

Roosevelt High

10621661035831

Principal's Name: Michael Allen

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Title I SWP

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

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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 - Arthur Williams		X			
3. Collette Betters		X			
4. Jared Crossman		X			
5. Rachel Hibler		X			
6. Raymond Sierra				X	
7. Jesus Diaz				X	
8. Christina Martinez				X	
9. Dana Medina				X	
10. Destiny Hernandez					X
11. Lawrence Vasquez, Jr.					X
12. Jalissa Castillo					X
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date 2/26/26.

Roosevelt High

Title I SWP

Required Signatures

School Name: Roosevelt High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Michael Allen		4/8/26
SSC Chairperson	Arthur Williams		4/8/26

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

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

FY 2026/27

Roosevelt - 0395

ON-SITE ALLOCATION

3010	Title I	\$265,897 *
7090	LCFF Supplemental & Concentration	\$630,382
7091	LCFF for English Learners	\$163,602

TOTAL 2026/27 ON-SITE ALLOCATION

\$1,059,881

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$67,996
Program Budget	\$197,901
Total Title I Allocation	\$265,897

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Roosevelt High 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	CCI - percentage of students who are Prepared (ALL)	42.5 %	50.9 %	2024-2025	54.4 %	↑
Goal 1	CCI - Percentage of students who completed A-G (ALL)		50.9 %	2024-2025	52.9 %	↑
Goal 1	ELPAC - percentage of students who scored 4		10 %	2024-2025	11.1 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	42.3 %	33.3 %	2024-2025	34.4 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	38.9 %	39.5 %	2024-2025	40.6 %	↑
Goal 1	Graduation Rate (ALL)	89.1 %	90.7 %	2024-2025	91.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		37 %	2025-2026	38.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		49 %	2025-2026	50.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		30.7 %	2025-2026	31.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		41.3 %	2025-2026	42.4 %	↑
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		40.6 %	2025-2026	41.7 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-11.7 pts	-40 pts	2024-2025	-25 pts	↑
Goal 1	SBAC ELA - Average distance from standard (English Learner)	-85.5 pts	-112.7 pts	2024-2025	-97.7 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Long-Term English Learner)		-110.2 pts	2024-2025	-95.2 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-144.4 pts	2024-2025	-129.4 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		38.6 %	2024-2025	43.6 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-117.2 pts	-144.8 pts	2024-2025	-129.8 pts	↑

Goal 1	SBAC Math - Average distance from standard (English Learner)	-176.2 pts	-191 pts	2024-2025	-176 pts	↑
Goal 1	SBAC Math - Average distance from standard (Hispanic)		-146.9 pts	2024-2025	-131.9 pts	↑
Goal 1	SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	-118.4 pts	-147 pts	2024-2025	-132 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-222.8 pts	2024-2025	-207.8 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		9.8 %	2024-2025	14.8 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		24.7 %	2025-2026	24.1 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	94.8 %	94 %	2025-2026	95.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	80.4 %	89 %	2025-2026	90.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		82 %	2025-2026	84 %	↑
Goal 2	Suspension Rate - (Homeless)		23.5 %	2024-2025	23.17 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	5.97 %	4.3 %	2025-2026	3.97 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Need to improve student outcomes in multiple areas, as measured by academic achievement markers including D/F grades, A/G completion, and Math/Literacy assessment proficiency.

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

Need to improve student connection to school through available activities and supports the connect students and adults outside the standard classroom content.

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

- 1. Challenges with balancing compassionate and supportive grading practices with maintaining standards for learning and academic excellence.
- 2. Motivating students to value learning, and the work involved with the learning process, so they can develop/improve characteristics that meet the profile of a learner.
- 3. Student attendance, inconsistency with attendance, in particular at the beginning of the day makes teaching/learning challenging.

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.

- 1. Need to determine campus (or even PLC) agreements about grading, while learning to build in and hold to expectations for student accountability and supporting students in meeting those standards. Need to commit to rigor across subject areas, and working with students to meet those standards. In particular, we need to work on support for English Learner students and students with socio-economic challenges.
- 2. Need to create and present curriculum/lessons that are engaging, interesting, and challenging for students. Need to teach specific "learning skills" for students, so they have tools to meet the demand of high-level learning. This is particularly important for students with special needs, English Learners, and student groups who benefit from experiencing curriculum that reflects their history and lives.
- 3. Need to determine communication and accountability systems for students who arrive late, or are dropped off late, to school. We also need an accountability system for students who are not going to class, and an automatic response when a student is gone from school (or a specific class) for a certain number of days.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Successful completion of Literacy and Mathematics Coursework

Fully Implemented

Based on the metrics in this current goal, the majority of our students are not successfully demonstrating appropriate learning at grade level. T

A-G Offerings and Completion

Fully Implemented

Students are offered opportunities to take and successfully complete A-G courses. We have increased the number of students in our ASP.

Advanced Coursework

Fully Implemented

We have implemented opportunities for students to access AP and Dual Enrollment courses on campus.

EL Reclassification

Fully Implemented

We have a TSA who will work with our EL students for data chats and supports.

Schoolwide Learner Outcomes (SLO's)

Fully Implemented

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.

Career and College Ready

Fully Implemented

Students will have opportunities to be involved in pathways, both Linked Learning (LL) and CTE, that provide students with career exploration and preparation. Students 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.

Pathways, CTE, and VAPA

Fully Implemented

Students will have opportunities to be involved in pathways, both Linked Learning (LL) and CTE, that provide students with career exploration and preparation. Students 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.

Student Involvement

Fully Implemented

Student Leadership classes and clubs are 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 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.?

We currently have all coaching positions filled and are increasing our participation in feeder school opportunities to engage in athletic opportunities.

Social Emotional Learning/Connection to School

Fully Implemented

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

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 which has made it difficult to create and uphold consistent systems and site protocols.

Discipline

Fully Implemented

The administration team developed and shared 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 was collected, disaggregated, and discussed each month by the administration team. We maintain consistent use of restorative practices and ensure the percentage of students who are suspended decreases .

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.

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.

Ensure appropriate support for teacher success.

Fully Implemented

We have the following opportunities for staff:

- 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, Magic School, and EdPuzzle.

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.

Ensure consistent communication to families in 3 languages.

Fully Implemented

Our school site council approved the funding for 2 home school liaisons who provide access to families in English, Spanish, and Hmong. Families receive weekly messages from our principal in 3 languages, our academic counselors send consistent messages to parents as well. Teachers have access to ATLAS and other digital tools that help them communicate with parents in multiple languages.

Provide Opportunities for parents to connect with school

Fully Implemented

chool events are mentioned in our weekly principal message and displayed on our website and marque. Families have access to Family Engagement hours on a consistent basis.

Host parent information and learning sessions

Fully Implemented

We have Family Engagement Hours scheduled and looked to see what other engagements we can add.

Support a safe campus via a Comprehensive School Safety Plan

Fully Implemented

The safety plan was completed by our VP Liaison to campus safety and shared with SSC and ELAC for input.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Successful completion of Literacy and Mathematics Coursework

Effective

We have seen some positive growth in SBAC scores.

A-G Offerings and Completion

Effective

We need to determine how to better support our students completing A-G courses.

Advanced Coursework

Partially Effective

Some students struggle with the pace of the dual enrollment classes. These courses are hard to track because we do not have access to see their grades live.

EL Reclassification

Effective

We have seen students become redesignated.

Schoolwide Learner Outcomes (SLO's)

Partially Effective

Most classrooms have the SLO's displayed. Many teachers refer to the SLO's during the lessons and write them along with the daily objectives.

Career and College Ready

Effective

Programs have leads that help implement initiatives. All students have access to these programs.

Pathways, CTE, and VAPA

Effective

We have found that this falls under career and college ready and will combine in next years SPSA.

Student Involvement

Effective

Once hurdle we have noticed with creating clubs is that that process must be initiated students. We have also noticed new staff members becoming involved or wanting to become more involved however feeling that they cannot take on the extra workload.

Our noontime events, rally's, and assemblies are student driven. Our leadership students create, plan, and host these events.

Social Emotional Learning/Connection to School

Effective

We have noticed a stronger sense of community and ownership with our students, especially those in specialized, cohorted homeroom/RST's. Students work with staff on campus to discuss concerns and talk about potential solutions. Our climate and culture survey results have seen an increase in this domain.

Attendance

Partially Effective

We are still in need to understand district supports/options to help with students who are on campus but will not go to class or attend class but leave early from class. Having a fully staffed administration team may help with this.

Discipline

Effective

We saw a reduction in our suspension rate.

Continued work in Professional Learning Communities

Effective

PLC work has continued and special groups (across curriculum groups) has been implemented.

Staff PL Both On-Site and Off-Site

Partially Effective

Some PLC's have elected to ask for planning days with on site TSA.

Ensure appropriate support for teacher success.

Effective

Our teachers feel supported but are learning to keep with the pace of teaching. They are comfortable with working with their department chairs to speak up about how they feel.

Encourage teacher/student connections through Homeroom & RST

Partially Effective

Homeroom and RST have been implemented. Students are cohorted into specialized groups when appropriate to help support their learning and support. We are still working on 100% attendance.

Ensure consistent communication to families in 3 languages.

Effective

Our school site council approved the funding for 2 home school liaisons who provide access to families in English, Spanish, and Hmong. Families receive weekly messages from our principal in 3 languages, our academic counselors send consistent messages to parents as well. Teachers have access to ATLAS and other digital tools that help them communicate with parents in multiple languages.

Provide Opportunities for parents to connect with school

Partially Effective

We could increase our social media presence to increase opportunities for parents to be aware of opportunities.

Host parent information and learning sessions

Effective

We have held well attended Family Engagement Hours and have implemented a 10-week series course for parents to help them with their child's attendance. This course has not been well attended. We need to determine how parents have been invited to see if we can increase participation.

Support a safe campus via a Comprehensive School Safety Plan

Effective

We have had renovations on campus that have opened up new areas of concern for supervision and will need to make even more adjustments next year when we have a decrease of one campus safety member.

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.

We will be more intentional about our placement of Teaching Fellows and how they are utilized in Algebra I classrooms. We will also look to on-board a Fresno Street Saint that is knowledgeable of our community, students, and needs. We hope to have a full administrative team for the entire year in order to carry out each initiative.

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: Student Supports: • Continue technology resources. • Continue to build our After School Program. • Continue our school-home communication of support.	ELAC: Student Supports: • Continued support from Bilingual Instructional Assistants. • Tutoring After School Program. • Continued support with school-home communication on how to support their children in high school.	Staff: • Continuance of Professional Learning Communities. • Ensure professional learning opportunities for staff. • Enhance technology access and effective use Continue dedicated time for intervention.
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Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Successful completion of Literacy and Mathematics Coursework

Action Details

College & Career Readiness

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.

Direct Instructional Services

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. Ongoing support for new teachers from on-site Instructional Coach. Teachers provided opportunities to participate in peer observations to see colleagues' strategies and provide feedback on practices that support student learning and growth. Ensure teachers have adequate supplies for learning, including technology, and technology programs (such as Nearpod, Padlet, EdPuzzle, MagicSchool, etc), to support student engagement and learning.

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

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

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):

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Discuss the creation of "How to Support Your Child With..." pages, so families know what their students are learning and how to support them in continuing learning at home.

Professional Learning

Describe Professional Learning related to this action.

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. Teachers provided opportunities to participate in peer observations to see colleagues' strategies and provide feedback on practices that support student learning and growth.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Monitoring through daily classroom observations with specific feedback by teachers

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 completion of assignments and achievement of passing assessments scores in classes.

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.

Improved CAASPP scores in both ELA/Literacy and Mathematics

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

A-G Offerings and Completion, including Advanced Coursework

Action Details

College & Career Readiness

Increase the number and % of students who are on-track for A-G completion. Encourage a college and career-going culture by increasing the number and % of students who meet A-G Competitive Eligibility criteria, by increasing the % 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 goals and implement supports to increase the number of students who meet the Advanced Coursework Eligibility Pool Criteria, as well as the % 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.

Direct Instructional Services

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 with academic intervention. African American Students cohorted in RST and Homeroom “Ujima” groups to support student success.
- A team of staff members will continue to 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 in select Algebra I classrooms, to be coordinated by VP working with Math Dept.
- 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.
- Implementation of District Interim Assessments in ELA and Math, and Rider Benchmark Assessments (RBAs) as interim assessments in all other core subject areas, as formative assessment tools.

- 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. VPs 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.

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, as well as 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. Additional tutoring and intervention support provided by teachers.
- 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.
- Analysis of teacher grades, action plans for supporting students from teachers with 45% or higher of students with failing grades or 60% 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.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Home School Liaisons create and present information and learning for parents at monthly Parent Engagement Hours.

Professional Learning

Describe Professional Learning related to this action.

On site PL through Buyback Days, PLC team work, opportunities for district PL (such as Building Thinking Classrooms) and opportunities to attend outside professional conferences for learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Monitoring through daily classroom observations with specific feedback by teachers.

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 completion of assignments and achievement of passing assessments scores in classes.

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.

Improved A-G completion

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

EL Reclassification

Action Details

College & Career Readiness

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.

Direct Instructional Services

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 CA ELD 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 CA ELD 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, Rtl 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, Rtl 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will have access to Family Engagement Hour which covers a variety of topics throughout the school year.

Professional Learning

Describe Professional Learning related to this action.

Staff will engage in on-site PL around EL Re-designation.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

Monitoring through daily classroom observations with specific feedback by teachers

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.

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.

Increased passing grades in content courses, and positive movement on ELPI.

Increased completion of assignments and achievement of passing assessments scores in classes.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows to support math classes	35,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	10,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Credit Recovery teachers for Q2/Q4 (est. 2 teachers each qtr.) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	16,307.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Instructional technology programs to support learning (Magic School, Paddlet, Nearpod, etc)	30,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support instruction. **No Food or Incentives**	18,541.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			3 OC teachers, Leadership session I **Budget lines for personnel include salaries and related benefits	50,940.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental hours for credentialed staff **Budget lines for personnel include salaries and related benefits	9,999.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	87,212.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Student computers new & refresh.	40,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Computer maintenance	2,000.00
G1A2	Sup & Conc	Instructional Administration of Sp	Copier Maint			Maintenance for copiers to support learning	25,000.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500		66,109.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		66,332.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		59,545.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	18,750.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		65,912.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		64,687.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Additional materials & supplies for EL's, including incentives.	10,553.00

\$676,887.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Career and College Ready

Action Details

College & Career Readiness

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. 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.

Direct Instructional Services

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. 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. In our RSA program, students have opportunities to participate in high-level visual and performing arts courses and activities.
- Work-Based Learning (WBL) experiences engage students with career readiness skills such as guest speakers, job shadowing, unpaid/paid internships, certifications, etc.
- Explicit connections of lesson studies to Schoolwide Learner Outcomes (SLOs).
- 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.
- 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 and RSA Manager.
- Access to supplemental materials and supplies, including technology and digital resources, to support learning.
- Men's/Women's Alliance speakers, field experiences, transportation, and fees
- 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.
- All teachers will utilize best practices in support of academic language acquisition, relating to the SLOs.

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 45% or higher of students with failing grades or 60% 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.

- 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.
- Bilingual Instructional Aides (BIAs) will provide direct support in classrooms to newcomer English Learner students, in relation to SLOs
- Quarterly and progress monitoring of EL participation rates.

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?

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.

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?

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.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will have access to Family Nights hosted by our academic counselors to explore the options available. Families can also obtain this information from the family engagement hours hosted by our HSL's.

Professional Learning

Describe Professional Learning related to this action.

Professional learning for staff to develop interdisciplinary project-based learning design and common formative assessments for pathways, as well as support for WBL and industry/business partner engagement. Specialized off-site development for both CTE and VAPA teachers.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 observation and feedback

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.

Enrollment and participation in on-going opportunities for learning beyond the classroom

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.

Improvement in students who are "Ready" based on CCI

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Involvement

Action Details

Life Skills

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

Direct Instructional Services

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
- 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 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 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.
- Field trip opportunities

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 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 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 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 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 Alliance, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will have access to school announcements and activities in 3 languages (English, Spanish, and Hmong). Families will have opportunities to engage in family engagement hour, family classes, school hosted events, HSL food give-a-ways.

Professional Learning

Describe Professional Learning related to this action.

Stake holders such as, CCD, AD, RSA director, will have access to the PL yearly event in their field (registration, food, travel, hotel).

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Social Emotional Learning/Connection to School

Action Details

Life Skills

All students will participate in regularly scheduled Homeroom periods to support social emotional learning, growth, and positive connections to school. Homeroom is also a focus for helping students develop in the SEL competencies.

Direct Instructional Services

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

- All students will be enrolled in Homeroom/Advisory in support of SEL and school connectedness. Classes held each week, and include non-academic interactions with school staff.
- 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 as needed.
- 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
- Support staff engagement via staff recognition, team building, activities, and celebrations.

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.
- 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)
- 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 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.
- 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 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.
- Socio-economically Disadvantaged (SED) and English Learner (EL):** Staff will continue to have access to homeroom lessons and competitions developed by colleagues.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Support events, such as the annual Ujima family BBQ, to allow families to connect to school at the beginning of the year.

Professional Learning

Describe Professional Learning related to this action.

- Fund professional development opportunities that address school connectedness.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 observation and feedback

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.

Attendance and participation during HR, as well as use of RST for assignment completion and improvement

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.

Improved connectedness to school and assignment completion, improving overall grades

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance

Action Details

College & Career Readiness

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

Direct Instructional Services

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.

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.*
- *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.*
- *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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Provide HSL support with in our attendance meetings. HSL's will work with our Parent University to hold Attendance classes on campus for parents.

Professional Learning

Describe Professional Learning related to this action.

HSL's will work with Parent University for PLC work. Some staff will participate in BTSC to target sense of belonging and to uncover hurdles behind grades and attendance.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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.

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.

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 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Discipline

Action Details

Life Skills

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%.

Direct Instructional Services

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.
- 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.
- Monitor current events and deploy resources to EL homerooms as needed.

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 Alliance, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

HSL's will hold family engagement hours to offer parents opportunities to learn from a menu of topics and to network. UJIMA homeroom advisors will help host a parent event.

Professional Learning

Describe Professional Learning related to this action.

Staff will continue to have access to district led PL and initiatives to address proactive measures to decrease discipline concerns.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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 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.

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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

Continue to improve and expand VAPA on site to ensure all students have access to instruction and relevant materials to support learning and performance in dance, music, theatre, and visual/media arts.

Direct Instructional Services

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

Students gain access to visual and performing arts courses in dance, music, theatre, and visual arts. This includes the addition of specialized courses, such as Animation, Jazz Band, Digital Art, AP Music Theory and AP 3D Art. Funds support staffing in the arts, as well as necessary materials and supplies to ensure students can participate in classes and performances.

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 English Learner students at Roosevelt have access to VAPA courses.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Many VAPA families volunteer to support with events. We also have multiple opportunities for students to showcase their learning for parents, through presentations and performances.

Professional Learning

Describe Professional Learning related to this action.

Provide opportunities for VAPA teachers to participate in professional learning, both locally and at the State and National level.

Progress Monitoring: Outcomes

Reasoning for using this action:

Strong 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 enrollment in VAPA courses, as well as RSA enrollment.

Performance and showcase opportunities.

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.

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.

Strong(er) RSA magnet program, to include students living inside RHS attendance area, as well as courses available for students focused on the arts.

Outcomes monitored by School of the Arts Director.

Ongoing student interest in the arts and performance in arts opportunities

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for CTE/LL **Budget lines for personnel include salaries and related benefits	3,800.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: CTE additional funds PS-2500, Video P-2500, CTE-2500	7,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Field trips for CTE, other trips	5,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: CTE van maintenance	1,500.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			RSA Classified OT **Budget lines for personnel include salaries and related benefits	4,662.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			RSA supplemental contracts (9951) **Budget lines for personnel include salaries and related benefits	12,200.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Additional supplies for art teachers	3,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies for AcaDec	2,400.00
G2A4	Sup & Conc	Attendance & Social Work Services	Local Mileag			Miles for classified staff to support learning	5,000.00
G2A5	Sup & Conc	Instruction	Teacher-Supp			Hours to support detention system **Budget lines for personnel include salaries and related benefits	7,000.00
G2A5	Sup & Conc	Guidance & Counseling Services	Subagreements			Fresno Street Saints : Support with mentoring students.	53,933.00

\$105,995.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Provide Opportunities for parents to connect with school

Action Details

Community Engagement

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. Provide consistent communication from the school, in 3 languages, regarding information about student learning and progress, 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.

Direct Instructional Services

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

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 are provided translation and translation devices (whisperers) for school events.
- Families will have access to bilingual home school liaisons who will provide several supports such as translation, parent learning opportunities, school connectedness opportunities, community connectedness opportunities.
- Families will engage in informational meetings facilitated by academic counselors, social/emotional support TEAM, and HSLs.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Home School Liaisons create and present information and learning for parents at monthly Parent Engagement Hours.

Professional Learning

Describe Professional Learning related to this action.

Staff engage in buy back opportunities to preview technological resources that help them connect with parents to provide input on their classrooms and student progress.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Support a safe campus via a Comprehensive School Safety Plan

Action Details

Health & Wellness

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.

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parent engagement hours will be hosted on a frequent basis. These will be available in three languages and will cover a variety of topics. Parent will have opportunities to inform the safety plan and become aware of measures the school take to maintain a safe environment.

Professional Learning

Describe Professional Learning related to this action.

Continue learning focused on student support and restorative practices.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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. We hope to see student attendance increase. This will be measured by session attendance and overall school attendance.	<i>Shape these behaviors...</i> 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.	<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 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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff PL Both On-Site and Off-Site

Action Details

College & Career Readiness

- 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.
- 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.

Direct Instructional Services

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, using the PLC+ model, and an action plan for meeting the goals.
- PLCs meet 2-3 times per month to discuss action steps toward meeting a common challenge, and use data to drive instructional decisions that affect student learning.
- 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.
- Funding for conference registrations, travel to conferences, and substitute teachers to cover class lessons, to support effective first instruction for students.

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 Magic School, Nearpod, Padlet, and EdPuzzle, while also adding more teacher-requested programs to support differentiation and learning support.

Fund professional development opportunities that address school EL needs.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

Professional Learning

Describe Professional Learning related to this action.

On site PL through Buyback Days, PLC team work, opportunities for district PL (such as Building Thinking Classrooms) and opportunities to attend outside professional conferences for learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

All teachers attend and engage in PLC times. This will be measured by PLC attendance by department chairs and VP Liaisons

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.

All teachers will engage in PLC's as guided by the ILT for that department. This will be evident by PLC notes.

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.

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0395 Roosevelt High School (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Support for parent engagement. **No Food or Incentives**	500.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	1.0000	Liaison cannot translate mandatory items (i.e. ELAC & IEP) **Budget lines for personnel include salaries and related benefits	82,821.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Liaison cannot translate mandatory items (i.e. ELAC & IEP) **Budget lines for personnel include salaries and related benefits	82,728.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Minute Man : graphic needs including grad programs, planners, etc.	20,000.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Parent center supplies, food	2,000.00
G3A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent workshop/supplies	3,700.00
G3A2	Sup & Conc	Security	Cls Sup-Sub			Additional funds to ensure safety presence after school hours **Budget lines for personnel include salaries and related benefits	5,000.00
G3A3	Sup & Conc	Instruction	Teacher-Subs			Sub teachers to support staff PL/Planning **Budget lines for personnel include salaries and related benefits	41,250.00
G3A3	Sup & Conc	Instruction	Travel			Professional learning for staff-travel, hotel, meals, conf. fees	30,000.00
G3A3	Sup & Conc	Instruction	Travel			: Additional funding to support CCD/AD travel, hotel, meals, conference	9,000.00

\$276,999.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0395 Roosevelt High School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0395	1110	1000	1160	Teacher-Supp					G1A2	Credit Recovery teachers for Q2/Q4 (est. 2 teachers each qtr.) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	16,307.00
060	3010	0395	1110	1000	4200	Bks & Ref					G1A2	: Instructional technology programs to support learning (Magic School, Paddlet, Nearpod, etc)	30,000.00
060	3010	0395	1110	1000	4300	Mat & Supp					G1A2	Materials and supplies to support instruction. **No Food or Incentives**	18,541.00
060	3010	0395	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : Teaching fellows to support math classes	35,000.00
060	3010	0395	1110	2495	4300	Mat & Supp					G3A1	Support for parent engagement. **No Food or Incentives**	500.00
060	3010	0395	1110	3130	2210	Cls Sup-Reg	Liaison, Home/School Hmong	W121	Thao, Yia	1.0000	G3A1	Liaison cannot translate mandatory items (i.e. ELAC & IEP) **Budget lines for personnel include salaries and related benefits	82,821.00
060	3010	0395	1110	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	Torres Ruiz, Guillermina	1.0000	G3A1	Liaison cannot translate mandatory items (i.e. ELAC & IEP) **Budget lines for personnel include salaries and related benefits	82,728.00
030	7090	0395	1110	1000	1120	Teacher-Subs					G3A3	Sub teachers to support staff PL/Planning **Budget lines for personnel include salaries and related benefits	41,250.00
030	7090	0395	1110	1000	1120	Teacher-Subs					G2A1	Subs for CTE/LL **Budget lines for personnel include salaries and related benefits	3,800.00
030	7090	0395	1110	1000	1160	Teacher-Supp					G1A2	3 OC teachers, Leadership session I **Budget lines for personnel include salaries and related benefits	50,940.00
030	7090	0395	1110	1000	1160	Teacher-Supp					G2A5	Hours to support detention system **Budget lines for personnel include salaries and related benefits	7,000.00
030	7090	0395	1110	1000	1160	Teacher-Supp					G1A2	Supplemental hours for credentialed staff **Budget lines for personnel include salaries and related benefits	9,999.00
030	7090	0395	1110	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Camacho, Yolanda	0.7500	G1A3		66,332.00
030	7090	0395	1110	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Morales Gonzalez, Juan	0.7500	G1A3		59,545.00
030	7090	0395	1110	1000	4300	Mat & Supp					G1A2	Materials and Supplies	87,212.00
030	7090	0395	1110	1000	4300	Mat & Supp					G2A2	: Materials & Supplies for AcaDec	2,400.00
030	7090	0395	1110	1000	4300	Mat & Supp					G2A1	: CTE additional funds PS-2500, Video P-2500, CTE-2500	7,500.00
030	7090	0395	1110	1000	4300	Mat & Supp					G1A1	: Student Incentives	10,000.00
030	7090	0395	1110	1000	4400	Nc-Equipment					G1A2	Student computers new & refresh.	40,000.00
030	7090	0395	1110	1000	5221	Travel					G3A3	Professional learning for staff-travel, hotel, meals, conf. fees	30,000.00
030	7090	0395	1110	1000	5221	Travel					G3A3	: Additional funding to support CCD/AD travel, hotel, meals, conference	9,000.00
030	7090	0395	1110	1000	5721	Direct Trans					G2A1	Field trips for CTE, other trips	5,000.00
030	7090	0395	1110	1000	5723	Direct-Maint					G1A2	Computer maintenance	2,000.00
030	7090	0395	1110	1000	5723	Direct-Maint					G2A1	: CTE van maintenance	1,500.00
030	7090	0395	1110	1000	5899	Cons Svc/Oth					G3A1	Minute Man : graphic needs including grad programs, planners, etc.	20,000.00
030	7090	0395	1110	2150	5633	Copier Maint					G1A2	Maintenance for copiers to support learning	25,000.00

030	7090	0395	1110	2420	2210	Cls Sup-Reg	Paraprof, Computer Lab Asst II	W035	Alcaraz, Jesse	0.7500	G1A2		66,109.00
030	7090	0395	1110	2495	4300	Mat & Supp					G3A1	Parent center supplies, food	2,000.00
030	7090	0395	1110	3110	5110	Subagreements					G2A5	Fresno Street Saints : Support with mentoring students.	53,933.00
030	7090	0395	1110	3130	5211	Local Mileag					G2A4	Miles for classified staff to support learning	5,000.00
030	7090	0395	1110	8100	2240	Cls Sup-Ovr					G2A1	RSA Classified OT **Budget lines for personnel include salaries and related benefits	4,662.00
030	7090	0395	1110	8300	2220	Cls Sup-Sub					G3A2	Additional funds to ensure safety presence after school hours **Budget lines for personnel include salaries and related benefits	5,000.00
030	7090	0395	1763	1000	1160	Teacher-Supp					G2A1	RSA supplemental contracts (9951) **Budget lines for personnel include salaries and related benefits	12,200.00
030	7090	0395	1763	1000	4300	Mat & Supp					G2A1	Additional supplies for art teachers	3,000.00
030	7091	0395	4760	1000	1160	Teacher-Supp					G1A3	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	18,750.00
030	7091	0395	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Ramirez, Marcelina	0.7500	G1A3		65,912.00
030	7091	0395	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Lara, Maria	0.7500	G1A3		64,687.00
030	7091	0395	4760	1000	4300	Mat & Supp					G1A3	Additional materials & supplies for EL's, including incentives.	10,553.00
030	7091	0395	4760	2495	4300	Mat & Supp					G3A1	: Parent workshop/supplies	3,700.00
													\$1,059,881.0

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$265,897.00
Sup & Conc	7090	\$630,382.00
LCFF: EL	7091	\$163,602.00
Grand Total		\$1,059,881.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$676,887.00
G2 - The Whole Child (SEL and Engagement)	\$105,995.00
G3 - Operational Excellence	\$276,999.00
Grand Total	\$1,059,881.00