

Roosevelt High

10621666006068

Principal's Name: Michael Allen

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
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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.

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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (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 – Nevaeh T. Murillo					X
3. Jesica Jones		X			
4. Taylor Lekak		X			
5. Jesica Jones		X			
6. Jean Nakaguchi		X			
7. Shalika Philippange		X			
8. Ariel Mena			X		
9. Rachel Church				X	
10. Robert Godinez, Sr.				X	
11. Hugo Morales				X	
12. Alejandro Morales					X
13. Naomi Castro					X
14.					

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 03/08/24.

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		4/2/24
SSC Chairperson	Nevaeh T. Murillo		4/2/24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Roosevelt - 0395

ON-SITE ALLOCATION

3010	Title I	\$258,500 *
7090	LCFF Supplemental & Concentration	\$700,740
7091	LCFF for English Learners	\$197,392

TOTAL 2024/25 ON-SITE ALLOCATION

\$1,156,632

* 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	\$63,140
Remaining Title I funds are at the discretion of the School Site Council	\$195,360
Total Title I Allocation	\$258,500

Roosevelt High 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		28.1 %	2023-2024	30 %
Passed all semester 1 courses with C- grade or better		40 %	34.6 %	2023-2024	40 %
SBAC ELA- Average distance from standard	✓	-30 pts	-17.9 pts	2023-2024	-2.9 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓		-151.6 pts	2023-2024	-135 pts
SBAC ELA- percentage of students met/exceeded standard	✓	41 %	46.1 %	2023-2024	51.1 %
SBAC Math - Average distance from standard	✓	-135 pts	-130.7 pts	2023-2024	-115 pts
SBAC Math - percentage of students met/exceeded standard	✓	10 %	12.1 %	2023-2024	17.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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, sends home mailers with information regarding grades, credit recovery opportunities, graduation requirement information, graduation progress, etc. Academic Counselors also send communication to students via their FresnoU email address and TEAMS Tiles.
- Credit Recovery opportunities offered for Fall, Winter, Spring, Intersession 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. We have offered credit recovery specifically for our SDC population. SDC students need additional time to complete the Edgenuity program. Homeless/foster youth benefit from AB167, which reduces their required credits for graduation.

ELA Benchmark Assessments

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.

- 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), Tutor.com, A4 student Support Log, Rider Success Time (RST), Homeroom and additional help by teachers.
- **English Learner** students have been strategically paired with their ELD teachers/BIA's for RST/Homeroom for additional grade monitoring, tutorial, and data chats.
- **SWD** have been strategically paired with their SPED case managers for RST/Homeroom for additional grade monitoring and tutorial. Senior SDC students were paired with a SPED case manager for semester 1 to review study skills, job skills, resume writing, etc. Students are moved to a different SPED case manager for semester 2 to work on the transition to college (FAFSA FCC registration, uploading their IEP to the Students with Disabilities office, etc.). Case managers
- **African American** students have been paired with BSU and UJIMA staff member for RST/Homeroom for additional grade monitoring and tutorial. Students also meet A4 counselor for additional support.
- Teacher Head Coaches have their student-athletes in their RST/Homeroom to add a layer of grade monitoring and tutorial.
- The Climate and Culture Team created and implemented the SOS (Support Our Student) Microsoft Forms Referral System that is a one-stop shop location teachers can access to:
 - Immediate assistance/crisis extension number.
 - Social Emotional Support Referral
 - Home School Liaison Referral (for translation support)
 - Restorative Practices Referral
 - Behavioral Concern Referral
- Social/Emotional Support is available for each student. Students can self-refer; staff can also refer students via the SOS (Support Our Student) Microsoft Forms referral system.
- Three Home School Liaison's connect the school to parents in 3 languages (English, Spanish, and Hmong).
- Incentives for raising grades
- academic award recipients are celebrated
- Advanced course work student incentives/celebrations
- Valedictorian/Salutatorian incentives/celebrations

Benchmark Assessments

- Subject-area teams meeting in Professional Learning Communities (PLCs) three times each month, focused on a common curriculum (Spring Board for ELA and Big Ideas for Math), 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.
- PLC's have implemented Roosevelt Benchmark Assessments (RBA's) with the use of EdCite for each quarter to gather data that measures student progress towards mastery of course standards
- 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

Math Benchmark Assessments

Current math curriculum and sequencing for SPED students should be examined, as there does not seem to be a clear direction for closing the gap for students who are in SDC-level Math classes below Algebra 1. Additionally, a specialized intervention may be necessary for students who enter 9th grade below grade level. The School Site Council approved Teaching Fellows for the school year however the Teaching Fellows did not start until the second semester due to staff issues.

EL Reclassification Rate

Changes in ELPAC assessment tool impacted re-designation rate. ELD instruction was supported through categorical funds, increasing contact hours for designated ELD. BIA's receive additional PL and support from the PLUS teacher who supports paraeducators.

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. We have offered credit recovery specifically for our SDC population. SDC students need additional time to complete the Edgenuity program, Homeless/foster youth benefit from AB167, which reduces their required credits for graduation.

ELPAC Percent Making Annual

We are currently in the middle of ELPAC testing. This year, the computer portion of the test was proctored by grade level. The speaking portion is scheduled to take place over the next few weeks. ELPAC assessors will be site funded out of categorical funds with the approval of last year's School Site Council. Students can be heard talking about the significance of the test.

One D or For Any Report Card (Grades 9-12)

Students have been sent information about teacher support time and other academic supports (ASP, Tutor.com, Case Managers for SPED students) via their TEAMS Tile, FresnoU email address, and check-ins with their academic counselors. Students are (all except for the few that attend CART-AM) are assigned a Rider Success Time teacher and location twice weekly. Not all students and staff take advantage of this time.

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.
- 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. Benchmark 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.
- 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.
- Practice ELPAC test are available 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.
- Professional learning provided by EL Services and outside vendors.
- **English Learner** students have been strategically paired with their ELD teachers/BIA's for RST/Homeroom for additional grade monitoring, tutorial, and data chats.

