

Roosevelt High

10621661035831

Principal's Name: Michael Allen

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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

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.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (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.
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.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

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 – Christina Martinez				X	
3. Jessica Jones		X			
4. Taylor Ledak		X			
5. Jean Nakaguchi		X			
6. Ariel Mena			X		
7. Rachel Church				X	
8. Hugo Morales				X	
9. Eric Huerta Huerta					X
10. Mariana Maciel					X
11.					
12.					
13.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☒ ELAC voted to consolidate with the SSC. Date <u>3/25/25</u> .

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		3/25/25
SSC Chairperson	Mariana Maciel		03/25/25

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

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

FY 2025/26

Roosevelt - 0395

ON-SITE ALLOCATION

3010	Title I	\$266,412 *
7090	LCFF Supplemental & Concentration	\$704,757
7091	LCFF for English Learners	\$179,584

TOTAL 2025/26 ON-SITE ALLOCATION	\$1,150,753
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* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
Parent Involvement Budget - Minimum		\$68,016
Program Budget		\$198,396
Total Title I Allocation		\$266,412

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Roosevelt High 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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)	✓	30 %	41.2 %	2023-2024	42.3 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		37.8 %	2023-2024	38.9 %
Percentage of students who received at least a D/F at end of semester 1	✓		58.3 %	2024-2025	55.3 %
SBAC ELA - Average distance from standard	✓	-2.9 pts	-26.7 pts	2023-2024	-11.7 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-100.5 pts	2023-2024	-85.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	51.1 %	43.7 %	2023-2024	48.7 %
SBAC Math - Average distance from standard	✓	-115 pts	-132.2 pts	2023-2024	-117.2 pts
SBAC Math - Average distance from standard (English Learner)	✓		-191.2 pts	2023-2024	-176.2 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-133.4 pts	2023-2024	-118.4 pts
SBAC Math - percentage of students met/exceeded standard	✓	17.1 %	10 %	2023-2024	15 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the majority of our students are not successfully demonstrating appropriate learning at grade level. This is evidenced by almost 6 out of 10 students are earning a D or F grade in Semester 1, SBAC scores in both Math and ELA that are below standard as a percentage and average score below meeting baseline standard. This is amplified for students who are English Learners, or who have an IEP, in both Math and ELA. Additionally, less than half of our English Learner students are improving at least one ELPI level on the ELPAC.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Continued struggles in mathematics courses, that create gaps in learning and make credit attainment and assessment performance difficult.
Attendance concerns that cause students to miss first instruction and support opportunities.
Prior issues are exaggerated for English Learner students, who struggle to close gaps in learning due to added language challenges.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

High-quality first instruction in all classrooms and support for struggling students.
Improve attendance so students are present in class more consistently.
High-quality first instruction and support models for English Learner students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Successful completion of Literacy and Mathematics Coursework

Fully Implemented

Completion of ELA and Math coursework is a priority, as well as a focus on preparation for state assessments.

Action 2: A-G Offerings and Completion

Fully Implemented

Students re-take classes when they have not met the a-g requirements, and there is a system in place to support this.

Action 3: EL Redesignation

Partially Implemented

Support in classrooms for new-comer English Learners through Bilingual Instructional Assistants, but some challenges created by open positions not being able to be filled as well as attendance concerns for some staff.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Successful completion of Literacy and Mathematics Coursework	Partially Effective
While systems are in place to support completion of ELA and Math coursework, as well as improved performance on state assessments in these areas, student achievement continues to be a challenge.	
Action 2: A-G Offerings and Completion	Partially Effective
While systems are in place to support completion of a-g coursework, student achievement continues to be a challenge.	
Action 3: EL Redesignation	Partially Effective
EL Reclassification has improved, but there is a long way to go in the area of reclassification and ELPI growth.	

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to provide the ongoing supports for students, but refine actions to improve effectiveness.

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

SSC:	ELAC:	Staff:
SSC agreed with the Actions presented and didn't have any further feedback	ELAC agreed with the Actions presented and didn't have any further feedback	Staff agreed with the Actions presented and didn't have any further feedback

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Instructional services for students to support in this action plan are repeated throughout the actions in this goal area. This includes materials and supplies to support instruction and learning, as well as supplemental contracts for staff for additional work, and a specific contract with California Teacher Fellows to have tutors to support in Algebra I classrooms.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Quarterly and progress monitoring of EL participation rates.
- Data Chats for ELPAC with students by BIAs.
- Incentives for growth and redesignation.

Student Groups

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

Socio-economically Disadvantaged (SED):

Teaching Fellows Tutors in Algebra I classrooms
Supplemental materials & supplies

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

Socio-economically Disadvantaged (SED):

None, as they will be listed in other Actions for this goal.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

This is a student group that comprises the majority of our students on campus. Plan is to continue to provide supports and refine actions to improve instructional effectiveness and support in the classroom.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. Monitoring through daily classroom observations with specific feedback by teachers	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. Increased completion of assignments and achievement of passing assessments scores in classes.	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. Improved CAASPP scores in both ELA/Literacy and Mathematics

Action 2 :

A-G Offerings and Completion

Action Details:

Increase the number and percentage of students who are on-track for graduation and A-G completion. Encourage a college and career-going culture by increasing the number and percentage of students who meet A-G Competitive Eligibility criteria, by increasing the percent of students who are on track to complete 19 A-G courses and have a grade point average of 3.0 or higher. Focus on effective first instruction, support for students struggling academically, and multiple opportunities for students to demonstrate proficiency throughout the semester.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All teachers utilize best first instruction practices, and differentiated instruction, at the rigor of the Common Core State Standards.
- Academic counseling to promote academic success.
- 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.
- 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.
- 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.
- Credit recovery opportunities, on and off campus, during and after school hours.
- On-track and borderline 10th grade students to visit a UC or CSU campus.
- Supplemental materials to support and encourage student achievement and improved performance in all curricular areas.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Continue to focus on improving instructional effectiveness for students that incorporate opportunities for academic discourse, as measured by student performance in classrooms and ELPI movement.

Student Groups

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 (SWD) by providing teaching fellows in Algebra I classes, additional funding for materials and supplies, funding for credit recovery teachers.

With Title I funds, we plan to support African American (AA) by providing teaching fellows in Algebra I classes, additional funding for materials and supplies, funding for credit recovery teachers.

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

With 7090/7091 funds, we plan to support Students with Disabilities (SWD) by:

- 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.
- 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.

