local Mileag	Mileage: Parent Center, meetings	1,000.00
					\$933,067.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$214,900.00
Sup & Conc	7090	\$528,429.00
LCFF: EL	7091	\$189,738.00
Grand Total		\$933,067.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$784,251.00
G2 - All students will engage in arts, activities, and athletics	\$58,081.00
G3 - All students will demonstrate the character and competencies for workplace success	\$5,000.00
G4 - All students will stay in school on target to graduate	\$85,735.00
Grand Total	\$933,067.00