

**Roosevelt High**

10621661035831

Principal's Name: Michael Allen

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Title I SWP

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<b>District Goals</b>	
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<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

**Consolidated Program Assurances**



<p>The School Site Council (SSC) develops and revises the School 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 and Family Engagement 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 School 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 - Dana Suarez-Medina				X	
3. Jessica Jones		X			
4. James Obermire		X			
5. Heather Rhodes		X			
6. Taylor Ledak		X			
7. Lori Perez			X		
8. Sheri Manning-Cartwright				X	
9. Sarah Valentine				X	
10. Jonas Kramer					X
11. Diana Orozco Lopez					X
12. Doris Antonio Pacheco					X
13.					
14.					
15.					

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

**Required Signatures**

School Name: Roosevelt High			
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Michael Allen		5/12/2021
SSC Chairperson	Dana Suarez-Medina		5/13/21

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 2021/22

Roosevelt - 0395

**ON-SITE ALLOCATION**

3010	Title I	\$250,072 *
7090	LCFF Supplemental & Concentration	\$601,750
7091	LCFF for English Learners	\$140,100
7099	School Opening Support <i>(New! One-time funds)</i>	\$41,500
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$1,033,422</b>

* 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	\$61,096
Remaining Title I funds are at the discretion of the School Site Council	\$188,976
Total Title I Allocation	\$250,072

## Roosevelt High 2021-2022 - SPSA

### Goal 1 - STUDENTS: Improve academic performance at challenging levels.

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		4.15 %	2019-2020	11.15 %
One D or F on Any Report Card (Grades 02-12)		76.74 %	2020-2021	69.74 %
4 Year Cohort Graduation Rate		89.11 %	2019-2020	90.11 %
I-Ready ELAD1 On Level		15.99 %	2020-2021	25 %
I-Ready Math D1 On Level		15.81 %	2020-2021	16 %
ELPAC Percent Making Annual Progress		9.69 %	2019-2020	10 %
4 Year Cohort Graduation Rate (Students With Disabilities)		65 %	2019-2020	66 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### 4 Year Cohort Graduation Rate

- Teachers utilize best first instruction practices, and differentiate instruction, at the rigor of the Common Core State Standards.
- Students are placed in cohorts by grade-level and last name alpha. Each cohort is assigned an academic counselor who meets with students, send home mailers with information regarding grades, credit recovery opportunities, graduation requirement information, graduation progress, etc.
- Credit Recovery opportunities offered for Fall, Winter, Spring and Summer sessions. Additional teachers have been provided for through the site budget
- Professional Learning opportunities for staff to stay up to date with best practices and engagement ideas
- RST implemented to support student learning.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

#### 4 Year Cohort Graduation Rate

Graduation rate is the biggest struggle for our students with learning disabilities, as credit recovery options a 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.

#### I-Ready ELA D1 On Level

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.

#### I-Ready Math D1 On Level

- BTSC -The Break Through Success Committee is comprised of Roosevelt teachers and admin who work with CORE districts regarding freshmen success
- Students are offered academic support through the After School Program, AP Academic Labs (APAL) Khan Academy Lab, Tutor.com, A4 student Support Log, Rider Success Time (RST, twice a week), Homeroom (twice a week) and additional help by teachers.
- Social/Emotional Support is available for each student.
- Three Home School Liaison's connect the school to parents in 3 languages (English, Spanish, and Hmong).

#### **I-Ready ELAD1 On Level**

- Subject-area teams meeting in Professional Learning Communities (PLCs) three times each month, focused on a common curriculum (Spring Board and Big Ideas), to discuss essential learning, how to assess student progress, and student data to determine areas of intervention or enhancement.
- Subject area PLC utilize common formative assessments to determine student progress.
- Lead by the school Instructional Leadership Team (ILT), the school began cross-curricular PLC meetings one time each semester to discuss literacy needs and alignment at each grade level.
- Professional Learning has focused on increasing academic discourse opportunities for students in the classroom, and effective instruction to support literacy development.
- New teachers participated in Saturday Pipeline professional learning through FUSD Teacher Development.
- Ongoing classroom observations and feedback focused on tenets in the FUSD Instructional Practice Guide to support student learning and growth, including Culture of Learning, Challenging Content, and Ownership.
- Technology accessibility is 1:1, and teachers in ELA, Math, and Science receive support from FUSD Instructional Technology with incorporating technology into lessons through the Personalized Learning Initiative (PLI).
- RST implemented to support student learning. 9th grade students intentionally placed with English or Math teachers based on need. Saturday Academy implemented to support students in making up absences, getting additional support with classes.
- PLUS teachers support in 9th grade English, Algebra I, SPED and overall 9th grade support model.
- Improved focus on instruction in SPED/SDC-level courses.
- iReady assessments provide SPED case managers data to support clear learning goals for students with IEPs

#### **I-Ready Math D1 On Level**

- Subject-area teams meeting in Professional Learning Communities (PLCs) three times each month, focused on a common curriculum (Spring Board and Big Ideas), to discuss essential learning, how to assess student progress, and student data to determine areas of intervention or enhancement.
- Subject area PLC utilize common formative assessments to determine student progress.
- Lead by the school Instructional Leadership Team (ILT), the school began cross-curricular PLC meetings one time each semester to discuss literacy needs and alignment at each grade level.
- Professional Learning has focused on increasing academic discourse opportunities for students in the classroom, and effective instruction to support literacy development.
- New teachers participated in Saturday Pipeline professional learning through FUSD Teacher Development.
- Ongoing classroom observations and feedback focused on tenets in the FUSD Instructional Practice Guide to support student learning and growth, including Culture of Learning, Challenging Content, and Ownership.

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 maybe necessary for students who enter 9th grade below grade level.

#### **EL Reclassification Rate**

Changes in ELPAC assessment tool impacted redesignation rate. ELD instruction was supported through categorical funds, increasing contact hours for designated ELD.

#### **4 Year Cohort Graduation Rate (Students With Disabilities)**

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.

#### **ELPAC Percent Making Annual Progress**

Current pandemic concerns has made it hard to get students on campus to test as their parents are apprehensive to allow them on campus.

#### **One D or F on Any Report Card (Grades 02-12)**

Students struggle to stay motivated, engaged and organized with the distance learning model. Students have been send information about teacher support time and other academic supports (ASP, Tutor.com, Case Managers for SPED students) but not all students take advantage of them.



- Technology accessibility is 1:1, and teachers in ELA, Math, and Science receive support from FUSD Instructional Technology with incorporating technology into lessons through the Personalized Learning Initiative (PLI).
- RST implemented to support student learning. 9th grade students intentionally placed with English or Math teachers based on need. Saturday Academy implemented to support students in making up absences, getting additional support with classes.
- PLUS teachers support in 9th grade English, Algebra I, SPED and overall 9th grade support model.
- Improved focus on instruction in SPED/SDC-level courses.
- iReady assessments provide SPED case managers data to support clear learning goals for students with IEPs

#### **EL Reclassification Rate**

- Including all of the areas from Action 1 that support effective first instruction for all students, which specifically benefits English Learners, students receive additional support as they prepare for reclassification.
- Bilingual Instructional Assistants (BIAs) support new English Learners in their core content classes.
- Provide data chats to students by grade level and score.
- TSA specifically focused on English Learner support and assessment.
- Host an ELPAC Parent Informational night to ensure parents understand the importance and expectations of the assessment.
- Provide a school-wide professional learning to staff on what to expect on ELPAC.
- Saturday Academy opportunity for English Learners to get support and preparation for both the ELPAC and SBAC assessments. Practice ELPAC test available in the library computer lab and support for ELPAC preparation available during RST period.
- Recognition at school academic awards night for students who reclassify.
- Students are offered incentives to do their best on ELPAC
- Additional professional learning for whole staff focused on knowing and supporting English Learner students, as well as incorporating both integrated and designated ELD for students.