4-Year Cohort Graduation Rate (Students With Disabilities)

All SWD have access to the items listed above under "4-Year Cohort Graduation Rate" in addition to the following:

- 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, PLUS teacher, 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 with the academic counselor.
- Paraeducators are assigned to GE classes to support SPED students.
- Co-teaching is offered in Alg I, Eng I and Eng II. The SPED co-teacher is assigned the SDC course that matches the co-taught class they are assigned to offer SDC students access to a rigorous curriculum just as their GE counterparts.
- Paraeducators are offered frequent trainings on curriculum and best practices to support student learning.
- Credit Recovery opportunities that are tailored to SDC students are offered for Fall, Winter, Spring, Intersession and Summer sessions. Additional teachers have been provided for through the site budget.
- **SWD** have been strategically paired with their SPED case managers for RST/Homeroom for additional grade monitoring and tutorial. Senior SDC students were paired with a SPED case manager for semester 1 to review study skills, job skills, resume writing, etc. Students are moved to a different SPED case manager for semester 2 to work on the transition to college (FAFSA, FCC registration, uploading their IEP to the Students with Disabilities office, etc.).

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.
- An ELPAC Parent Informational night to ensure parents understand the importance and expectations of the assessment.
- Provide school-wide professional learning to staff on what to expect on ELPAC.
- Practice ELPAC test available in the library computer lab and support for ELPAC preparation available during RST period.
- BIA's 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 9-12)

- 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. Academic Counselors also send communication to students via their FresnoU email address and TEAMS Tiles.
- Credit Recovery opportunities offered for Fall, Winter, Spring, Intersession and Summer sessions. Additional teachers have been provided for through the site budget.
- Rider Success Time (RST) implemented to support student learning.
- Students are offered academic support through the After School Program, AP Academic Labs (APAL), Tutor.com, A4 student Support Log, Rider Success Time (RST), Homeroom 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 (Intended actions for the current school year vs. Actual actions that occurred).

EL Re-designation

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 2024/25 SPSA.

All core content areas will have Roosevelt Benchmark Assessments (RBA) in place. PLC's will continue to work to refine the RBA's, create CFA's, and as a way to monitor student progress and growth towards mastery of standards in each course, and to develop intervention plans based on results. We will have access to SBAC data as well. Lead teachers will receive professional learning on PLC+.

We will continue to utilize Teaching Fellows math tutors to support all Algebra I classrooms, to provide Tier 1 and Tier 2-level intervention for students in the classroom.

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

- Continue the EL students ELPAC data chats.
- 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: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Student Supports:

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

2 ELAC:

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

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- 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" and a reduction in the distance from standards on the CAASPP. Additionally, students will show improved performance on site-level formative and benchmark 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:

- Proactive and Respectful Community Participant
- Responsible and Resourceful Digital User
- Productive and Resilient Problem Solver
- Skilled Communicator and Collaborator
- Self-Directed and Adaptable Learner.

Owner(s):

All Roosevelt Staff

Timeline:

Ongoing

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

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 benchmark assessments.

Student work products

Scores on like assignments

Grade and data trends.

Benchmark Assessment Data, specifically for SPED and EL students

CAASPP / Interim Assessment Blocks (IABs)

PLC Data Analysis and evidence of reteaching

Owner(s):

Professional Learning Communities

Individual classroom instructors

Academic Counselors

Site Administration

Tier II Team

Timeline:

Ongoing

Weekly PLC meetings

Progress report grades

Assessment Data as available

- RBAs
- 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
- Tutor.com usage
- A4 Student Support Log
- Additional labs established based on indicated need

Owner(s):

Instructors

After School Program

Advanced Coursework 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):

Tier I

- Students will receive access to a rigorous, common curriculum framework and student-centered classrooms.
 - Math GVC: Big Ideas
 - ELA GVC: SpringBoard
 - Science/Literacy: NGSS framework and practices
 - HSS/Literacy: Impact
 - 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.
- 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 instruction.
- Student planners will assist in developing organizational and planning skills necessary for academic success.
- All students will participate in Homeroom and Rider Success Time (RST) in support of school connectedness and academic intervention.
- Teaching Fellows will support in Algebra I classrooms, to provide real-time support to all students during Tier I instruction, to be overseen by the administrator overseeing Math.
- A team of staff members will work as a Breakthrough Success Community (BTSC), collaborating with teams from other schools and districts, to focus on support and success for 9th grade students.
- Implementation of District Interim Assessments in ELA and Math, and Rider Benchmark Assessments (RBAs) as interim assessments in all other core subject areas.
- African American Students cohorted in RST and Homeroom "Ujima" groups to support student success.
- African-American Academic Acceleration (A4) Advisor on campus to provide academic counseling support to caseload of students.
- SPED Case Managers will hold, affirm and provide stakeholders with current IEPs for students.

- Create initiatives to ensure effective implementation of IEP accommodations for students.
- Intentional inclusion of SDC core subject area classes in benchmark/interim assessments, as well as specific analysis of learning progress for students with IEP's.
- 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.

Tier II

- Students will have access to online support and resources, including Big Ideas Online, SpringBoard Online, and other content-oriented ancillary and expert resources.
- First level of intervention for students who need support will take place in the classroom, in real time. Teaching Fellows will support in Algebra I and Dual Enrollment classrooms, to provide additional real-time support to students who need additional help.
- Teachers will work in PLCs to examine student outcomes including assessment data from CFAs, IABs, and RBAs to determine necessary support for specific students.
- Disaggregate and analyze assessment data for students with IEPs, action plan for growth based on District Interim and RBA data. Data chats with SWD focused on preparing for CAASPP and understanding Distance from Standards as a goal for achievement.
- Tier II Intervention Team (TST), including: Vice Principal, Psychologist, Restorative Practice Counselor, School Social Worker, Project Access Social worker, Re-engagement Teacher, Resource Counseling Assistant, School Resource Officer, and other staff will meet to discuss needs and develop caseloads and follow-up for students, as necessary.

Tier III

- 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.
- Tutorial and specific additional learning sessions will be provided during the After School Program.
- Students will have access to online support, including Big Ideas Online, Spring Board Online, Tutor.com, and other content-oriented ancillary and expert sites.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- 3 additional Bilingual Instructional Assistants to provide support for our EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach English learners.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The students with disabilities population are performing at the lowest level in areas of %meets and exceeds for ELA/literacy as well as assessment of standard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.
- Providing co-taught classes in ELA and Algebra I, and Geometry.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by...

- 3 additional Bilingual Instructional Assistants to provide support for our SPED-EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach SPED teachers.

- Credit recovery opportunities beyond the school day.
- Opportunities for field trips.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.
- 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.
- Student grade data will be disaggregated to determine English Learner students who are earning D/F grades semi-weekly. EL Students with failing grades will be referred for targeted support through RST and/or the after school program to encourage staying on track for earning credits. EL Students who are off-track for graduation will meet with their counselor to determine a plan for earning credits to get back on track for graduation.

