Roosevelt High School

10621661035831

Principal's Name: Michael Allen

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Table of Contents		
Section	**Topic**	**Details**
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII
		Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	**Academic Domain**	Academic and Course Performance
B.2.	**Social/Emotional Domain**	Attendance/Suspensions/Expulsions
B.3.	**Culture and Climate Domain**	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	**Budget**	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	**Assurances**	Consolidated Program Assurances
E.2.	**School Site Council**	Members list
E.3.	**Required Signatures**	Principal and SSC Chairperson
E.4.	**Addendum**	Site Parent Involvement Policy/Compact/SSC Bylaws

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : Roosevelt ▼ Select

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	High	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	8/9	9.07 %
☐	High	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	8/9	90.93 %
☑	High	Advanced Placement (AP)	1- AP Eligibility Pool	5936	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria	8/10	15.43 %
☑	High	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	8/9	38.26 %
☐	High	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	7/9	38.61 %
☐	High	Advanced Placement (AP)	3- Course Retention	5938	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), and completed the course(s) in the current year, plus 9th grade students enrolled in AP Human Geography and completed the course in the current year	7/8	74.14 %
☑	High	Advanced Placement (AP)	5- Course Retention Exam Takers Passing Rate	5940	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), complete the AP course(s), take the corresponding AP exam(s), and pass AP course exam(s) with 3 or higher, plus 9th grade students enrolled in AP Human Geography, complete the AP course, take the corresponding AP exam, and pass AP course with a 3 or higher	6/8	9.68 %
☐	High	Math	5- Achievement	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10%	6/9	29 %

		(SBAC)	Gap		negatively disproportionately represented		
☐	High	Advanced Placement (AP)	2- Appropriate Course Placement	5937	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria and are appropriately placed in AP course(s) in the current year	5/9	79.63 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	High	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	9/9	19.66 %
☐	High	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	8/9	19.68 %
☑	High	EL Redesignation	4- LTEL Redesignation Rate	4774	Number and percentage of Long Term English Learner students redesignated	8/10	11.58 %
☐	High	EL Redesignation	5- LTEL Graduation and A-G On-Track Status	6175	Number and percentage of 9th-12th grade Long Term English Learner students who were continuously enrolled for 5 years prior to the start of their 9th grade year and are on-track for high school graduation and A-G requirements	7/9	18.23 %
☐	High	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	6/9	24.34 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	High	A-G	1- On-Track Status	6134	Number and percentage of 9th-12th grade students who are A-G on-track at the beginning of the current semester and does not consider courses in progress (9th grade is excluded from fall semester)	9/10	36.06 %

☐	High	Graduation	3- Off-Track to On-Track	6152	Number and percentage of 9th-12th grade students who started the academic year borderline or off-track for graduation and moved to on-track status for graduation in the most recent quarter	9/10	45.35 %
☑	High	Graduation	1- On-Track Status	6148	Number and percentage of 9th-12th grade students on-track for graduation considering course completion and current course enrollment using the FUSD Graduation Matrix as a benchmark	9/10	54.38 %
☐	High	Graduation	4- Graduation Rate	6325	**District Dashboard (Goal 4):** CORE Waiver: Four Year Cohort Graduation Rate	8/8	83.62 %
☑	High	College-Going Culture	1- 12th Grade A-G Competitive Eligibility	6014	Number and percentage of 12th grade students who meet A-G Competitive Eligibility criteria	8/9	60 %
☐	High	A-G	2- Appropriate Course Placement	6021	Number and percentage of 9th-12th grade students enrolled in the appropriate A-G units to be considered A-G on-track	8/10	52.33 %
☐	High	Graduation	2- On-Track Retention Rate	6151	Number and percentage of 9th-12th grade students who were on-track for graduation at the beginning of the academic year, enrolled in the appropriate courses in the current academic year and remain on-track in the most recent quarter	8/9	74.16 %
☐	High	College Enrollment	3- UC SIR Rate	6290	Number and percentage of 12th grade students who submitted a Statement of Intent to Register (SIR) to the University of California (UC)	7/9	25 %
☐	High	A-G	3- On-Track Retention Rate	6023	Number and percentage of 9th-12th grade students who were on-track at the beginning of the academic year, are enrolled in the appropriate A-G courses in the current academic year and remain A-G on-track in the most recent quarter	7/9	73.83 %
☐	High	College-Going Culture	5- FAFSA Completion Rate	6332	Number and percentage of 12th grade students who are low-income, SIR'd or matriculated to any Institution of Higher Education and submitted the Free Application for Federal Student Aid (FAFSA) by March 2nd as verified by the California Student Aid Commission with GPA verification	7/9	92.02 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15