#### **4 Year Cohort Graduation Rate (Students With Disabilities)**

- Each student is assigned a SPED case manager
- Case Managers ensure IEP's are up-to-date and relevant and monitor student progress.
- IEP's at a Glance are provided to each teacher.
- Monthly professional learning sessions offered to SPED teacher by the SPED VP Liaison and RIM
- Case Managers complete an online Recommendation Form for each student for pre-registration for next years courses. CM use data and IEP's to determine proper placement. CM meets with the RIM and VP IEP Liaison to review each form.
- Paraeducators are assigned to GE classes to support SPED students.
- Co-teaching is offered in Alg I, Eng I and Eng II.
- Paraeducators are offered frequent trainings on curriculum and best practices to support student learning.
- Social/Emotional Support is available for each student.
- Teachers utilize best first instruction practices, and differentiate instruction, at the rigor of the Common Core State Standards.
- Students receive access to rigorous common curriculum framework and student-centered classrooms.
- Students are placed in cohorts by grade-level and last name alpha. Each cohort is assigned an academic counselor who meets with students, send home mailers with information regarding

- grades, credit recovery opportunities, graduation requirement information, graduation progress, etc.
- Credit Recovery opportunities offered for Fall, Winter, Spring and Summer sessions. Additional teachers have been provided for through the site budget
- Professional Learning opportunities for staff to stay up to date with best practices and engagement ideas.
- RST implemented to support student learning.
- BTSC -The Break Through Success Committee is comprised of Roosevelt teachers and admin who work with CORE districts regarding freshmen success
- Students are offered academic support through the After School Program, AP Academic Labs (APAL) Khan Academy Lab, Tutor.com, A4 student Support Log, Rider Success Time (RST, twice a week), Homeroom (twice a week) and additional help by teachers.

#### **ELPAC Percent Making Annual Progress**

Including all of the areas from Action 1 that support effective first instruction for all students, which specifically benefits English Learners, students receive additional support as they prepare for reclassification:

- Bilingual Instructional Assistants (BIAs) support new English Learners in their core content classes.
- Provide data chats to students by grade level and score.
- TSA specifically focused on English Learner support and assessment.
- Host an ELPAC Parent Informational night to ensure parents understand the importance and expectations of the assessment.
- Provide a school-wide professional learning to staff on what to expect on ELPAC.
- Saturday Academy opportunity for English Learners to get support and preparation for both the ELPAC and SBAC assessments.
- Practice ELPAC test available in the library computer lab and support for ELPAC preparation available during RST period.
- TSA engages in Data Chats with English Learners
- Additional professional learning for whole staff focused on knowing and supporting English Learner students, as well as incorporating both integrated and designated ELD for students.

#### **One D or F on Any Report Card (Grades 02-12)**

- Students are placed in cohorts by grade-level and last name alpha. Each cohort is assigned an academic counselor who meets with students, sends home mailers with information regarding grades, credit recovery opportunities, graduation requirement information, graduation progress, etc.
- Credit Recovery opportunities offered for Fall, Winter, Spring and Summer sessions. Additional teachers have been provided for through the site budget
- RST implemented to support student learning.
- Students are offered academic support through the After School Program, AP Academic Labs (APAL) Khan Academy Lab, Tutor.com, A4 student Support Log, Rider Success Time (RST, twice a week), Homeroom (twice a week) and additional help by teachers.
- Three Home School Liaison's connect the school to parents in 3 languages (English, Spanish, and Hmong).

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**1. Evidence:**

Need a continual focus on supporting English Learner student through both integrated and designated ELD within all content areas.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We plan to enhance teachers' understanding, implementation and planning of Integrated and Designated ELD Standards in all content areas. We will:

- Continue the EL students ELPAC data chats
- Continue Saturday Academy for ELPAC, SBAC and iReady preparation
- Continue using RST for ELPAC practice
- Continue to fund three Bilingual Home School Liaisons (2-Spanish, 1-Hmong) who will provide interpretation from English to a second language and translate written materials as related to assigned duties.

**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:

- Continued support from Bilingual Instructional Assistants
- Tutoring
- After School Program
- Strengthen school-home communication of supports

**3 Staff:**

- Continuance of Professional Learning Communities
- Ensure professional learning opportunities for staff
- Enhance technology access and effective use
- Continue dedicated time for intervention

**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 the CAASPP. Additionally, students will show improved performance on site-level formative and interim assessments, as well as iReady assessments.

**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 performance on assessments and tasks, 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

**Timeline:**

Ongoing

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

Common assessments (subject area CFAs, site-level interim assessments)

Student work products

Scores on like assignments

Grade and data trends

iReady Data, specifically for SPED and EL students

CAASPP Interim Assessment Blocks (IABs)

Power BI

**Owner(s):**

Professional Learning Communities

Individual classroom instructors

Academic Counselors

Site Administration

Tier II Team

**Timeline:**

Ongoing

Weekly AC meetings

Progress report grades

Assessment Data as available

- iReady
- CAASPP
- SAT/PSAT
- CFAs
- Site-Level Interim
- IABs

**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 Log
- Saturday Academy
- Additional labs established based on indicated need

**Owner(s):**

Instructors

After School Program

AP Coordinator

Credit Recovery Instructors

Academic Counseling

Site Administration

**Timeline:**

Ongoing

Quarterly and progress reports

AP work sessions

Biweekly Saturday Academy Days

Night School 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: New text adoption
  - Other literacy and technical subject disciplines

- Students will have consistent access to technology (on campus and at home access), instructional and learning software, digital resources, and other supplies to support rigorous coursework.
- Technology refresh will occur on a rotating basis, with the oldest resources refreshed first.
- ELA, Math, Science, Social Science and SPED 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 the provision of technology resources.
- Materials and Supplies to support instructions
- 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 level of intervention for students who need support will take place in the classroom, in real time.
- Additional intervention/enrichment support will take place in individual classrooms, through distance learning, specialized tutorials and Learning Labs, and with the implementation of specific intervention periods during the school day.
- All students will participate in Homeroom twice a week and Rider Success Time (RST) twice a week in support of school connectedness and academic intervention.
- An Assessment Coordinator Teacher on Special Assignment will support with assessments at all levels.
- A full-time Tier II Intervention Specialist will support students on a caseload who need a higher level of support.
- Tier II Intervention Team (TST), including: Vice Principal, Psychologist, Intervention Specialist, School Social Worker, Project Access Social worker, Re-engagement Teacher and other staff as necessary.
- A team of staff members will work as a Breakthrough Success Community (BTSN), collaborating with teams from other schools and districts, to focus on support and success for 9th grade students.

#### 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.
- An English Learner Program Teacher on Special Assignment will support data analysis and instruction.
- Bilingual Home School Liaisons (2-Spanish, 1-Hmong) will support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process
- A portion of PLC/Staff meeting 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 families of English Learners and the community.
- Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RtI structures/needs/implementation specific to English Learners.
- Integrated and designated ELD in all content areas.

#### 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 (A4) team will provide support for student success through ongoing academic advising on campus.
- Additional intervention/enrichment support will take place in individual classrooms, with the implementation of specific intervention period (RST) 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 English Learners.
- Case Managers will hold, affirm and provide stakeholders with current IEPs for all SPED students.
- Bilingual Home School Liaisons will support the IEP process when translation support is needed for parents in Spanish or Hmong.
- Develop and maintain a Network Improvement Community (NIC) Team to focus on improving outcomes for SPED students through effective instruction and structures.