With 7090/7091 funds, we plan to support English Learner (EL) by:

- 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.
- African American Academic Acceleration (A4) Advisor on campus to provide academic counseling support to caseload of students.

As a site: What are the planned actions to support this student group?

Our teachers will continue to work in their PLC's to utilize best first instruction practices, and differentiated instruction, at the rigor of the Common Core State Standards. Academic counselors will promote academic success.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. Monitoring through daily classroom observations with specific feedback by teachers.	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. Increased completion of assignments and achievement of passing assessments scores in classes.	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. Improved A-G completion

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Quarterly and progress monitoring of EL participation rates.
- Data Chats for ELPAC with students by BIAs.

- Incentives for growth and redesignation.

Student Groups

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

Support provided through other Actions in this goal.

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

Support provided through other Actions in this goal.

As a site: What are the planned actions to support this student group?

Support provided through other Actions in this goal.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Classroom observations and feedback, including assignment completion and analysis.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Increased enrollment and retainment in AP and Dual Enrollment courses

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Pass rate for Dual Enrollment and earned passing scores on AP Exams.

Action 4 :

EL Reclassification

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- ELD instructors provide language learning support

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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 them to stay 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.
- 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

Student Groups

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 (SWD) by providing teaching fellows in Algebra I classes, additional funding for materials and supplies, funding for credit recovery teachers.

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

With 7090/7091 funds, we plan to support Students with Disabilities (SWD) by:

- 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.
- 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.

As a site: What are the planned actions to support this student group?

- 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 them to stay 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.
- 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

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Monitoring through daily classroom observations with specific feedback by teachers	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Increased completion of assignments and achievement of passing assessments scores in classes.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increased passing grades in content courses, and positive movement on ELPI.

2025-2026 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	Teacher-Supp			Additional support for credit recovery in Math & ELA during the school year. **No IEPs**	16,307.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support instruction **No food or incentives**	17,555.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF tutors to support in 9th grade classrooms	68,004.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	G1A2, A4	63,981.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	G1A2,A4	55,586.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500	G1A2, G4A3	63,795.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750	G1A2,A4	67,559.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750	G1A2,A4	69,786.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A2, A4	18,054.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Additional support for summer classes and credit recovery during the school year.	67,245.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract hours for teachers to support student learning	9,999.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional funding for materials and supplies to support student learning and access to programs and opportunities	90,433.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Additional funding to support technology for student learning	55,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Additional funding to support maintenance to ensure student opportunities	3,500.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Copier Maint			Additional funding for copier maintenance	15,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional funding to support art instruction	4,500.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	21,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials & supplies to support EL student instruction.	1,500.00

\$708,804.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓		39 %	2023-2024	42.5 %
CCI - percentage of students who are Prepared (Students w/ Disabilities)	✓	14.7 %	9.2 %	2023-2024	12.7 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	80 %	80.2 %	2024-2025	81.3 %
Graduation Rate	✓	91.1 %	88 %	2023-2024	89.1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Roosevelt CCI, or the percentage of students viewed as prepared for college and/or career, is low as only about 4 out of 10 students meet this designation. One of the main areas that Roosevelt students meet this criteria is through a-g credit completion. This element is addressed in Goal 1, while other components for meeting this criteria are through CTE and career pathways. The percentage of students who meet the CCI criteria through the completion of a CTE pathway is relatively low.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Limiting factors for meeting CCI include: state assessments, a-g criteria, passing AP exams, passing college credit (dual enrollment) courses, and completing a CTE two-course pathway, to name a few.
Students struggle meeting CCI mostly due to not meeting the criteria on state assessments, and not meeting a-g criteria, which are addressed in Goal 1.
Additionally, a higher percentage of students should be completing CTE pathways, which may not be explicitly defined for students.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Continue to provide additional academic support for all students, so they can pass their courses and meet a-g criteria, as well better prepare students for the CAASPP assessments.

Need increase student completion of approved CTE pathways.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Schoolwide Learner Outcomes

Partially Implemented

These SLOs are meant to be communicated regularly to students and guide reasoning for lessons and lesson activities to prepare students for life beyond high school. Use and reference in classrooms is inconsistent and needs to be more regular and campuswide.

Action 2: Advanced Coursework

Fully Implemented

Students have access to advanced coursework and are encouraged to challenge themselves academically to participate in these courses. We have seen more success with college credit attainment through Dual Enrollment than with passing AP exams, but there are strong efforts to prepare students for the demands of these courses.

Action 3: Career and College Ready

Fully Implemented

There are elements in place to support student attainment of CCI, but we need to continue refining supports for students and ensure students and parents (and teachers) understand the CCI metric and opportunities students should be using to meet this requirement.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Schoolwide Learner Outcomes

Partially Effective

Again, this tool is used inconsistently and not campus wide to support instruction and learning. Some teachers know and understand the purpose of SLOs and how to use them to support their instruction, but it is not used as the foundation it should be and they need to be updated by staff to more closely match the FUSD graduate profile. With FUSD creating the "Portrait of a Learner" this spring, there is also opportunity to more closely align with this.

Action 2: Advanced Coursework

Partially Effective

Students have access to advanced coursework and are encouraged to participate in these classes, however AP pass rate is fairly low.

Action 3: Career and College Ready

Partially Effective

Roosevelt CCI is low as only about 4 out of 10 students meet this designation. One of the main areas that Roosevelt students meet this criteria is through a-g credit completion. This element is addressed in Goal 1, while other components for meeting this criteria are through CTE and career pathways. The percentage of students who meet the CCI criteria through the completion of a CTE pathway is relatively low.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Continue focusing on high-quality first instruction with opportunities for students to participate in advanced coursework. Ensure students have opportunities to participate in pathways, CTE, and VAPA classes to support exposure to career experiences.

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

SSC:

SSC agreed with the Actions presented and didn't have any further feedback

ELAC:

ELAC agreed with the Actions presented and didn't have any further feedback

Staff:

Staff agreed with the Actions presented and didn't have any further feedback

Action 1 :

Schoolwide Learner Outcomes (SLO's)

Action Details:

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Explicit connections of lesson studies to Schoolwide Learner Outcomes (SLOs).
- Men's/Women's Alliance speakers, field experiences, transportation, and fees
- Instructional Coach support
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Bilingual Instructional Aides (BIAs) will provide direct support in classrooms to newcomer English Learner students, in relation to SLOs.

Student Groups

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

Students with Disabilities (SWD): With Title I funds, we plan to support Students with Disabilities (SWD) by providing funding for Teaching Fellows to support in Algebra I classes, materials and supplies to support instruction.