☐	High	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	9/10	13.65 %
☐	High	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	9/10	92.36 %
☑	High	Suspension	3- Appropriate Behavior Intervention	5951	Number and percentage of 9-12th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio entry or SAP counselor contact	8/10	17 %
☑	High	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	8/10	17.24 %
☐	High	Chronic Absenteeism	2- Appropriate Attendance Intervention	6330	Number and percentage of 9-12th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	7/10	40.23 %
☐	High	Suspension	2- Disproportionality	5976	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	7/10	100 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	High	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	10/10	29.29 %
☑	High	Student Engagement	4- Long Term Engagement	5948	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	7/9	25.93 %

Instructional Superintendent Approval : ◉ No ○ Yes | Approval Date : 03/03/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	☑ 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	☐ 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	☐ 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates

Action # 1	Detail the action: Roosevelt High School will give specific focus on instruction and learning in mathematics, including the delivery of effective first instruction in all mathematics classrooms, collaboration between teachers around both common lessons, assessments, and student products, and the development of a comprehensive support system for students who require additional time for learning.

SQII Element:	SQII Sub-element(s):	Site Growth Target:	Vendor (contracted services)
Math SBAC (#6169)	2 - Standard Met/Exceeded	12%	ASCD Shmoop

☑ New Action ☑ On-going | Reasoning: ☑ Data ☑ Research-based ☐ Local Knowledge/Context

Write a SMART Goal to address each data point:

- By June of 2017, the percentage of students who achieve a score of Standard Met or Standard Exceeded on the Math SBAC will increase from 9.1% to 12% (as measured by SQII indicator 6169).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	Owner(s)	Timeline
• Effective first instruction, as observed using the Instructional Practice Guide during classroom walkthroughs.	Principal/VPs/ILT	Reported Weekly
• Common assessments/student products discussed during Accountable Community meetings.	ASP/ACs/iPL	Reported Monthly
• Evidence of student demonstration of learning and through an increase in percentage of students who score Standards Met or Exceeded on Math interim assessments (SQII #6258).	Math Teachers/ACs	Reported mid-Fall and the beginning of Spring
• Evidence of student learning and engagement through a decrease in D/F rate in mathematics courses (SQII #3789 & SQII #4762)	Math Teachers/ACs	Reported after each grading period
• Attendance records for After School Program and other tutoring options outside of the classroom.	After School Program/VP	Reported Monthly

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

- *Parents will be encouraged to participate in informational meetings, grade distribution nights, as well as on decision-making committees such as SSC and ELAC.*
- *Parent learning opportunities will be provided through the Parent Center, with the support of two Home-School Liaisons, as well as through Parent University.*
- *To support parents in helping their children with school work, a specific section of resources will be created and maintained on the school website, called Parent-Tutor, which will contain information and links about mathematics to support parents in being tutors at home.*

Describe related professional learning:

- *District professional learning for Math CCSS and new materials adoptions*
- *Teacher collaboration focused on improving students outcomes during AC meetings*
- *Focus on instructional practices during Buyback opportunities and through other readings*
- *Focus on formative assessment strategies, and discussions around the development of common grading systems, during AC meetings, Buyback opportunities and through other readings*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Students will receive access to a rigorous, common curriculum framework and student-centered classrooms*
- *Students will have access to technology, software, and other supplies to support in preparations for rigorous coursework*
- *Student planners will assist in developing organizational and planning skills necessary for academic success*
- *Students will have access to online support, including Khan Academy/College Board, Shmoop, and other math content sites*

Specify additional targeted actions for EL students:

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

Domain	■ 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	□ 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	□ 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates

Action # 2

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

SQII Element:	SQII Sub-element(s):	Site Growth Target:	Vendor (contracted services)
ELA SBAC (#5926)	2 - Standard Met/Exceeded	42%	ASCD Shmoop TurnItIn