## 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:**



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 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  
Instructional Lead Teachers  
Professional Learning Communities

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.

At-Risk Student Lists

Owner(s):

Classroom Instructors  
Professional Learning Communities  
Academic 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  
Professional Learning Communities  
Academic 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 PLC's about necessary in-class support

Owner(s):

Classroom instructors  
Professional Learning Communities  
Academic 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):

Academic 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):

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- 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 to support student success 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 offered through credit recovery, assigned prescribed tutorials, ELSP.
- A team of staff members will work as a Breakthrough Success Community (BTSN), collaborating with teams from other schools and districts, to focus on support and success for 9th grade students.
- Assessment and Data TSA to support English Learner students and all assessments.
- Incentives for successful completion of coursework through Honor Roll and other recognition events.

**Specify enhanced services for EL students:**

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- All teachers will utilize best practices in support academic language acquisition, as English Learner students will have access to lessons that implement Integrated and Designated ELD standards in all content areas.
- 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 to support EL students.
- Early Advanced ELD students will be concurrently enrolled in ELA I to ensure the opportunity to be on-track for A-G ELA requirements. Former ELD students may be enrolled in ELA II, ELA III, and/or ERWC concurrently to meet A-G ELA requirements.

**Specify enhanced services for low-performing student groups:**

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- All teachers will utilize best practices to 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 (A4) advisor will provide support for student success through ongoing academic advising 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.
- Case Managers will hold, affirm and provide stakeholders with current IEPs for all SPED students.
- Bilingual Home School Liaisons (HSL's) will support the IEP process when translation support is needed for parents in Spanish or Hmong.
- Develop and maintain a Network Improvement Community (NIC) Team to focus on improving outcomes and course completion for SPED students through effective instruction and support.
- Tier II Intervention Support Team (TST) to work with specific students based on need.

**Action 3**

**Title:** EL Redesignation

**Action Details:**

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Focus on fully supporting English Learners in their language acquisition process, through effective instructional practices, and close monitoring of redesignation data and growth in language acquisition. Ensure the enhancement of teachers' understanding, implementation and planning of Integrated and Designated ELD in all content areas to support learning and language acquisition for all English Learner students.

<b>Reasoning for using this action:</b>	<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

RFEF Monitoring

Performance on iReady

CAASPP and SAT scores

ELPAC progress

**Owner(s):**

Classroom Teachers

EL Program TSA

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.
- Bilingual Instructional Assistants to support students with language acquisition and clarity in core content classrooms
- ELD instructors provide language learning support.
- EL Learning Labs.
- Supplemental contracts for Learning Lab for tutoring/intervention supports.
- Teachers trained in supporting EL instruction and assessments.
- Incentives for growth and redesignation.

**Specify enhanced services for EL students:**

- Bilingual Instructional Assistants (BIAs) shared among core subject courses.
- EL supports through Learning Labs.
- EL goal setting to support student growth towards redesignation.
- EL Program TSA to support English Learner growth and success.
- 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:**

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



# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Direct-Graph			Student planners to support organization.	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also A2/Additional Materials and Supplies	22,297.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Additional credit recovery ** NO IEPS **	10,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Edgenuity fee to support online CR.	10,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Student computers new and refresh	12,297.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		137,117.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Credit Recovery sections	20,999.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental hours for credentialed staff.	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional Materials and Supplies.	35,570.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Student computers new and refresh.	22,703.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Computer maintenance.	3,500.00
G1A2	Sup & Conc	Instruction	Direct-Graph			FUSD Graphics needs.	2,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Grad. Programs, school mailer	10,000.00
G1A2	Sup & Conc	Instruction	Communicatio			: Mailers from counseling.	3,000.00
G1A2	Sup & Conc	Instructional Supervision & Adm	Copier Maint			: Maintenance for copiers to support learning.	15,000.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500		47,034.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional supplies for art teachers.	3,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Health Pathway additional materials and supplies.	2,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Business Pathway additional materials and supplies.	2,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Public Service Pathway additional materials and supplies.	2,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Education Pathway additional materials and supplies.	1,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Foods and Nutrition additional materials and supplies.	3,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Additional materials and supplies.	22,500.00
G1A2	One-Time School	Instruction	Cons Svc/Oth			To Be Determined : Graphics and school mailers.	3,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		51,307.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750		54,037.00

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		13,651.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750		53,834.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Additional Materials and Supplies for EL's including incentives.	1,579.00
G1A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			Miles for classified staff to support learning for EL's.	2,500.00

**\$591,425.00**

**Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Completing AP/IB Courses with Credits Earned		21.18 %	2019-2020	29 %
College/Career Readiness		42.7 %	2019-2020	46 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**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.

- **CTE Enrollment**
  - We have effectively increased communication and recruitment efforts at our feeder middle schools and districtwide 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 districtwide 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.

**Student-centered real world learning experience - Site Defined**

**Completing AP/IB Courses with Credits Earned**

- AP Coordinator with work periods built in to the day
- APAL supports in place
- APAC meetings once per month

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**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

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.

**Student-centered real world learning experience - Site Defined**

**Completing AP/IB Courses with Credits Earned**

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.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the pandemic and state shut down, students were given real world learning experiences virtually. Several in-person opportunities were not feasible.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will increase in-person real world experiences for students as state guidelines allow.

**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:

- Continue to increase CTE/Linked Learning offerings
- Increase informative/recruitment efforts to involve students in CTE/Linked Learning
- Increase technology resources
- Tutoring After School Program
- Strengthen school-home communication of supports

**2** ELAC:

Student Supports:

- Provide as much language/BIA support as possible in CTE/Linked Learning courses
- Clear, frequent school-home communication and informative/recruitment efforts
- Additional bilingual assistants
- Tutoring
- After School Program
- Strengthen school-home communication of supports

**3** Staff:

Student Supports:

- Expanded CTE and Linked Learning offerings
- More options for school to work connections for those not college bound
- Dedicated time for intervention
- Continuance of PLC time

## 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 School-wide 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

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

Bilingual Home School Liaisons

Administration

Academic Counselors

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
- Instructional Coach support
- Tier II Intervention Specialist
- Re-engagement Center (REC) Teacher
- TST (including, not limited to: REC Teacher, Tier II Intervention Specialist, School Social Worker, Project Access Social Worker, School Psychologist)

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 SLO's.
- Quarterly and progress monitoring of EL participation rates.
- Data Chats for ELPAC with students by the EL Program TSA

Specify enhanced services for low-performing student groups:

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

African American Academic Acceleration (A4) Academic Advisor will provide support for student success, emphasizing development of the SLOs.

Students in Men's and Women's Alliance classes will focus on the importance of growing in the SLOs to support character and competencies for workplace success.

## Action 2

**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 number 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.

<b>Reasoning for using this action:</b> <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 (do we have these?).

#### Owner(s):

AP 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 the 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 for student support 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.
- Opportunity for AP Human Geography students (9th grade course) to take World Geography during the summer between 8th and 9th grade.
- Opportunity for incoming 9th grade students to take part in the Summer Bridge during the summer between 8th and 9th grade to give them opportunities for success leading to AP eligibility.

Specify enhanced services for EL students:

- All teachers will utilize best practices in support of 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 into courses beyond AP Spanish.
- EL Program TSA to support success and access for EL students.

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 Academic Advisor to help students be on track in courses and encourage enrollment and support in higher-level, rigorous coursework.
- Bilingual Home School Liaisons will support families by holding and supporting parent workshops, and working to connect families to the AP program, academic counselors, administration and teachers.