African American (AA): With Title I funds, we plan to support African American (AA) by providing funding for Teaching Fellows to support in Algebra I classes, materials and supplies to support instruction.

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

Students with Disabilities (SWD):

With 7090/7091 funds, we plan to support Students with Disabilities (SWD) by providing funding for additional materials and supplies to support instruction, funding for credit recovery opportunities, field trip opportunities.

African American (AA): With 7090/7091 funds, we plan to support African American (AA) by providing funding for additional materials and supplies to support instruction, funding for credit recovery opportunities, field trip opportunities, mentoring by Fresno Street Saints.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): We plan on supporting students by providing funding for additional materials and supplies to support instruction, funding for credit recovery opportunities, field trip opportunities.

African American (AA): We plan on supporting students by providing funding for additional materials and supplies to support instruction, funding for credit recovery opportunities, field trip opportunities, mentoring by Fresno Street Saints.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We expect to see an increase in students interested in College Readiness and Career Readiness.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We expect to see an increase in enrollment in our AP courses, pathways, and internships. This will be monitored by our Head Counselor and Pathway Coordinator.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We expect to see an increase in students who meet CCI criteria.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All teachers utilize best first instruction practices, and differentiated instruction, at rigorous levels in CTE and pathway courses.
- 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.
- Access to supplemental materials and supplies, including technology and digital resources, to support learning.
- instruction, to be overseen by the administrator and College/Career Coordinator.
- Access to supplemental materials and supplies, including technology and digital resources, to support learning.

Tier II

- First level of intervention for students who need support will take place in the classroom, in real time.
- Teachers will work in PLCs to examine student outcomes including assessment and project data to determine necessary support for specific students.

- 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

- Tutorial and specific additional learning sessions will be provided during the After School Program.
- Supplemental materials to support and encourage student achievement and improved performance in all curricular areas.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Quarterly and progress monitoring of EL participation rates.
- Data Chats for ELPAC with students by BIAs.
- Incentives for growth and redesignation.

Student Groups

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

None, funding from this budget supports in other areas.

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

Additional materials and supplies for learning and experiences.
Supplemental contracts for staff to support learning and opportunities.
Maintenance to CTE van, as necessary to ensure transportation for opportunities.

As a site: What are the planned actions to support this student group?

Continue to provide resources to our RSA and CTE programs, to ensure students have opportunities to experience learning focused on VAPA and Careers through our pathways.

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. Classroom observation and feedback	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. Enrollment and participation in on-going opportunities for learning beyond the classroom	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. Improvement in students who are "Ready" based on CCI

Action 3 :

Pathways, CTE, and VAPA

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

CTE and Pathway instruction include models for Linked Learning (LL) that is build around core principles of rigorous academics, career technical education, work-based learning, and personalized student support. Work-Based Learning (WBL) experiences engage students with career readiness skills such as guest speakers, job shadowing, unpaid/paid internships, certifications, etc. Additionally, in our RSA program, students have opportunities to participate in high-level visual and performing arts courses and activities. To support these opportunities, the plan includes: professional learning for staff to develop interdisciplinary project-based learning design and common formative assessments, as well as support for WBL and industry/business partner engagement.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

English Learners have the same access to our LL, WBL and RSA courses, and the focus in our CTE programs is to support literacy development within the classrooms.

Student Groups

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

None, funding from this budget supports in other areas.

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

- Additional materials and supplies for learning and experiences.
- Supplemental contracts for staff to support learning and opportunities.
- Maintenance to CTE van, as necessary to ensure transportation for opportunities.

As a site: What are the planned actions to support this student group?

Continue to provide resources to our RSA and CTE programs, to ensure students have opportunities to experience learning focused on VAPA and Careers through our pathways.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom observation and feedback	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Enrollment and participation in on-going opportunities for learning beyond the classroom	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Improvement in students who are "Ready" based on CCI

2025-2026 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	Teacher-Supp			Additional funding for teacher supplemental contract to support linked learning and pathway programs	3,679.00
G2A3	Sup & Conc	Instruction	Mat & Supp			: Additional funding to support pathways/CTE	15,000.00
G2A3	Sup & Conc	Instruction	Direct Trans			Funding to support field trip opportunities for students	5,000.00
G2A3	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Additional funding to support additional contract hours for RSA classified staff	4,662.00
G2A3	Sup & Conc	Instruction	Teacher-Supp			Additional supplemental contract for RSA teachers/staff	12,199.00
G2A3	Sup & Conc	Instruction	Mat & Supp			Additional funding to support RSA materials and supplies	25,000.00

\$65,540.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Suspension Rate	✓	3.77 %	6.3 %	2023-2024	5.97 %
Suspension Rate - (African American)	✓	12.07 %	18.7 %	2023-2024	18 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, our suspension rate is 6.3% which is 2.6% more than our target. Our African American students are suspended 6.6% more that targeted. Roosevelt is ATSI for suspension rate for African-American students, so there is an identified need to address this metric.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all freshmen understand there are options to solve conflicts other than fighting.
- Students may not know how to reach out for help.
- At times, there is more need than there are adults to address student needs for restorative practices.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Additional mentoring for students, in particular our African-American students. While we have worked to increase connection to school through our Ujima homeroom program, we still need to work on preemptive actions to ensure students know where to go and who to talk to when they have a conflict that cannot be easily resolved.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Involvement

Fully Implemented

All student involvement initiatives have been fully implemented. Students have opportunities to participate in extracurricular activities. BTSC has been implemented with a focus on the transition from middle school to high school. Students are supported with the transition from high school and college and career.

Action 2: Social Emotional Learning/Connection to School

Fully Implemented

Students are assigned a homeroom and teachers have access to activities to support school connectedness. A plan to provide specific support to our African-American students through a "Ujima" homeroom model has been implemented and includes about 10 teachers who regularly meet with these students. However, not all teachers use homeroom with fidelity, and not all students understand the value of homeroom because there is no grade attached to attending and participating.

Action 3: Attendance

Partially Implemented

An attendance team was implemented at the beginning of the school year. The VP overseeing this initiative left for another school, this initiative has been distributed to another VP. The administrative team is operating with 4 of 5 VP's.

Action 4: Discipline

Fully Implemented

Restorative practices has been fully implemented and the administrative team continues to collaborate on discipline practices which includes alternatives to suspension.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Involvement

Partially Effective

Student Leadership classes and clubs have been in place to support student involvement in non-academic school activities. Staff and students have provided 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. However, there is still limited involvement by students in clubs and school activities.