■ New Action ■ On-going | Reasoning: ■ Data □ Research-based □ Local Knowledge/Context

Write a SMART Goal to address each data point:

- *By June of 2017, the percentage of students who achieve a score of Standard Met or Standard Exceeded on the English Language Arts SBAC will increase from 38.3% to 42% (as measured by SQII indicator 5926).*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	Owner(s)	Timeline
• Effective first instruction, as observed using the Instructional Practice Guide during classroom walkthroughs.	Principal/VPs/ILT	Reported Weekly
• Common assessments/prompts/student products discussed during Accountable Community meetings.	ASP/ACs/iPL	Reported Monthly
• Evidence of student demonstration of learning and through an increase in percentage of students who score Standards Met or Exceeded on ELA interim assessments (SQII #6256).	ELA Teachers/ACs	Reported mid-Fall and the beginning of Spring
• Evidence of student learning and engagement through a decrease in D/F rate in mathematics courses (SQII #4008)	ELA Teachers/ACs	Reported after each grading period
• Evidence of improved reading level, through a decrease in students who score significantly below grade level on the DRP assessment	VPs/ACs	Reported mid-Fall and mid-Spring
• Evidence of improved proficiency in writing through an increase in overall scores on the School Wide Write	Teachers/Admin	Reported mid/late-Spring

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

- *Parents will be encouraged to participate in informational meetings, grade distribution nights, as well as on decision-making committees such as SSC and ELAC.*
- *Parent learning opportunities will be provided through the Parent Center, with the support of two Home-School Liaisons, as well as through Parent University.*
- *To support parents in helping their children with school work, a specific section of resources will be created and maintained on the school website, called Parent-Tutor, which will contain information and links regarding reading and writing strategies to support parents in being tutors at home.*

Describe related professional learning:

- *District professional learning for ELA CCSS and new materials adoptions*
- *Teacher collaboration focused on common writing prompts and strategies to improve students outcomes during AC meetings and cross-curricular department meeting opportunities*
- *Focus on instructional practices during Buyback opportunities and through other readings*
- *Focus on formative assessment strategies, and discussions around the development of common grading systems, during AC meetings, Buyback opportunities and through other readings*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Students will receive access to a rigorous, common curriculum framework and student-centered classrooms*
- *Students will have access to technology, software, and other supplies to support in preparations for rigorous coursework*
- *Student planners will assist in developing organizational and planning skills necessary for academic success*
- *Students will have access to online support, including Khan Academy/College Board, Shmoop, TurnItIn, and other ELA content sites*
- *Students will participation in a School Wide Write during the Spring semester to analyze writing proficiency and obtain feedback*

Specify additional targeted actions for EL students:

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Community Relations	0.2200		also Action 1/3/4/5/7	18,508
2	1	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Community Relations	0.7800		also Action 1/3/4/5/7	65,623
2	1	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Community Relations	1.0000		also Action 1/3/4/5/7	81,187
2	1	EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.7500		also Actions 1/4/7	41,519
2	1	EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.8750		also Actions 1/4/7	44,352
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				substitutes for teacher planning days	5,713
2	1	Sup & Conc	Instructional Administration of Special Projects	Copier Maintenance				copier maintenance	15,000
2	1	Title 1 Basic	Instruction	Travel & Conferences				PL travel	8,000
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				technology	12,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology	17,000

2	1	Sup & Conc	Instruction	Books & Other Reference				Supplemental materials and supplies. Online support (Shmoop/TurnItIn, etc.)	120,592
								Total	$429,494

Domain	☑	***1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates***	☐	***2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates***	☐	***3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates***

Action # 3

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

SQII Element:	SQII Sub-element(s):	Site Growth Target:	Vendor (contracted services)
Advanced Placement Eligibility (#5936) *Advanced Placement Exam Score of 3 or higher (#5940)*	*1 - AP Eligibility Pool* *5 – Course Retention Exam Takers who Pass with a 3 or Higher*	*60%* *15%*	*Shmoop* *TurnItIn*

☑ *New Action* ☐ *On-going* | *Reasoning:* ☑ *Data* ☑ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:

- *By June of 2017, the percentage of students who are on-track for graduation, considering course completion and current course enrollment using the FUSD Graduation Matrix, will increase from 45.8% to at least 60% (as measured by SQII indicator 6148), and the percentage of students who complete an AP course and pass the corresponding AP exam with a score of 3 or higher will increase from 9.7% to at least 15% (as measured by SQII indicator 5940).*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
• *Effective first instruction, as observed using the Instructional Practice Guide during classroom walkthroughs and discussed during AC meetings.*	*Principal/VPs/ILT* *ASP/AP Teachers*	*Weekly* *Weekly*

• *Targeted support for students who are not on track, as measured by grade improvements following referrals to tutoring in After School Program, as well as meeting notes from discussions in ACs about necessary support.* • *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 (SQII #601) and number and percentage of students who earn a composite score of 133 with no score under 42 (SQII #608).* • *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.* • *Evidence of preparation of students for rigorous and college-level work through an increase in percentage of students who score Standards Met or Exceeded on ELA and Math interim assessments (SQII #6256 & #6258).* • *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.*	*AP Teachers/Counselors* *Counselors/Teachers* *Math Teachers/ACs* *ELA Teachers/ACs* *AP Teachers/Counselors*	*Monthly* *Monthly* *Following interim assessments* *Monthly*
Explain the Targeted Actions for Parent Involvement (required by Title I): • *Parents will be encouraged to participate in informational meetings, including AP Parent Information Night.* • *Parent learning opportunities will be provided through the Parent Center, with the support of two Home-School Liaisons, as well as through Parent University.*		
Describe related professional learning: • *AP Training for all AP teachers* • *Teacher collaboration focused on improving students outcomes in AP classes, as well as opportunities to meet outside of the school day* • *District professional learning for Math and ELA CCSS and new materials adoptions* • *Specific professional learning and growth for World Languages teachers* • *Focus on learning about the PSAT and how to prepare students for success on the assessment* • *Information about AP Eligibility for all teachers*		
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): • *Students will receive access to a rigorous curriculum framework and student-centered classrooms* • *Students will have access to Native Speaker sequence, with rigorous World Language coursework a progressions leading to AP*		

- *Opportunity for all 9th and 10th grade students to engage in preparations for PSAT*
- *Students will have access to technology, software, and other supplies to support in preparations for rigorous coursework*
- *Student planners will assist in developing organizational and planning skills necessary for academic success*
- *In preparation for writing requirements in AP, classroom focus on writing practices in all subject areas, including participation in a School Wide Write*

Specify additional targeted actions for EL students:

- *All teachers will utilize best practices in support academic language acquisition.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				AP planning, extra student support, test prep	5,813
								Total	$5,813

Domain	☑ *1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐ *2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐ *3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 4

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

SQII Element:	*SQII Sub-element(s):*	*Site Growth Target:*	*Vendor (contracted services)*
Graduation On-Track Status (#6148) *A-G On-Track Status (#6134)* *College and Career-Going Culture (#6014)*	*1 - On-Track Status (Grad & A-G)* *1 - 12th Grade A-G Competitive Eligibility*	*60%* *53%* *65%*	

☑ *New Action* ☑ *On-going* | *Reasoning:* ☑ *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:

- *By June of 2017, the percentage of students who are on-track for graduation, considering course completion and current course enrollment using the FUSD Graduation Matrix, will increase from 45.8% to at least 60% (as measured by SQII indicator 6148) and the percentage of students who are on-track for A-G course completion will increase from 46.2% to at least 53%. Additionally, the percentage of students who meet the A-G Competitive Eligibility criteria, including completion of A-G courses and meeting GPA requirements, will increase from 54.1% to 65%, as measured by SQII indicator 6014.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
• *Effective first instruction and classroom support, as observed using the Instructional Practice Guide during classroom walkthroughs*	*Principal/VPs/ILT*	*Weekly*
• *Monitoring of student grades, specifically in ELA, Math and Science with progress reports every 5 weeks*	*Counslors/Teachers*	*Every 5 weeks*
• *More frequent monitoring of individual students who have multiple D/F grades on any progress report*	*Counslors/Admin*	*Every 2.5 weeks*
• *Targeted support for students who are not on track, as measured by grade improvements following referral to tutoring in After School Program, and meeting notes from discussions in ACs about necessary in-class support*	*ASP/ACs/Admin/*	*Monthly*
• *Credit recovery enrollment data for students who are not on-track*	*Counselors/Admin*	*One time per semester*