### Action 3

**Title:** Career and College Ready

Action Details:

Students will have opportunities to be involved in pathways, both Linked Learning (LL) 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.

<b>Reasoning for using this action:</b> <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

Recruitment for RSA classes  
Enrollment in RSA classes  
Retention of students enrolled in RSA classes  
Course grades

Owner(s):

RSA Director  
RSA Teachers  
Academic Counselors  
Bilingual Home School Liaisons

Timeline:

Ongoing  
Progress reporting periods

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

Recruitment for CTE/LL/Pathway classes  
Enrollment in CTE/LL/Pathway classes  
Retention of students enrolled in LL/CTE/Pathway classes  
Course grades  
A-G Credits earned  
Attendance rates  
Program graduation rates  
Workforce experience placement  
Gold Standard Project-Based Learning Design Rubrics (LL)  
Certifications Earned (LL/CTE/Pathway)  
Pathway Completions in CalPADS

Owner(s):

College and Career Coordinator  
CTE/Pathway Teachers  
Counselors  
Bilingual Home School Liaisons

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 CTE/LL/Pathway courses.
- Specialized instruction focused on career technical education, courses focused on CTE/LL/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 to support student access and achievement.

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 (A4) advisor will provide support for student success through academic advising and access to college and career programs.
- Additional intervention/enrichment support will take place in individual classrooms, with the implementation of specific intervention period during the school day (RST) to support students who have struggled academically, including homeless/foster youth, English Learners, African American students, and SPED students.
- Develop and maintain a Network Improvement Community (NIC) Team to focus on improving CTE/Pathway enrollment and outcomes for SPED students through appropriate placement and support.
- Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RtI structures/needs/implementation specific to EL.
- Academic Chats with the CTE/LL/Pathway Coordinator and RSA Director.



## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

### G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A3	Sup & Conc	Instruction	Direct Trans			Field Trips (CTE, other trips).	5,000.00
G2A3	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Additional funding for RSA overtime	4,671.00
G2A3	Sup & Conc	Instruction	Teacher-Supp			Additional funding for RSA supplemental contracts.	12,187.00
G2A3	Sup & Conc	Instruction	Mat & Supp			RSA materials and supplies.	25,741.00

**\$47,599.00**

**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		14.69 %	2020-2021	12.5 %
Suspensions students with 1 or more		0.16 %	2020-2021	5 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**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. Our home school liaisons have been deployed to make home visits and help our students access technology (working laptop and/or hot spot, knowing how to access TEAMS) so they can join classes through distance learning. 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 students with 1 or more**

The suspension rate at Roosevelt has decreased greatly. Our admin team, SRO, HSL's and social/emotion support team has worked create systems and protocols to implement 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 helped to create more connectedness to school.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**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 students with 1 or more**

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.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Distance learning reduced the student to student interactions which decreased conflict. Absenteeism decrease. This may be attributed to the home visits conducted by the admin team to "ghost students" at the beginning of the year. Home School Liaisons were in place by October of 2020, they made several home visits each week to uncover the reasons students were not logging on to class. Students are also able to log on to class and be counted as present however it does not mean they were engaged in the class the entire time.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will continue to fund 3 bi-lingual HSL's. We will increase learning opportunities for our parents so they can help support our students at home.
- We will continue to celebrate perfect attendance at the end of year academic awards ceremony.
- We will incorporate student incentives on a quarterly, if not more, bases for positive attendance (perfect attendance for the month or increase in positive attendance.
- We will continue to support our social/emotional team who supports our students (School Psych, Re-engagement teacher, Social Worker, etc).
- We will incorporate supports for students to work through drug use and review restorative practice policies.

**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:** 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 3 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

Bilingual Home School Liaisons

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

Enrollment of ALPS students in RSA courses

Owner(s):

Unified League Coaches

Special Olympics Coaches

Administration

Academic Counselors

Campus Safety

Athletic Director

RSA Director

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

- RSA students
- Non-RSA students
- ALPS students

Owner(s):

Academic 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 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
- Ongoing student PULSE surveys

Owner(s):

Campus Culture Director  
Administration  
Campus Safety Team  
Instructional staff  
Support staff  
Climate and Culture Team

Timeline:

Ongoing  
Annual survey results

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

Increase recruitment and participation in athletics, both 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: Summer Bridge, Summer Leadership Ramp-Up, Link Crew, Freshmen Orientation, and Peer mentoring.
- CADA student institute, CASL and FASL.
- All students will be enrolled in Homeroom/Advisory in support of SEL and school connectedness.
- A team of staff members will work as a Breakthrough Success Community (BTSN), collaborating with teams from other schools and districts, to focus on connectedness and success for 9th grade students.
- Alliance classes for Men and Women.
- Support travel costs
- Re-engagement Center.
- Materials and supplies to support VAPA, student involvement in RSA, CTE and Linked Learning.
- Supplemental contracts for RSA to support access and involvement in the arts.
- Supplemental contracts for CTE/LL to support access and involvement in CTE/LL coursework and activities.
- Teacher release (subs) to support staff PL
- Materials and Supplies and Maintenance

Specify enhanced services for EL students:

- Public relations flyers, notices, etc., tailored for language preferences.
- Parent Center and Bilingual Home School Liaisons (2-Spanish, 1-Hmong) provide ongoing contact and communication with families.
- Campus culture involvement opportunities.
- EL Club advised by the EL TSA

Specify enhanced services for low-performing student groups:

- Connection to school is a focus for all students who are struggling, and is vital for underperforming students. They are encouraged to be involved in the many opportunities provided.
- A4 Academic Advisor will provide support for our African American students, including connection to school.

## Action 2

**Title:** Social Emotional Learning/Connection to School

**Action Details:**

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

<b>Reasoning for using this action:</b> <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**

Student Homeroom attendance rates

**Owner(s):**

Classroom Teachers  
Attendance Office  
Bilingual Home School Liaisons

**Timeline:**

Ongoing  
Quarterly and progress reports

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

Student survey results (PULSE & District-wide)

**Owner(s):**

Administration  
Assessment/Data/EL TSA  
Climate & Culture Team

**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 (related to same measures in Action 2, but specifically related to school connectedness)

**Owner(s):**

Classroom teachers  
REC Teacher  
Tier II Intervention Team (TST)  
Bilingual Home School Liaisons  
Administration

**Timeline:**

Ongoing

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

- Homeroom classes for all students twice each week.
- Non-academic interactions with school staff.
- Constructed connection opportunities for students.
- Supplemental contracts for SEL planning hours.
- Materials and supplies for each homeroom class.

**Specify enhanced services for EL students:**

- Monitoring of EL students:
  - Social-emotional issues.
  - Discipline concerns.
  - Perceptions of school connectedness.

**Specify enhanced services for low-performing student groups:**

- Monitor school connection for EL, African American, SPED, and Foster Youth/Homeless students, and communicate with support personnel to ensure positive and improved connections to campus for all students.

- EL Program TSA
- As best as possible, group ELD students in Homeroom taught by their ELD teachers.

### Action 3

**Title:** Attendance

[Action Details:](#)

Students considered chronically absent will be reduced to 12.5% or less, and the overall school attendance rate will improve to 95%.