- Credit recovery opportunities beyond the school day.
- Access to school events such as dances, rallies, electives.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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 to decrease D/F grades for these students and increase graduation rate.
- 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.
- Case Managers will be assigned a VP Liaison who will help monitor IEP completions to meet IEP compliance.
- Bilingual Home School Liaisons will support the IEP process when translation support is needed for parents in Spanish or Hmong. The HSL's will also help support teachers who need to make phone calls home for EL students.

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, to increase the graduation rate from 90% to 91.1%, including an increase in graduation rate for students with disabilities from 65.3% to 70%. 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.

Evidence of common teaching practices, as determined through agreements within PLCs, and discussed/observed within PLC and through classroom observations.

Students in class and engaged bell-to-bell.

Owner(s):

Administration, District administration
Instructional Coach
Assessment/Data
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, including self-monitoring by individual teachers, discussions in PLCs and support discussions with administration when an action plan is necessary.

At-Risk Student Lists

Analysis of teacher grades, action plans for supporting students from teachers with 50% or higher of students with failing grades or 75% of students with D/F grades.

Owner(s):

Classroom Instructors
 Professional Learning Communities
 Academic Counselors
 Teachers

Timeline:

5-week Cycles
 Ongoing
 Following progress/grade reports

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.

Analysis of teacher grades, action plans for supporting students from teachers with 50% or higher of students with failing grades or 75% of students with D/F grades.

Owner(s):

Classroom Teachers, Professional Learning Communities, Academic Counselors
 Admin, Classroom Teachers

Timeline:

Ongoing
 In between progress reports and grade reports

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

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):

- All teachers utilize best first instruction practices, and differentiated instruction, at the rigor of the Common Core State Standards, as observed in relation to our Schoolwide Learner Outcomes (SLOs) and as determined through agreements within PLCs, and discussed/observed within PLC and through classroom observations.
- Academic counseling to promote academic success.
- Student planners will assist in developing organizational and planning skills necessary for academic success.
- Additional intervention/enrichment support will take place in individual classrooms, specialized tutorials in the classroom and after school, and with the implementation of specific intervention periods during the school day.
- All students will participate in Homeroom and Rider Success Time (RST) during the school day in support of school connectedness and academic intervention.
- Tier II Intervention Team (TST), including: Vice Principal, Psychologist, Intervention Specialist, School Social Worker, Project Access Social worker, Re-engagement Teacher, Restorative Practices (RP) counselor, Resource Counseling Assistant (RCA), School Resource Officer (SRO), and other staff as necessary.
- A team of staff members will work as a Breakthrough Success Community (BTSC), collaborating with teams from other schools and districts, to focus on support and success for 9th grade students.
- Teaching Fellows to support Algebra I classrooms, to be coordinated by Plus teacher and VP.
- 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.
- Credit recovery opportunities, on and off campus, during and after school hours, as well as during Winter and Summer sessions.
- 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.
- After school tutoring for all grades, with specific focus on 9th and 11th grade access to both teachers and student peer tutors
- Supplemental contracts for tutoring and intervention support.
- African American Students cohorted in RST and Homeroom "Ujima" groups to support student success.
- African-American Academic Acceleration (A4) Advisor on campus to provide academic counseling support to caseload of students.
- Analysis of teacher grades, action plans for supporting students from teachers with 50% or higher of students with failing grades or 75% of students with D/F grades.
- Incentives for successful completion of coursework through Honor Roll and other recognition events.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- 3 additional Bilingual Instructional Assistants to provide support for our EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach English learners.
- Credit recovery opportunities beyond the school day.
- Opportunities for field trips.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The students with disabilities population are performing at the lowest level in areas of %meets and exceeds for ELA literacy as well as assessment of standard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.
- Continue utilizing strategies in improvement science learned through the Network Improvement Community (NIC) Team to focus on improving outcomes and course completion for SPED students.
- Tier II Intervention Support Team (TST) to work with specific students based on need.

- 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.
- Early Advanced ELD students will be concurrently enrolled in ELAI 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.

Action 3

Title: EL Redesignation

Action Details:

Focus on fully supporting English Learners in their language acquisition process, through effective instructional practices, and close monitoring of reclassification data and growth in language acquisition ensuring there is progress on the ELPAC assessment. 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.

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

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

Ds/Fs Monitoring
 RFEP Monitoring
 Performance on benchmark assessments
 CAASPP and SAT scores
 ELPAC progress

Owner(s):

Classroom Teachers
 EL Program TSA
 Administration

Timeline:

Ongoing
 Quarterly and progress reporting

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.
 Evidence of common teaching practices.
 Students in class and engaged bell-to-bell.

Owner(s):

Administration, District administration
 Instructional Coach
 Assessment/Data
 Instructional Lead Teachers
 Professional Learning Communities

Timeline:

Ongoing
 Reported weekly

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

- Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language.
- Instructional support materials, subscriptions, technology resources, admission fees, transportation for off-site learning experiences.
- EL students will receive targeted instruction aligned to the CAELD Standards daily through integrated and designated ELD instruction.
- Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and semi-annual RBAs and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.

- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- ELI instructors provide language learning support.
- Bilingual Instructional Assistants (BIAs) will provide direct support in classrooms to newcomer English Learner students.
- InterAct Teaching Fellows will support in EL students in core content classrooms.
- 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.
- 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.
- Implementation of District Interim Assessments in ELA and Math, and Rider Benchmark Assessments (RBAs) as interim assessments in all other core subject areas.
- Quarterly monitoring of RFEP students.
- Supplemental contracts for Learning Lab for tutoring/intervention supports.
- Incentives for celebration of growth and reclassification.
- ELPAC Assessors to support assessment of EL students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- 3 additional Bilingual Instructional Assistants to provide support for our EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach English learners.
- Credit recovery opportunities beyond the school day.
- Opportunities for field trips.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Bilingual Instructional Assistants (BIAs) shared among core subject courses.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The students with disabilities population are performing at the lowest level in areas of %meets and exceeds for ELA/literacy as well as assessment of standard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.
- Providing co-taught classes in ELA and Algebra I, and Geometry.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by...

- 3 additional Bilingual Instructional Assistants to provide support for our SPED-EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach SPED teachers.
- Professional learning around redesignating students with disabilities through their IEP.
- Credit recovery opportunities beyond the school day.
- Access to school events such as dances, rallies, electives.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.

- 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.

2024-2025 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	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows Math Tutors AM (4 hrs), 4 PM (2 hrs)	34,300.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows Math Tutors AM (4 hrs), 4 PM (2 hrs)	30,252.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Session 1 leadership, 3 teachers OC (29363)	36,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental hours for credentialed staff (8157)	9,999.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Edgenuity fee to support online CR	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional materials & supplies	52,802.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Student computers new & refresh	50,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Budget for computer maintenance	2,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Min Man Graphics needs, including Grad programs, planners etc.	25,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Copier Maint			Maintenance for copiers to support learning.	15,000.00
G1A2	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500	Computer Lab Assistant	62,114.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional supplies for art teachers	4,500.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Computers for ELPAC and EL Classrooms.	5,230.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Paraeducator	62,297.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		58,077.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Funding for ELPAC assessors	21,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750	BIA	67,513.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA	17,285.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750	BIA	65,740.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Additional materials & supplies for ELs, including incentives	10,000.00
G1A3	LCFF: EL	Attendance & Social Work Services	Local Mileage			Miles for classified staff to support learning for ELs	3,000.00

\$642,109.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared (Students w/ Disabilities)	✓		9.7 %	2023-2024	14.7 %
Fall Climate & Culture student survey- percent favorable in student-centered/real-world experiences domain	✓	80 %	76.5 %	2023-2024	80 %
Graduation Rate	✓	89 %	90 %	2023-2024	91.1 %
Graduation Rate (Students w/ Disabilities)	✓		65.3 %	2023-2024	70 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. We will increase our advance coursework offerings to include dual enrollment courses.

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 around pathways and CTE has been successful, as we continue to have a strong health pathway, and we have been successfully building our public safety pathway, allowing us to expand course offerings.

Student-centered real world learning experience – We have added an internship teacher who connects

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 low 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 – We have added an internship teacher who connects students with internships, provides instruction, and provides transportation and oversight.

Completing AP/IB Courses with Credits Earned

Students consistently attending AP/IB 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.

students with internships, provides instruction, and provides transportation and oversight.

Site Defined Completing AP/IB Courses with Credits Earned- Advanced Coursework Instructional Coordinator has work periods built in to the day. APAL supports are in place. AP PLC meetings occur throughout the year.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Student-centered real world learning experience – We have added an internship teacher who connects students with internships, provides instruction, and provides transportation and oversight.

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 2024/25 SPSA.

Student-centered real world learning experience – We will continue with an internship teacher who connects students with internships, provides instruction, and provides transportation and oversight.

CTE enrollment -Look to increase our working relationship with our probation officer and student resource officer who can share their experiences and expertise. This will provide students with additional positive relationships and may inspire students to stay in their CTE/Pathway courses or it may inspire students to choose to join a CTE/Pathway.

Completing AP/IB Courses with Credits Earned

We will continue involvement efforts (AP lunch line days, AP night at sporting events, AP recognition) are promising and gaining momentum. We will work with the Advanced Coursework Coordinator to streamline tutorial offering in order to make them accessible to students. We will consider Teaching Fellows for dual enrollment courses.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- 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:

- 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

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- 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

- Strengthen school-home communication of supports

Action 1

Title: Schoolwide Learner Outcomes

Action Details:

The percentage of students who answer favorably on the Climate & Culture survey questions focused on the student-centered/real-world experiences domain will increase from 78,02% to 80%. Students will demonstrate knowledge of the School-wide Learner Outcomes and practice of lifelong skills. (1) Proactive and Respectful Community Participant, (2) Responsible and Resourceful Digital User, (3) Productive and Resilient Problem Solver, (4) Skilled Communicator and Collaborator, (5) Self-Directed and Adaptable Learner.

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:

- Proactive and Respectful Community Participant
- Responsible and Resourceful Digital User
- Productive and Resilient Problem Solver
- Skilled Communicator and Collaborator
- Self-Directed and Adaptable Learner

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
- Advanced Course Work 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 Schoolwide Learner Outcomes (SLOs).
- Men's/Women's Alliance speakers, field experiences, transportation, and fees
- Instructional Coach support
- Bilingual Instructional Aides (BIAs) will provide direct support in classrooms to newcomer English Learner students, in relation to SLOs.
- Ensure IEPs compliant and appropriate for providing necessary support to SWD in classrooms, ensure teachers know and implement classroom accommodations. Semi-weekly grade checks for students with IEPs and specific action-

planning for students off-track for earning passing grade/credits.

- Resource Counseling Assistant (RCA)
- Re-engagement Center (REC) Teacher
- TST (including, not limited to: REC Teacher, Restorative Practice (RP) counselor, School Social Worker, Project Access Social Worker, School Psychologist, Prodigy counselor, RCA staff member).
- All teachers will utilize best practices in support of academic language acquisition, relating to the SLOs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. 1. **Identify English learner students in Red and all the areas that they are identified in.**

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. **Using Title I funds Only: What are the planned expenses to support English learner students?**

With Title I funds we plan to support English learner students by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.

3. **Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

With 7090 or 7091 funds we plan to support English learner students by...

- 3 additional Bilingual Instructional Assistants to provide support for our EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach English learners.
- Credit recovery opportunities beyond the school day.
- Opportunities for field trips.
- Homeroom supplies to encourage the social/emotional growth and well-being.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. **Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

The students with disabilities population are performing at the lowest level in areas of %meets and exceeds for ELA/literacy as well as assessment of standard.

2. **Using Title I funds Only: What are the planned expenses to support this student group?**

With Title I funds we plan to support students with disabilities by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.
- Providing co-taught classes in ELA and Algebra I, and Geometry.

3. **Using 7090/7091 funds only: What are the planned expenses to support this student group?**

With 7090 or 7091 funds we plan to support students with disabilities by...

- 3 additional Bilingual Instructional Assistants to provide support for our SPED-EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach SPED teachers.
- Credit recovery opportunities beyond the school day.
- Access to school events such as dances, rallies, electives.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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 Coursework

Action Details:

Focus on goals and implement supports to increase the number of students who meet the Advanced Coursework Eligibility Pool Criteria, as well as the percentage of students who complete Advanced Coursework 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 Advanced Coursework students.

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

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

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

Owner(s):

Classroom Teachers
Advanced Coursework 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
Advanced Coursework Coordinator

Timeline:

Ongoing
SAT administration

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

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

Owner(s):

Advanced Coursework teachers
Advanced Coursework 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 Geography, etc.
- Students will have access to technology, software, and other supplies to support the preparations for rigorous coursework.
- 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.
- Incentives to celebrate growth and success in advance coursework classes and supports.
- Advance Coursework Coordinator will support the organization and collaboration of AP and Dual Enrollment teachers focused on increasing and maintaining enrollment in coursework that provides opportunity for college credits.
- Students will have opportunities to complete original credit courses, allowing them flexibility in their schedules and course loads.
- Student planners will support organizational/planning skills necessary for academic success.
- Bilingual Home School Liaisons will support families by holding and supporting parent workshops and working to connect families to the Advanced Coursework programs, academic counselors, administration, and teachers.
- 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 Advanced coursework eligibility.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- 3 additional Bilingual Instructional Assistants to provide support for our EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach English learners.
- Credit recovery opportunities beyond the school day.
- Opportunities for field trips.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The students with disabilities population are performing at the lowest level in areas of %meets and exceeds for ELA/literacy as well as assessment of standard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.
- Providing co-taught classes in ELA and Algebra I, and Geometry

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by...

- 3 additional Bilingual Instructional Assistants to provide support for our SPED-EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach SPED teachers.
- Credit recovery opportunities beyond the school day.
- Access to school events such as dances, rallies, electives.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.

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

Explain the Progress Monitoring and data used for this Action

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

Recruitment for 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):

- Internship Teacher provides opportunities for 12th grade students to work with community partners to gain real-world job experiences.
- Project based learning in CTE/LL/Pathway courses.
- Career-focused experience subscriptions, field trips, transportation, and admission fees.
- 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.
- Examine access and enrollment in pathways and CTE courses for students with IEPs, including opportunities for completion of CTE pathways.
- Student work and program showcases.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- 3 additional Bilingual Instructional Assistants to provide support for our EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach English learners.
- Credit recovery opportunities beyond the school day.
- Opportunities for field trips.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Continuing monitoring of EL enrollment, participation rates, completion and recruitment.
- EL Program TSA to support student access and achievement.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The students with disabilities population are performing at the lowest level in areas of %meets and exceeds for ELA/literacy as well as assessment of standard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.
- Providing co-taught classes in ELA and Algebra I, and Geometry.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by...

- 3 additional Bilingual Instructional Assistants to provide support for our SPED-EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach SPED teachers.
- Credit recovery opportunities beyond the school day.
- Access to school events such as dances, rallies, electives.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.
- Continue to utilize improvement strategies from the Network Improvement Community (NIC) Team to focus on improving CTE/Pathway enrollment and outcomes for SPED students through appropriate placement and support.
- Ensure common language developed and used to describe the different college & career program and course opportunities, and ensure outcomes for students are clearly defined and communicated.
- 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.

2024-2025 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	Mat & Supp			: Add. fund. to support PS-3,000, Video Prod. 3,000, CTE 2,500	7,500.00
G2A3	Sup & Conc	Instruction	Direct Trans			Field trips for CTE, other trips	5,000.00
G2A3	Sup & Conc	Instruction	Direct-Maint			: CTE Van Maintenance/Additional funding to support CTE	1,500.00
G2A3	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Add. funding RSA supplemental contracts OT(4504)	4,661.00
G2A3	Sup & Conc	Instruction	Teacher-Supp			Additional funding RSA supplemental contracts (9951)	12,199.00
G2A3	Sup & Conc	Instruction	Mat & Supp			Additional funding to support RSA materials & supplies	25,000.00

\$55,860.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		33,5 %	2023-2024	28,5 %
Suspension Rate - Semester 1	✓	4.57 %	4.1 %	2023-2024	3.77 %
Suspension Rate - Semester 1 (African American)	✓		14.4 %	2023-2024	12.07 %
Suspension Rate - Semester 1 (Foster Youth)	✓		12.9 %	2023-2024	11.57 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. 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.

Add: initiatives Rodriguez has incorporated for attendance. Will be updated by 4/5/24

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 to 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. Staff has attended restorative practices professional learning. The addition of a regular Homeroom period has helped to create more connectedness to school. We identified teachers who would lead UJIM/A4 homerooms. These homerooms address social/emotional skills and life skills depending on the grade level. The UJIM/A4 homerooms come together for unity events, school events, and district events. Our re-engagement teacher and restorative practice counselor pushes into the homeroom for restorative chats and circles depending on what is

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 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. They 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.

We created a Target Support Team to address our chronic absenteeism. The team is comprised of a Vice Principal over attendance, a home school liaison, head counselor, registrar, and attendance clerk. The team meets at least once a month to address the goal of improving Roosevelt's Average Daily Attendance by creating communication pipelines with multiple stakeholders on campus and ensuring that all students receive the necessary resources to improve. The team uses the Chronic Absenteeism Report, 5-Star, and ADA report to help guide their work and inform decisions. The team makes parent calls, complete SOS (Save or Student -a one stop shop for SEL/HSL/Admin referral) referrals, conduct attendance meetings, conduct home visits, submit SARB referrals, and conduct one-on-one conversations when necessary. As a result of our team's work, we have had a reduction of nearly 15% in students who are chronically and severely absent.

Suspensions students with 1 or more

occurring on campus.

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 (Intended actions for the current school year vs. Actual actions that occurred).

This year we have been able to dig deeper into attendance concerns. We created a Target Support Team to address our chronic absenteeism. The team is comprised of a Vice Principal over attendance, a home school liaison, head counselor, registrar, and attendance clerk. The team meets at least once a month to address the goal of improving Roosevelt's Average Daily Attendance by creating communication pipelines with multiple stakeholders on campus and ensuring that all students receive the necessary resources to improve. The team uses the Chronic Absenteeism Report, 5-Star, and ADA report to help guide their work and inform decisions. The team makes parent calls, complete SOS (Save or Student -a one stop shop for SEL/HSL/Admin referral) referrals, conduct attendance meetings, conduct home visits, submit SARB referrals, and conduct one-on-one conversations when necessary. As a result of our team's work, we have had a reduction of nearly 15% in students who are chronically and severely absent.

. We have a permanent restorative practice counselor who works with administration and the T2T team to discuss student behaviors, incidences on campus, and meets with families and students who return from suspensions or to be proactive. We have a restorative counseling assistant that was hired in the early spring semester.

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 2024/25 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 celebrate students who show improvement in their attendance.
- We will incorporate student incentives through the Climate and Culture Team initiative TR Tix. Students will be awarded tickets by staff member for exhibiting any one of our SLO's. Students will also be rewarded 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, Restorative Practice counselor, Social Worker, Resource Counseling Assistant, etc).
- We will incorporate supports for students to work through drug use and review restorative practice policies.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

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 - (Credentialed Staff, Classified Staff, and Administrators):

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:	<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 Leadership class enrollment
Club participation and recruitment
Student participation in feedback and advocacy groups
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 climate and culture 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.
- 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
- CADA student institute, CASL and FASL.
- Professional Learning for the Campus Culture Director, Athletic Director, and School of the Arts Manager.
- Supplemental contracts for certificated and support SPED staff to support SWD who engage in school-wide events such as GradNite, Prom, Winter Formal, Sadie Hawkins, field trips, etc.
- Material and Supplies, including admission fees, transportation, etc. To support SWD participation in Goal 3 engagements.
- Material and supplies for Unified Sports that are not covered by the Student Engagement Office.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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 Homeroom attendance rates

Weekly Homeroom lessons

Evidence of link to learning focused on revised SLOs in all classrooms

Student participation in feedback loops.

Owner(s):

Attendance Office, Bilingual Home School Liaisons

Classroom Teachers

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)

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

Owner(s):

Administration/BTSC Team
Assessment/Data/EL TSA
Climate & Culture Team

Timeline:

Survey reports
Ongoing

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)

Students in class, engaged in bell-to-bell instruction

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 each week.
- Non-academic interactions with school staff.
- All students will be enrolled in Homeroom/Advisory in support of SEL and school connectedness.
- African-American students cohorted in "Ujima" Homeroom teams to support connections, student-leadership, and growth.
- Substitutes for release days for Ujima teachers, to collaborate and learn for supporting our African-American student cohort.
- Constructed connection opportunities for students.
- Materials and supplies for each homeroom class.
- Restorative Practices Counselor supports SEL Team, and guides positive interactions for students and teachers through conflict mediation and re-entry meetings for students returning from suspension
- Tier II Support Team (TST)
- 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.
- Campus Mentors
- Direct support for incoming freshman, including: Summer Bridge, Summer Leadership Ramp-Up, Link Crew, Freshmen Orientation, and Peer mentoring.
- Alliance classes for Men and Women.
- A4 Advisor

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Monitoring of EL students:
 - Social-emotional issues.
 - Discipline concerns.
 - Perceptions of school connectedness.
- EL Program TSA
- As best as possible, group ELD students in Homeroom taught by their ELD teachers.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- 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.

Action 3

Title: Attendance

[Action Details:](#)

Students considered chronically absent will be reduced from 35.45% to 28% or less, and the overall school attendance rate will improve to 95%.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
--

Explain the Progress Monitoring and data used for this Action

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

Attendance records/ADA

- absences
- tardies
- cleared and uncleared

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 \(curriculum and instruction\):](#)

- Ensure accurate attendance, especially during classes when there may be student movement, such as Advisory.
- 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.

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- 3 additional Bilingual Instructional Assistants to provide support for our EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach English learners.
- Credit recovery opportunities beyond the school day.
- Opportunities for field trips.
- Homeroom supplies to encourage the social/emotional growth and well-being.
- Supporting the targeted support team for attendance to address attendance rates.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.

The students with disabilities population are performing at the lowest level in areas of %meets and exceeds for ELAliteracy as well as assessment of standard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by...

- Providing parental support in 3 languages with the hiring of 3 home school liaisons.
- Providing parent engagement hours and a series of classes for parents to better support them with supporting their students in high school.
- Offering babysitting for parents to utilize as they attend Parent Center sponsored events.
- Providing California Teaching Fellows in Algebra I classes.
- Providing co-taught classes in ELA and Algebra I, and Geometry.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by...

- 3 additional Bilingual Instructional Assistants to provide support or our SPED-EL students in the classroom.
- Providing additional materials and supplies beyond the baseline.
- ELPAC assessors to support the speaking portion of the ELPAC test to provide students opportunities to be redesignated.
- Additional computers and technology supplies.
- Compensation for HSL mileage to address student attendance concerns.
- Supplemental contracts to support translation in the event the HSL's are not available.
- Professional learning opportunities for teachers who teach SPED teachers.
- Credit recovery opportunities beyond the school day.
- Access to school events such as dances, rallies, electives.
- Homeroom supplies to encourage the social/emotional growth and well-being.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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:

The administration team will develop, and share with the Climate & Culture team for feedback, a plan for working with students using alternatives to suspension for initial incidents and behaviors, which will include student/parent/admin meetings to discuss behaviors, impact to the student and campus, and develop a clear plan moving forward. Behavior and suspension data will be collected, disaggregated, and discussed each month by the administration team. Maintain consistent use of restorative practices and ensure the percentage of students who are suspended decreases from 4.9% to less than 4%.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Suspension rates

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

Owner(s):

Administration
Re-engagement Center (REC) Teacher
Restorative Practice Counselor
Resource Counseling Assistant
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, disaggregated

Repeat out of class referrals, disaggregated

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
Restorative Practice Counselor
Resource Counseling Assistant
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

Focused use of restorative practices strategies in all classrooms.

Owner(s):

REC Teacher
Restorative Practice Counselor
Resource Counseling Assistant
Tier II Support Team (TST)
Classroom Teachers
Administration
Campus Mentors
Academic Counselors

Timeline:

Ongoing
Quarterly and progress reporting

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

Plan/Matrix for use of alternatives to suspension for initial student incidents and behaviors, to include student/parent/admin meetings to discuss behaviors, impact to the student and campus, and develop a clear plan moving forward.

Behavior and suspension data collected, disaggregated, and discussed each month by the administration team.

Owner(s):

Admin, Academic Counselors, Teachers

Admin

Timeline:

Ongoing

Monthly

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

- Alliance classes for Men and Women,
- A4 Advisor provides ongoing support and guidance to a caseload of African-American students, with the focus on improving grades, attendance, and/or behavior.
- African-American Students cohorted in "Ujima" Homeroom groups for connections to supportive staff and opportunities for student-leadership and growth.
- Support from A4 advisor and/or Fresno Street Saints mentors for African American students who struggle with school connection or ongoing disciplinary issues.
- Additional Campus Safety Assistant (1.0 FTE)
- Classified additional hours and supplemental contracts..
- 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.
- Student Re-Engagement Center provides guidance to students when addressing ongoing low-level classroom behaviors and other Tier 2 student behaviors.
- Tier II Support Team (TST)
- Restorative Practices Counselor supports SEL Team, and guides positive interactions for students and teachers through conflict mediation and re-entry meetings for students returning from suspension
- Resource Counseling Assistant (RCA) will support Re-engagement Teacher and Administration in developing plans of support for students with ongoing classroom behavior.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.
- The administration team will develop, and share with the Climate & Culture team for feedback, a plan for working with students using alternatives to suspension for initial incidents and behaviors, which will include student/parent/admin meetings to discuss behaviors, impact to the student and campus, and develop a clear plan moving forward.
- Behavior and suspension data will be collected, disaggregated, and discussed each month by the

administration team.

- A behavioral action plan will be developed for students who exhibit behaviors that could result (or have resulted) in suspension and will include parent input.
- 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.