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

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

Describe related professional learning:

- *Collaboration opportunities for teachers and staff to calibrate and engage in peer learning*
- *Professional Learning on grading practices and rubric development*
- *9th Grade teachers will meet to develop academic interventions monthly and to identify students who need access to interventions*
- *Professional learning for office staff on how to enroll parents in Edutext*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Students will receive differentiated instruction within the rigor of the Common Core State Standards.*
- *Students will receive academic counseling to promote academic success.*
- *Access to supplemental materials and supplies, including technology and software to support learning*
- *After school tutoring for all grades, but target 9th grade access to both teachers and student peer tutors*
- *Regular meetings for 9th grade students with older peer mentors*
- *Opportunities for students to make up credits with credit recovery opportunities*
- *Plan for all on-track and borderline 10th grade students to visit a UC or CSU campus during the Spring semester*
- *Supplemental materials to support and encourage student achievement and improved performance*

Specify additional targeted actions for EL students:

- *All teachers will utilize best practices in support academic language acquisition*
- *Bilingual Instructional Aides will be available in classrooms to provide primary language support for Beginning EL students*
- *Quarterly monitoring of RFEP students*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				intervention supplementals	29,061
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				supplemental electives	29,061
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for arts electives	69,744
4	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts: SRC intervention support, credit recovery, additional academic support and intervention	46,496
4	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				childcare	2,349

4	1	Title 1 Basic	Attendance & Social Work Services	Other Classified-Supplemental				Peer tutors	5,874
4	1	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				home-school communication	12,000
4	1	Sup & Conc	Instruction	Materials & Supplies				student recognition	5,000
4	1	Sup & Conc	Instruction	Materials & Supplies				supplies for electives (RSA)	20,000
4	1	Sup & Conc	Instruction	Materials & Supplies				materials and supplies; repairs; music	25,000
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Center materials and supplies for workshops	4,500
4	1	Sup & Conc	Attendance & Social Work Services	Local Mileage				Parent Center mileage	750
4	1	Title 1 Basic	Instruction	Direct Transportation (Dr)				transportation for student college trips	11,070
4	1	Sup & Conc	Instruction	Direct Transportation (Dr)				travel: Alliance & move up day	4,000
4	1	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation for student college trips	8,834
								Total	$273,739

Domain	☐ ***1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates***	■ ***2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates***	☐ ***3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates***

Action # 5	*Detail the action: Roosevelt High School recognizes the importance of school attendance and the relation to academic success, and will focus on decreasing the number of students who are considered "chronically absent" due to an attendance rate of 90% or less. Additionally, we will focus on implementing a complete attendance support plan that will also encourage student arrival to school and classes on time, thus reducing both absences and tardies.*

SQII Element: Chronic Absenteeism (#5942)	*SQII Sub-element(s): 1 - Chronic Absenteeism Rate*	*Site Growth Target: 14%*	*Vendor (contracted services)*

■ *New Action* ■ *On-going* | *Reasoning:* ■ *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:

- *By June of 2017, the percentage of students who are labeled as "chronically absent" due to an attendance rate of 90% or less will decrease from 16.2% to 14% or less, as measured by SQII indicator 5942 and the ADA attendance rate at Roosevelt High School will increase from 92.9% to 95%, as measured by SQII indicator 48. Additionally, overall average tardies per period will decrease from 1.83 to 1.78 and average tardies for Period 1 will decrease from 3.83 to 3.50, as measure by ATLAS reports.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
• *Weekly school ADA rate*	*Principal/Admin*	*Weekly*
• *Weekly student ADA rates, including both overall attendance and tardy reports (overall and period 1)*	*Attendance/Admin*	*Weekly*
• *Development of Chronically Absent list for immediate follow-up by counselor/admin*	*Attendance/Admin*	*Bi-Weekly*
• *Development of Severely Chronically Absent list for additional follow-up and inclusion in SARB process*	*Attendance/Admin*	*Bi-Weekly*