<b>Reasoning for using this action:</b>	<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](#)

Attendance records/ADA

- absences
- tardies
- cleared and uncleared

Saturday Academy participation data

Data collected from the RHS Tardy Protocol

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

Attendance office  
Administration  
Academic Counselors  
Saturday Academy Lead  
Tier II Intervention Specialist  
Bilingual Home School Liaisons

[Timeline:](#)

Ongoing  
Quarterly and progress reports  
Weekly attendances lists

[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
- Data collected from the RHS Tardy Protocol

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

Campus Safety  
Admin  
Classroom Teachers  
Attendance Office  
Bilingual Home School 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 to both students and parents.
- Required attendance meetings for chronically absent or truant.
- Student compacts for attendance.
- Detention and other deterrents for non-attendance.
- Recognition and incentives for strong attendance.
- Students with attendance lower than 90% will be provided an invitation to recover absences through Saturday Academy.

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

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

- Monitoring of EL attendance rates.
- Translation for attendance meetings.
- Additional supports, on and off site, for chronic, tier I, II and III.
- Bilingual Home School Liaisons support school-home communication in home language via phone and/or home visits.

- Monitoring of EL attendance rates, and African American student attendance through the attendance office and parent center.
- SWD will have monthly check-in on attendance and progress.
- Additional supports, on and off site, for chronic, Tier I, II and III.
- Home visits by school personnel to discuss attendance issues and concerns that may be hindering positive school attendance.

### Action 4

**Title:** Discipline

[Action Details:](#)

Maintain consistent use of restorative practices and ensure the percentage of students who are suspended is less than 5%.

<b>Reasoning for using this action:</b>	<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](#)

Suspension rates

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

**Owner(s):**

Administration  
Re-engagement Center (REC) Teacher  
Classroom Instructors  
Academic Counselors  
Bilingual Home School Liaisons

**Timeline:**

Ongoing  
Bi-weekly Power BI reports  
Quarterly and progress reports

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

Out of class referrals

Repeat out of class referrals

Intervention logs, both on and off site

ATLAS Log entries

Power BI Reports (levels of behavior, locations, demographics, etc)

**Owner(s):**

Classroom Instructors  
REC Teacher  
Tier II Support Team (TST)  
Administration  
Academic Counselors  
Bilingual Home School Liaisons

**Timeline:**

Ongoing  
Daily reports  
Bi-weekly Power BI trend reports  
Quarterly reports



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

Conflict resolution processes/cycles

Owner(s):

REC Teacher  
Tier II Support Team (TST)  
Classroom Teachers  
Administration  
Campus Mentors  
Academic 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 (TST)
- Campus Mentors
- A4 Advisor
- After school work hours
- Additional Campus Safety Assistant (1.0 FTE)
- Classified additional hours and supplemental contracts.

Specify enhanced services for EL students:

- Monitoring of English Learner discipline rates
- Conflict resolution in home language as needed.
- Parent meetings in home language.
- Ongoing communications from Bilingual Home School Liaisons to provide direct, bilingual communications to parents, in Spanish or Hmong, while also completing home visits to contact parents regarding deficiencies in behavior.

Specify enhanced services for low-performing student groups:

- Monitoring discipline rates for EL, African American, SPED, and Foster Youth/Homeless students and determine necessary interventions to support student success.
- Behavior Intervention Plans (BIP) created by case managers of SPED students and provided to stakeholders. Bilingual Home School Liaisons support with translation in Spanish and Hmong during IEP meetings where BIPs are being developed.
- Provide additional conflict resolution as needed.
- Support from A4 advisor and/or Fresno Street Saints mentors for African American students who struggle with school connection or ongoing disciplinary issues.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for AcaDec, forensics, CADA.	2,000.00
G3A1	Sup & Conc	Instruction	Travel			: Additional funding to support CCD/AD-travel, hotel, meals, conference fees.	9,000.00
G3A1	One-Time School	School Administration	Direct-Maint			: CTE van maintenance.	3,000.00
G3A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Miles for classified staff to support learning.	1,000.00

**\$15,000.00**

**Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Included		44.92 %	2019-2020	52 %
Student Survey - Caring adult		67.13 %	2019-2020	75 %
Staff Survey – Overall Positive in Belonging Domain		70.24 %	2019-2020	75 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

**Student Survey - Included**

- Climate and Culture Team include a representative from each department and a classified staff member. The CCT uses data from PULSE surveys and the district climate survey to determine initiatives.
- CCD Cerda and the leadership students provide monthly student engagements/activities.
- Homeroom occurs once a week.
- Creation of the TR Spot.

**Staff Survey – Overall Positive in Belonging Domain**

Initiatives to provide a positive campus culture for staff include:

- Climate and Culture Team include a representative from each department and a classified staff member. The CCT uses data from PULSE surveys and the district climate survey to determine initiatives.
- Each department is assigned an administrative liaison.
- Principal has an open-door policy with all staff.
- Staff are acknowledged in a weekly staff spotlight found in the Rough Rider Round Up.
- Staff opinions are solicited through school generated pulse surveys when needed.
- Department Chair meetings are held monthly.
- ILT meetings are held monthly.
- Staff are celebrated each semester (staff shirt in the FALL, staff appreciation gift in the SPRING).
- Retirees are recognized at the end of the year celebration
- A staff club has been established.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Staff Goal - Site Defined**

**Student Survey - Included**

- Go back to having Homeroom twice a week.
- When safe, continue Picnic Fridays and Rough Rider Crew
- When safe, continue lunch time activities

**Staff Survey – Overall Positive in Belonging Domain**

- Revive the Green vs. Gold staff competition when being in space together is safe.
- Revive monthly staff potlucks when being in space together is safe.

**Student Survey - Caring adult**

- When safe, promote additional times our SRO can meet with student groups.

- Time for teachers to meet with one another is built into the weekly schedule.
- CCD Cerda provides a positive staff-centered initiative each quarter.
- Continue to support student participation in athletics, clubs and arts.
- Staff are supported by their VP liaison.
- New teachers have access to an on-site academic coach.
- All teachers have access to an on-site academic coach.
- All teachers have access to professional learning of best practices facilitated by the academic coach and PLUS teachers.
- The School Climate and Culture team discusses ways to increase school connectedness for all staff.

**Student Survey - Caring adult**

- Climate and Culture Team include a representative from each department and a classified staff member. The CCT uses data from PULSE survey's and the district climate survey to determine initiatives.
- CCD Cerda and the leadership students provide monthly student engagements/activities.
- Homeroom occurs once a week.
- Creation of the TR Spot.
- Continue positive interactions with support staff.
- Continue to monitor the RHS Tipline.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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Budget expenditures shifted with the need to transition to online supports and activities.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

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We will continue all initiatives next year.

**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.

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**1** SSC:

- Ensure budgeted monies to support student and staff involvement and supports.
- Support school initiatives that address Goal 4.

**2** ELAC:

- Maintain clear, frequent school-home communication.
- Increase parent participation to support their students.

**3** Staff:

- Participate in opportunities to team build and belong.
- Take an active, caring role in Homeroom.
- Understand school procedures and supports for students in need.

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## Action 1

**Title:** Continued work in Professional Learning Communities

### Action Details:

- Continue to use data to drive PLCs, instructional decisions and practices that affect student learning.
- Instructional Leadership Team members facilitate site PLCs and participate in regional ILT meetings to discuss regional goals and implementation through site PLCs.
- Teachers work in subject area PLCs, focused on building collective teacher efficacy.
- PLC teams meet to discuss curriculum and student support, focused on school and regional goals, and develop a plan of action to address an agreed-upon problem of practice.

<b>Reasoning for using this action:</b>	<input 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

Meeting notes for PLC meetings

**Owner(s):**

Instructional Lead Teacher  
Admin Team

**Timeline:**

Weekly

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

ILT/Regional ILT work/notes/artifacts

**Owner(s):**

ILT members  
Admin Team

**Timeline:**

Monthly  
Quarterly

### Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Continue to use data to drive PLCs, instructional decisions and practices that affect student learning.
- Instructional Leadership Team members facilitate site PLCs and participate in regional ILT meetings to discuss regional goals and implementation through site PLCs.
- Teachers work in subject area PLCs, focused on building collective teacher efficacy.
- PLC teams meet to discuss curriculum and student support, focused on school and regional goals, and develop a plan of action to address an agreed-upon problem of practice.

### Specify Professional Development or Staff Services to support EL students:

- Staff will continue to have access to PL from EL services and site admin.

### Specify Professional Development or Staff Services to support low-performing student groups:

- Staff will continue to have access to PL offered by site admin and district office.
- Staff will have access to professional learning conferences.

## Action 2

**Title:** Opportunities for staff learning both on-site and th

### Action Details:

- Continue providing staff professional learning through utilization of time during Buyback Days and Staff PL Meetings, focused on district and site-level goals.

- Provide opportunities for teachers to attend off-site learning conferences, so they can continue to seek out and participate in professional development focused on the improved academic environment of the 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

Number of staff who attend professional development.

- Each department will have an allotment of PL opportunities based on cost.

Owner(s):

Department Chairs  
ILT  
Administration

Timeline:

Ongoing

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

Staff attendance for Buy Back

Owner(s):

Administration

Timeline:

Ongoing

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

IPG Data

- Look for a shift to the right in responses for IPG items.

Owner(s):

Administration

Timeline:

Ongoing

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**
- Continue to support the work done in site Professional Learning Communities, including use of release days for PLC teams, either through the use of substitute teachers or supplemental contracts, as necessary to continue focus on building collective efficacy.
- Funding for conference registrations, travel to conferences, and substitute teachers to cover class lessons.
- Support staff engagement via staff recognition, team building, activities, and celebrations
- Continue to fund technology programs to support effective instruction, including Nearpod, Padlet, TurnItIn, and EdPuzzle, while also adding more teacher-requested programs.
- Provide classroom budgets for homeroom, so teachers can purchase supplies to support the environment.

Specify Professional Development or Staff Services to support EL students:

- Continue to fund technology programs to support effective instruction, including Nearpod, Padlet, TurnItIn, and EdPuzzle, while also adding more teacher-requested programs.
- Fund professional development opportunities that address school EL needs.
- Staff has access to EL TSA
- Access to Home School Liaisons who are bilingual.

Specify Professional Development or Staff Services to support low-performing student groups:

- Continue to fund technology programs to support effective instruction, including Nearpod, Padlet, TurnItIn, and EdPuzzle, while also adding more teacher-requested programs.
- Fund professional development opportunities.
- Staff has access to instructional coach and a PLUS teacher who has a SPED focus.

**Action 3**

**Title:** Endure appropriate support for teacher success.

**Action Details:**

- Ensure teachers have adequate supplies for learning, including technology, and technology programs (such as Nearpod, Padlet, TurnItIn, etc), to support student engagement and learning.
- On site Instructional Coach will provide ongoing support to new teachers, newer teachers completing the induction process, as well as any teachers who request assistance.
- PLUS Teachers support with success in our 9<sup>th</sup> grade and Special Education SDC classrooms.
- Continue to provide more guidance for teachers with regards to restorative practices.

**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**

Use of instructional coach/PLUS support

**Owner(s):**

Instructional Coach  
PLUS teachers  
Administration

**Timeline:**

Ongoing

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

New teacher retention data

**Owner(s):**

Administration

**Timeline:**

Ongoing

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

Use of technology programs such as Nearpod, Padlet, Turnitin, etc.

**Owner(s):**

Administration

**Timeline:**

Ongoing

**Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:**

- 
- Continue to support the work done in site Professional Learning Communities, including use of release days for PLC teams, either through the use of substitute teachers or supplemental contracts, as necessary to continue focus on building collective efficacy.
- Funding for conference registrations, travel to conferences, and substitute teachers to cover class lessons.
- Support staff engagement via staff recognition, team building, activities, and celebrations
- Continue to fund technology programs to support effective instruction, including Nearpod, Padlet, TurnItIn, and EdPuzzle, while also adding more teacher-requested programs.

**Specify Professional Development or Staff Services to support EL students:**

- Continue to fund technology programs to support effective instruction, including Nearpod, Padlet, TurnItIn, and EdPuzzle, while also adding more teacher-requested programs.
- Fund professional development opportunities that address how to work teach English Learners.
- Staff has access to EL TSA

**Specify Professional Development or Staff Services to support low-performing student groups:**

- Continue to fund technology programs to support effective instruction, including Nearpod, Padlet, TurnItIn, and EdPuzzle, while also adding more teacher-requested programs.
- Fund professional development opportunities that address classroom protocols and classroom management such as CHAMPS trainings.
- Staff has access to instructional coach and a PLUS teacher who has a SPED focus.

## Action 4

**Title:** Encourage teacher/student connections through Homeroom & RST

### Action Details:

Utilize a built-in homeroom period, focused on providing time for teachers and students to build positive connections outside of class time and content. Homeroom is also a focus for helping students develop in the SEL competencies. Continue implementing a build-in Rider Success Time period, to allow for teachers to connect with students and allow additional time for students to experience success with their work for classes.

<b>Reasoning for using this action:</b> <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

Attendance and Participation in Homeroom

#### Owner(s):

Teachers  
Administration  
Attendance Office

#### Timeline:

Ongoing  
Quarterly and progress reports

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

Attendance and Participation in RST.

#### Owner(s):

Teachers  
Administration  
Attendance Office

#### Timeline:

Ongoing  
Quarterly and progress reports

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

Social Emotional Referrals

#### Owner(s):

Social Emotional Team  
Administration

#### Timeline:

Ongoing  
Quarterly and progress reports

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

Climate/Pulse Survey Data

#### Owner(s):

Climate and Culture Team  
Administration

#### Timeline:

Fall - October  
Spring - February/April

### Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Support staff engagement via staff recognition, team building, activities, and celebrations
- Provide classroom budgets for homeroom, so teachers can purchase supplies to support the environment.

### Specify Professional Development or Staff Services to support EL students:

- Continue to fund technology programs to support effective instruction, including Nearpod, Padlet, TurnItIn, and EdPuzzle, while also adding more teacher-requested programs.
- Fund professional development opportunities that address school connectedness.

### Specify Professional Development or Staff Services to support low-performing student groups:

- Continue to fund technology programs to support effective instruction, including Nearpod, Padlet, TurnItIn, and EdPuzzle, while also adding more teacher-requested programs.
- Fund professional development opportunities that address school connectedness.



- Staff has access to EL TSA

- Staff has access to instructional coach and a PLUS teacher who has a SPED focus.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Instruction	Travel			Professional learning for staff - travel, hotel, meals, conf. fees	22,500.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support staff PL.	15,000.00
G4A2	Sup & Conc	Instruction	Travel			: Professional Learning for staff - travel, hotel, meals, conf. fees.	22,500.00
G4A3	Sup & Conc	Instruction	Bks & Ref			: Instructional technology programs (Turnitin, other programs.)	35,000.00
G4A4	Sup & Conc	Instruction	Mat & Supp			: Homeroom materials and supplies.	10,000.00

**\$105,000.00**

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		97.89 %	2019-2020	100 %
Parent Survey - Safe and secure		92.71 %	2019-2020	95 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

Family support and communication has been increased by the following actions:

- Funded 3 Home School Liaisons to support parents and guardians in three languages:
  - English
  - Spanish
  - Hmong
- Parent Coffee Hours
- Professional Learning for Parents led by HSL's
- Home Visits performed by HSL's

**Parent Survey - Safe and secure**

- Funding for an additional Campus Safety Assistant.
- Social Emotional support team meets weekly to discuss referrals. The team works with families and students.
- Ensure facilities, including fences and lighting, are in proper working order

**Parent Survey - Respected and welcomed**

Parent's feeling supported and welcomed has been supported by the following actions:

- Funded 3 Home School Liaisons to support parents and guardians in three languages:
  - English
  - Spanish
  - Hmong
- Parent Coffee Hours
- Professional Learning for Parents led by HSL's
- Home Visits performed by HSL's

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Family Goal - Site Defined**

- Because of social distance guidelines, parents did not have access to Parent Meet and Greets for networking purposes. Parents usually sign up to take parenting classes from an outside vendor. We hope to continue this next school year.

**Parent Survey - Safe and secure**

- Increase communication between parents and our SRO regarding look for's with their children

**Parent Survey - Respected and welcomed**

- Ensure signage on campus is updated, visible and offered in 3 languages.
- Ensure parents understand school protocols and procedures.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to distance learning, our additional CSA was placed at another school site for a few months.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Actions 1, 2, 3 and 4 will address this goal and changes that need to be made.

**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 fund an additional CSA
- Continue to fund 3 bilingual HSL's
- Continue to fund parent workshops
- Increase parent participation in overall school programs.

**2** ELAC:

- Maintain clear, frequent school-home communication
- Increase parent participation

**3** Staff:

- Consistent communication with parents in their home language

## Action 1

**Title:** Ensure consistent communication to families in 3 languages.

### Action Details:

Parents will receive consistent communication from the school regarding information about their child's learning, as well as opportunities to be connected to the school. Parents will also have opportunities to communicate with the school, regarding questions, concerns, or feedback, ensuring two-way communication both in-person and through phone, email, Peachjar, and school online accounts.

**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**

Home School Liaison Logs:

- IEP's translation was provided for
- Event attendance logs
- Phone call log
- Home visit log

**Owner(s):**

Home School Liaison  
Administration

**Timeline:**

Ongoing

**Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

- Fund 3 Bilingual Home School Liaison positions (2 Spanish, 1 Hmong) to provide connections to school for parents, as well as support for communication in three languages.
- Meet and greet with School Resource Officer, campus safety and admin/counselors
- Fund safety assistant (1.0 FTE) to ensure additional adult supervision, and positive student/adult interactions, on campus.
- Parent informational meetings where SRO offers information on the latest things to look out for (social media, drugs, gangs...)
- Coffee hour meetings facilitated by HSLs in Parent Center
- Classes to support parents facilitated through Parent Center and Parent University. Parent Center courses and resources will fluctuate to meet dynamic needs of families of English Learners and the community.
- Parent Informational Guide – much like the transition guide
- Classes on setting up and checking email, accessing ATLAS, Rapid Alert, Daily Alerts, ASP, Tutor.com, etc.

**Specify Direct Service and Opportunities for parents and families to support EL students:**

- Families will have access to home school liaisons who will provide several supports such as translation, parent learning opportunities, school connectedness opportunities, community connectedness opportunities.
- Families will engage in informational meetings facilitated by academic counselors, social/emotional support TEAM, HSL's and EL coordinator.
- Contracts to support translation

**Specify Direct Service and Opportunities for parents and families to support low-performing student groups:**

- Families will have access to home school liaisons who will provide several supports such as translation, parent learning opportunities, school connectedness opportunities, community connectedness opportunities.
- Families will engage in informational meetings facilitated by academic counselors, social/emotional support TEAM, and HSL's.

**Action 2**

**Title:** Provide Opportunities for parents to connect with school

**Action Details:**

Under the guidance of our Parent Involvement Policy, parents will have opportunities to participate events that connect them to the school and provide information to support the success of their child. These include opportunities to participate in shared decision-making, such as SSC and ELAC, and also specific events to connect them to the school, such as Back to School Night and Open House.

**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**

Parent Center Activities:

- Parenting Classes
- Coffee Hour
- TEAMS Live events
- Meet and Greet with specific staff/resources on campus (ie. ASP director, SRO, academic counselors, social/emotional team, admin, pathway director, RSA director, etc.).

**Owner(s):**

Home School Liaisons  
Administration  
Academic Counselors  
Support Staff

**Timeline:**

Ongoing  
Quarterly and progress reports

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

Provide communication in 3 languages for school events such as:

- Parent Center sponsored activities
- Back To School Night
- Open House
- Title I Meeting Night
- School Site Council Meetings
- ELAC Meetings
- Grade Level Presentations hosted by the academic counselors
- FAFSA Night
- College Application Night
- Athletic Events
- Pathway Events
- School of the Arts Events

**Owner(s):**

Home School Liaisons  
Administration  
Academic Counselors  
Campus Culture Director  
Pathway Coordinator  
RSADirector  
Support Staff

**Timeline:**

Ongoing  
Quarterly and progress reports

**Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

- Fund 3 Bilingual Home School Liaison positions (2 Spanish, 1 Hmong) to provide connections to school for parents, as well as support for communication in three languages.
- Meet and greet with School Resource Officer, campus safety and admin/counselors
- Fund safety assistant (1.0 FTE) to ensure additional adult supervision, and positive student/adult interactions, on campus.
- Parent informational meetings where SRO offers information on the latest things to look out for (social media, drugs, gangs...)
- Coffee hour meetings facilitated by HSLs in Parent Center
- Classes to support parents facilitated through Parent Center and Parent University. Parent Center courses and resources will fluctuate to meet dynamic needs of families of English Learners and the community.
- Parent Informational Guide – much like the student transition guide
- Classes on setting up and checking email, accessing ATLAS, Rapid Alert, Daily Alerts, ASP, Tutor.com, etc.

**Specify Direct Service and Opportunities for parents and families to support EL students:**

- Parent are provided translation and translation devices (whisperers) for school events.

**Specify Direct Service and Opportunities for parents and families to support low-performing student groups:**

- During IEP's, parents are provided translation in their home language

**Action 3**

**Title:** Host parent information and learning sessions

**Action Details:**

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Ongoing learning and interactive opportunities will be available for parents, to assist them in supporting the success of their child at school and providing feedback about how the school can better support their child. These would include sessions facilitated through the Parent Center, Parent University, or school staff, such as counseling and administration.

**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

Provide communication in 3 languages for school events such as:

- Parent Center sponsored activities
- Back To School Night
- Open House
- Title I Meeting Night
- School Site Council Meetings
- ELAC Meetings
- Grade Level Presentations hosted by the academic counselors
- FAFSA Night
- College Application Night
- Athletic Events
- Pathway Events
- School of the Arts Events

Owner(s):

- Home School Liaisons
- Administration
- Academic Counselors
- Campus Culture Director
- Pathway Coordinator
- RSA Director
- Support Staff

Timeline:

- Ongoing
- Quarterly and progress reports

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

Parent Center Activities:

- Parenting Classes
- Coffee Hour
- TEAMS Live events
- Meet and Greets with specific staff/resources on campus (ie. ASP director, SRO, academic counselors, social/emotional team, admin, pathway director, RSA director, etc.).

Owner(s):

- Home School Liaisons
- Administration
- Academic Counselors
- Support Staff

Timeline:

- Ongoing
- Quarterly and progress reports

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Fund 3 Bilingual Home School Liaison positions (2 Spanish, 1 Hmong) to provide connections to school for parents, as well as support for communication in three languages.
- Meet and greet with School Resource Officer, campus safety and admin/counselors
- Fund safety assistant (1.0 FTE) to ensure additional adult supervision, and positive student/adult interactions, on campus.
- Parent informational meetings where SRO offers information on the latest things to look out for (social media, drugs, gangs...)
- Coffee hour meetings facilitated by HSLs in Parent Center
- Classes to support parents facilitated through Parent Center and Parent University. Parent Center courses and resources will fluctuate to meet dynamic needs of families of English Learners and the community.
- Parent Informational Guide – much like the transition guide
- Classes on setting up and checking email, accessing ATLAS, Rapid Alert, Daily Alerts, ASP, Tutor.com, etc.

Specify Direct Service and Opportunities for parents and families to support EL students:

- Families will have access to home school liaisons who will provide several supports such as translation, parent learning opportunities, school connectedness opportunities, community connectedness opportunities.
- Families will engage in informational meetings facilitated by academic counselors, social/emotional support TEAM, HSL's and EL coordinator.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Families will have access to home school liaisons who will provide several supports such as translation, parent learning opportunities, school connectedness opportunities, community connectedness opportunities.
- Families will engage in informational meetings facilitated by academic counselors, social/emotional support TEAM, and HSL's.

**Action 4**

**Title:** Support a safe campus via a Comprehensive School Safety Plan

Action Details:

The school will maintain an updated school safety plan, to ensure that protocol is in place to ensure safety staff are in place for a safe campus and appropriate response to emergency situations.

<b>Reasoning for using this action:</b>	<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

School Climate Survey Responses and the PULSE surveys.

Owner(s):

Climate and Culture Team

Timeline:

Fall - October  
Spring - February and April

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

Meet and Greet Event for families to meet our Administration, Campus Safety and SRO.

Owner(s):

Administration

Timeline:

Fall - August  
Spring - January

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Meet and greet with School Resource Officer, campus safety and admin/counselors
- Fund safety assistant (1.0 FTE) to ensure additional adult supervision, and positive student/adult interactions, on campus.
- Parent informational meetings where SRO offers information on the latest things to look out for (social media, drugs, gangs...)
- Coffee hour meetings facilitated by HSLs in Parent Center
- Classes to support parents facilitated through Parent Center and Parent University. Parent Center courses and resources will fluctuate to meet dynamic needs of families of English Learners and the community.
- Parent Informational Guide – much like the transition guide
- Classes on setting up and checking email, accessing ATLAS, Rapid Alert, Daily Alerts, ASP, Tutor.com, etc.

Specify Direct Service and Opportunities for parents and families to support EL students:

- Home school liaisons will provide translation support.
- Home School Liaisons will use their rapport with parents to encourage families to attend informational

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:



meetings and parent classes.

Home School Liaisons will use their rapport with parents to encourage families to attend informational meetings and parent classes.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for translation for EL parents.	1,499.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent workshops/Parent Center Supplies ** NO FOOD OR INCENTIVES **	1,000.00
G5A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	1.0000	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	63,835.00
G5A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	59,638.00
G5A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	63,801.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp			Parent workshops, Parent Center supplies.	3,500.00
G5A2	One-Time School	Parent Participation	Mat & Supp			: Parent Center supplies, parent incentives, classes.	3,000.00
G5A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Support for parent meetngs/workshops	501.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Support for parent meetings/workshops for EL's (babysitting).	1,500.00
G5A4	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		66,124.00
G5A4	Sup & Conc	Security	Cls Sup-Ovr			Additional funds to ensure safety presence after school hours.	10,000.00

**\$274,398.00**

# 2021-2022 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	Instruction	Direct-Graph			Student planners to support organization.	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also A2/Additional Materials and Supplies	22,297.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Additional credit recovery ** NO IEPS **	10,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Edgenuity fee to support online CR.	10,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Student computers new and refresh	12,297.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		137,117.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Credit Recovery sections	20,999.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental hours for credentialed staff.	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional Materials and Supplies.	35,570.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Student computers new and refresh.	22,703.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Computer maintenance.	3,500.00
G1A2	Sup & Conc	Instruction	Direct-Graph			FUSD Graphics needs.	2,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Grad. Programs, school mailer	10,000.00
G1A2	Sup & Conc	Instruction	Communicatio			: Mailers from counseling.	3,000.00
G1A2	Sup & Conc	Instructional Supervision & Admi	Copier Maint			: Maintenance for copiers to support learning.	15,000.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500		47,034.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional supplies for art teachers.	3,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Health Pathway additional materials and supplies.	2,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Business Pathway additional materials and supplies.	2,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Public Service Pathway additional materials and supplies.	2,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Education Pathway additional materials and supplies.	1,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Foods and Nutrition additional materials and supplies.	3,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Additional materials and supplies.	22,500.00
G1A2	One-Time School	Instruction	Cons Svc/Oth			To Be Determined : Graphics and school mailers.	3,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		51,307.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750		54,037.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		13,651.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750		53,834.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Additional Materials and Supplies for EL's including incentives.	1,579.00
G1A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			Miles for classified staff to support learning for EL's.	2,500.00

G2A3	Sup & Conc	Instruction	Direct Trans			Field Trips (CTE, other trips).	5,000.00
G2A3	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Additional funding for RSA overtime	4,671.00
G2A3	Sup & Conc	Instruction	Teacher-Supp			Additional funding for RSA supplemental contracts.	12,187.00
G2A3	Sup & Conc	Instruction	Mat & Supp			RSA materials and supplies.	25,741.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for AcaDec, forensics, CADA.	2,000.00
G3A1	Sup & Conc	Instruction	Travel			: Additional funding to support CCD/AD-travel, hotel, meals, conference fees.	9,000.00
G3A1	One-Time School	School Administration	Direct-Maint			: CTE van maintenance.	3,000.00
G3A3	Sup & Conc	Attendance & Social Work Services	Local Mileage			Miles for classified staff to support learning.	1,000.00
G4A2	Title 1 Basic	Instruction	Travel			Professional learning for staff - travel, hotel, meals, conf. fees	22,500.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support staff PL.	15,000.00
G4A2	Sup & Conc	Instruction	Travel			: Professional Learning for staff - travel, hotel, meals, conf. fees.	22,500.00
G4A3	Sup & Conc	Instruction	Bks & Ref			: Instructional technology programs (Turnitin, other programs.)	35,000.00
G4A4	Sup & Conc	Instruction	Mat & Supp			: Homeroom materials and supplies.	10,000.00
G5A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for translation for EL parents.	1,499.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent workshops/Parent Center Supplies ** NO FOOD OR INCENTIVES **	1,000.00
G5A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Hmong	1.0000	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	63,835.00
G5A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	59,638.00
G5A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	63,801.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp			Parent workshops, Parent Center supplies.	3,500.00
G5A2	One-Time School	Parent Participation	Mat & Supp			: Parent Center supplies, parent incentives, classes.	3,000.00
G5A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Support for parent meetings/workshops	501.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Support for parent meetings/workshops for EL's (babysitting).	1,500.00
G5A4	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		66,124.00
G5A4	Sup & Conc	Security	Cls Sup-Ovr			Additional funds to ensure safety presence after school hours.	10,000.00

\$1,033,422.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$250,072.00
Sup & Conc	7090	\$601,750.00
LCFF: EL	7091	\$140,100.00
One-Time School	7099	\$41,500.00
<b>Grand Total</b>		<b>\$1,033,422.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$591,425.00
G2 - Expand student-centered and real-world learning experiences	\$47,599.00
G3 - Increase student engagement in their school and community	\$15,000.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$105,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$274,398.00
<b>Grand Total</b>	<b>\$1,033,422.00</b>