2024-2025 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 & supplies for AcaDec	1,000.00
G3A1	Sup & Conc	Instruction	Travel			: Additional funding to support CCD/AD - travel, hotel, meals, conf	9,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Additional funds to support Homeroom classes (\$75/room)	7,500.00
G3A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Miles for classified staff to support learning	2,000.00

\$19,500.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	82 %	78.1 %	2023-2024	82 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- Initiatives to provide a positive campus culture for staff include:
 - Climate and Culture Team includes a representative from each department and a classified staff member meet every 2 weeks.
 - In the Spring Buy Back, RIDER Rockstar recognition tickets were introduced for staff.
- Each department is assigned an administrative liaison. Staff members can share opinions/concerns with their VP liaison.
- Principal has an open-door policy with all staff.
- Staff have access to the Rough Rider Round Up which highlights initiatives and events that occurred during the week and communicates events coming up for the next week.
- Department Chair meetings are held monthly. Staff members can share opinions/concerns with their department chair who can bring them up in the meeting, with their VP liaison, or principal.
- 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 was established, but several social events have not been implemented since our return from distance learning.
- 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 staff who 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 and a Climate and Culture Specialist.
- 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.
- Each department has an opportunity to send 2-3 members to off-site professional development.

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

We revived the Green vs. Gold staff competition and attempted to bring back monthly staff potlucks.

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 (Intended actions for the current school year vs. Actual actions that occurred).

The Climate and Culture team took a little longer to become reacquainted with initiatives but are now up and running. Staff gatherings promoted by the Everybody Club (staff club) has not been very active because staff did not feel very comfortable holding potlucks. Also, we have new staff members who are focused on their classroom.

The Climate and Culture team started off strong however frequent reminders of CCT initiatives seem to be needed. Staff gave out TR Tix but some did so in mass. One idea is to create a visual catalog of items students can win in order to increase buy-in.

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 2024/25 SPSA.

We will continue to "run with" the positive momentum of our Climate and Culture Team to continue to refine current initiatives and implement new initiatives. New initiatives to provide a positive campus culture for staff include:

- Staff recognition in the weekly Rough Rider Roundup.
- Quarterly CCT newsletter
- Designated CCT time at each staff meeting.
- In the Spring Buy Back, RIDER Rockstar recognition tickets were introduced for staff. We want to continue these.
- Revive the Everyone Club (staff club). The Everyone Club leads social opportunities for staff.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

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 - (Credentialed Staff, Classified Staff, and Administrators):

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

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.

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

Meeting notes for PLC meetings
 Notes from CFA and RBA data analysis
 Evidence of agreed upon follow-up teaching and common strategies, following analysis of RBAs.

Owner(s):
 Instructional Lead Teacher
 PLCs

Timeline:
 Weekly
 Quarterly

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

- PLCs will meet at the beginning of the year to set goals for student outcomes, and an action plan for meeting the goals.
- PLCs utilize the PLC+ model, meeting weekly 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.
- Instructional Leadership Team (ILT) members facilitate site PLCs and participate in regional ILT meetings to discuss regional goals and implementation through site PLCs.
- Teachers provided opportunities to participate in peer observations to see colleagues' strategies and provide feedback on practices that support student learning and growth.
- 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.
- Continue to support the work done in site Professional Learning Communities
- Provide release days for PLC teams, either using substitute teachers or supplemental contracts, as necessary to continue focus on building collective efficacy.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- 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: Staff PL Both On-Site and Off-Site

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 outcomes for 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

Focus on continuing learning on restorative practices and equitable grading practices

Owner(s):

Administration
Classroom Teachers

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

- Continue to support the work done in site Professional Learning Communities
- Provide release days for PLC teams, either using substitute teachers or supplemental contracts, as necessary to continue focus on building collective efficacy.
- Continue with implementation plan for restorative practices, as a follow-up to 22-23 training sessions.
- Funding for conference registrations, travel to conferences, and substitute teachers to cover class lessons.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- 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 enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- 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 9th 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 technology programs such as Nearpod, Padlet, Turnitin, etc.

Owner(s):

Administration

Timeline:

Ongoing

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

PLC data analysis and collaborative discussions to support collective teacher efficacy

New teacher retention data

Owner(s):

PLCs

Administration

Timeline:

Ongoing

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

- Ongoing support for new teachers from on-site Instructional Coach
- Optional participation in peer mentoring program, to support teachers in building collaboration networks across campus.
- Teachers provided opportunities to participate in peer observations to see colleagues' strategies and provide feedback on practices that support student learning and growth
- 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 enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- 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 enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- 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:

- Continue utilizing 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 built-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.

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

Explain the Progress Monitoring and data used for this Action

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

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

- 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 enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- 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 enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

- Staff has access to EL TSA.

2024-2025 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	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support staff PL/Planning (\$275/day)	48,125.00
G4A2	Sup & Conc	Instruction	Travel			Professional learning for staff - travel, hotel, meals, conf fees	30,000.00
G4A3	Sup & Conc	Instruction	Bks & Ref			: TurnItIn, other programs Instructional technology programs to support learning	35,000.00

\$113,125.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	84.05 %	89.8 %	2023-2024	91 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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 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 Engagement hour (Coffee Hour)
- Professional Learning for Parents led by HSL's
- Home Visits performed by HSL's
- Admin/academic counselor/SRO meet and greet.

Parent Survey- Safe and secure - Action3

- Funding for an additional Campus Safety Assistant.
- Funding for SRO to provide services at community events when needed.
- 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

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

The vendor we use that hold parent classes is no longer a vendor. We did not find a replacement however our HSL's have led parent classes.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Our HSL's collaborate well together and have been a positive resource to parents, staff, and students.

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 2024/25 SPSA.

We will look for additional opportunities for our HSL's to be involved in PL so they can lead parent learning sessions. We will continue to fund the 3 bilingual HSL's and an additional CSA.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).
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 - (Credentialed Staff, Classified Staff, and Administrators):
Consistent communication with parents in their home language.
Continue to provide parent outreach opportunities.

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, ParentSquare, 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 provided for stakeholders.
- Event attendance logs.
- Phone call log.
- Home visit log.

Owner(s):

Home School Liaison
Administration

Timeline:

Ongoing

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

- 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.
- Parent Engagement Hour (Coffee Hour) meetings facilitated by HSLs in Parent Center/Library
- Classes to support parents facilitated through Parent Center and Parent University

- 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.
- Fund additional Campus Safety Assistant (1.0 FTE) to ensure additional adult supervision, and positive student/adult interactions on campus.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- 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 enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- 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:	<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](#)

Parent Center Activities:

- Parenting Classes
- Parent Engagement Events (Coffee Hour)
- 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

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
- Academic Awards
- Events/Meetings tied to freshmen transition to high school.