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

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

Describe related professional learning:
- *Professional learning for staff focused on engaging students who have been disconnected from school*
- *Training and refreshers on using tools, such as School Messenger, to communicate with parents*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- *Chronically Absent and Severely Chronically Absent students will receive on-going notification of their attendance and meetings with the support team to develop school re-engagement plan*
- *Student Re-engagement Center will provide opportunities to support students with the re-entry into classrooms after absences*
- *Supplemental materials to support and encourage student attendance and improved attendance*

Specify additional targeted actions for EL students:
- *Parents of EL students will be given attendance notification in Spanish and Hmong*
- *Attendance meetings will be held in English and Spanish for parents of EL students*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	EL	Attendance & Social Work Services	Local Mileage				mileage	750
								Total	$750

Domain	☐ *1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	■ *2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐ *3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 6

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

SQII Element: Suspension (#5951 & #3709)	*SQII Sub-element(s): 3 - Appropriate Behavior Intervention*	*Site Growth Target:25%*	*Vendor (contracted services)*
☐ *New Action* ■ *On-going*	*Reasoning:* ■ *Data* ☐ *Research-based* ■ *Local Knowledge/Context*		

Write a SMART Goal to address each data point:

- *By June of 2016, the percentage of students with one or more suspension incidents who have an appropriate ATLAS portfolio entry or SAP counselor contact will increase from 5.8% to 25%, as measured by SQII indicator 5951, and the number of students who have 2 or more suspension incidents will not exceed 20, as measured by the denominator of SQII indicator 3709.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
• *ATLAS misbehavior entries to inform classroom and individual student needs*	*Admin*	*Weekly*
• *SRC referrals and logs following suspension*	*SRC Teacher*	*Upon return from suspension*
• *Behavior plans/contracts following suspension*	*Admin/SRC*	*Upon return from suspension*
• *Out of school suspension incidents, as measured by SQII indicator #3949*	*Principal/Admin*	*Monthly*
• *Logs of regular check-in meetings for students with a prior suspension*	*Admin*	*Monthly*

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

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- *Continue with class meetings to focus on specific guidance through instruction and discussion*
- *Celebrated positive behavior and student success*
- *Students will receive social-emotional supports in the Student Re-Engagement Center*
- *Students will receive classroom supports from those who attend professional learning opportunities*
- *Continued support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects*

- *Guest speakers for targeted student audiences*
- *Field trips for targeted students to provide enrichment opportunities*

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Safe & Civil Substitutes	2,856
6	2	Sup & Conc	Parent Participation	Classified Support-Supplemental				Individual need support based on SRC referrals	3,525
								Total	$6,381

Domain ☐ ***1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*** ☐ ***2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*** ☑ ***3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates***

Action # 7

Detail the action: Roosevelt High School will continue to focus on supporting the academic acquisition of English for students who are English Learners, incorporating opportunities and support for students to engage in reading, writing, speaking, and listening in the context of grade-level standards. Additionally, we will identify current English Learner students who have met borderline redesignation status, and will develop a plan to support the students to achieve redesignation status within 365 days.

SQII Element:	SQII Sub-element(s):	Site Growth Target:	Vendor (contracted services)
EL Redesignation (#4774) *EL Redesignation (#5968)*	*4 - LTEL Redesignation Rate* *3 - Borderline to Redesignation Within 365 Days*	*14%* *25%*	

☐ *New Action* ☑ *On-going* *Reasoning:* ☑ *Data* ☐ *Research-based* ☑ *Local Knowledge/Context*

Write a SMART Goal to address each data point:

- *By June 2017, the percentage of our Long-Term English Learner students who are redesignated (R-FEP) by meeting the requirements on both the CELDT assessment and the DRP or District Interim Assessment will increase from 11.6% to 14%,* *as measured by SQII indicator 4774, and English Learner students who meet the borderline criteria for designation and achieve redesignation status within 365 days will increase from 19.7% to 25%, as measured by SQII indicator 5968.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	Owner(s)	Timeline
• CELDT score analysis including targeting students for interventions and/or flexible grouping with iPL teachers	Teachers/ILT/iPL	Prior to and after CELDT
• Formative/Summative assessments developed around the four domains including data analysis and action planning	ACs/ILT	Weekly
• DRP assessments analysis	ACs/Admin	Following DRP assessment
• ELA interim assessments	ACs/Admin	Following interim assessments