Action 2: Social Emotional Learning/Connection to School

Partially Effective

All students are enrolled in regularly scheduled Homeroom periods to build connections with a specific teacher and support to social emotional learning, growth, and positive connections to school. A plan to provide specific support to our African-American students through a "Ujima" homeroom model has been implemented and includes about 10 teachers who regularly meet with these students. However, not all teachers use homeroom with fidelity, and not all students understand the value of homeroom because there is no grade attached to attending and participating.

Action 3: Attendance

Ineffective

The percentage of students with 90% and above will increase from 52.8% to 53.9%. Attendance has been an ongoing challenge, particularly with the start of school (first class period of the day), as well as students roaming campus during the school day.

Action 4: Discipline

Partially Effective

The administration team has focused on working with students using alternatives to suspension for initial incidents and behaviors, which has included student/parent/admin meetings to discuss behaviors, impact to the student and campus, and development of clear plans moving forward.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next year, the facilities that houses our SE team, restorative practices team, and Re-Engagment Center will be complete. This will help streamline this process of students getting to the correct staff for restorative practices, social-emotional needs, academic counseling, discipline conversations, etc.

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

SSC:

SSC agreed with the Actions presented and didn't have any further feedback

ELAC:

ELAC agreed with the Actions presented and didn't have any further feedback

Staff:

Staff agreed with the Actions presented and didn't have any further feedback

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 funding Teaching Fellows to support students in Algebra I courses. Additional fund will support the parent center and baby-sitting services for parents to participate in learning sessions that will help them feel connected and informed with the offerings at Roosevelt. This will help parents promote their student to participate in school.

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 funding Teaching Fellows to support students in Algebra I courses. Additional fund will support the parent center and baby-sitting services for parents to participate in learning sessions that will help them feel connected and informed with the offerings at Roosevelt. This will help parents promote their student to participate in school. Additional funding will support PL for stakeholders on campus that directly impacts student participation.

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 (1-Spanish, 1-Hmong) provide ongoing contact and communication with families.
- Campus culture involvement opportunities.
- EL Club advised by the EL TSA

Student Groups

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

Students with Disabilities (SWD): With Title I funds, we plan to support Students with Disabilities (SWD) by *funding Teaching Fellows to support students in Algebra I courses. Additional fund will support the parent center and baby-sitting services for parents to participate in learning sessions that will help them feel connected and informed with the offerings at Roosevelt. This will help parents promote their student to participate in school. Additional funding will support PL for stakeholders on campus that directly impacts student participation. We will fund 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. We will fund material and Supplies, including admission fees, transportation and material and supplies for Unified Sports that are not covered by the Student Engagement Office.*

English Learner (EL): With Title I funds, we plan to support English Learner (EL) by *funding Teaching Fellows to support students in Algebra I courses. Additional fund will support the parent center and baby-sitting services for parents to participate in learning sessions that will help them feel connected and informed with the offerings at Roosevelt. This will help parents promote their student to participate in school.*

African American (AA): With Title I funds, we plan to support African American (AA) by *funding Teaching Fellows to support students in Algebra I courses. Additional fund will support the parent center and baby-sitting services for parents to participate in learning sessions that will help them feel connected and informed with the offerings at Roosevelt. This will help parents promote their student to participate in school.*

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

Students with Disabilities (SWD): With 7090/7091 funds, we plan to support Students with Disabilities (SWD) by *funding Teaching Fellows to support students in Algebra I courses. Additional fund will support the parent center and baby-sitting services for parents to participate in learning sessions that will help them feel connected and informed with the offerings at Roosevelt. This will help parents promote their student to participate in school. Additional funding will support PL for stakeholders on campus that directly impacts student participation. We will fund 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. We will fund material and Supplies, including admission fees, transportation and material and supplies for Unified Sports that are not covered by the Student Engagement Office.*

English Learner (EL): With 7090/7091 funds, we plan to support English Learner (EL) by *funding Teaching Fellows to support students in Algebra I courses. Additional fund will support the parent center and baby-sitting services for parents to participate in learning sessions that will help them feel connected and informed with the offerings at Roosevelt. This will help parents promote their student to participate in school. Additional funding will support PL for stakeholders on campus that directly impacts student participation.*

African American (AA): ?With 7090/7091 funds, we plan to support African American (AA) by *funding Teaching Fellows to support students in Algebra I courses. Additional fund will support the parent center and baby-sitting services for parents to participate in learning sessions that will help them feel connected and informed with the offerings at Roosevelt. This will help parents promote their student to participate in school. Additional funding will support PL for stakeholders on campus that directly impacts student participation.*

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD), English Learner (EL) and African American (AA): We plan to support our groups by continuing with Men's and Women's Aliance, focused homerooms for our African American students (UJIMA and A4 advisors), our Tier II Support Team, our restorative practices counselor and Resource Counseling Assistant (RCA). We will continue to work with our Climate and Culture team to present to our staff the Levels of Misbehavior. Staff will have an opportunity at the beginning of each school year to review and suggest edits.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes by students being made aware of the extra-curricular activities that are available to them. Information will be posted on social media, the marquee, TEAMS, parent messages, word of mouth, club rush, etc.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will see an increase in students trying out for sports, plays, musicals, requesting to be a part of pathways during pre-reg. This will be measured by feedback from our coaches and other stakeholders.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Students participate in a club, sport, pathway, other extracurricular activity.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

African American (AA): With Title I funds, we plan to support African American (AA) by providing additional funding for materials and supplies for instruction and homeroom (UJIMA/A4)

English Learner (EL): With Title I funds, we plan to support English Learner (EL) by providing additional funding for materials and supplies for instruction and homeroom.

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

African American (AA): ?With 7090/7091 funds, we plan to support African American (AA) by providing funding for homeroom, providing funding for materials and supplies. Funding for parent center activities to support parent learning and support of their students.

English Learner (EL): With 7090/7091 funds, we plan to support English Learner (EL) by providing funding for homeroom, providing funding for materials and supplies. Funding for parent center activities to support parent learning and support of their students.

As a site: What are the planned actions to support this student group?

African American (AA) and English Learner (EL): ?We will continue to support our learning sessions and funding for our SE team, Restorative Practices team, and staff.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom observation and feedback	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Attendance and participation during HR, as well as use of RST for assignment completion and improvement	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Improved connectedness to school and assignment completion, improving overall grades

Action 3 :

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%.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 2 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.