Provide ongoing feedback to students and families specific to the program and schoolwide learned outcomes.

Evaluation of rigor of the program and courses within the program

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

- 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.
- Parent Engagement Hour (Coffee Hour) meetings facilitated by HSLs in Parent Center/Library
- Classes to support parents facilitated through Parent Center and Parent University
- 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
- Fund additional Campus Safety Assistant (1.0 FTE) to ensure additional adult supervision, and positive student/adult interactions, on campus.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Owner(s):

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

Timeline:

Ongoing
Quarterly and progress reports

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

Action 3

Title: Host parent information and learning sessions

Action Details:

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

Parent Center Activities:

- Parenting Classes
- Parent Engagement Events (Coffee Hour)
- 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

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
- Events/Meetings tied to freshmen transition to high school.

Owner(s):

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

Timeline:

Ongoing
Quarterly and progress reports

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

- 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.
- Parent Engagement Hour (Coffee Hour) meetings facilitated by HSLs in Parent Center/Library
- Classes to support parents facilitated through Parent Center and Parent University
- 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
- Fund additional Campus Safety Assistant (1.0 FTE) to ensure additional adult supervision, and positive student/adult interactions, on campus.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- 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 enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- 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.

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

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

School Climate Survey Responses and the PULSE surveys.
Student participation in feedback and advocacy groups.

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

Climate and Culture Team
Administration

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

- 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.
- Parent Engagement Hour (Coffee Hour) meetings facilitated by HSLs in Parent Center/Library
- Classes to support parents facilitated through Parent Center and Parent University
- 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
- Fund additional Campus Safety Assistant (1.0 FTE) to ensure additional adult supervision, and positive student/adult interactions, on campus.

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

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

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

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

2024-2025 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	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	1.0000	Home School Liaison (Cannot use for translation of mandatory items, i.e. ELAC & IEPs).	78,466.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Home school liaison (Cannot use for translation of mandatory items, i.e. ELAC & IEPs).	78,373.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Home School Liaison (Cannot use for translation of mandatory items, i.e. ELAC & IEPs).	66,988.00
G5A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for translation for EL parents/Testing for Seal of Biliteracy	1,504.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Parent Center supplies, food	5,000.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp			Parent workshops/supplies	5,627.00
G5A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Support for parent meetings/workshops	373.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Support for parent meetings/workshops ELs	493.00
G5A4	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000	Campus Safety	82,214.00
G5A4	Sup & Conc	Security	Cls Sup-Sub			Classified Sub -Office/CSA support	2,000.00
G5A4	Sup & Conc	Security	Cls Sup-Ovr			Additional funds to ensure safety presence after school hours (4831)	5,000.00

\$326,038.00

2024-2025 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	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows Math Tutors AM (4 hrs), 4 PM (2 hrs)	34,300.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows Math Tutors AM (4 hrs), 4 PM (2 hrs)	30,252.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Session 1 leadership, 3 teachers OC (29363)	36,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental hours for credentialed staff (8157)	9,999.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Edgenuity fee to support online CR	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional materials & supplies	52,802.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Student computers new & refresh	50,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Budget for computer maintenance	2,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Min Man Graphics needs, including Grad programs, planners etc.	25,000.00
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	Computer Lab Assistant	62,114.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional supplies for art teachers	4,500.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Computers for ELPAC and EL Classrooms.	5,230.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Paraeducator	62,297.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		58,077.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Funding for ELPAC assessors	21,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750	BIA	67,513.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA	17,285.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750	BIA	65,740.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Additional materials & supplies for Els, including incentives	10,000.00
G1A3	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Miles for classified staff to support learning for ELs	3,000.00
G2A3	Sup & Conc	Instruction	Mat & Supp			: Add. fund. to support PS-3,000, Video Prod. 3,000, CTE 2,500	7,500.00
G2A3	Sup & Conc	Instruction	Direct Trans			Field trips for CTE, other trips	5,000.00
G2A3	Sup & Conc	Instruction	Direct-Maint			: CTE Van Maintenance/Additional funding to support CTE	1,500.00
G2A3	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Add. funding RSA supplemental contracts OT(4504)	4,661.00
G2A3	Sup & Conc	Instruction	Teacher-Supp			Additional funding RSA supplemental contracts (9951)	12,199.00
G2A3	Sup & Conc	Instruction	Mat & Supp			Additional funding to support RSA materials & supplies	25,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials & supplies for AcaDec	1,000.00
G3A1	Sup & Conc	Instruction	Travel			: Additional funding to support CCD/AD - travel, hotel, meals, conf	9,000.00

G3A2	Sup & Conc	Instruction	Mat & Supp			: Additional funds to support Homeroom classes (\$75/room)	7,500.00
G3A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Miles for classified staff to support learning	2,000.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support staff PL/Planning (\$275/day)	48,125.00
G4A2	Sup & Conc	Instruction	Travel			Professional learning for staff - travel, hotel, meals, conf fees	30,000.00
G4A3	Sup & Conc	Instruction	Bks & Ref			: TurnItIn, other programs Instructional technology programs to support learning	35,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	1.0000	Home School Liaison (Cannot use for translation of mandatory items, i.e. ELAC & IEPs).	78,466.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Home school liaison (Cannot use for translation of mandatory items, i.e. ELAC & IEPs).	78,373.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Home School Liaison (Cannot use for translation of mandatory items, i.e. ELAC & IEPs).	66,988.00
G5A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for translation for EL parents/Testing for Seal of Biliteracy	1,504.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Parent Center supplies, food	5,000.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp			Parent workshops/supplies	5,627.00
G5A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Support for parent meetings/workshops	373.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Support for parent meetings/workshops ELs	493.00
G5A4	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000	Campus Safety	82,214.00
G5A4	Sup & Conc	Security	Cls Sup-Sub			Classified Sub -Office/CSA support	2,000.00
G5A4	Sup & Conc	Security	Cls Sup-Ovr			Additional funds to ensure safety presence after school hours (4831)	5,000.00
							\$1,156,632.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$258,500.00
Sup & Conc	7090	\$700,740.00
LCFF: EL	7091	\$197,392.00
Grand Total		\$1,156,632.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$642,109.00
G2 - Expand student-centered and real-world learning experiences	\$55,860.00
G3 - Increase student engagement in their school and community	\$19,500.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$113,125.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$326,038.00
Grand Total	\$1,156,632.00