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

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

Describe related professional learning:

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Bilingual Aides will be placed in classes to provide support in primary language for Beginning English Learner students*
- *Provide 0.4 FTE in additional support for new English Learners enrolled in ELD classes*
- *EL students will be involved in CELDT and DRP chats prior to administration of assessments to ensure understanding of importance and purpose of assessments, and to inform of testing conditions and expectations*

- *Primary language support available through after school program tutorials and peer-tutoring.*
- *Incentives for improvement on CELDT and DRP tests.*
- *Enhanced testing accommodations for CELDT and EL students taking the DRP that are borderline for redesignation*

Specify additional targeted actions for EL students:

- *See above*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375		also Action 1/2/4	12,004
7	3	EL	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.4000		ELD support classes @ .4	40,963
7	3	EL	Instruction	Teacher-Substitute Salaries				CELDT assessors	9,711
7	3	EL	Instruction	Teacher-Supplemental Salaries				translation services	5,230
7	3	EL	Instruction	Materials & Supplies				supplemental materials and supplies for EL	6,355
								Total	$74,263

Domain	☐ 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	☐ 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	☑ 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates

Action # 8	*Detail the action: Roosevelt High School will focus on engaging all students in the arts, activities, and athletics, which will provide students with a connection to school. The engagement plan will focus on creating multiple available opportunities for students to be involved, and a multi-layered plan to advertise and inform students of potential opportunities. Additionally, we will focus on increasing the percentage of students who remain engaged in any ongoing activities for two or more consecutive years.*

SQII Element:	SQII Sub-element(s):	Site Growth	Vendor (contracted services)
Student Engagement (#5944) Student Engagement (#5948)	3 - Disproportionality 4 - Long Term Engagement	Target:20% 35%	
☑ New Action ☑ On-going	Reasoning: ☑ Data ☐ Research-based ☑ Local Knowledge/Context		

Write a SMART Goal to address each data point:

- *By June 2017, we will decrease the number and percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate from 29.3% to 20%, as measured by SQII indicator 5944, and we will encourage long-term engagement by increasing the number and percentage of unique students engaged in any ongoing Goal 2 activities for two or more consecutive years from 25.9% to 35%, as measured by SQII indicator 5948.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
• Goal 2 participation data	CCD/Admin	Bi-Weekly
• Club Rush participation by clubs, and monthly participation data	Club Advisors	Monthly
• Athletics Rosters	AD/Coaches	End of season
• Documentation of presentation and communication with regional schools	AD/CCD	Bi-Yearly

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

- *Informational meetings and materials for parents*
- *Provide regular data regarding student participation in Goal 2 activities to parents, as well as upcoming opportunities for students to be involved*

Describe related professional learning:

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Supplemental materials and supplies to support and encourage student participation in Goal 2 activities, including arts, activities, and athletics*

Specify additional targeted actions for EL students:

- *Monitor number and percentage of English Learner students who participate in Goal 2 activities*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Sup & Conc	Instruction	Teacher-Substitute Salaries				Alliance and Campus Culture Director substitutes	3,999
8	3	Sup & Conc	Instruction	Travel & Conferences				Acadec/Science Olympiad/CADA	18,000
								Total	$21,999

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Roosevelt - 0395

ON-SITE ALLOCATION

3010	Title I	$189,189	*
7090	LCFF Supplemental & Concentration	$408,747	
7091	LCFF for English Learners	$214,503	
TOTAL 2016/17 ON-SITE ALLOCATION		**$812,439**	

*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$58,629
	Remaining Title I funds are at the discretion of the School Site Council	$130,560
	Total Title I Allocation	$189,189