Student Groups

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

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

- Providing parental support in 3 languages with the hiring of 2 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.

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

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

- 2 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.*

As a site: What are the planned actions to support this student group?

- 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.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Our Attendance Team will meet biweekly to discuss and identify students who are truant. Counselor, Parent, Student conferences will be held to discuss concerns and supports. Attendance rates will be collected from ATLAS and reviewed.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Our Attendance Team will meet biweekly to discuss and identify students who are truant. They will continue to hold Counselor, Parent, Student conferences to discuss concerns and supports of “new” attendance concerns. The team will prescribe next steps for students who continue to have negative attendance. SE counseling, Prodigy, HSL home visits, RCA conversations, RE Teacher conference and monitoring are some supports that can be implemented. Incentives will be offered for growth; detentions may be assigned for students who are chronically tardy or wandering campus. Attendance rates will be collected from ATLAS and reviewed.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We hope to see the students who are being discussed have positive growth in attendance and therefore make positive academic progress. Attendance rates will be collected from ATLAS and reviewed.

Action 4 :

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%.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

English Learner (EL): With Title I funds, we plan to support English Learner (EL) by keeping students engaged to reduce discipline concerns. We will do this by providing funding for additional materials and supplies for instruction and the parent center. We will provide additional support to students in Algebra I classes with the help of Teaching Fellows.

African American (AA): With Title I funds, we plan to support African American (AA) by keeping students engaged to reduce discipline concerns. We will do this by providing funding for additional materials and supplies for instruction and the parent center. We will provide additional support to students in Algebra I classes with the help of Teaching Fellows.

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

English Learner (EL): With 7090/7091 funds, we plan to support English Learner (EL) by keeping students engaged to reduce discipline concerns. We will do this by providing funding for additional materials and supplies for instruction and the parent center. We will provide additional support to students in Algebra I classes with the help of Teaching Fellows. We will also provide funding to support a Fresno Street Saint full-time. We will provide additional support to our EL students by supporting BIA's.

African American (AA): ?With 7090/7091 funds, we plan to support African American (AA) by keeping students engaged to reduce discipline concerns. We will do this by providing funding for additional materials and supplies for instruction and the parent center. We will provide additional support to students in Algebra I classes with the help of Teaching Fellows. We will also provide funding to support a Fresno Street Saint full-time. Fresno Street Saints will provide additional mentoring and progress monitoring for our students.

As a site: What are the planned actions to support this student group?

English Learner (EL) and African American (AA): We plan to support our groups by continuing with Men's and Women's Aliance, focused homerooms for our African American students (UJIMA and A4 advisors), our Tier II Support Team, our restorative practices counselor and Resource Counseling Assistant (RCA). We will continue to work with our Climate and Culture team to present to our staff the Levels of Misbehavior. Staff will have an opportunity at the beginning of each school year to review and suggest edits.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see <i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will ensure that all students have access to the Expectations Presentation that outlines expectations, suspendable offenses, expellable offenses, how to reach out for support, the RHS Tipline. We will monitor visits to SRC and our Re-Engagement Center for lower-level behaviors. We will review Power BI data for the levels of behaviors that have been logged including suspensions.	Medium-Term (Change in Behavior or Performance) Want to see <i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will work with our Climate and Culture team to determine initiatives that may address the what the data reveals. They will also work on the Responses to Misbehaviors. Our Street Saint will have a solid case load they are working with, and we will see behavior change in the positive. UJIMA classes will continue to bring to light tensions from outside of school or within school so that our SE Team can respond. We will review Power BI data for the levels of behaviors that have been logged including suspensions.	Long-Term (Change in Condition) Hope to see <i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will see students self-referring for restorative chats and a reduction in suspension for A1. We will review Power BI data for the levels of behaviors that have been logged including suspensions.

2025-2026 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
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	1.0000	G5A2,A3 **Cannot be used for translation of mandatory items (i.e. ELAC & IEPs)**	80,820.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	G5A2,A3 **Cannot be used for translation of mandatory items (i.e. ELAC & IEPs)**	81,333.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified support for student attendance accountability (RCA).	5,891.00
G3A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Additional funding to support classified mileage for home visits and student/family support	5,000.00
G3A4	Sup & Conc	Guidance & Counseling Services	Subagreements			Fresno Street Saints : Mentor services for from Fresno Street Saints to support our African-American students (ATSI - suspension rate).	45,237.00

\$218,281.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	79.3 %	2024-2025	80.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Less than 8 out of 10 staff members provided a favorable response on questions in the organizational culture domain from the Staff Climate & Culture Survey, as compared to a district average of 87%. Favorable responses for Roosevelt Staff at or above the district average include responses to the following prompts: "I enjoy being at this school" (90%) and "This school embraces, values, and understands different races, ethnicities, and cultures," (87%) while less favorable responses on questions in this domain include: "We have a culture that provides staff with the following: Feedback to improve and grow." (71%), "We have a culture that provides staff with the following: Recognition for the work we do," (74%) and "We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making" (74%).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Recognition systems may be viewed as intermittent, instead of providing a steady consistent reward and recognition system for staff, although responses in this area exceed the favorability of responses for other high schools in the district. However, this could also be represented by staff feeling less valued, where our responses are behind other high schools.

Staff is surveyed regarding their thoughts on issues, but a lower percentage on opportunities to be involved in planning and decision making may be due to working specifically with staff teams (Dept Chairs, ILT, CCT, SSC). However, staff not involved in these teams may feel they have less of a voice in decision-making.

During the Fall semester, we attempted to focus on data collection model, which focuses specifically on clarity and engagement, whereas staff may have felt that they needed feedback for growth in other areas. Additionally, the responses for this question focused on feedback differ based on length of service, as our veteran staff (>10 yrs) responded favorably at 90% while staff with less than 10 yrs experience responded at 69%.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Develop a consistent, ongoing staff recognition system that is communicated with both staff and students/families to recognize positive impact and growth among staff members.

Communicate notes from meetings with staff groups, and provide opportunities for additional feedback/voice based on decisions.

Improve on-boarding practices and supports for new staff members, and develop an observation/feedback system that is focused on areas of need instead of one area for the entire campus.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Continued work in Professional Learning Communities

Fully Implemented

Work in PLC teams has continued and been implemented fully and will continue to be an action moving forward.

Action 2: Staff PL Both On-Site and Off-Site

Partially Implemented

Staff PL is only partially implemented, as teachers are not required to take advantage of this resource. We have limited PL on site, due to time restrictions, but teachers from departments can seek off-site PL and conferences.

Action 3: Endure appropriate support for teacher success.

Partially Implemented

On-boarding new teachers continues to be a challenge, but something are continually trying to address. New teachers have support from and instructional coach and their admin liaison, but a change to support for new special education teachers added some difficulty. We also view work in PLCs as one element of new teacher support.

Action 4: Encourage teacher/student connections through Homeroom & RST

Fully Implemented

Homeroom and RST continue to be implemented fully, and has shown to be beneficial to those who use it as it is intended. We see challenges with some students not valuing the time because a grade is not attached to the work. We are exploring options for increasing attendance.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Continued work in Professional Learning Communities

Effective

Work in PLC teams has continued and been implemented fully and will continue to be an action moving forward.

Action 2: Staff PL Both On-Site and Off-Site

Partially Effective

Staff PL is only partially implemented, as teachers are not required to take advantage of this resource. We have limited PL on site, due to time restrictions, but teachers from departments can seek off-site PL and conferences.

Action 3: Endure appropriate support for teacher success.

Partially Effective

On-boarding new teachers continues to be a challenge, but something we are continually trying to address. New teachers have support from an instructional coach and their admin liaison, but a change to support for new special education teachers added some difficulty. We also view work in PLCs as one element of new teacher support.

Action 4: Encourage teacher/student connections through Homeroom & RST

Partially Effective

Homeroom and RST continue to be implemented fully, and has shown to be beneficial to those who use it as it is intended. We see challenges with some students not valuing the time because a grade is not attached to the work. We are exploring options for increasing attendance.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We do not anticipate changes to the actions in this goal for the next school year, as we see value in the work and resources used in these areas. We will be working on better monitoring systems for effectiveness to ensure AROI as we move forward.

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

SSC:

SSC agreed with the Actions presented and didn't have any further feedback

ELAC:

ELAC agreed with the Actions presented and didn't have any further feedback

Staff:

Staff agreed with the Actions presented and didn't have any further feedback

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

African American (AA):

Socio-economically Disadvantaged (SED):

With Title I funds, we plan to support Socio-economically disadvantaged (SED) by providing funding for materials and supplies for additional instructional materials. Providing funds for Teaching Fellows to support students and teachers in Algebra I classes.

English Learner (EL):

With Title I funds, we plan to support English Learner (EL) by providing funding for materials and supplies for additional instructional materials. Providing funds for Teaching Fellows to support students and teachers in Algebra I classes.

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

Socio-economically Disadvantaged (SED):

With Title I funds, we plan to support Socio-economically disadvantaged (SED) by providing funding for materials and supplies for additional instructional materials. Providing funds for professional learning opportunities.

English Learner (EL):

With Title I funds, we plan to support English Learner (EL) by providing funding for materials and supplies for additional instructional materials. Providing funds for professional learning opportunities.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED) and English Learner (EL):

Staff will continue to have PLC time each Tuesday. Admin liaisons, PLUS teachers and our instructional coach attend these meetings to support teachers. Core subjects have ILT members who meet monthly to provide input and gain knowledge around PLC's. ILT members are also part of the Tuesday PLC's.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. All teachers attend and engage in PLC times. This will be measured by PLC attendance by department chairs and VP Liaisons.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. All teachers will engage in PLC's as guided by the ILT for that department. This will be evident by PLC notes.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Teachers will have an equal voice in PLC's and provide input via data from their classrooms. Staff will feel like they have input on decision making for the school.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

English Learner (EL):

With Title I funds, we plan to support English Learner (EL) by providing funding for materials and supplies for additional instructional materials. Providing funds for Teaching Fellows to support students and teachers in Algebra I classes.

Socio-economically Disadvantaged (SED): ?

With Title I funds, we plan to support Socio-economically disadvantaged (SED) by providing funding for materials and supplies for additional instructional materials. Providing funds for Teaching Fellows to support students and teachers in Algebra I classes.

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

English Learner (EL): ?

With 7090/7091 funds, we plan to support English Learner (EL) by providing funding for materials and supplies for additional instructional materials. Providing funds for professional learning opportunities.

Socio-economically Disadvantaged (SED):

With 7090/7091 funds, we plan to support Socio-economically disadvantaged (SED) by providing funding for materials and supplies for additional instructional materials. Providing funds for professional learning opportunities.

As a site: What are the planned actions to support this student group?

English Learner (EL) and Socio-economically Disadvantaged (SED):

Staff will continue to have PLC time each Tuesday. Admin liaisons, PLUS teachers and our instructional coach attend these meetings to support teachers. Core subjects have ILT members who meet monthly to provide input and gain knowledge around PLC's. ILT members are also part of the Tuesday PLC's.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. All teachers attend and engage in PLC times. This will be measured by PLC attendance by department chairs and VP Liaisons	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. All teachers will engage in PLC's as guided by the ILT for that department. This will be evident by PLC notes.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Teachers will have an equal voice in PLC's and provide input via data from their classrooms. Staff will feel like they have input on decision making for the school.

Action 3 :

Ensure 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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

Student Groups

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

Socio-economically Disadvantaged (SED): ?

With Title I funds, we plan to support Socio-economically disadvantaged (SED) by providing funding for materials and supplies for additional instructional materials. Providing funds for Teaching Fellows to support students and teachers in Algebra I classes.

English Learner (EL): ?

With Title I funds, we plan to support English Learner (EL) by providing funding for materials and supplies for additional instructional materials. Providing funds for Teaching Fellows to support students and teachers in Algebra I classes.

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

Socio-economically Disadvantaged (SED): ?

With 7090/7091 funds, we plan to support Socio-economically disadvantaged (SED) by providing funding for materials and supplies for additional instructional materials. Providing funds for professional learning opportunities.

English Learner (EL):

With 7090/7091 funds, we plan to support English Learner (EL) by providing funding for materials and supplies for additional instructional materials. Providing funds for professional learning opportunities.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED) and English Learner (EL):

Staff will continue to have PLC time each Tuesday. Admin liaisons, PLUS teachers and our instructional coach attend these meetings to support teachers. Core subjects have ILT members who meet monthly to provide input and gain knowledge around PLC's. ILT members are also part of the Tuesday PLC's.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. All teachers attend and engage in PLC times. This will be measured by PLC attendance by department chairs and VP Liaisons.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. All teachers will engage in PLC's as guided by the ILT for that department. This will be evident by PLC notes.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Teachers will have an equal voice in PLC's and provide input via data from their classrooms. Staff will feel like they have input on decision making for the school.

Action 4 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Socio-economically Disadvantaged (SED):

With Title I funds, we plan to support Socio-economically disadvantaged (SED) by providing funding for materials and supplies for additional SE materials.

English Learner (EL):

With Title I funds, we plan to support English Learner (EL) by providing funding for materials and supplies for additional SE materials.

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

Socio-economically Disadvantaged (SED):

With 7090/7091 funds, we plan to support Socio-economically disadvantaged (SED) by providing funding for materials and supplies for additional SE materials.

English Learner (EL):

With 7090/7091 funds, we plan to support English Learner (EL) by providing funding for materials and supplies for additional SE materials.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED) and English Learner (EL): ?

Staff will continue to have access to homeroom lessons and competitions developed by colleagues.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Student attendance to RST/Homeroom.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Positive data and increase in data on the school climate and culture survey in the fall.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Positive data and increase in data on the school climate and culture survey in the spring. Should show growth from the Fall survey results.

2025-2026 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	45,050.00
G4A2	Sup & Conc	Instruction	Travel			Travel and conferences for staff professional development	39,000.00
G4A3	Sup & Conc	Instruction	Bks & Ref			Funding to support with supplemental software for teaching and student learning	35,000.00

\$119,050.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91 %	93.7 %	2024-2025	94.8 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the campus culture survey we have exceeded our goal for favorable family engagement domain. We will assess what we are implementing that has been successful in order to continue. We will assess what we can increase/add in order to reach our new goal.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The following are possible contributors of the favorable data:
- Clear and consistent communication in 3 languages to families via parent square, weekly principal messages, EduText, home visits.
 - Parent center events and accessibility, Parent Engagement Hour
 - A clear systems parents can use to report a concern with administration or academic counselors.
 - Families have access to the RHS Tipline.
 - Funding for our SRO to attend after hours school event. This provides families with access to a receptive, knowledgeable SRO who attends family events.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- The following are additional needs:
- Increase Parent Engagement Hour course offerings.
 - Increase PL for HSL's to better serve our families.
 - Ensure facilities are in proper order.
- Ensure there are plenty of materials and supplies to maintain a safe campus

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Ensure consistent communication to families in 3 languages.

Fully Implemented

This action was fully implemented. We provide communication in all 3 languages, however there are still documents that need to be translated.

Action 2: Provide Opportunities for parents to connect with school

Fully Implemented

Fully implemented
This action was fully implemented. Families have multiple opportunities to connect with Roosevelt. Our Parent Engagement Hours are some of the most well attended across the district. Parents have access to a Parent Informational Guide. We do need to work to increase parent interest in SSC.

Action 3: Host parent information and learning sessions

Partially Implemented

We hold 15 – 20 family engagement hours a school year. Local organizations present during this time. We lost our vendor who offers parent classes. We will continue to look for a vendor who fits within our budget.

Action 4: Support a safe campus via a Comprehensive School Safety Plan

Fully Implemented

This action was fully implemented. We have a complete comprehensive school safety plan that has been approved by the SSC.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Ensure consistent communication to families in 3 languages.

Effective

Communication to families is provided in 3 languages.

Action 2: Provide Opportunities for parents to connect with school

Effective

Families have access to student events, counseling events, Back to School Night, Open House, SSC, ELAC, 15-20 family engagement hours hosted by our HSL's, etc.

Action 3: Host parent information and learning sessions	Partially Effective
Families have access to 15-20 family engagement hours hosted by our HSL's, etc, as well as opportunities to attend informational sessions led by our counseling team.	
Action 4: Support a safe campus via a Comprehensive School Safety Plan	Effective
The comprehensive school safety plan has been reviewed and approved by the SSC.	

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will increase our efforts to increase parent participation by providing more incentives for our parents to attend our meetings. We will work with our office manager to be more strategic with the customer service provided to our families when they visit the main office. We will fund materials and supplies needed to ensure the safety of our campus.

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

SSC:	ELAC:	Staff:
Continue to fund initiatives to support Goal 5. Increase parent participation in overall school programs.	Maintain clear, frequent school-home communication. Increase parent participation.	Consistent communication with parents in their home language. Continue to provide outreach opportunities.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Fund 3 Bilingual Home School Liaison positions (1 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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 in family events.

Student Groups

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

English Learner (EL): Provide HSL supports and baby-sitting services so that parents can attend family events held by our Parent Center.

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

English Learner (EL): Provide funding for translation, materials and supplies for parent workshops.

As a site: What are the planned actions to support this student group?

English Learner (EL): HSL's attend PLC meetings held by Parent University to better serve our families.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.
We hope to see an increase in our families' feeling connected to school and engaging in school events. We will measure this by attendance to our school events.	We hope to see an increase in our families' feeling connected to school and engaging in school events. We will measure this by our fall climate and culture survey results completed by parents.	We hope to see an increase in our families' feeling connected to school and engaging in school events. We will measure this by our spring climate and culture survey results completed by parents.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Fund 2Bilingual Home School Liaison positions (1 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Parent are provided translation and translation devices (whisperers) for school events.
- Fund 2 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.

Student Groups

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

English Learner (EL): With Title I funds, we plan to support English Learners (EL) by providing funds for additional materials and supplies to support our parent center initiatives.

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

English Learner (EL): ?With 7090/7091 funds, we plan to support English Learners (EL) by providing funds for additional materials and supplies to support our parent center initiatives.

As a site: What are the planned actions to support this student group?

English Learner (EL): HSL's attend PLC meetings held by Parent University to better serve our families.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We hope to see an increase in our families’ feeling connected to school and engaging in school events. We will measure this by attendance to our school events.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We hope to see an increase in our families’ feeling connected to school and engaging in school events. We will measure this by our fall climate and culture survey results completed by parents.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We hope to see an increase in our families’ feeling connected to school and engaging in school events. We will measure this by our spring climate and culture survey results completed by parents.

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Fund 2 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

English Learner (EL): ?With Title I funds, we plan to support English Learners (EL) by providing funds for additional materials and supplies to support our parent center initiatives.

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

English Learner (EL): ?

With 7090/7091 funds, we plan to support English Learners (EL) by providing funds for additional materials and supplies to support our parent center initiatives.

As a site: What are the planned actions to support this student group?

HSL's attend PLC meetings held by Parent University to better serve our families.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We hope to see an increase in attendance to our parent informational/learning sessions. This will be measured by session attendance.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We hope to see an increase in our families' ability to support their students through high school because of the informational and learning sessions offered at Roosevelt. We will measure this by attendance to our school events and explore any correlation with student success and academic progress.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We hope to see an increase in our families' feeling connected to school and engaging in school events. We will measure this by our spring climate and culture survey results completed by parents.

Action 4 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Fund 2 Bilingual Home School Liaison positions (1 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
- Funding to support the Comprehensive School Safety Plan which ensures the safety of campus and parental opportunities to engage in school events and functions.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.
- Supporting our comprehensive school safety plan to ensure ALL students are supported by a safe and inclusive campus and school sponsored events.

Student Groups

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

English Learner (EL): With Title I funds, we plan to support English Learners (EL) by providing funds for additional materials and supplies to support our parent center initiatives as they correspond to the school safety plan.

African American (AA): With Title I funds, we plan to support African American students (AA) by providing funds for additional materials and supplies to support our parent center initiatives as they correspond to the school safety plan.

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

English Learner (EL): With 7090/7091 funds, we plan to support English Learners (EL) by providing funds for additional materials and supplies to support our parent center initiatives as they correspond to the school safety plan.

African American (AA): With 7090 funds, we plan to support African American students (AA) by providing funds for additional materials and supplies to support our parent center initiatives as they correspond to the school safety plan.

As a site: What are the planned actions to support this student group?

English Learner (EL) and African American (AA): HSL's attend PLC meetings held by Parent University to better serve our families. CSA's work to check on the conditions on campus as they pertain to the checklist in the school safety plan. CSA's will meet weekly with their VP liaison and attend district meetings/plc's.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We hope to see an increase in attendance to our parent informational/learning sessions. We hope to see student attendance increase. This will be measured by session attendance and overall school attendance.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We hope to see a reduction in suspensions and increase in students utilizing our CSA's, SE supports including our RP counselor for restorative practice initiatives such as mediation.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We hope to see an increase in our students and families feeling connected to school and engaging in school events. We hope to see and increase in families and students feeling safe on campus. We will measure this by our spring climate and culture survey results completed by parents and students.

2025-2026 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
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Support for babysitting for parents to attend meetings	393.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			: Support for parent engagement **No food or incentives**	2,000.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Funding to support Parent Center and parent engagement	3,000.00
G5A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting support for EL parents for meetings.	450.00
G5A3	Sup & Conc	Instruction	Direct-Graph			Additional funding for graphics needs	25,000.00
G5A3	LCFF: EL	Parent Participation	Mat & Supp			Materials & supplies for EL parent engagement meetings.	1,235.00
G5A4	Sup & Conc	Security	Cls Sup-Sub			CSA Support	2,000.00
G5A4	Sup & Conc	Security	Cls Sup-Ovr			Additional safety support	5,000.00

\$39,078.00

2025-2026 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	Teacher-Supp			Additional support for credit recovery in Math & ELA during the school year. **No IEPs**	16,307.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support instruction **No food or incentives**	17,555.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTFE tutors to support in 9th grade classrooms	68,004.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	G1A2, A4	63,981.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	G1A2,A4	55,586.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500	G1A2, G4A3	63,795.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750	G1A2,A4	67,559.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.8750	G1A2,A4	69,786.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A2, A4	18,054.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Additional support for summer classes and credit recovery during the school year.	67,245.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract hours for teachers to support student learning	9,999.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional funding for materials and supplies to support student learning and access to programs and opportunities	90,433.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Additional funding to support technology for student learning	55,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Additional funding to support maintenance to ensure student opportunities	3,500.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Copier Maint			Additional funding for copier maintenance	15,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Additional funding to support art instruction	4,500.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	21,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials & supplies to support EL student instruction.	1,500.00
G2A3	Sup & Conc	Instruction	Teacher-Supp			Additional funding for teacher supplemental contract to support linked learning and pathway programs	3,679.00
G2A3	Sup & Conc	Instruction	Mat & Supp			: Additional funding to support pathways/CTE	15,000.00
G2A3	Sup & Conc	Instruction	Direct Trans			Funding to support field trip opportunities for students	5,000.00
G2A3	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Additional funding to support additional contract hours for RSA classified staff	4,662.00
G2A3	Sup & Conc	Instruction	Teacher-Supp			Additional supplemental contract for RSA teachers/staff	12,199.00
G2A3	Sup & Conc	Instruction	Mat & Supp			Additional funding to support RSA materials and supplies	25,000.00
G3A3	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Hmong	1.0000	G5A2,A3 **Cannot be used for translation of mandatory items (i.e. ELAC & IEPs)**	80,820.00

G3A3	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	G5A2,A3 **Cannot be used for translation of mandatory items (i.e. ELAC & IEPs)**	81,333.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sup			Classified support for student attendance accountability (RCA).	5,891.00
G3A3	Sup & Conc	Attendance & Social Work Services	Local Mileage			Additional funding to support classified mileage for home visits and student/family support	5,000.00
G3A4	Sup & Conc	Guidance & Counseling Services	Subagreements			Fresno Street Saints : Mentor services for from Fresno Street Saints to support our African-American students (ATSI - suspension rate).	45,237.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support staff PL	45,050.00
G4A2	Sup & Conc	Instruction	Travel			Travel and conferences for staff professional development	39,000.00
G4A3	Sup & Conc	Instruction	Bks & Ref			Funding to support with supplemental software for teaching and student learning	35,000.00
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Support for babysitting for parents to attend meetings	393.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			: Support for parent engagement **No food or incentives**	2,000.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Funding to support Parent Center and parent engagement	3,000.00
G5A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting support for EL parents for meetings.	450.00
G5A3	Sup & Conc	Instruction	Direct-Graph			Additional funding for graphics needs	25,000.00
G5A3	LCFF: EL	Parent Participation	Mat & Supp			Materials & supplies for EL parent engagement meetings.	1,235.00
G5A4	Sup & Conc	Security	Cls Sup-Sub			CSA Support	2,000.00
G5A4	Sup & Conc	Security	Cls Sup-Ovr			Additional safety support	5,000.00
							\$1,150,753.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$266,412.00
Sup & Conc	7090	\$704,757.00
LCFF: EL	7091	\$179,584.00
Grand Total		\$1,150,753.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$708,804.00
G2 - Expand student-centered and real-world learning experiences	\$65,540.00
G3 - Increase student engagement in their school and community	\$218,281.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$119,050.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$39,078.00
Grand Total	\$1,150,753.00