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0395 Roosevelt High School

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Subs			substitutes for teacher planning days	5,713.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			technology	12,000.00
2	1	Title 1 Basic	Instruction	Trvl & Conf			PL travel	8,000.00
2	1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Community Relations	1.000	also Action 1/3/4/5/7	81,187.00
2	1	Sup & Conc	Instruction	Bks & Ref			Supplemental materials and supplies. Online support (Shmoop/TurnItIn, etc.)	120,592.00
2	1	Sup & Conc	Instruction	Nc-Equipment			technology	17,000.00
2	1	Sup & Conc	Instructional Administration of Sp	Copier Maint			copier maintenance	15,000.00
2	1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Community Relations	0.220	also Action 1/3/4/5/7	18,508.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.750	also Actions 1/4/7	41,519.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.875	also Actions 1/4/7	44,352.00
2	1	EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Community Relations	0.780	also Action 1/3/4/5/7	65,623.00
3	1	Sup & Conc	Instruction	Teacher-Supp			AP planning, extra student support, test prep	5,813.00
4	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts: SRC intervention support, credit recovery, additional academic support and intervention	46,496.00
4	1	Title 1 Basic	Instruction	Direct Trans			: transportation for student college trips	11,070.00
4	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			childcare	2,349.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Center materials and supplies for workshops	4,500.00
4	1	Title 1 Basic	Parent Participation	Direct-Graph			home-school communication	12,000.00
4	1	Title 1 Basic	Attendance & Social Work Servic	Oth Cls-Supp			Peer tutors	5,874.00
4	1	Sup & Conc	Instruction	Teacher-Supp			supplemental electives	29,061.00
4	1	Sup & Conc	Instruction	Teacher-Supp			intervention supplementals	29,061.00
4	1	Sup & Conc	Instruction	Mat & Supp			: student recognition	5,000.00
4	1	Sup & Conc	Instruction	Mat & Supp			: supplies for electives (RSA)	20,000.00
4	1	Sup & Conc	Instruction	Direct Trans			: transportation for student college trips	8,834.00
4	1	Sup & Conc	Instruction	Direct Trans			travel: Alliance & move up day	4,000.00
4	1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Parent Center mileage	750.00
4	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for arts electives	69,744.00
4	1	Sup & Conc	Instruction	Mat & Supp			materials and supplies; repairs; music	25,000.00
5	2	EL	Attendance & Social Work Servic	Local Mileag			mileage	750.00
6	2	Sup & Conc	Instruction	Teacher-Subs			Safe & Civil Substitutes	2,856.00
6	2	Sup & Conc	Parent Participation	Cls Sup-Sup			Individual need support based on SRC referrals	3,525.00
7	3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	also Action 1/2/4	12,004.00
7	3	EL	Instruction	Teacher-Regu	Teacher, Senior High	0.400	ELD support classes @ .4	40,963.00
7	3	EL	Instruction	Teacher-Subs			CELDT assessors	9,711.00

7	3	EL	Instruction	Teacher-Supp	translation services	5,230.00
7	3	EL	Instruction	Mat & Supp	supplemental materials and supplies for EL	6,355.00
8	3	Sup & Conc	Instruction	Teacher-Subs	Alliance and Campus Culture Director substitutes	3,999.00
8	3	Sup & Conc	Instruction	Trvl & Conf	Acadec/Science Olympiad/CADA	18,000.00
						$812,439.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$189,189.00
Sup & Conc	7090	$408,747.00
EL	7091	$214,503.00
Grand Total		**$812,439.00**

Domain Totals	Budget Totals
Academic	$709,046.00
Culture & Climate	$96,262.00
Social/Emotional	$7,131.00
Grand Total	**$812,439.00**

E.1. Assurances

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

E.2. 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 - Lilia Becerril				X	
3. Adriana Cadenas		X			
4. Jose Galaviz		X			
5. Jesica Jones			X		
6. Mary Migliore				X	
7. Ruby Olea					X
8. Maribel Portillo				X	
9. Robert Ramirez		X			
10. Krystal Rivera		X			
11. Marlene Torres				X	
12. Alondra Velasco					X

☒ **ELAC operated as a school advisory committee.** ☐ **ELAC voted to fold into the SSC - Date____________.**

Title I School Site:
☐ This site operates as a non-Title I school.

E.3. Required Signatures

[illegible]

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.

Title	Print Name Below	Signature Below	Date
Principal	**Michael Allen**	[illegible]	4/21/16
SSC Chairperson	**Lilia Becerril**	Lilia Becerril	4-21-16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws