

THEODORE ROOSEVELT HIGH SCHOOL

ACS WASC/CDE MID-CYCLE PROGRESS VISIT

SCHOOL PROGRESS REPORT

**4250 E. Tulare Ave.
Fresno, CA 93702**

March 9-10, 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Fresno Unified School District

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CONTENTS

I: Student/Community Profile Data	1
II: Significant Changes and Developments.....	45
III: Engagement of Stakeholders in Ongoing School Improvement.....	50
IV: Progress on Implementation of the Schoolwide Action Plan/SPSA.....	54
V: Schoolwide Action Plan/SPSA Refinements	74

Chapter I

Student/Community Profile Data



G.O.A.T Week celebrated Roosevelt students from each class who met GPA and A-G criteria.

General Background and History

Community

Fresno rests near the geographical center of the San Joaquin Valley and is the fourth-largest city of the eight counties that make up the valley. It is approximately 200 miles north of Los Angeles and 170 miles south of Sacramento. Being that Fresno is in a centralized location, the city is merely a short distance from several major recreational areas and urban centers. Fresno is the nearest major city to Yosemite National Park, at only 60 miles south. Likewise, Fresno is in close proximity to Sierra National Forest (40 miles), Kings Canyon National Park (60 miles), and Sequoia National Park (75 miles). The city of Fresno sits at the junction of Highways 41 and 99 and is a gateway for Yosemite visitors coming from Los Angeles. The city also serves as an entrance into the Sierra National Forest via Highway 168, and Sequoia and Kings Canyon National Parks via Highway 180.

In 2018, the population of Fresno continued to increase as it reached approximately 530,000 making it the fifth-largest city in California, and the 34th-largest in the nation. The median income in Fresno is currently about \$20,000 below the California state level. The average real per capita personal income in 2017 in Fresno was \$23,670 and the average median household income is \$58,078 and 23.7% of the population living on income below poverty level. Seventy-six percent of the population over age 25 have at least a high school diploma or higher and 21% of the population over 25 years of age hold a Bachelor's Degree or higher. The area is distinguished by its diversity and tradition as one of the nation's largest agricultural regions.

The Fresno Unified School District (FUSD) recently became the 3rd-largest school district in California, serving approximately 73,500 students. FUSD is comprised of 65 elementary schools, 17 middle schools, 8 comprehensive high schools, 2 specialty high schools, 4 alternative schools and 3 special education schools and 1 online school. Nearby colleges and universities to the school district are CSU Fresno (Fresno State), Fresno Pacific University, Fresno City College, Reedley College, National University, and University of Phoenix.

Trustees of the Fresno Unified School District Board are elected from seven areas within FUSD, and together govern the district of over 10,000 employees, including the establishment of policies and procedures and an annual budget. In November 2016, current Board Trustee Elizabeth Jonassen Rosas was elected to serve her first term on the FUSD School Board, representing the Roosevelt area. Board Policies and Administrative regulations are in accordance with the California Educational Code and govern the school district, located at 2309 Tulare St. in downtown Fresno. Superintendent Dr. Robert G. Nelson was selected by the Board to begin serving in that capacity in 2017.

Theodore Roosevelt High School is a comprehensive high school situated in the southeast section of the city of Fresno, California. It was the third high school built to serve the southern portion of the district. The buildings are arranged around campus to support the academic program. The buildings are arranged around campus to support the academic program, including two, two-story classroom buildings on the West and East side of the campus, a separate science building and a newer 12-classroom Science & Technology building. Near the heart of the campus is the Rough Rider Stable, a new open, park-style area with one main stage and two smaller side stages. The campus also includes all athletics facilities, and a full-sized auditorium for performing arts. The athletics and PE program is supported by one gymnasium, a wrestling room, weight room, track/soccer field, six tennis courts, outdoor basketball courts, a swimming pool, as well as varsity and practice softball and baseball fields.

With funds from a previous bond measures, the tennis courts were completely redone with new surfacing and lighting in Fall 2018, along with new solar panels in the Cedar parking lot, the baseball field was updated by early Spring of 2019 and construction on a completely new pool complex was completed in April of 2019.

The Theodore Roosevelt Auditorium, which currently seats approximately 2,100 people, was constructed in 1954. At that time, the RHS auditorium was the Civic Auditorium for Fresno and the greater valley. It hosted performances by Van Cliburn, Fresno Philharmonic, Eleanor Roosevelt, Jose Feliciano, and many more. The auditorium also served other FUSD high schools as their performance venue of choice. Roosevelt is home of a performing and visual arts magnet program, Roosevelt School of the Arts (RSA), which attracts talented students from around the San Joaquin Valley. The program also provides access to an expanded performing arts curriculum to students who live in the surrounding neighborhood. The auditorium still hosts community performances and events, and has a reputation of being one of the best theaters in Fresno, although it is used primarily by the Roosevelt School of the Arts with approximately 39 shows per year by various departments including dance (tap, jazz, ballet, hip hop, Hmong, and Folklorico), drama, choir, band (concert, Mariachi, Latin Jazz, and Steel Drum). The auditorium construction was well ahead of its time with the available features on par or exceeding many professional theaters. It is still regarded as a highly useful and professional theater to this day and is one of the few auditoriums in the greater Central Valley that can seat over 2,000 people. In May 2018, Roosevelt High School and RSA honored Alumna and multi-award-winning singer and actress Audra McDonald with the dedication of the Audra McDonald Theatre.

Roosevelt High School sits on the most northeastern part of the regional attendance zone. The Roosevelt neighborhood is comprised of mixed residential and commercial areas and includes the majority of downtown Fresno. Southeast Fresno is one of the most economically challenged sections of Fresno, with an unemployment rate that exceeds the national average. Many of our students will be the first in their family to graduate from high school and attend college.

Roosevelt continues to have one of the largest Title I programs in the district and is a Community Eligibility Provisional school with 100% of the students on campus qualifying for free and reduced lunch. Because of this status, all students are eligible to receive free breakfast and lunch each day, and students can receive fee waivers for AP exams, SAT/ACT, and college application fees. The categorical budget supports parent and community outreach efforts, and is focused on supporting achievement, mastery of standards, tutorials, supplemental books, technology, software and materials, and through professional development activities that revolve around teacher collaboration to analyze student achievement and to institute effective, common instructional practices. Extracurricular activities are available to all students at Roosevelt. All students participate as ninth graders in the Link Crew transition program. Incoming 9th grade students also have access to a summer bridge program the summer before they begin high school, with a particular focus on students who were identified as being at-risk based on grades, attendance, or behavior during the middle school grades. While at Roosevelt, students have a choice of a variety of extracurricular clubs and over 20 athletic teams to join.

The vision of Roosevelt High School was revisited prior to the full WASC visit in 2017 and revised to be more student friendly and more specific to the academic and social and emotional needs of all students. Roosevelt continues to provide a wealth of academic and extracurricular programs to meet the needs of our school community.

Structures implemented to increase personalization in a large comprehensive urban high school include the development of career academies and Linked Learning pathways, a range of ROP

and CTE classes, as well as a daily After School Program that provides tutoring and enrichment classes for all students and schedule adjustments within the school day for specific focus on SEL and academic support.

The special education program at Roosevelt, serving around 250 students (roughly 12% of the student population), includes orthopedically impaired, functional skills, autism inclusion, and a well-articulated mild to moderate program where students either attend general education classes that are co-taught by a SPED teacher and general education teacher or smaller special day class (SDC) courses in necessary content areas. Our students are also supported by an emotionally disturbed (ED) inclusion program.

Roosevelt High School also contains a licensed, year-round Student Parent Early Learning Center (SP-ELC). The program completed a licensing process in the 2015-16 school year to become a certified Child Development Center and transitioned from a former Parent and Child Education (PACE) center into the program that provides services year-round. The Student Parent Early Learning Center supports FUSD Student Parents to become college and career ready graduates while their children are cared for in a nurturing environment. SP-ELC is part of the overarching Student Parent Support Program by FUSD.

Parent/Community Organizations

Friends of Roosevelt School of the Arts (FRSA)

FRSA is a nonprofit 503c parent, alumni, and community organization that supports the RSA program. It has a board consisting of President, Vice-President, Secretary, Treasurer, Donations Coordinator and Committees Coordinator. This group oversees all the activities of the organization and serves to help coordinate the many activities RSA students are involved in. The main focus of FRSA is to raise funds to provide scholarships for RSA seniors going to college, as well as underclassmen who wish to continue their arts education over the summer. Some examples of what they do include:

- Coordinate, provide and serve meals for students during Matinee show
- Provide box office service during various shows and concerts
- Organize and procure donations for our annual Gala silent auction
- Organize and set up fundraising events with local businesses
- Provide transportation as needed to get RSA students to various performance and festival events
- Assist program director and instructors as needed
- Helps decorate for special events and celebrations

Black Student Union Alliance (BSUA)

In 2018, Roosevelt Teachers working with our Black Student Union (BSU) recognized the need to coordinate with a parent group to support our students and the school community. This parent group became the Black Student Union Alliance (BSUA) and met regularly to discuss issues and concerns regarding the education and support of our African-American students and families. The group came together to coordinate a neighborhood event, in partnership with the Fresno Police Department, which included entertainment and informational booths from city and community organizations as well as Roosevelt school clubs.

Parent University

With a vision to Empower, Engage, and Connect Families to Support Student Achievement, the Parent University Program is district-wide and based on three key foundational strategies:

- Empower parents through parent learning courses to navigate our resources

- Engage families to take targeted action to achieve career ready graduates
- Connect families to district and community resources that improve student achievement

Since its launch in 2010, Fresno Unified Parent University Module has successfully been replicated in other urban and rural school districts in California. The work of the Fresno Unified Parent University has been recognized, as they have previously earned the prestigious Golden Bell award by the California School Board Association.

School/Business Relationships

Barrios Unidos

Beginning in the 2015-2016, Barrios Unidos was selected by the School Board to partner with high schools to facilitate new State Mandated Sex Education materials in all Biology courses.

Community Regional Medical Center (CRMC)

Students in our Health Pathway benefit from an on-going relationship with CRMC. Students in ROP Medical Careers and ROP Allied Health students gain unique access to assist in many areas of the hospital as regular volunteers.

Community Media Access Collaborative (CMAC)

Our Video Production and Videography students have worked with CMAC to gain valuable experience in television broadcasting, while operating cameras during live events, such as football games. Students have had the opportunity to see production from beginning to end and have benefited from speakers that include local filmmakers.

Fresno Art Hop

Roosevelt High School has been an official host location for a city-wide "Art Hop". The RSA Art Hop showcased work of students in art classes, including fashion design, and featured live student performances. While the school is not currently a host location, our art programs continue to participate in numerous Art Hop events in the city.

Fresno Economic Opportunities Commission (Fresno EOC)

Roosevelt High School has a partnership with Fresno EOC, who provides additional mentoring and support to students on campus through the Fresno Street Saints. In addition to programs focusing on healthy choices in education and social situations, the Fresno Street Saints focus on training future community leaders.

Internal Revenue Service (IRS)

A partnership with the IRS began as a California Partnership Academy in 1989 and continues through the Roosevelt Business Academy. Students in the Business Academy have the opportunity to participate in job shadowing a mentor at the IRS. Students visit three different sites throughout the school year, including the Processing Center, the Compliance Center, and the Center at Broadway Plaza downtown. Additionally, students are certified as Volunteer Income Tax Assistance (VITA) and they greet, interpret, and prepare income taxes for the community for about 12 Saturdays from January to April 15th.

Additionally, Roosevelt has ongoing connections with numerous local professionals who support our students and school through our academy and pathway programs.

Staff Description

In 2019-20, students at Roosevelt are served by a certificated teaching staff of 94 general education teachers, 14 special education teachers, 10 part-time RSA consultants, one principal, four vice principals, one manager (RSA Director), one college and career (pathway) coordinator, one Head Counselor, seven academic counselors, and one SPED Regional Instructional Manager (RIM) that is shared with other schools in our attendance region. Included in the certificated teaching staff are a library/media teacher, three PLUS teachers, one instructional coach, one athletic director, one activities director, and one teacher who oversees our Student Re-engagement Center (SRC).

For the 2019-20 school year, the ethnicity breakdown of the certificated staff is 46.7% white, 33% Hispanic, 12.3% Asian and 7.2% African-American. Over the past few years, the ethnic makeup of the certificated staff has changed slightly, with an increase in the percentage of Hispanic/Latino, Asian, and African-American teachers on campus. A little more than half of our certificated teachers are female, at 54.6%, and 45.4% of our teachers are male. As reported for the 2018-19 school year, three teachers have a Doctorate degree, and 32 have earned a Master's Degree.

Classified support personnel is composed of office staff and on-campus support staff. In the main office we have one Office Manager, two full-time Office Assistants, two Attendance Clerks, a Registrar, an Assistant Registrar, a Financial Technician and a part-time Workability Assistant. We also have an Office Assistant in our RSA Office to support that program, a Library Technician to support our Teacher Librarian, and a full-time Job Developer who works with our college and career coordinator. Our Parent Center is run by two full-time Community Relations Liaisons. On campus safety support includes seven full-time campus safety assistants, an on-campus School Resource Officer from the Fresno Police Department and an on-campus Probation Officer. Roosevelt also has a full-time school psychologist, an additional part-time school psychologist, a language and speech pathologist, and 12 paraprofessionals who support the Special Education staff. Additionally, there are two full-time School Social Workers, an on-site County Behavioral Health therapist, a part-time Hmong community consultant, and additional social emotional support through other programs.

School Purpose and ACS WASC Accreditation History

FUSD Mission, Vision, and District Goals

The Mission of the Fresno Unified School District is "Preparing College and Career-Ready Graduates". As a high school in the Fresno Unified School District, the work at Roosevelt is guided by a sense of being part of the system to achieve this mission. FUSD improvement initiatives are derived from the Fresno Unified School District Board of Education Core Beliefs and Commitments, which guide our teaching at Roosevelt High School. They serve as a frame for our work and a reminder to hold high expectations for every student—and for ourselves.

Fresno Unified School District Core Beliefs

Student Learning: Every student can and must learn at grade level and beyond.

High Quality Instruction: Teachers must demonstrate the ability and desire to educate each child at a high level.

Leadership: Leaders must perform courageously and ethically to accomplish stated goals.

Safety: A safe learning and working environment is crucial to student learning.

Culture: Fresno Unified is a place where:

- Diversity is valued
- Educational excellence and equity are expected
- Individual responsibility and participation by all is required
- Collaborative adult relationships are essential
- Parents, students and the community as a whole are vital partners

In addition to the Core Beliefs, the FUSD Board developed four district goals that define the path of success for all students. These goals sunset in 2019, and the Board of Education is working closely with the Superintendent, and using input from the schools and community, to update these goals.

Fresno Unified School District Goals

The purpose of the four Fresno Unified School District goals is to give schools in the district direction to improve student outcomes. To accomplish the four district goals, it is expected that all students will be in school, on time and ready to learn every day.

Goal 1: All students will excel in reading, writing, and math.

Goal 2: All students will engage in arts, activities, and athletics.

Goal 3: All students will demonstrate the character and competencies for workplace success.

Goal 4: All students will stay in school on target to graduate.

Roosevelt High School Regional Approach

FUSD has focused on creating greater coherence and opportunity for collaboration between schools within the same regional attendance area, from elementary, middle and high schools. Boundaries were adjusted to create stronger feeder patterns, and programs were regionalized to make it far more likely that groups of students who attend school together as elementary students are still together for their middle and high school years.

The Roosevelt Region started by building a connection around supporting the English Learners in the region, as the Roosevelt Region has the highest percentage of EL students in the district. Schools in the region commit each year to a common focus: following a focus on “re-booting” the PLC process to continue improving the collaborative work being done in our grade-level teams, the region focused specifically on improving mathematics results during the 2018-19 school year. The focus for the current school year is to improve in the area of reading informational text, as identified by SBAC results as an area of need across the region. The Roosevelt Regional goals are the combined work of 14 schools, including Roosevelt High School, Sequoia Middle School, Tehipite Middle School, and 11 elementary schools in the region.

Roosevelt High School/Region Principles, Mission, and Beliefs

The Roosevelt Region is committed to creating critical thinkers who collaboratively problem solve.

We will ensure that learning is at the center of all that we do and to ensure this, we will:

- Engage in challenging content focused on mastery learning through rigorous and relevant instruction.

- Ensure that students engage in productive struggle and demonstrate persistence and perseverance through a guaranteed and viable curriculum.
- Create a culture of learning and high expectations that supports the social and emotional needs of all students.
- Commit to utilize the Cycle of Continuous Improvement to drive our Accountable Community work and move every student a minimum of a grade level each year.

Roosevelt Region Core Principles

- We commit to develop responsible learners.
- We commit to creating a culture that supports the social and emotional needs of all students.
- We commit to engage ALL students in mastery learning through rigorous and relevant instruction.
- We commit to a community that collaborates within our region for continuous professional development.

Roosevelt High School Vision, Mission, and Schoolwide Learner Outcomes

The Roosevelt High School vision, mission and Schoolwide Learner Outcomes (SLOs) are revisited regularly to ensure that they tie together the goals of the School Plan for Student Achievement (SPSA), WASC action plan, Board Core Beliefs and Commitments, and FUSD District Goals. The mission and vision serve as the framework that is the guide of the teaching and learning environment at Roosevelt High School to ensure that all students are provided access to achieve at high levels.

Vision

Roosevelt High School will expand our students' educational, social, and cultural horizons, and support a safe, clean, and friendly learning environment, to cultivate academic and personal growth and success.

Mission

Roosevelt High School will prepare students to be productive citizens, ready to be successful in postsecondary education and the world of work.

Schoolwide Learner Outcomes

Teachers and administrators at Roosevelt collaborated to affirm the School-wide Learner Outcomes, determining that the general concepts represented in the SLOs are still inclusive of the skills and attributes we hope students will attain throughout their four years at Roosevelt High School. Just as the Mission and Vision frame the teaching and learning environment, the Schoolwide Learner Outcomes provide students with the keys to becoming career ready graduates.

- 1) An Effective Communicator
 - Receives, interprets, and uses messages from a variety of sources in an effective manner
 - Conveys significant messages, verbally and in writing, to a variety of audiences and for a variety of purposes
 - Reads, writes, speaks, and listens reflectively and critically
 - Uses technology, when appropriate, to facilitate effective communication
- 2) A Complex Thinker
 - Identifies, analyzes, synthesizes, and uses available resources and information

- Recognizes problems and designs and implements a plan of action
 - Anticipates and assesses complex problems and adapts to changing conditions
 - Considers multiple perspectives
 - Uses logical and effective decision-making processes
 - Transfers learned skills to new situations and expresses ideas using different mediums
 - Reflects on his or her own thinking and learning processes
 - Produces meaningful evaluation
 - Uses technology, when appropriate, to facilitate and to express complex thinking
- 3) A Self-Directed Learner
- Sets goals and reviews progress toward the goals
 - Manages time effectively
 - Establishes and uses quality standards to evaluate his or her own performance
 - Takes risks
 - Seeks to learn technological advances
 - Researches and uses appropriate technology to perform a task
- 4) A Collaborative Worker
- Interacts and communicates well with members of all genders, all ages, and diverse cultural backgrounds, and those with special needs
 - Contributes and functions cooperatively as a team member in a variety of roles
 - Demonstrates effective leadership and group skills while establishing and accomplishing significant goals
 - Coordinates tasks with team members and takes responsibility for a component of a team project
 - Uses technology, when appropriate, to achieve team goals
- 5) A Community Participant
- Contributes time, energy, and talents to improve the quality of life in school, community, state, nation, and world
 - Demonstrates positive and productive citizenship
 - Initiates action for the welfare of the community
 - Presents documentation of own participation in a community service, e.g., video, script, portfolio, authentic project
 - Uses technology, when appropriate, in community activities

ACS WASC Accreditation History

Roosevelt High School was most recently visited for a full Focus on Learning self-study during March 26th - March 29th of 2017 and was given a six-year term accreditation with a 2-day mid-term visit in 2020. In the report from the Visiting Committee in 2017, the team identified the following as schoolwide critical areas for follow-up:

The Visiting Committee concurred with the following areas, identified by Roosevelt and outlined in the Self-Study and schoolwide action plan:

1. The VC agrees that there is a need to implement a cycle of continuous improvement model of effective first instruction, with a specific focus on mathematics, literacy, and English language acquisition across the curriculum.
2. The VC agrees that there is a need to encourage a college and career ready culture by increasing the percentage of students who complete the A-G requirements.

3. The VC agrees that RHS should continue to focus on a model of restorative practices and become an identified Restorative Practice school.
4. The VC agrees that there is a need to identify current ELL students who have met borderline redesignation status, to develop a plan to achieve redesignation within a calendar year.

In addition, the Visiting Committee identified the following areas that needed to be strengthened:

1. RHS' Accountable Communities need to continue their efforts of analyzing and using student data to create engaging, relevant, and rigorous instruction complete with opportunities for intervention, reteaching, and enrichment. The VC suggests a consistent, comprehensive and structured data collection system from the AC's that drives data disaggregation leading to student success.
2. In order to achieve student engagement, bridge the achievement gap, and ensure content acquisition the VC strongly suggests that daily targeted measurable objectives are posted and stated. These objectives should have academic language, connection to CCSS and NGSS, and be data driven from the various RHS academic groups (e.g. AC's, ILT, DC, Admin., ASB)
3. The comprehensive nature of the RHS Action Plan requires a significant commitment from FUSD to ensure that all students and instructors have access to relevant technology. Due to the low SES demographic and potential lack of technology at home, the VC recommends all students have access to relevant technology at RHS.
4. To support student learning in a diverse environment, there is a need for a campus-wide adoption and implementation of strategies for differentiating instruction.

School Program Data — Description of Programs

Regular Program of Study

Graduation Requirements

In Fresno Unified School District, 230 credits in specified categories are required for high school graduation, as established by the Board of Education. For each semester of a course in which a student earns a grade of D or better, the student gains five (5) credits toward graduation. Any courses taken in excess of the minimum required in any subject area is counted toward the fulfillment of the Electives requirement.

Specific FUSD graduation requirements can be found in the table below:

Subject Area	Units Required
English Language Arts	40
American Government	5
United States History	10
Modern World History	10
Biological Science	10
Physical Science	10
Biological/Physical Science	10
Algebra I	10
Geometry	10
Mathematics	10

Physical Education	20
World Language/Arts	10
Economics	5
Electives	70
Total	230

For high school graduation, only one year of visual/performing arts or foreign language is required, however students are encouraged to complete both to meet A-G course requirements, as displayed in the chart below. In addition, 9th and 10th grade students are required to complete the state-mandated Physical Education participation. Students also have multiple options for ROP and CTE experiences.

UC/CSU Eligibility Requirements

To be eligible for UC/CSU admission, students must earn grades of C or better in courses that meet the A-G subject area requirements. The regular course of study for Roosevelt High School students to meet A-G requirements is outlined in the following chart.

A-G SUBJECT AREAS		9th	10th	11th	12th
A	History/Social Sciences 2 years	AP Human Geography (optional)	Mod World Hist AP Euro Hist	U.S. History Race & Soc Just AP U.S. Hist	Gov/Econ AP Gov
B	English 4 years	English I	English II	English III AP Lang/Comp	ERWC Eng 1A (dual) AP Literature
C	Mathematics 3 yrs/4 Recommended	Algebra I Geometry Accel	Geometry Alg 2/PreCalc	Algebra II Trigonometry AP Calculus	Prob & Stats Trigonometry AP Calculus AP Statistics
D	Laboratory Science 2 yrs/4 Recommended	Biology	Chemistry Physics	Chemistry Physics Env Science	Chemistry Physics Physiology AP Physics AP Env Sci AP Biology
E	Foreign Language 2 yrs/4 Recommended	We offer Spanish, Spanish for Native Speakers, AP Spanish Language, AP Spanish Literature, French, and Hmong for Native Speakers			
F	Visual/Performing Arts 1 year	Art, Ceramics, 3-D Design, Multimedia, Video Production, Fashion Design, AP Drawing, and a wide range of visual and performing arts classes through RSA			
G	College Prep Electives 1 year	We offer a range of electives and courses that can meet this requirement for students.			

Instructional (Bell) Schedule

Roosevelt High School has a bell schedule that provides opportunities for students to gain deeper access to content through block periods, but the schedule has changed slightly each year over the past five years to accommodate staff collaboration and to provided specified focus and

support in the areas of social-emotional learning, school connectedness, and academic support.

Although each year brought slightly adjusted class lengths, the bell schedule at Roosevelt has consistently provided one traditional day and four alternating block days each week. Full traditional schedule weeks are part of the calendar at the beginning of each semester, to allow students daily facetime with teachers at the beginning stages of classes and to minimize impact if a student experienced a schedule change. Full traditional weeks are also utilized at the end of the semester to support preparations for Final Exams.



Roosevelt High School
BELL SCHEDULE 2019-20



Traditional Mon (T)	ODD Block Tue (O)	EVEN Block Wed (E)	ODD Block Thur (O)	EVEN Block Fri (E)
Period 0 7:00 – 7:50	Period 0 7:00 – 7:50		Period 0 7:00 – 7:50	
Period 1 8:00 – 8:55	Period 1 8:00 – 9:40	Period 2 8:00 – 9:40	Period 1 8:00 – 9:40	Period 2 8:00 – 9:40
Period 2 9:03 – 9:58	RST 9:48 – 10:18	Homeroom 9:48 – 10:18	RST 9:48 – 10:18	Homeroom 9:48 – 10:18
Period 3 10:06 – 11:06	Period 3 10:26 – 12:06	Period 4 10:26 – 12:06	Period 3 10:26 – 12:06	Period 4 10:26 – 12:06
Period 4 11:14 – 12:09	LUNCH 12:06 – 12:41	LUNCH 12:06 – 12:41	LUNCH 12:06 – 12:41	LUNCH 12:06 – 12:41
LUNCH 12:09 – 12:44	Period 5 12:49 – 2:29	Period 6 12:49 – 2:29	Period 5 12:49 – 2:29	Period 6 12:49 – 2:29
Period 5 12:52 – 1:47	Period 7 2:37 – 4:17	Staff Meetings 2:50 – 3:50	Period 7 2:37 – 4:17	
Period 6 1:55 – 2:50	Full Traditional Weeks:	8/12 – 8/16	1/6 – 1/10	More Traditional Days: 10/15, 10/16, 12/13, 6/4
Period 7 2:58 – 3:53		8/19 – 8/23	4/27 – 5/1	
		12/2 – 12/6	5/26 – 5/29	

Homeroom

The school calendar formerly incorporated class meeting times to focus on communicating important information and elicit student voice. These scheduled meeting times occurred sporadically throughout the calendar, requiring a special schedule on Mondays about once each month. In 2018-19, based on feedback from teachers regarding the schedule and the need for more consistent opportunities to be in space with a common group of students, a Homeroom period was added to the schedule two times each week for 22 minutes. The vision for Roosevelt Homeroom is to help students and staff develop positive relationships and school connectedness and help strengthen students’ social-emotional learning (SEL) skills to cultivate academic and personal growth and success. Teachers were supported with a Homeroom calendar, which provided topics of discussion and mini-lessons, as well as a focus on social-emotional learning to support Homeroom activities during schoolwide professional learning meetings. For the current 2019-20 school year, based on feedback from the staff, Homeroom classes were extended to 30 minutes two times each week. While a calendar of activities was provided at the beginning of the school year, teachers have autonomy to connect with students in a way that works best for them and their students.

Rider Success Time (RST)

Prior to the current school year, the instructional bell schedule at Roosevelt has had variability in both class start and end times, but length of classes each day. To assist in creating a more consistent schedule and to provide academic support time built into the school day, a Rider Success Time (RST) period was added two times each week to match the alternating Homeroom class times. Teachers have different students in their RST period than their Homeroom, as the focus is different. Students were placed into classes for intentional support, students who are taking AP classes were intentionally paired with an AP teacher, and students coming into 9th grade who were identified as “borderline” in English or Math were placed specifically with an English or Math teacher in their RST. Students utilize RST time to get additional support, finish required work for classes, or focus on study or intervention to support learning. If students need to meet with a teacher who is not their RST teacher, a “passport” system is in place to ensure systematic movement during the period.

Staff Collaboration

The schedule at Roosevelt also has built-in opportunities for teachers to collaborate, for one hour on Wednesday afternoons. Wednesday collaboration (Professional Learning Community) meetings are designed to allow teachers in subject area teams to focus on improving student learning by planning and calibrating around four guiding questions of PLCs:

- What do we want our students to learn?
- How will we know they have learned what we want them to learn?
- What will we do if they are not learning?
- What will we do if they have already learned it?

Staff meetings occur once a month during the afternoon Wednesday meeting time, and additional staff learning meetings were added to the calendar on Thursday afternoons about one time each month. These meetings have focused on learning topics such as schoolwide literacy, academic discourse, supporting English Learner students, and technology use to support learning.

College and Career Readiness Programs

Roosevelt High School provides differentiated learning programs to give students the opportunity to participate in career, thematic and magnet academies. These programs give students options to participate in career-focused learning. The Business Academy began as a California Partnership Academy (CPA), but has transitioned into a district-supported CTE pathway in Marketing, Sales & Services, Entrepreneurship. Our other CPA program, the Roosevelt Health Academy, continues to follow the CPA model but also integrates a linked learning pathway model as our Roosevelt Pathways in Medicine (RPM). Additional pathways include Public Service and Education, as well as CTE pathways in video production and fashion. Roosevelt has one magnet program, Roosevelt School of the Arts, that attracts students from all over Fresno County and provides a unique arts curriculum to students.

California Partnership Academies

Health Academy

The Health Academy has merged with a new linked learning Health Pathway, and focuses on providing students a course sequence that provides hands-on, relevant experiences in the

medical field, including the opportunity for students to gain volunteer experience at Community Regional Medical Center (CRMC), in a variety of areas and departments in the hospital. Students also have the option of taking courses to gain certification as a Certified Nursing Assistant upon completion of the program. Upon graduation, students are able to seek immediate employment with local healthcare facilities to provide practical application of the skills learned through the program.

Linked Learning/CTE Pathways

Roosevelt also offers multiple options for students to gain experience through career pathways to help personalize and differentiate students' experiences and educational choices. Roosevelt offers the following college/career pathways for students: Health Pathway (which integrates the Health Academy), Public Service Pathway, and multiple CTE pathways, including Careers in Education, culinary arts and fashion design. With many graduates not leaving high school with the academic or professional skills necessary for success in college and career, Fresno Unified has implemented pathways in all of their comprehensive high schools. This belief guides our pathway work, and Roosevelt High School has worked to transform education through pathways so that all students, regardless of background, are prepared to succeed in college, career, community, and life.

Linked Learning and CTE Pathways combine rigorous academics, demanding technical education, personalized student supports, and real-world experience, and seeks to better prepare students to graduate from high school ready for college *and* career. These pathways at Roosevelt make high school more cohesive and engaging for students.

There are four components in Linked Learning:

- Rigorous Academics that prepare students for success in California's community colleges and universities, as well as other post-secondary programs.
- Career-based learning in the classroom that delivers concrete knowledge and skills through a cluster of three or more courses, emphasizing the practical application of academic learning and preparing students for high-skill, high wage employment.
- Work-based learning in real-world workplaces via job shadowing, apprenticeships, internships and professional skill-building opportunities.
- Personalized support services that help students master the academic and professional skills necessary for success in college and career.

CTE Pathways require a two-course sequence, with a foundational course followed by a capstone course.

Health Pathway (Roosevelt Pathways in Medicine – RPM)

The Health pathway, which has been in existence as a CPA (California Partnership Academy) for many years, began in 2015-16 as freshman and now we are offering classes at the all levels. Students in RPM begin with a course in Applied Medical Sciences and progress to additional courses, including Nutritional Health Science, Medical Careers and Allied Health. As part of the Medical Careers and Allied Health courses, students spend time throughout the year at Community Regional Medical Center (CRMC) where they volunteer, job shadow and intern and multiple areas of the hospital, for which they earn dual credit with Fresno City College. Students also have course options in EMT (Emergency Medical Technician), which also provides a dual enrollment opportunity with Fresno City College, as well as Physiology and Sports Medicine, which were added during the 2018-19 school year. Athletic Training, which also provides dual enrollment with Fresno City College, was added during the 2019-20 school year.

Public Service Pathway

The Public Service pathway began during the 2018-19 school year to meet the demand of need in the industry sector and student interest. Students begin in 9th grade with an Introduction to Public Safety course and progress into PE for Public Service and Criminal Justice. Students in the program have the opportunity to learn about different areas of public service, including topics in the areas of public safety and criminology. Students in Public Service also have the opportunity to take EMT (Emergency Medical Technician), which provides a dual enrollment opportunity with Fresno City College.

Teacher Academy

What began as the Careers in Education pathway during the 2014-15 school year has transitioned from a full 9-12 linked learning model to a 2-year CTE pathway during 11th and 12th grades. This change was made due to low interest at the 9th grade level and allows for students who become interested in teaching to complete a CTE pathway in Education. The available courses include Cross-Age PE, where students partner with a nearby elementary school to teach PE to their students, Careers in Education, which provides a dual enrollment option with Fresno City College for our students, and Intro to Education. Additionally, to support interest in education, Psychology (began in 2018-19) and AP Psychology (began in 2019-20) course options were added.

Business Academy

The Business Academy provides students the opportunity to gain an in-depth understanding of business structures, tax regulations, community services, and entrepreneurship. The Business Academy began as a California Partnership Academy (CPA), but has transitioned into a CTE pathway in Marketing, Sales & Services, Entrepreneurship. Junior and senior students are offered part-time paid employment at the IRS during tax season. Participating Business Academy students are paired with an adult mentor/employee at the IRS. Students in the Business Academy participate in the IRS/VITA program where students work with socioeconomically disadvantaged and elderly citizens to provide free tax preparation services. Students gain real world skills and apply that knowledge to real world situations to create an environment of active learning. Additionally, students in the Business Academy participate in the Young Entrepreneurs Academy (YEA) Program through the Lyles Center for Innovation and Entrepreneurship at California State University, Fresno. Students involved in the YEA program participate in local, state and national business competitions that provide them the opportunity to craft a detailed business plan and product that has to be successfully marketed to a panel of industry experts. An additional component of the Business Academy is the Virtual Enterprise Academy (VI) which provides students with experience in writing business plans, experience in principles of entrepreneurship and participation in business plan competitions.

Roosevelt School of the Arts Magnet Program

The Roosevelt School of the Arts (RSA) is the longest standing specialty program at Roosevelt High School. RSA opened its doors in September of 1984 as Fresno Unified School District's second magnet high school program. The program is provided through the state Visual and Performing Arts Block Grant and targeted Instructional Improvement Grant and exists as a magnet program that attracts students from all over Fresno County. Students receive in-depth training in performing, visual and media arts. RSA has previously received the Kennedy Center Alliance for Arts in Education "Creative Ticket National School of Distinction Award" and a SMART Award from the Fresno County Office of Education. All students in the RSA magnet enroll in multiple arts classes each school year. The RSA program provides graduates the ability

to pursue careers on Broadway, television acting, professional music and dancing careers, and work in film and theater, costuming and set design. All instructors within the RSA program are professionals in the field of dance, music, drama, visual or graphic arts, and remain active in the community to ensure that instruction maintains relevant within the arts community. The RSA program provides students the opportunity to get hands-on experience in courses such as stagecraft and fashion design. During school plays and musicals, students are at the forefront of the creation of sets, lighting & sound, and costumes.

Concurrent Enrollment Opportunities

Center for Advanced Research and Technology (CART)

CART is a high school that is operated by both Fresno Unified and Clovis Unified School Districts. Throughout the school boundaries of both districts, 11th and 12th grade students attend a half-day program of career-oriented classes. Roosevelt High students who choose to participate are bused to CART for either a morning or afternoon session. CART allows students to access career pathways that Roosevelt High does not offer, such as Biomedicine, Law and Order and Policy, Forensic Research, and Biotechnology and Product Management, among others. Roosevelt High currently has 25 students enrolled in CART programs.

Dual Enrollment

Students enrolled in ROP Allied Health and ROP Medical Careers are currently dual enrolled in Pharmacology and Medical Terminology through Fresno City College. Beginning in the 2019-20 school year, students will also have the opportunity to earn dual enrollment credits in Education classes and in Expository Reading and Writing.

Credit Recovery Opportunities

Roosevelt High School provides students who have become off-track towards earning credits for graduation, and A-G completion, specific support to ensure every student has the best opportunity to graduate and transition to postsecondary education.

Roosevelt has a full summer program that includes a standard daytime classroom structure, as well as an online course option using Edgenuity Learning during three separate times: during the day, afternoon, and evening. In addition to the summer program, students are now offered multiple opportunities to recover credits on campus during the school year, and within the framework of the school day. J.E. Young High School houses classrooms and teachers on all high school campuses in the district. Roosevelt has three J.E. Young teachers on-site to support credit recovery for students. This allows students to remain enrolled in their classes at Roosevelt while still having access to credit recovery classes, instead of requiring them to completely drop from Roosevelt to attend the credit recovery program. These J.E. Young classes provide both standard instruction and online course models using the Edgenuity program.

Students also have access to in-class credit recovery classes after school, as well as after school online learning labs for recovering credits. Lastly, some students enroll concurrently in evening classes at Fresno Adult School when it becomes necessary.

Support Programs

English Learners

Roosevelt High School offers both Structured English Immersion and Mainstream, including Specially Designed Academic Instruction in English (SDAIE) programs to support our students designated as English Learners.

Structured English Immersion as a Process - This service is provided for newcomer students who score a 1 or 2 on the initial assessment and includes the following:

- Daily English Language Development
- Content-based ELD
- Content area instruction using SDAIE methodologies
- Primary language is used to clarify and build understanding
- Bilingual instructional aides in content classrooms such as math, science, and history.

Mainstream Program - Long-Term English learners (students who have been in our school system for four years or longer) placed in mainstream classrooms receive the following:

- English Language Development
- Instruction with a special focus on study skills and learning strategies to rectify any incurred academic deficits
- State standards are used as the source to select the essential concepts within the content area curriculum
- Instruction delivered using SDAIE strategies

Homeless/Foster Youth

The Fresno Unified Governing Board believes that all children should have the opportunity to receive appropriate educational services. All children residing within the district shall have immediate access to district schools and services. Children identified as homeless under the federal McKinney-Vento Act have educational rights.

Children living in foster care receive similar rights under state law AB490, because they are at high risk for academic failure as well. Homeless children and children living in foster care shall be admitted with or without a permanent address. When feasible, they shall remain in the "school of origin", or the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. Staff shall encourage parents/guardians to enroll all school-aged children in school.

- Student cannot be kept out of school if guardian lacks documents needed for enrollment.
- Parents have a right to petition to keep their student in the school of original enrollment.
- If the parent/guardian does not agree with the school placement of the student, they can file a dispute form.
- If the family is living outside the boundaries of the student's original school of enrollment, Project ACCESS may provide bus tokens or alternative transportation.

In some cases, homeless/foster youth can qualify for an exemption from the district graduation requirements and earn their diploma with modified requirements under AB167.

Migrant Education Program

The Migrant Education program is a national program that provides supplemental educational

and support services to eligible migrant students at Roosevelt High School each year. These services help children of migrant workers overcome the disadvantages they face, one of which is disruption to their education due to mobility.

Special Education

Programs Offered	Description
Mild/Moderate	<ul style="list-style-type: none"> • Fully included in General Education (GE) classes with Special Education (SPED) and GE teachers co-teaching class OR <ul style="list-style-type: none"> • Core Academic class taught by SPED Teacher with GE Electives and Physical Education Diploma Track
Moderate/Severe	Alternative Learning Program Standards (ALPs) <ul style="list-style-type: none"> • Alternate Curriculum • Certificate of Attendance • Adaptive Physical Education
Emotional Intervention Program: ED - Emotionally Disturbed	<ul style="list-style-type: none"> • Fully included in General Education classes, if applicable • Core Academic class taught by SPED Teacher, if applicable • May be in GE co-teaching class, if applicable • Access to Support Center taught by SPED teachers for academic needs in all subjects • One period of Study Skills/Emotional Intervention curriculum • Access to Emotional Intervention Support Center (Rough Rider Ravine) Diploma Track
Autism Support Program	<ul style="list-style-type: none"> • Fully included in General Education classes with General Education co-teaching class OR <ul style="list-style-type: none"> • Core Academic class taught by Special Education Teacher with General Ed Electives and Physical Education <ul style="list-style-type: none"> • Access to Support Center taught by Special Education/Autism teacher for academic and social needs • One period of Study Skills with Autism teacher Diploma Track

Schoolwide Learner Outcomes/Graduate Profile

Effective Communicator

Literacy development and communication have been a focus for our teachers and Professional Learning Communities, with an emphasis on reading and analyzing informational text and data and supporting claims with evidence. Instructional strategies have focused on supporting communication in classrooms by encouraging academic discourse for learning and processing. This specific SLO is critical for students as they prepare for post-secondary success. The challenge for improving in this area focus on supporting students in determining what evidence is effective in supporting claims and conveying messages effectively to a variety of audiences.

Complex Thinker

The skills necessary to be an efficient complex thinker are continually being developed throughout the course of our students' high school experience. The level of rigor in courses has been a consistent focus through observations through our Instructional Practice Guide (IPG), with a focus on ensuring students continually access grade-level content at the appropriate level of rigor. Students in classrooms are challenged with complex problems and changing conditions, encouraged to listen to and discuss multiple perspectives and reflect on the learning process. The challenge for improving in this focus area include supporting students in learning how to transfer learned skills to new situations and enduring through the process of utilizing "failures" as information to guide different paths to success.

Self-Directed Learner

The process of moving students from dependent to independent learners can take a significant amount of time, depending on the student and environment. This area of our SLOs can be the most challenging, as students develop dependent-learner habits when they experience academic struggles early on. Teachers work to create environments where students feel safe taking academic risks, and work to build time management skills with students. These skills become more visible in later grades but continue to be a challenge as course material increases in complexity and difficulty.

Collaborative Worker

With a focus on incorporating academic discourse in classes to support learning, students gain opportunities throughout high school to experience collaborative structures. Students work comfortably within a diverse population. As students progress through high school, they get many opportunities to work collaboratively with their peers and become more effective in establishing specific roles and tasks within teams.

Community Participant

The community aspect is very strong for our students and their families. Many students take part in activities inside and outside the classroom to work on improving the quality of life at school and in the community. By the time students are Seniors, service in the community is part of the expectation and commitments in their social science classes.

Demographic Data

Socioeconomic Status of the School

Parent Education Level

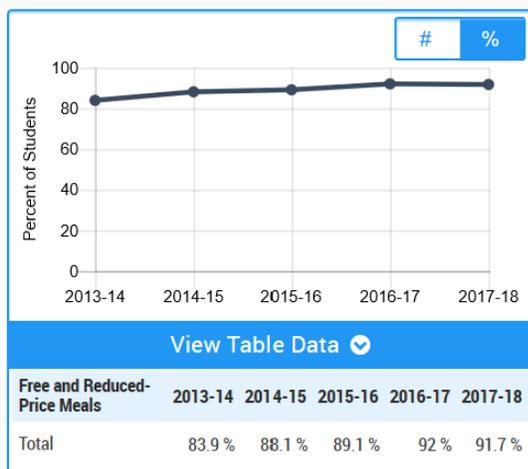
Parents of Roosevelt students self-report education levels when completing district surveys. During the 2017 self-study, Roosevelt had a significant population of parents who indicated they were not high school graduates, with 36.9%. The most recent data shows similar findings, with 34.9% of the parents who responded to the survey reporting that they did not graduate from high school, while 25% of respondents graduated from high school and 25.1% of parents reporting education levels ranging from some college to graduate school or post-graduate training. Approximately 15% percent of respondents declined to state their education level when completing the survey.

Parent Education Level	n	%
College Graduate	62	3.9%
Declined to state	239	15.1%
Some College (Includes AA degree)	243	15.3%
Not a High School Graduate	554	34.9%
Graduate School / Post Graduate Training	93	5.9%
High School Graduate	396	25.0%

Percent of Eligible Free and Reduced Lunch Students

Free and Reduced-Price Meals

Roosevelt High
CDS Code 10-62166-1035831

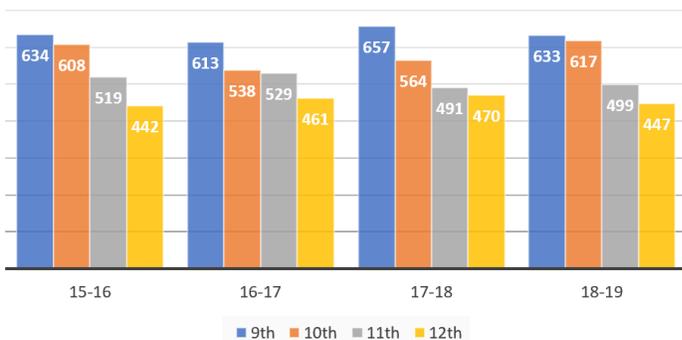


Roosevelt High School has consistently served students living in the lower socio-economic brackets for a number of years. Students who qualify for free and reduced-price meals has increased to over 90%, and all students receive access to free breakfast and lunch at school. Additionally, students who stay after school and participate in our After School Program also receive a free super snack. Our district has also worked to ensure that free lunches are provided through the school to anyone under the age of 18 during winter and summer breaks from school.

Student Enrollment

Grade Level

Enrollment by Grade Level

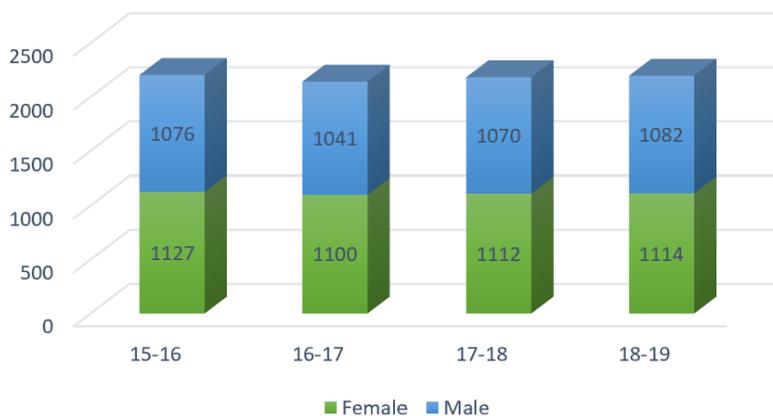


Unofficial enrollment numbers for the current 2019-20 school year include an overall enrollment of 2,146 students (9th: 644, 10th: 550, 11th: 495, 12th: 455). There is a drop in enrollment each year, sometimes due to student transiency and other times due to the need for credit recovery in later grades. As students progress from 10th to 11th grade, students with low credits are identified for potential referral to a nearby alternative education campus, Cambridge High School. This is always

with the intention of students returning to Roosevelt on track, or close enough that we have the resources to get them there. While we provide many credit recovery options on campus, the Cambridge options allows 11th grade students the opportunity to earn more credits in a smaller setting. Some students wait until the first semester of their 12th grade year, with hopes of returning to Roosevelt on track for their final semester. While we encourage students to return, some students opt to stay and graduate from Cambridge.

Gender

Enrollment by Gender



Enrollment by gender has maintained at the same proportion over the last few years, with slightly more female students. Unofficial enrollment numbers for the current 2019-20 school year indicate a 50/50 split, although we also have students who identify as Non-Binary despite the gender listed on their official birth certificate.

Ethnicity

Student Ethnicity	15-16	16-17	17-18	18-19
African-American	5.4%	6.1%	5.7%	5.1%
American Indian	0.7%	0.4%	0.4%	0.5%
Asian	9.2%	8.3%	8.5%	8.1%
Filipino	0.1%	0.1%	0.1%	0.1%
Hispanic/Latino	79.9%	80.6%	81.2%	82.2%
Pacific Islander	0.2%	0.2%	0.1%	0.0%
White	4.0%	3.5%	3.1%	3.2%
Two or More Races	0.5%	0.7%	0.8%	0.9%

Our students population is primarily Hispanic/Latino, as this segment of the student population has slightly increased every year over the last our years and surpassed 82% during the 2018-19 school year.

Predominate Primary Languages other than English

While we have more than 10 primary languages spoken by students and their families at Roosevelt, with approximately 65% of students who list a language other than English as their primary language. The majority languages spoken by students and families, other than English, are Spanish and Hmong.

During the 2018-19 school year, 427 students (88%) of English Learner students at Roosevelt spoke Spanish as a primary language and 43 (9%) spoke Hmong as a primary language. Unofficial enrollment numbers for the current 2019-20 school year show 398 students (87.7%) of English Learner students at Roosevelt speak Spanish as a primary language and 47 (10.4%) speak Hmong as a primary language.

Other Focused ProgramsPathway Enrollment

	2017-18	2018-19	2019-20
Business	125	67	55
Education	141	134	107
Health	229	345	395
Public Service	-	49	90

Enrollment in courses related to our Health Pathway continues to increase, as additional course options have been added for the 11th and 12th grades, including Athletic Training, Physiology, and Sports Medicine. The model for our Business Academy changed with the retirement of two teachers in the program following the 2017-18 school year. The courses were re-aligned to match an 11th/12th grade CTE pathway, and no longer included a 10th grade Multimedia lead-in course. Similarly, a change in the Education pathway model to an 11th/12th grade focus slightly reduced enrollment in this program. Public Service enrollment increases as we add additional years to the program.

AP Enrollment

The following AP courses are available for students at Roosevelt High School:

- English – Language & Composition, Literature & Composition
- Social Science – Human Geo, European History, United States History, Gov & Politics, Psychology (new for 19-20)
- Science – Physics 1, Environmental Science, Biology (returned for 19-20)
- Math – Statistics, Calculus
- Spanish – Language & Culture, Literature & Culture
- Computers – Computer Science Principles
- VAPA – Studio Art: Drawing

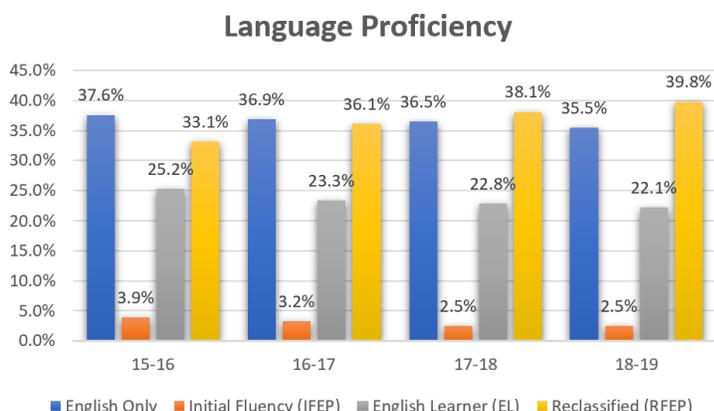
	2017	2018	2019
Total AP Students	468	380	385

AP course approval is maintained by the Head Counselor at Roosevelt. Although students are identified for AP readiness through grades, PSAT scores, etc, any student has the option to enroll in AP courses, and we often updraft students and encourage them to take AP courses. When students are enrolled in AP courses, parent request is required in order for students to disenroll. For the current 2019-20 school year, we have increased to 476 unique students enrolled in AP classes. Additionally, we have increased dual enrollment options for students, with the following classes offering dual credit with Fresno City College: Allied Health, Medical Health Careers, Careers in Education, and ERWC/Eng 1A. For the 2019-20 school year, 134 unique students are enrolled in at least one dual enrollment course (many are also enrolled in at least one AP course).

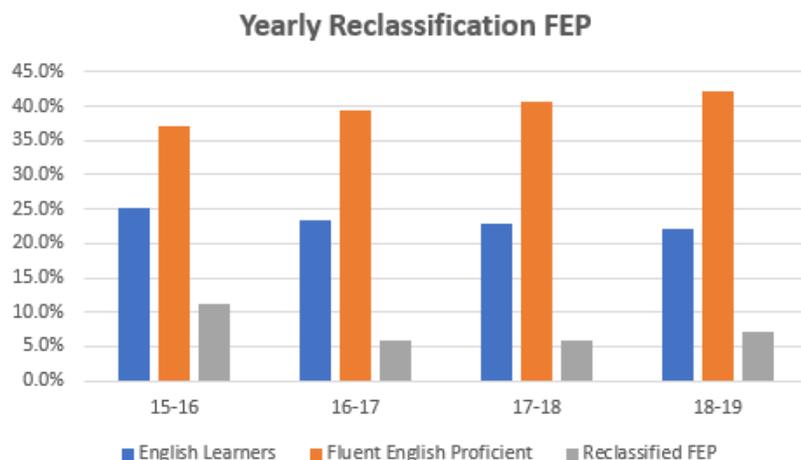
Honors/GATE

Students have access to Honors and GATE classes in English, Mathematics and Biology, including the following sections: English I G, English II G, Algebra 2/PreCalculus H, Biology G, Chemistry H, and Physics H. For the current 19-20 school year, there are 563 unique students enrolled in GATE or Honors classes. Some of these students are concurrently enrolled in AP or dual enrollment courses.

Language Proficiency



Approximately 65% of the students at Roosevelt High School have a primary language other than English, with a slow decline in the percent of the students who are labeled English Learners and a growth in students who are Reclassified Fluent-English Proficient (RFEP).

English learners (EL) Fluent English Proficient (FEP) and Redesignated FEP (R-FEP)

For the 2016-17 school year, there was a decrease in the percent of students who reclassified that school year. Changes to the assessment used for reclassification, to the ELPAC, caused some challenges for students and teachers. For the 2018-19 school year, the percentage of students reclassified increased to about 7.5%.

Addressing the Eight State Priorities

Basics (Teachers, Instructional Materials, Facilities)

Teachers Appropriately Assigned

While Roosevelt High School does not currently have teachers who are Nationally Board Certified, all teachers are instructing within their credentialed areas and some have earned advanced degrees, including three teachers with a Doctorate degree and 32 teachers who have earned a Master's degree. We currently have five teachers who are enrolled and progressing successfully in an intern program. One elective class is currently being taught by a long-term substitute, while attempts are made to fill the position with a credentialed teacher following the retirement of a teacher in September.

We also have ongoing professional learning opportunities that teachers experience, both on and off site. Teachers work and learn collaboratively as part of subject-area Professional Learning Communities, focused on utilizing common assessments to determine instructional shifts and necessary support for students.

Teachers also receive ongoing professional learning through planned training days and meetings. On site professional learning has focused most recently on instructional strategies to promote academic discourse, supporting English Learners in the classroom, and social-emotional learning strategies. Algebra I and Biology teachers have worked with district English Learner Services Department, supported by WestEd, to focus on planning instruction within the Teaching and Learning Cycle and utilizing Keystone Pedagogies as part of Lab School to support English Learner instruction. Teachers can also attend a range of learning opportunities provided by the district. Teachers working on coursework for credential completion receive additional weekend learning opportunities provided by district Teacher Development and all new teachers work with an Instructional Coach to complete an induction program to clear their credential.

Student Access to Standards-Aligned Instructional Materials

All students at Roosevelt High School have access to standards-aligned instructional materials. The district Curriculum and Instruction department utilizes standards and curriculum to align the course of study for teachers to use and follow at the site level. New curriculum for English and Mathematics courses were adopted beginning in the 2016-17 school year. English courses began fully using Springboard, a curriculum designed by College Board, and Math courses implemented the Big Ideas curriculum. These resources were chosen after multiple options were vetted and these resources were piloted by teachers for feedback. Most recently, Curriculum and Instruction has worked with teachers from across the district who opted to participate on textbook committees for both Social Science and Science curriculum. Each year, in accordance with the Williams' Act, Roosevelt High School completes an inventory of required texts and science materials to ensure all students have access to standards-aligned instructional materials.

School Facilities

Most recent improvements to the school facilities have included updates to the school tennis courts, baseball and softball fields and the completion of a new swimming pool complex. Plans for modernization in the school cafeteria, West Hall classrooms, library and auditorium are currently in planning phases.

Roosevelt High School was last inspected in August 2019 in accordance with the Williams Act, in which the school was reported in good condition with no emergency insufficiencies. The school is in clean, safe, and functional condition. Ongoing efforts continue to ensure that our facility is clean and functional. Improving and maintaining our facilities continues to be a priority at Roosevelt High School, where the grounds, buildings, and restrooms are in good repair. Regular facilities improvements occur as needed. Fresno Unified School District has a work order process in place to ensure orderly and timely repair to the required areas.

Implementation of Academic Standards

Roosevelt High School aligns instruction in the core content areas around the Common Core State Standards and the Next Generation Science Standards (NGSS). Across all subject areas, the school aligns instruction around the Common Core State Standards for Literacy in Social Studies, Science and Technical Subjects and English Language Development standards.

In guiding the implementation of the Common Core State Standards and the Next Generation Science Standards (NGSS), Roosevelt core content areas following instructional scope and sequences provided by Fresno Unified School District for each grade level of English Language Arts, Mathematics, History Social-Studies, and Science. There is also a K-12 Technology scope and sequence which is aligned to the Common Core State Standards requirements for Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, as well as skills required for the Smarter Balanced Assessment Consortium's Computer Adaptive Testing. Fresno Unified School District also provides College and Career Ready Anchor Standards, as well as Visual and Performing Arts standards for courses within the RSA program.

Parent Engagement

Parents at Roosevelt High School have opportunities to participate in decision-making processes through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and through parent groups such as Friends of Roosevelt School of the Arts (FRSA) or the Black Student Union

Alliance (BSUA). Parents also meet about school issues regularly with both administration and counselors and also have an available link to the school through the Parent Center, which is staffed by two classified staff members who focus on parent outreach and support.

Roosevelt reaches out to include parents in decision-making and involvement in the education of their children. Most recently, a flyer that includes opportunities for parents to be involved at school was added to the information packet that is mailed home to families prior to the beginning of the school year. Parents are encouraged to participate in parent education courses through Parent University, including courses on how to support their students' success in school. Regular telephone messages go out to notify parents about school events. Additionally, parents have regular access to their students' grades through a parent portal to ATLAS and they can sign up through EduText to receive daily text messages with updates on their students' grades and attendance.

Performance on Standardized Tests

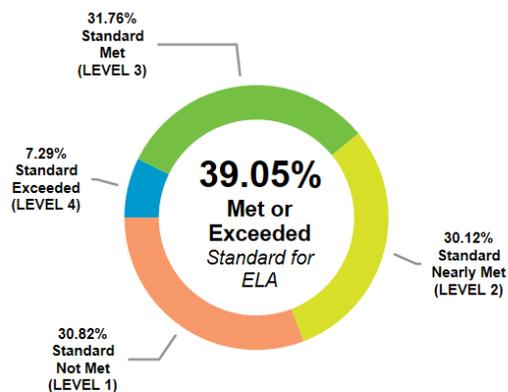
CAASPP Results

The following reports are from the CAASPP web site and include disaggregated data for student groups that were large enough for the data to not be suppressed due to group size.

2016-17

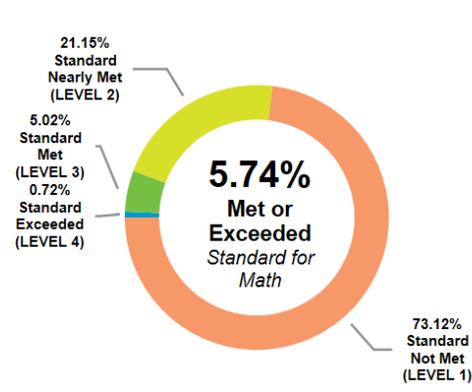
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



	ELA				Math			
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
2016-17								
African American	42.9%	21.4%	28.6%	7.1%	75.0%	25.0%	0.0%	0.0%
Asian	12.5%	33.3%	54.2%	0.0%	50.0%	40.6%	9.4%	0.0%
Hispanic/Latino	32.7%	30.9%	29.1%	7.3%	76.7%	17.4%	5.0%	0.9%
Economically Disadvant	31.4%	31.2%	31.2%	6.2%	74.1%	20.2%	4.9%	0.8%
English Learner	64.3%	30.4%	4.8%	0.0%	94.7%	2.7%	2.7%	0.0%
SWD	82.8%	13.8%	3.5%	0.0%	100.0%	0.0%	0.0%	0.0%

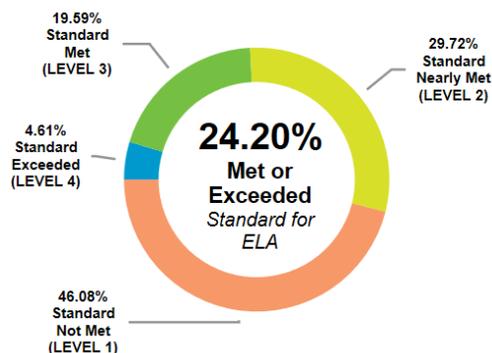
ELA scores for this school year were above the district average, but we recognize the disproportionality in scores for African-American students, English Learner students and students with disabilities, not just with lower percentages in Met/Exceeded category, but also

the higher percent of students who were Not Met. Mathematics scores dropped during this assessment cycle. While all students groups struggled on the math assessment, there were particular challenges for our English Learner students and students with disabilities.

2017-18

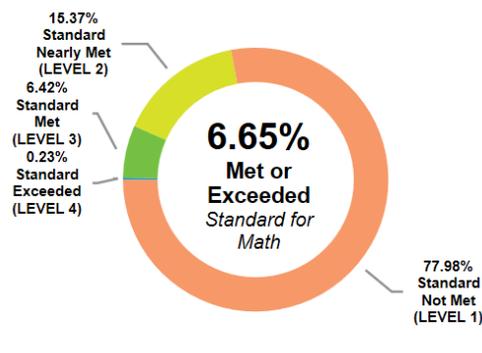
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



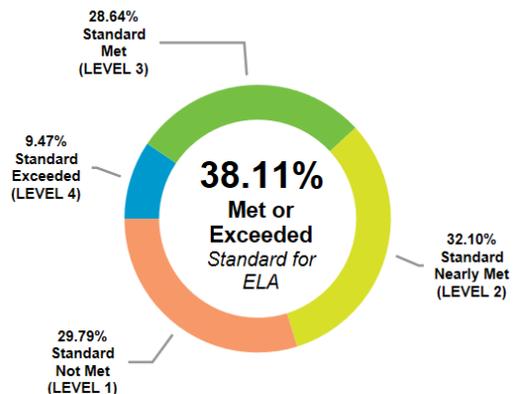
2017-18	ELA				Math			
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
African American	70.8%	16.7%	12.5%	0.0%	91.3%	8.7%	0.0%	0.0%
Asian	41.9%	22.6%	29.0%	6.5%	71.0%	19.4%	9.7%	0.0%
Hispanic/Latino	45.4%	31.4%	19.3%	3.9%	78.9%	15.0%	6.1%	0.0%
Economically Disadvant	46.2%	29.6%	20.0%	4.2%	78.2%	15.1%	6.4%	0.3%
English Learner	84.5%	14.4%	1.0%	0.0%	94.2%	5.8%	0.0%	0.0%
SWD	88.5%	7.7%	1.9%	1.9%	96.1%	2.0%	2.0%	0.0%

During this assessment cycle, Roosevelt experienced a significant decrease in ELA scores. This drop in scores was not reflected in our district interim assessments, which showed an increase in % correct and % Met/Exceeded. While staff is continually reflective about instructional decisions, there were no significant changes from 2016-17 to 2017-18. A variety of factors were attributed to the decrease in scores, which was experienced across almost all of the high schools in our district. This led to discussions about testing environment and better utilizing CAASPP Interim Assessment Blocks (IABs) to ensure students experience assessments aligned to the summative assessment. In mathematics, there was a slight increase in percent Met/Exceeded, but similarly to ELA, district interim assessments indicated an increase in % correct and % Met/Exceeded. It is also recognized that there is disproportionality in scores for African-American students, English Learner students and students with disabilities.

2018-19

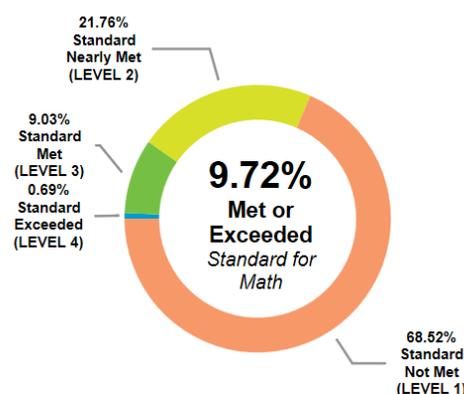
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



2018-19	ELA				Math			
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
African American	58.8%	35.3%	5.9%	0.0%	93.3%	6.7%	0.0%	0.0%
Asian	24.4%	37.8%	28.9%	8.9%	62.2%	20.0%	13.3%	4.4%
Hispanic/Latino	28.8%	31.1%	30.8%	9.3%	68.5%	22.2%	9.0%	0.3%
Economically Disadvant	30.4%	32.7%	29.2%	7.8%	69.6%	20.6%	9.1%	0.8%
English Learner	64.1%	33.3%	1.3%	1.3%	94.0%	2.4%	3.6%	0.0%
SWD	80.0%	17.8%	2.2%	0.0%	95.7%	4.3%	0.0%	0.0%

During the 2017-18 school year, scores on the ELA CAASPP dropped significantly from the prior school year. Following a focus on preparations for the assessment in 2019, as well as the development of a more structured testing week, scores for the ELA assessment increased once again to approximately what they had been in 2016-17.

It is recognized that some of our student groups struggle in both ELA and Math assessments, including our African-American students and our students with disabilities (SWD). A focus on providing additional support to these students has led to the implementation of an African-American Academic Acceleration (A4) academic mentor on campus, as well as work specific to improving outcomes for students with disabilities. This has included professional learning for case managers, to focus on improved instruction and increased quality of IEPs to provide clarity on specific supports necessary for each student. Additionally, the school began participating in a Network Improvement Community (NIC) with other schools in the district, under the direction of the Fresno County Office of Education, focused on improving outcomes for students with disabilities.

College and Career Indicator (CCI) Levels

2018

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	38.5%	29.2%	*	44.7%	--	38.6%	--	35.3%	*	27.6%	37.7%	11.1%	*	17.2%
Percentage Approaching Prepared	31.5%	25%	*	34%	--	32%	--	29.4%	*	28.8%	32%	22.2%	*	24.1%
Percentage Not Prepared	30%	45.8%	*	21.3%	--	29.4%	--	35.3%	*	43.6%	30.3%	66.7%	*	58.6%

2019

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	26.4%	6.9%	*	21.9%	--	28.8%	*	21.1%	*	5%	26.3%	4.8%	*	11.5%
Percentage Approaching Prepared	24.9%	13.8%	*	34.4%	--	24.2%	*	31.6%	*	17.4%	24.9%	9.5%	*	7.7%
Percentage Not Prepared	48.7%	79.3%	*	43.8%	--	47%	*	47.4%	*	77.7%	48.7%	85.7%	*	80.8%

Roosevelt had a decrease in the percent of students who were labeled “Prepared” under the College and Career Indicator for 2019. In analyzing the measures for the CCI, the decrease appears to be due to a lower number of students meeting a-g course requirements. CTE completion increased from 6.3% in 2018 to 7.9% in 2019 and SBAC increased from 2.3% in 2018 to 5.3% in 2019. Measures in Advanced Placement (2.6% in 2019) and State Seal of Biliteracy (9.7% in 2019) saw little change from the prior year. However, students who were labeled “Prepared” for a-g course completion, by completing a-g requirements and meeting one of the additional CCI criteria, decreased significantly, from 35.9% in 2018 to 23.8% in 2019.

College Scholastic Assessment Test (SAT) Results

Students at Roosevelt have the opportunity to take the SAT during a school “SAT Day” during the spring semester. This allows students to be able to take the test without the necessity of finding transportation on the weekend to a testing site at another campus. Following are results from the SAT Day.

SAT School Day March 2018 - April 2018

11th grade

Mean Total Score [?](#)

843 | 400 to 1600

0% Met Both Benchmarks

Mean ERW Score [?](#)

434 | 200 to 800

0% Met ERW Benchmark

Mean Math Score [?](#)

409 | 200 to 800

0% Met Math Benchmark

Participation

304 Total test takers

Percentage of Test Taker Population by Gender

Female **61%** | Male **39%** | No Response **0%**

SAT School Day March 2019 - April 2019

11th grade

Mean Total Score [?](#)

850 | 400 to 1600

0% Met Both Benchmarks

Mean ERW Score [?](#)

428 | 200 to 800

0% Met ERW Benchmark

Mean Math Score [?](#)

421 | 200 to 800

0% Met Math Benchmark

Participation

243 Total test takers

Percentage of Test Taker Population by Gender

Female **60%** | Male **40%** | No Response **0%**

Advanced Placement and Test Results

The following AP courses are available for students at Roosevelt High School:

- English – Language & Composition, Literature & Composition
- Social Science – Human Geo, European History, United States History, Gov & Politics, Psychology (new for 19-20)
- Science – Physics 1, Environmental Science, Biology (returned for 19-20)
- Math – Statistics, Calculus
- Spanish – Language & Culture, Literature & Culture
- Computers – Computer Science Principles
- VAPA – Studio Art: Drawing

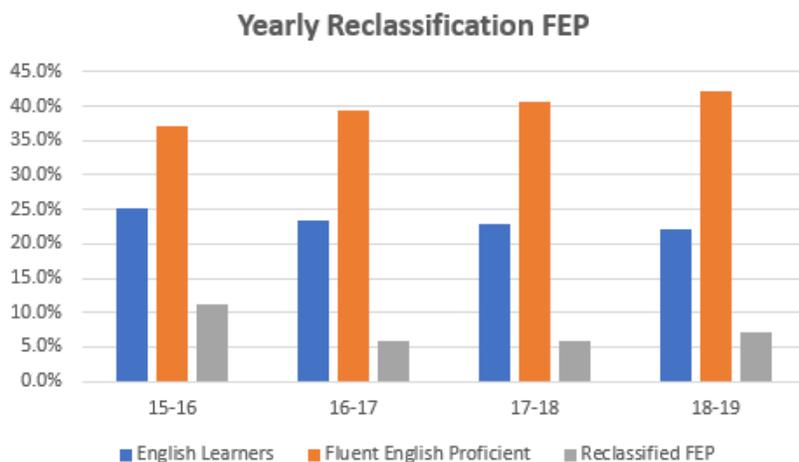
	2017	2018	2019
Total AP Students	468	380	385
Number of Exams	675	494	510
AP Students with Scores of 3+	105	122	102
% of Total AP Students with Scores of 3+	22.4	32.1	26.5

AP course approval is maintained by the Head Counselor at Roosevelt. Although students are identified for AP readiness through grades, PSAT scores, etc, any student has the option to enroll in AP courses, and we often updraft students and encourage them to take AP courses. When students are enrolled in AP courses, parent request is required in order for students to disenroll. For the current 2019-20 school year, we have increased to 476 unique students enrolled in AP classes. Additionally, we have increased dual enrollment options for students,

with the following classes offering dual credit with Fresno City College: Allied Health, Medical Health Careers, Careers in Education, and ERWC/Eng 1A. For the 2019-20 school year, 134 unique students are enrolled in at least one dual enrollment course (many are also enrolled in at least one AP course).

English Learner Proficiency

Reclassification Rate



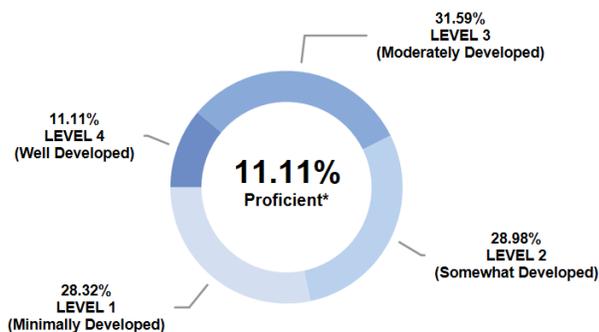
For the 2016-17 school year, there was a decrease in the percent of students who reclassified that school year. Changes to the assessment used for reclassification, to the ELPAC, caused some challenges for students and teachers. For the 2018-19 school year, the percentage of students reclassified increased to about 7.5%.

English Language Proficiency Assessments for California (ELPAC) Results

2017-18 Results

English Language Proficiency for Summative ELPAC

Percent of students within each performance level

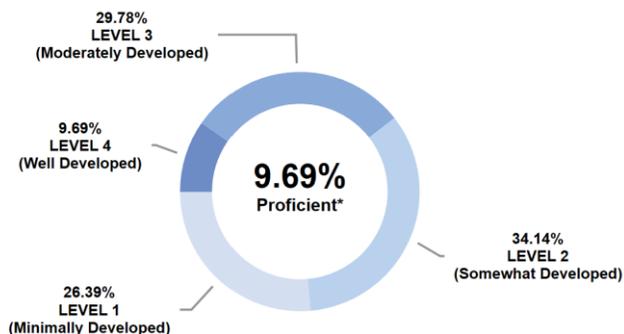


*The State Board of Education approved the use of the ELPAC Overall Performance Level 4 as one of the proficiency criteria for reclassification.

2018-19 Results

English Language Proficiency for Summative ELPAC

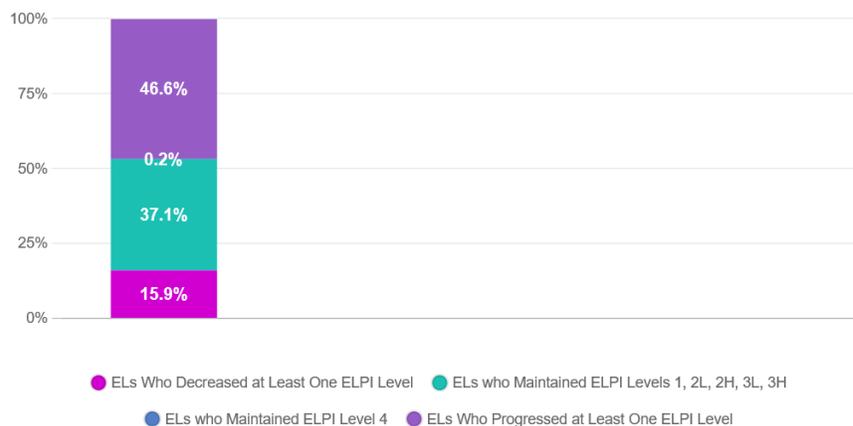
Percent of students within each performance level



*The State Board of Education approved the use of the ELPAC Overall Performance Level 4 as one of the proficiency criteria for reclassification.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Other Local Assessments

Beginning with the 2015-16 school year, Fresno Unified School District implemented Interim Assessments at all schools for English and Math classes two times each school year. The assessments were designed to focus on standards taught within the scope & sequence of each course during the timeframe of the assessment. These online assessments through the Illuminate online program continued through the 2018-19 school year, before the district made the decision to utilize the iReady diagnostic to collect data on student Reading and Math levels. Almost across the board, Roosevelt students continued to improve performance on these assessments, especially in the 2018-19 school year.

District Interim Assessment Results - ELAEnglish 9

Interim 1

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	43.4%	2.5%	16.7%	25.4%	55.5%
2017-18	41.0%	2.1%	19.7%	18.2%	60.0%
2018-19	43.2%	3.4%	22.3%	16.0%	58.2%

Interim 2

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	35.2%	3.1%	19.0%	26.9%	50.9%
2017-18	36.8%	4.1%	18.1%	29.7%	48.1%
2018-19	40.5%	6.7%	20.1%	33.3%	40.0%

English 10

Interim 1

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	43.4%	4.3%	30.8%	27.7%	37.2%
2017-18	41.0%	3.0%	27.1%	26.3%	43.5%
2018-19	44.4%	6.6%	33.4%	29.8%	30.2%

Interim 2

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	42.6%	4.6%	30.7%	24.1%	40.5%
2017-18	42.1%	4.1%	26.6%	29.0%	40.2%
2018-19	45.4%	12.0%	28.5%	19.9%	39.6%

English 11

Interim 1

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	46.0%	5.1%	27.2%	39.1%	28.6%
2017-18	40.7%	3.5%	19.4%	33.4%	43.7%
2018-19	45.2%	5.4%	18.6%	33.5%	42.4%

Interim 2

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	42.1%	4.4%	25.5%	34.0%	36.1%
2017-18	43.4%	8.2%	21.2%	31.0%	39.6%
2018-19	51.3%	9.2%	18.3%	35.6%	36.9%

Algebra I

Interim 1

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	32.4%	1.4%	10.6%	23.0%	65.0%
2017-18	29.2%	0.8%	5.3%	21.1%	72.8%
2018-19	30.3%	1.0%	8.0%	23.2%	67.8%

Interim 2

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	32.1%	3.6%	8.2%	31.3%	56.9%
2017-18	28.8%	1.6%	5.7%	26.2%	66.5%
2018-19	33.2%	2.5%	12.3%	35.4%	49.7%

Geometry**Interim 1**

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	27.0%	0.8%	6.7%	27.5%	65.0%
2017-18	29.8%	1.0%	7.8%	15.7%	75.5%
2018-19	32.4%	1.6%	13.7%	16.2%	68.4%

Interim 2

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	30.4%	1.0%	7.8%	32.4%	58.7%
2017-18	31.7%	1.6%	10.3%	32.8%	55.3%
2018-19	32.7%	2.3%	13.4%	31.0%	58.3%

Algebra II**Interim 1**

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	25.1%	1.7%	2.8%	34.8%	60.8%
2017-18	23.8%	1.5%	2.3%	29.4%	66.9%
2018-19	27.2%	2.0%	6.4%	34.5%	57.1%

Interim 2

Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
2016-17	30.0%	0.2%	3.5%	21.8%	74.5%
2017-18	33.0%	1.9%	9.4%	24.4%	64.3%
2018-19	35.3%	3.7%	7.8%	24.8%	63.7%

iReady Diagnostic

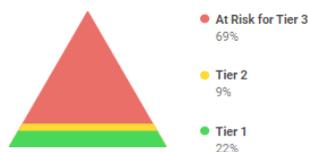
Beginning with the 2019-20 school year, schools in the district assessed students on the iReady platform utilizing their diagnostic assessment. Students were then grouped by the program with an overall placement utilizing Tiers 1, 2 & 3, including an overall grade level measure and measures for each domain in the assessment.

Reading

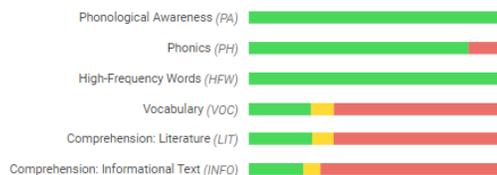
Students Assessed/Total: 1,407/2,131

Criterion Referenced

Overall Placement



Placement By Domain



Math

Students Assessed/Total: 1,499/2,131

Criterion Referenced

Overall Placement



Placement By Domain



Report card Analyses Percentage of Ds and Fs

An analysis of grade distributions over the past four semesters indicate that approximately 30% of the grades earned are D or F grades overall. In the spring semester of the 2017-18 school year 15.2% of grades were Ds and 16.0% were Fs. In the following school year, 2018-19, the fall semester grades were 16.3%/14.7% D/F and the spring semester grades showed an increase in F grades, with 16.2%/16.1% D/F. For the fall semester of the current year, F grades were once again reduced and the D/F grade percentage was 16.0%/14.8%.

Pupil Engagement

Graduation Rate

2017

All Students

All Students State



Yellow

87% graduated

Maintained 0.2%

Number of Students: 437

2018

All Students

All Students State



Green

90.7% graduated

Increased 3.8% Ⓢ

Number of Students: 473

2019

All Students

All Students State



Orange

86.8% graduated

Declined 3.9% Ⓢ

Number of Students: 456

Graduation rates have fluctuated between 86-91% over the last three years. While there was a

decline of 3.9% during the last school year, graduation rates remain above or on par with the district and state.

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Roosevelt High	454	394	86.8%	166	69	35
Fresno Unified	4,732	3,984	84.2%	2,002	639	617
Fresno County	15,407	12,591	81.7%	5,854	1,088	2,316
Statewide Total	494,337	417,496	84.5%	210,980	48,311	100,922

Attendance Data

92.49%

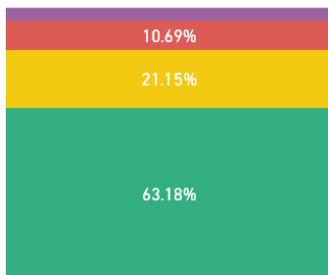
Attendance Rate 17-18 EOY

92.52%

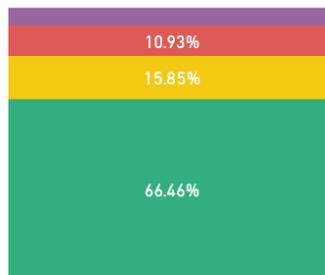
Attendance Rate 18-19 EOY

Attendance Status (Comparison YTD)

● 1-Good ● 2-Manageable ● 3-Chronic ● 4-Severely Chronic



2017-18 YTD



2018-19 YTD



2019-20 YTD

Attendance has been a consistent challenge for our students, and our school has steadily maintained attendance rates around 93%.

School Climate

Suspension Rate

2017

All Students

All Students State



Green

4.4% suspended at least once

Declined 0.8% Ⓢ

Number of Students: 2,428

2018

All Students

All Students State



Orange

5.8% suspended at least once

Increased 1.4% Ⓢ

Number of Students: 2,451

2019

All Students

All Students State

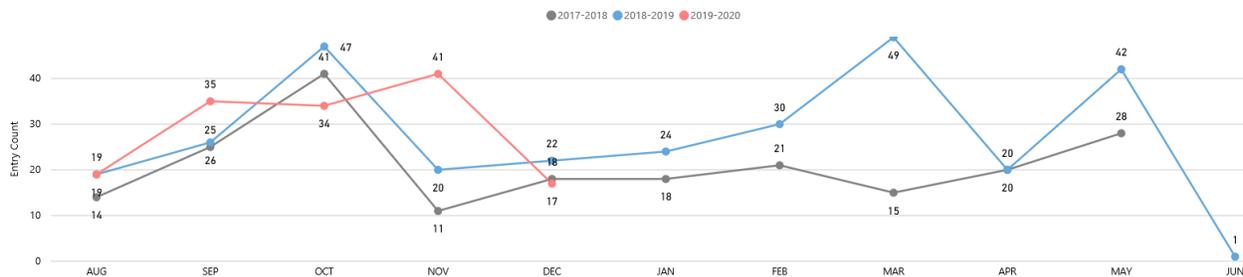


Orange

7.7% suspended at least once

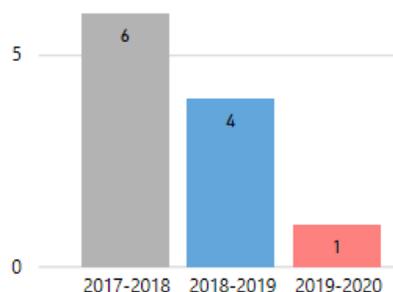
Increased 1.9% Ⓢ

Number of Students: 2,511



Expulsion rate

By Year



Expulsion recommendations are rare and viewed as a last resort when all other courses of mediation have not been successful. This level of disciplinary recommendation is considered only when it is believed a student poses a safety threat to the campus and when all other courses of support have not been successful. We have had a reduction in the number of expulsions over the past few years as we have worked to provide other supports to students.

Discipline Referrals



MonthShort	2017-2018	2018-2019	2019-2020
AUG	331	349	418
SEP	698	658	695
OCT	683	850	760
NOV	317	475	432
DEC	152	234	214
JAN	269	611	269
FEB	384	390	390
MAR	357	454	357
APR	356	308	356
MAY	379	440	440
JUN	23	22	23

Discipline referrals are logged by either teacher or administrator in the student portfolio section of our ATLAS database. That data is collected and presented through an app in the Power BI program, which allows for the data to be broken down and analyzed. While the data shows an increase in referrals during the 2018-19 school year, the Power BI system was new and a push was made to ensure teachers were entering data into the system. The majority of referrals to our Student Reengagement Center (SRC) are due to student defiance or disruption in the classroom. Students referred to SRC meet with a Vice Principal and either go through a process of re-entry into the classroom, or they remain in SRC for duration of the class period, depending on the level of infraction.

SRC meet with a Vice Principal and either go through a process of re-entry into the classroom, or they remain in SRC for duration of the class period, depending on the level of infraction.

Student Participation in Co-/Extra-Curricular Activities

Fresno Unified School District Goal 2 states that “all students will engage in arts, activities, and athletics”. Data for this is measured through a district engagement tool. Students have opportunities to participate in a wide range of clubs, activities, arts classes, and athletics programs. For the 2019-20 school year, we currently have approximately 78% of students participating in some form of Goal 2 activity. Last year at this time, during the 2018-19 school year, approximately 58% of students were listed in the engagement tool as participating in a Goal 2 activity, and about 61% of students were involved the year prior, during the 2017-18 school year.

Surveys on Safety and School Connectedness

School Safety

Parents

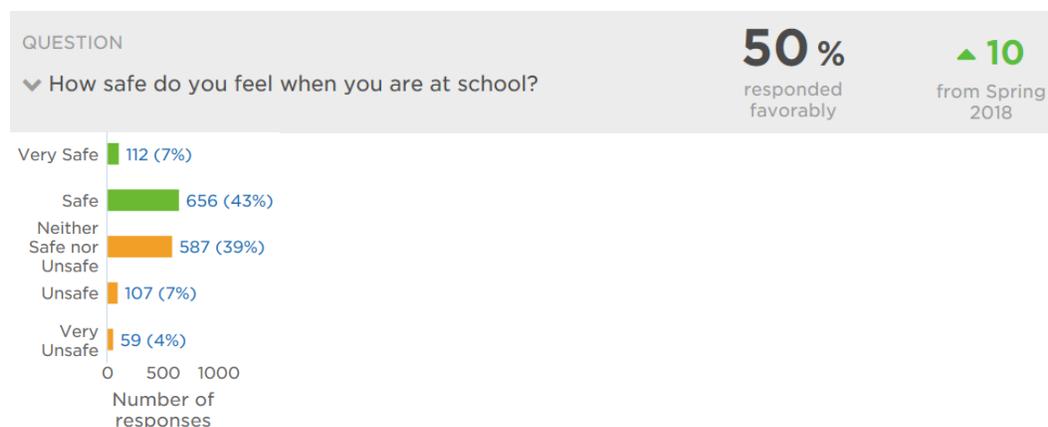


Favorable responses by parents with regards to safety of the school decreased from 85% in 2018 to 83% in 2019. Responses are only recorded as “favorable” if the response is positive, and neutral responses “not positive or negative” are not counted as favorable.

Students



Favorable responses by students with regards to safety of the school increased from 79% in 2018 to 85% in 2019. Responses are only recorded as “favorable” if the response is positive, and neutral responses “not positive or negative” are not counted as favorable. For instance, one of the questions on the survey for students was “How safe do you feel when you are at school?”. While favorable responses were reported at 50%, only 11% of respondents recorded a negative response, as 39% selected “neither safe nor unsafe”.



School Connectedness

Parents



Favorable responses by parents with regards to a sense of belonging at the school decreased from 88% in 2018 to 85% in 2019. Responses are only recorded as “favorable” if the response is positive, and neutral responses “not positive or negative” are not counted as favorable.

Students



Favorable responses by students with regards to a sense of belonging at the school increased from 43% in 2018 to 47% in 2019. Once again, responses are only recorded as “favorable” if the response is positive, and neutral responses “not positive or negative” are not counted as favorable. For instance, one area that we focused on with the addition of our Homeroom classes at Roosevelt was to increase the number of students who feel like there is an adult who cares about them at school. When asked this question, favorable responses increased by 4% this year. While 51% of students indicated a favorable response, only 15% responded negatively to that question. Our goal is still to significantly reduce that percentage of students who do not feel like there is an adult who really cares about them at school.



Access to a Broad Course of Study

College and Career Indicator (CCI)

2018

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	38.5%	29.2%	*	44.7%	--	38.6%	--	35.3%	*	27.6%	37.7%	11.1%	*	17.2%
Percentage Approaching Prepared	31.5%	25%	*	34%	--	32%	--	29.4%	*	28.8%	32%	22.2%	*	24.1%
Percentage Not Prepared	30%	45.8%	*	21.3%	--	29.4%	--	35.3%	*	43.6%	30.3%	66.7%	*	58.6%

2019

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	26.4%	6.9%	*	21.9%	--	28.8%	*	21.1%	*	5%	26.3%	4.8%	*	11.5%
Percentage Approaching Prepared	24.9%	13.8%	*	34.4%	--	24.2%	*	31.6%	*	17.4%	24.9%	9.5%	*	7.7%
Percentage Not Prepared	48.7%	79.3%	*	43.8%	--	47%	*	47.4%	*	77.7%	48.7%	85.7%	*	80.8%

Roosevelt had a decrease in the percent of students who were labeled “Prepared” under the College and Career Indicator for 2019. In analyzing the measures for the CCI, the decrease appears to be due to a lower number of students meeting a-g course requirements. CTE completion increased from 6.3% in 2018 to 7.9% in 2019 and SBAC increased from 2.3% in 2018 to 5.3% in 2019. Measures in Advanced Placement (2.6% in 2019) and State Seal of Biliteracy (9.7% in 2019) saw little change from the prior year. However, students who were labeled “Prepared” for a-g course completion, by completing a-g requirements and meeting one of the additional CCI criteria, decreased significantly, from 35.9% in 2018 to 23.8% in 2019.

Students Meeting UC a–g requirements

a-g Completion	2016-17	2017-18	2018-19
# of Seniors	459	473	454
# meeting a-g requirements	180	215	166
% meeting a-g requirements	39.2	45.5%	36.6%

Student a-g completion increased sharply for the Class of 2018 to 45.5%, up more than 6% from the prior school year. This was followed by a decrease in the following school year, with 36.6% of the Class of 2019 meeting a-g requirements. We believe that this is partly due to reduced credit recovery options during the 11th grade year for the Class of 2019.

Perception Data

Staff Surveys (143 responses)

Climate of Support for Academic Learning (FUSD & CORE)



▼ 1

Questions in the part of the survey focused on the academic environment of the school. The district average for high schools in this category is 82%. The most favorable response was provided to the question “This school encourages students to enroll in rigorous courses” (95%), and the least favorable response was given for “Our school regards itself as a learning organization and all adults are committed to professional growth and continual improvement” (64%). The most growth in favorable responses from the prior year was for “Students often participate in community building activities” (+15% to 82%) and the biggest decrease was for “Adults at this school display high levels of positive interactions with students” (-10% to 72%).

Knowledge and Fairness of Discipline, Rules and Norms (FUSD & CORE)



▲ 5

Questions in the part of the survey focused on the communication and follow-through on expectations for behavior. The district average for high schools in this category is 72%. The most favorable response was provided to the question “I believe incidents of misbehavior should be treated as learning opportunities for all involved” (92%), and the least favorable response was given for “School-wide behavioral expectations are defined, taught and reinforced daily” (58%). The most growth in favorable responses from the prior year was for “Professional learning is provided to staff to address the underlying social and emotional needs of students” (+17% to 76%) and the biggest decrease was for “Adults at this school treat all students with respect” (-2% to 82%).

Sense of Belonging (FUSD & CORE)



▼ 2

Questions in the part of the survey focused on the how much teachers felt connected to the school. The district average for high schools in this category is 73%. The most favorable response was provided to the question “This school is a supportive and inviting place for staff to work” (89%), and the least favorable response was given for “How many adults at this school have close professional relationships with one another?” (42%). The most growth in favorable responses from the prior year was for “This school promotes personnel participation in decision-making that affects school practices and polices” (+7% to 72%) and the biggest decrease was for “Students at this school care about each other” (-10% to 55%).

Safety (CORE)



▲ 11
Greatest increase

Questions in the part of the survey focused on the how much teachers felt connected to the school. The district average for high schools in this category is 58%. The most favorable

response was provided to the question “How much of a problem at this school is racial/ethnic conflict among students?” (86%), but also had the greatest decrease from the prior year at -2%. The least favorable response was given for “How much of a problem at this school is disruptive student behavior?” (35%), however this question also showed the most positive growth from the prior year (+21%). The most growth in favorable responses from the prior year was for “This school promotes personnel participation in decision-making that affects school practices and policies” (+7% to 72%) and the biggest decrease was for “Students at this school care about each other” (-10% to 55%).

Student Surveys (1,527 responses)

Safety (FUSD & CORE)



 6
Greatest increase

Questions in the part of the student survey focused on the sense of safety at school. The district average for high schools in this category is 83%. The most favorable responses (90% or above favorable) were provided to the questions that asked how many times the student had been harassed or bullied for specific reasons, such as religion, gender, sexual orientation or a physical or mental disability. The least favorable response was given for “How safe do you feel when you are at school?” (50%). It is worth noting that this question also had the greatest increase from the prior year in favorable responses (+10) and that neutral response (neither yes or no) are not counted as favorable.

Knowledge and Fairness of Discipline, Rules and Norms (CORE)




20th-39th percentile

Questions in the part of the student survey focused on beliefs about school rules and discipline. The district average for high schools in this category is 69%. The most favorable response, and the greatest increase from the prior year, were provided to the This school clearly informs students what would happen if they break school rules” (+7 to 73%). The least favorable response was for “Students know what the rules are” (67%). All favorable responses increased in this category.

Climate of Support for Academic Learning (FUSD & CORE)



 2

Questions in the part of the student survey focused on the academic climate and support for learning. The district average for high schools in this category is 57%. The most favorable response was to “Teachers give students a chance to take part in classroom discussions or activities (78%). The least favorable response was given for “This school teaches students how to manage their own behaviors and emotions” (35%). The most growth in favorable responses from the prior year was for “Teachers go out of their way to help students” (+5% to 57%), and the biggest decrease was for “This school encourages students to take responsibility for their actions” (-5% to 52%).

Sense of Belonging (FUSD & CORE)



▲ 4

Questions in the part of the student survey focused on student connectedness to school. The district average for high schools in this category is 49%. The most favorable response was to “I am happy to be at this school (52%), and the least favorable response was given for “Students at this school care about each other” (33%). All questions in this category showed growth from the prior year, with the most growth for “I feel like I am part of this school” (+5% to 47%).

Parent Surveys (228 responses)

Knowledge and Fairness of Discipline, Rules and Norms (FUSD & CORE)



0

Questions in the part of the parent survey focused on knowledge of school rules and fair treatment of students. The district average for high schools is 89%. Questions about informing students of consequences and having formal school safety and discipline policies received 93% favorable responses. The least favorable response was given for “When I have a concern, I know whom to contact.” (87%). All questions were within 1-2% of the results from prior year.

Sense of Belonging (FUSD & CORE)



▼ 3

Questions in the part of the parent survey focused on connected to the school. The district average for high schools in this category is 85%. Questions about being informing and respected received 92%-94% favorable responses. The least favorable response was given for “I participate in my child’s school sponsored meetings/councils” (60%).

Safety (FUSD & CORE)



▼ 2

Questions in the part of the parent survey focused on parent perception of safety at the school. The district average for high schools in this category is 88%. The question with the most favorable response was “My child’s school provides a safe and secure environment for students to learn” (86%), and this question had the biggest decrease in favorable responses from the prior year (-6%). The least favorable response was given for “My child is safe in the neighborhood around the school” (78%).

Climate of Support for Academic Learning (FUSD & CORE)



▼ 3

Questions in the part of the parent survey focused on parent perception of academic rigor and support at the school. The district average for high schools in this category is 82%. The questions with the most favorable responses, at 91%, were “This school provides high quality instruction to my child” and “This school has high expectations for all students.” The least favorable response was given for “My child’s teacher has conversations with e about my child’s academic performance” (71%).

Summary of Profile

Implications of the Data

Roosevelt teachers and staff work tirelessly to engage and support students in a rigorous learning environment. The school has an overwhelming number of supports in place to assist students both academically and socially. While the school has worked to ensure students have access to rigorous coursework and necessary support structures, there are ongoing challenges in preparing students to perform on standardized tests, as well as improving grades to reduce the reliance on credit recovery programs. Professional Learning Community work in subject area teams is steady and ongoing, but there is a need to continue to focus on improving outcomes for all students, and particularly for student groups such as African-American students, English Learner students, and students with disabilities. From the most recent school year, a decrease in students meeting graduation and a-g completion requirements impacted many metrics, including college and career readiness indicators. The school recognizes these challenges and continues to be committed to encouraging students to engage in rigorous course work, and to addressing areas of critical need and disproportionality. Perceptions of the school by stakeholders have improved over the last few years, with improvements in the areas of safety and sense of belonging. The staff is more consistent, with more teachers contacting the school to inquire about coming to teach at Roosevelt and minimal movement by teachers opting to teach elsewhere. Additionally, student enrollment has been capped over the last two years, with a waiting list of students who desire to come to Roosevelt.

Major Preliminary Student Learner Needs

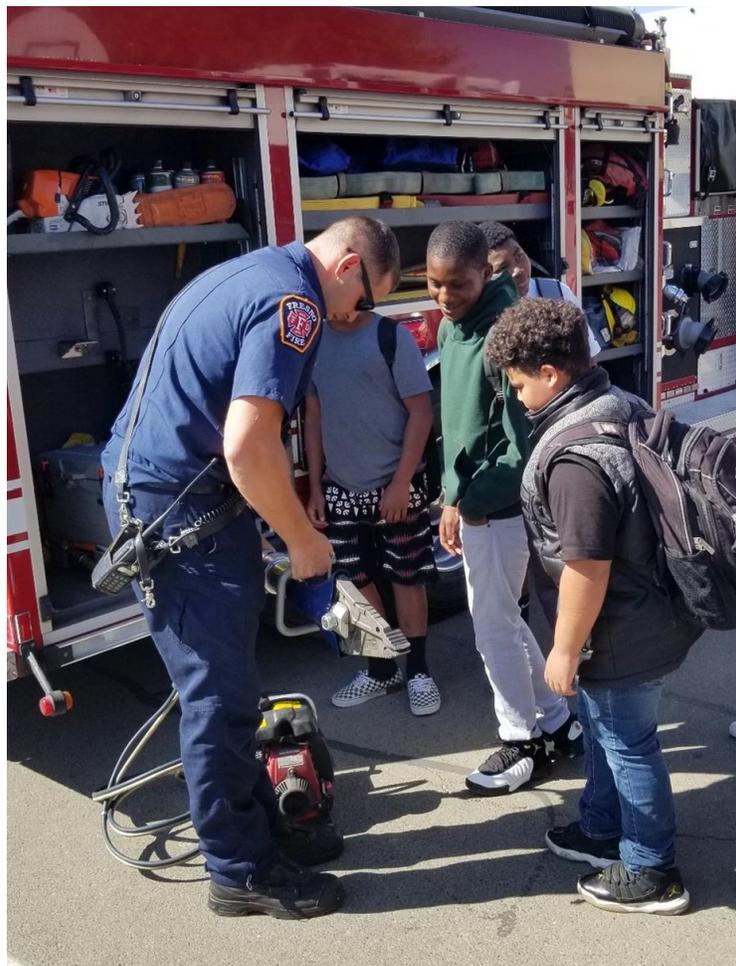
- Continue working to implementing consistent, schoolwide strategies to increase student outcomes for all students, and particularly student groups such as African-American students, and students with disabilities.
- Continue to focus on strategies to support English Learner students to help them reclassify as Fluent-English Proficient.
- Work to improve student course performance and grades, to reduce the reliance on credit recovery coursework and increase completion of a-g requirements.
- Ensure alignment of class activities and assessments with information provided in the SBAC item descriptors and interim assessments.

Questions

- With shifts in district assessment systems, can the school create ongoing assessments aligned to the CAASPP that can be implemented year-to-year to provide more consistent data about student learning prior to the CAASPP assessment in 11th grade?
- Are our grading systems aligned and equitable?
- If the school focuses on improving 9th grade academic performance outcomes, how would that impact the likelihood that they would successfully complete a-g requirements, be college and career ready, and have more options when graduating from high school?
- How can we improve outcomes for our students with special needs?
- Would a schoolwide focus and common language and strategies to support literacy help students improve in areas such as reading informational texts and using effective evidence to support claims (in all subject areas)?

Chapter II

Significant Changes and Developments



Public Service Pathway students get an up-close look at equipment used by the Fresno Fire Department.

Academic Program

Assessment Changes

Beginning in the 2015-16 school year, the district implemented online Interim Assessments at all schools, using Illuminate Ed, for English and Math classes two times each school year. The assessments were designed to focus on standards taught within the scope & sequence of each course during the timeframe of the assessment. These assessments through the Illuminate online program continued through the 2018-19 school year, before the district made the decision to utilize the iReady diagnostic to collect data on student Reading and Math levels, instead of the prior measurement focused on current standards of learning in each course. The inconsistency with the district assessment model has made year-to-year student data collection a challenge. While the Illuminate assessments were intended to be formative, schools were not provided information about questions or prompts, only the given standard being assessed, and the move to iReady has made grade-level assessment limited to site PLC-created subject area common formative assessments only, as iReady does not provide information on assessment of current subject area standards. This is an area that the site is discussing and planning for as part of the new action plan.

Bell Schedule Changes to include Homeroom and RST

In 2018-19, based on feedback from teachers regarding the schedule and the need for more consistent opportunities to be in space with a common group of students, a Homeroom period was added to the schedule two times each week. The vision for Roosevelt Homeroom is to help students and staff develop positive relationships and school connectedness and help strengthen students' social-emotional learning (SEL) skills to cultivate academic and personal growth and success. Homeroom classes include topics of discussion and mini-lessons, as well as a focus on social-emotional activities to support creating teacher-student and student-student connections. Beginning in the 2019-20 school year, a Rider Success Time (RST) period was added two times each week to focus on providing additional academic support during the school day. Students were placed into classes for intentional support, students who are taking AP classes were intentionally paired with an AP teacher, and students coming into 9th grade who were identified as "borderline" in English or Math were placed specifically with an English or Math teacher in their RST. Students utilize RST time to get additional support, finish required work for classes, or focus on study or intervention to support learning. If students need to meet with a teacher who is not their RST teacher, a "passport" system is in place to ensure systematic movement during the period. While implementation has been short-term at this point, student survey responses focusing on school connectedness improved over the last year, indicating a positive result from the implementation of Homeroom. RST is new for this year, but there have been improvements in D/F grades, particularly in classes where RST enrollment with specific support teachers was intentional, such as for AP classes.

Contract Negotiations

During the 2017-18 school year, bargaining agreement negotiation teams were not in agreement on terms for the new cycle. The teachers overwhelming voted in favor of going on strike if an agreement was not reached. In addition to the possibility of not having teachers for regular classroom instruction, all extra activities, including clubs, athletics, and performances, were scheduled to be cancelled. With a looming strike date on the horizon, district and union bargaining teams were able to come to terms on a tentative agreement. While a work stoppage thankfully did not proceed, the process leading up to the agreement was tense for all stake holders. While most programs continued as normal during the negotiations, there were some programs affected. Most notably, available credit recovery options through adult school for the Class of 2019 as the program was reduced due to the possible stoppage and was only available

to 12th grade students (Class of 2018). Most recently, relations between district leadership and the teachers' union (Fresno Teachers' Association) have been positive and productive, and have led to the first multi-year, conceptual agreement in successor contract negotiations for 2019 through 2022. The impact on students due to the impending strike in 2017-18 is difficult to quantify, but students, teachers, and site administration were certainly negatively impacted by the lack of agreement. The cut in credit recovery options in 2017-18 could be recognized as one factor in the reduction in A-G completion for the Class of 2019 as they were 11th graders at the time and had less options for credit recovery.

Lab School

Beginning in 2018-19, Algebra I and Biology teachers began working with district English Learner Services Department, supported by WestEd, to focus on planning instruction within the Teaching and Learning Cycle and utilizing Keystone Pedagogies as part of Lab School to support English Learner instruction. The involvement of Algebra I and Biology teachers in this learning has helped them to increase opportunities for academic language use and acquisition for English Learners in these classrooms.

Network Improvement Community (NIC)

Beginning in the 2019-20 school year, a Roosevelt team has entered into the work of a Network Improvement Community (NIC) along with other schools in the district, under the direction of the Fresno County Office of Education, to focus on improving outcomes for students with disabilities. Discussions between NIC teams has provided opportunities for our site to look deeply at how we support students with special needs on campus, however this work is still in the beginning stages, so the impact is not yet known.

PLI

With increase technology access for multiple departments across campus, teacher in English, Math, and Science have participated in a Personalized Learning Initiative (PLI) model and participated in learning through the Instructional Technology department to enhance learning through the use of technology during instruction. The work in this area has helped teachers better utilize technology to enhance lessons for students. Additionally, teacher-led workshops have provided opportunities for the entire campus to learn about opportunities for supporting students with classroom technology.

Public Service Pathway

In 2018-19, demand for additional career pathway options led to the creation of the Roosevelt Public Service Pathway. The pathway was created based on industry sector need and student interest. Students begin in 9th grade with an Introduction to Public Safety course and progress into PE for Public Service and Criminal Justice. Students in the program have the opportunity to learn about different areas of public service, including topics in the areas of public safety and criminology. Currently one full-time teacher teaches electives for this pathway. The addition of this pathway has had a positive impact on college and career opportunities provided to students on campus. In addition to the courses provided through this pathway, students have been connected with community partners, including Fresno Fire, Police, and all branches of the military, to get firsthand knowledge of career opportunities in the field.

New Courses

Added beginning in 2017-18:

- AP Computer Science Principles
- Dual Enrollment in Allied Health and Medical Health Careers

Added beginning in 2018-19:

- Intro to Public Safety
- Nutritional Health Science
- PE for Public Service
- Physiology – added 2018-19
- Psychology – added 2018-19
- Sports Medicine
- Dual Enrollment in Emergency Medical Technician (EMT)

Added beginning in 2019-20:

- AP Biology
- AP Psychology
- Athletic Training
- Criminology
- Race & Social Justice in U.S. History
- Dual Enrollment in English (ERWC/Eng 1A), Athletic Training, and Careers in Education

New courses allow for our students to have more variety in their options for learning, including more classes focused on college and career options and higher-level courses that give students the opportunity to earn college credit through AP or dual enrollment.

Staffing and Support

African-American Academic Acceleration (A4)

During the 2017-18 school year, the district created the Office of African-American Academic Acceleration (A4) to work on systems to help provide academic support and interventions for African American students on high school campuses. A teacher on campus was provided support as an academic advisor for students who were selected using specific criteria, including: GPA, D/Fs, Suspension Incidents and Attendance. During the 2018-19 school year, the teacher focused on this work was provided an additional release period and the “A4 Center” was created on campus in the teacher’s classroom. The A4 program, and A4 Center, has been a positive resource for our African-American students, ensuring that they have a mentor on campus to specifically help them navigate the academic coursework in their classes, and a place to go when they need support.

Counseling

Beginning in the 2019-20 school year, the School Board approved an additional academic counselor for all comprehensive high schools, in order to reduce caseload ratios to under 350:1. Reducing caseload for counselors is always positive, as it allows counselors to have more time to focus on each of their students. The addition of an extra counselor has also allowed the campus to focus resources on supporting 12th grade students in completing college and scholarship applications and documents.

Fresno Street Saints

Beginning in the 2017-18 school year, Roosevelt went into partnership with the Fresno Economic Opportunities Commission to bring the organization Fresno Street Saints to campus to work as mentors for youth who struggle behaviorally or academically. Street Saint mentors are on campus daily, meet with students to provide guidance, and regularly check in with students on their caseload. The ability to have mentors from the community has made a positive impact on our campus. Street Saints mentors meet with a caseload of students to provide

guidance and check in on their progress, but they have also been successful at acute intervention with student conflict and support.

Safety

During the 2017-18 school year, the inclusion of an additional campus safety assistant was approved through School Site Council to add to our campus safety and support team. CSAs are classified staff members who monitor campus, and assist in ensuring a safe campus for students and staff. The position was filled beginning with the 2018-19 school year. The additional CSA has increased the effective supervision and safety of the campus. On most recent student and staff surveys, there was an increase in positive responses in relation to the safety of campus.

School Social Workers

Beginning in 2017-18, the social-emotional support model in the district changed. Previously, the district contracted with outside counseling services for individual counseling and crisis intervention. With the expiration of the contract with the organization providing counselors, the district determined to shift services to include school social workers on the high school campuses. This decision was made due to the increasing social emotional needs of our students, families and the community, and the increasingly complexity with the trauma, family breakdown, substance abuse, mental health, and the negative impact of social media. School Social Workers are able to provide a wider scope of services, with a shift to the implementation of multi-tiered programs and practices, facilitation of engagement between the student, family, school, and community, promoting a continuum and coordination of site-based services. While there were initial questions about the effectiveness of social workers to replace the previous social-emotional support of students, we believe the shift to having social workers on staff has been positive as they are equipped to connect students to local resources in addition to providing ongoing supporting counseling to students.

Tier II Support Team

To support the needs of students academically and behaviorally, the development of team of staff members focused on necessary “Tier II” support for students who need additional guidance. With the development of this team, which includes our current Student Reengagement Center (SRC) Teacher and our social emotional support team, an additional classified staff member (Tier II Specialist) was added to the staff to add support for students. The team has been successful in meeting to discuss wrap-around support for students who need additional help.

Facilities

Facilities Improvements

With funds from a previous bond measures, the tennis courts were completely redone with new surfacing and lighting in Fall 2018, along with new solar panels in the Cedar parking lot, the baseball field was updated by early Spring of 2019 and construction on a completely new pool complex was completed in April of 2019. During the Fall semester of 2019, the school weight room was renovated, including all new equipment and paint. Facilities improvements help students by ensuring safe facilities and by increasing positive feelings about the school and encourage students to get involved in additional activities. As an example, more students have shown interest in our water sports with the addition of the pool.

Chapter III

Engagement of Stakeholders in Ongoing School Improvement



Teachers collaborate to create a poster during PL focused on effective learning objectives.

The schoolwide action plan/School Plan for Student Achievement is reviewed and updated annually and approved through the School Site Council (SSC) and Board of Education.

At the beginning of each school year, goals from the SPSA and WASC areas for improvement are presented to staff, along with progress towards measurable goals. Information is also included in the Faculty Handbook, which is provided digitally to staff every school year and when updates are made. School data is also presented to groups that include parent stakeholders, including School Site Council and English Learner Advisory Committee (ELAC).

Prior to the development or revision of the action plan/School Plan for Student Achievement is reviewed, a needs assessment is completed based on school data and surveys to help determine identified needs. The needs assessment guides the process of review for the current SPSA and the discussion around necessary revisions to support the schoolwide action plan.

Based on the prior schoolwide action plan and the information from the needs assessment, a new draft of the School Plan for Student Achievement is created with the support of teachers and feedback from the School Site Council and ELAC. The draft is provided for review to teachers and members of the SSC and is submitted to the Instructional Superintendent who oversees the school and provides feedback on the plan. Updates are made to the draft of the action plan and budget are presented to the School Site Council for approval. Once the schoolwide action plan and budget are approved at the site level, they are presented to the Board of Education for final approval.

The WASC critical areas for follow-up are presented, along with updates to school data, to the staff at the beginning of each school year. These critical areas, along with the goals of the schoolwide action plan are also included in the Faculty Handbook, provided digitally to all staff. During staff meetings, teachers review and discuss progress on critical areas for follow-up at the site level, department level, and in their classrooms. In addition to information gained from surveys taken by staff, students, and families, discussions and feedback from teachers guide the process of completing the report on progress made towards addressing the critical areas.

Timeline of Learning and Activities for WASC/SPSA Action Plan at Roosevelt

March 2017	Completed self-study presented to staff, students and community
April 2017	WASC Planning, WASC Leadership
May 2017	WASC Working lunch, WASC Leadership
June 2017	Planning for WASC 2017-2018, WASC Leadership
August 9-11, 2017	Beginning of Year Staff Meetings (3 Full Days) – Presentation of data from 2016-17, review of school goals on SPSA, regional goals, and WASC Visiting Committee recommendations. Review of effective instructional elements within Instruction Practice Guide (IPG), PLC protocol. Professional learning to support work towards WASC critical areas of need.
November 2, 2017	BuyBack Full Day Professional Learning – Focus on data analysis, SEL professional learning, differentiated instruction and engagement strategies, and reinforce PLC cycle and work.

February 8, 2018	BuyBack Full Day Professional Learning – Focus on ELPAC assessment and supporting English Learners towards reclassification, data analysis including A-G completion, graduation progress, AP potential, and preparing for SPSA development. Continued learning on SEL and PLC work.
March 20, 2018	SSC Meeting – Review and adoption of SPSA for 2018-19
August 2017-June 2018	Weekly AC Meetings – Review of common units, student work, and lesson strategies to support the linguistic needs of EL students in response to WASC areas of needs.
August 2017-June 2018	Staff Meetings – 18 Meetings with staff throughout the year for discussions regarding operations logistics and professional learning focused on SPSA action plan and WASC areas for critical need.
August 8-10, 2018	Beginning of Year Staff Meetings (3 Full Days) – Presentation of data from 2017-18, review of school goals on SPSA, regional goals, and WASC Visiting Committee recommendations. Review of effective instructional elements within Instruction Practice Guide (IPG), PLC protocol. Professional learning to support work towards WASC critical areas of need.
October 29, 2018	BuyBack Full Day Professional Learning – Focus on MTSS and SEL training, professional learning on ensuring effective grade-level instruction, academic discourse and continued learning on PLCs to support student learning.
February 13, 2019	ILT – Update on development of SPSA for 2019-20; review of student data from Data Dashboard; review of timeline for student, staff, and parent surveys, identify critical learner needs
March 4, 2019	BuyBack Full Day Professional Learning – Focus on utilizing technology to support instruction, teacher facilitated workshops, continued learning on academic discourse.
March 5, 2019	School Site Council – Review and adoption of SPSA for 2019-20
August 2018-June 2019	Weekly AC Meetings – Review of common units, student work, and lesson strategies to support the linguistic needs of EL students in response to WASC areas of needs.
August 2018-June 2019	Staff Meetings – 28 Meetings with staff throughout the year for discussions regarding operations logistics and professional learning focused on SPSA action plan and WASC areas for critical need.
June 2019	Administration Planning meeting – Reviewed timeline for completion of WASC Self-Study and calendared dates for 2019-20 work

August 7-9, 2019	Beginning of Year Staff Meetings (3 Full Days) – Presentation of data from 2018-19, review of school goals on SPSA, regional goals, and WASC Visiting Committee recommendations. Review of effective instructional elements within Instruction Practice Guide (IPG), PLC protocol. Professional learning to support work towards WASC critical areas of need.
October 28, 2019	Buyback Full Day Professional Learning Day – Teachers learned about technological resources for instruction and collaboration, focused on effective support for English Learner students and differentiation strategies, participated in focused planning for our upcoming WASC visit, gained strategies to support success with their Homeroom students, collaborated with their PLCs to ensure effective planning and teaching.
August 2019-June 2020	Weekly AC Meetings – Review of common units, student work, and lesson strategies to support the linguistic needs of EL students in response to WASC areas of needs.
August 2019-June 2020	Staff Meetings – 15 Meetings with staff throughout the year for discussions regarding operations logistics and professional learning focused on SPSA action plan and WASC areas for critical need.
January 2020	Administrative Team Bi-weekly Meetings: Final edits with input from administration, counseling, RSA Director, College and Career Coordinator, AP Instructional Coordinator, Teacher/Librarian, Teacher on Special Assignment, and Campus Culture Director and review of 2020 WASC Mid-Cycle Progress Visit School Progress Report
February 5, 2020	FPM Visit – Meetings with focus groups (students, teachers, support staff, parents, administration and district & school board officials); Review of student data, unit plans, and progress on assessments; Classroom visits for review of instruction.
March 2, 2020	Buyback Full Day Professional Learning – Professional Learning about academic discourse and the California ELA/ELD framework, designing effective assessments, in addition to 2020 WASC Mid-Cycle Progress Visit School Progress Report
March 9-10, 2020	Complete WASC Mid-Cycle Progress Visit

Chapter IV

Progress on the Implementation of the Schoolwide Action Plan/SPSA



A student uses a laptop and whiteboard table to create a report in science.

Schoolwide Action Plan with integrated Schoolwide Growth Areas (Critical Areas for Follow Up)

The Visiting Committee concurred with the following areas, identified by Roosevelt and outlined in the 2017 Self-Study and schoolwide action plan:

- The VC agrees that there is a need to implement a cycle of continuous improvement model of effective first instruction, with a specific focus on mathematics, literacy, and English language acquisition across the curriculum. (RHS.CN1)
- The VC agrees that there is a need to encourage a college and career ready culture by increasing the percentage of students who complete the A-G requirements. (RHS.CN2)
- The VC agrees that RHS should continue to focus on a model of restorative practices and become an identified Restorative Practice school. (RHS.CN3)
- The VC agrees that there is a need to identify current ELL students who have met borderline redesignation status, to develop a plan to achieve redesignation within a calendar year. (RHS.CN4)

In addition, the Visiting Committee identified the following areas that needed to be strengthened:

- RHS' Accountable Communities need to continue their efforts of analyzing and using student data to create engaging, relevant, and rigorous instruction complete with opportunities for intervention, reteaching, and enrichment. The VC suggests a consistent, comprehensive and structured data collection system from the AC's that drives data disaggregation leading to student success. (VC.CN1)
- In order to achieve student engagement, bridge the achievement gap, and ensure content acquisition the VC strongly suggests that daily targeted measurable objectives are posted and stated. These objectives should have academic language, connection to CCSS and NGSS, and be data driven from the various RHS academic groups (e.g. AC's, ILT, DC, Admin., ASB) (VC.CN2)
- The comprehensive nature of the RHS Action Plan requires a significant commitment from FUSD to ensure that all students and instructors have access to relevant technology. Due to the low SES demographic and potential lack of technology at home, the VC recommends all students have access to relevant technology at RHS. (VC.CN3)
- To support student learning in a diverse environment, there is a need for a campus-wide adoption and implementation of strategies for differentiating instruction. (VC.CN4)

Integrated Schoolwide Growth Areas	Action Plan Progress	Supporting Evidence
	FUSD Goal 1 - All Students will excel in reading, writing and math	
RHS.CN1 VC.CN1 VC.CN2 VC.CN3 VC.CN4 LCAP 1 LCAP 2 LCAP 4 LCAP 8	<i>Action 1: Student learning will be demonstrated through successful completion of literacy and mathematics coursework, resulting in a reduction in the D/F rate in those courses and an increase in the number of students scoring "meets or exceeds standards" on FUSD Interim Assessments and CAASPP.</i> Subject-area teams meeting in Professional Learning Communities (PLCs) three times each month to discuss essential learning, how to assess student progress, and student data to determine areas of intervention or	 PLC Meeting Notes

	<p>enhancement.</p> <p>Subject area PLC utilize common formative assessments to determine student progress.</p> <p>Lead by the school Instructional Leadership Team (ILT), the school began cross-curricular PLC meetings one time each semester to discuss literacy needs and alignment at each grade level.</p> <p>Professional Learning has focused on increasing academic discourse opportunities for students in the classroom, and effective instruction to support literacy development.</p> <p>Algebra I and Biology teachers work with FUSD English Learner Services and WestEd, as part of Lab School, to focus on planning in the teaching and learning cycle and utilizing keystone pedagogies to support literacy development.</p> <p>New teachers participate in Saturday Pipeline professional learning through FUSD Teacher Development.</p> <p>Ongoing classroom observations and feedback focus on tenets in the district Instructional Practice Guide to support student learning and growth, including Culture of Learning, Challenging Content, and Ownership.</p> <p>Technology accessibility has been increased on campus, and teachers in ELA, Math, and Science receive support from FUSD Instructional Technology with incorporating technology into lessons through the Personalized Learning Initiative (PLI).</p> <p>RST implemented to support student learning. 9th grade students intentionally placed with English or Math teachers based on need.</p> <p>Saturday Academy supports students in making up absences, getting additional support with classes.</p>	<p>CFA Examples</p> <p>Cross-curricular PLC meeting plan</p> <p>Lab School Documents</p> <p>Professional Learning</p> <p>Saturday Pipeline Information</p> <p>Instructional Practice Guide: Literacy</p> <p>Instructional Practice Guide: Math</p> <p>PLI Documents</p> <p>Saturday Academy Schedule</p>
<p>RHS.CN1 RHS.CN2 VC.CN3 LCAP 1 LCAP 2 LCAP 4 LCAP 7 LCAP 8</p>	<p><i>Action 2: Increase the number and percentage of students who are on-track for graduation and A-G completion. Encourage a college and career-going culture by increasing the number and percentage of students who meet A-G Competitive Eligibility criteria, by increasing the percent of students who are on track to complete 19 A-G courses and have a grade point average of 3.0 or higher.</i></p> <p>Including all of the areas that support Action 1, the counseling team provides additional support for student in</p>	<p>Counseling Logic Model</p>

	<p>maintaining on-track status for graduation and A-G completion.</p> <p>Grade Level Meetings with counselors to discuss graduation and A-G requirements and progress.</p> <p>Opportunities to recover credits for students who are off-track with A-G completion. This includes opportunities during the school day with on-campus JE Young teachers, as well as during after school credit recovery and “night school”.</p> <p>RST implemented to support student learning. 9th grade students intentionally placed with English or Math teachers based on need.</p> <p>Saturday Academy supports students in making up absences, getting additional support with classes.</p> <p>Celebrations for students meeting GPA and A-G criteria, including G.O.A.T. Week and Academic Awards ceremonies.</p>	<p>JE Young teaching schedule/rosters</p> <p>Credit Recovery Schedule</p> <p>RST Passport</p> <p>Saturday Academy Schedule</p>
<p>RHS.CN1</p> <p>VC.CN1</p> <p>LCAP 1</p> <p>LCAP 2</p> <p>LCAP 4</p> <p>LCAP 7</p> <p>LCAP 8</p>	<p><i>Action 3: increase the number of students who meet the AP Eligibility Pool Criteria, as well as the percentage of students who complete AP courses and pass the corresponding AP exam with a score of 3 or higher.</i></p> <p>Including all of the areas from Action 1 that support effective first instruction and student readiness for Advanced Placement, students receive additional focused support within the AP program.</p> <p>Students who meet eligibility criteria are mostly automatically enrolled in AP level courses, but AP courses are available for all students and teachers can also recommend students for AP enrollment during pre-registration in the Spring.</p> <p>Counselor also give presentations about AP opportunities during pre-registration. Current AP students participate in presentations to share experiences and answer questions from interested students.</p> <p>Additional Advanced Placement course options for students, including AP Computer Science Principles (added 2017-18), AP Biology (added 2019-20), and AP Psychology (added 2019-20).</p> <p>AP Parent Night to provide information on the benefits of AP and the expectations for students and parents. Parents are part of the enrollment process, as well as heavily involved in the discussion if a student requests to be dropped from AP.</p>	<p>AP Placement Criteria</p> <p>AP Meeting Notes</p> <p>Course Catalog</p> <p>AP Parent Night</p>

	<p>AP retention has improved through a collaborative process between the counseling staff, AP Program Coordinator, AP Instructional Coordinator, and AP Teachers.</p> <p>Ongoing AP Tutorial available after school by all AP Teachers who are committed to being available for students during tutorial hours. Some teachers also provide additional support for students during Saturday Academy</p> <p>Weekly tracking of student progress by AP Instructional Coordinator. Letters sent to students who are at-risk in their AP course.</p> <p>RST implemented to support student learning and progress. Students enrolled in AP classes intentionally placed with AP Teachers for additional support.</p> <p>A teacher-recommended group of AP students serve as AP Ambassadors. These students are in their Homeroom class with the AP Instructional Coordinator, where they can provide student input on the AP program. They also create AP recruitment videos, distribute tutorial notices, plan activities, and facilitate student-run tutorial sessions.</p> <p>Special privileges are provided for AP students during lunch, with “Awesome AP Wednesdays”, allowing all AP students front-of-the-line privileges during lunch. AP students also receive AP binders, school supplies and AP t-shirts, as well as field trip opportunities.</p> <p>These efforts have increased AP enrollment by 9% since 2017 and reduced students who choose to exit the AP program to below 5% in Q1 of 2019. With the supports provided for students, in the first semester of 2019, less than 3% of AP students earned a failing grade in an AP class and less than 10% earned a D.</p>	<p>AP Tutorial Schedule</p> <p>Sample letter to AP student</p>
<p>RHS.CN1 RHS.CN4</p> <p>VC.CN2 VC.CN3 VC.CN4</p> <p>LCAP 1 LCAP 2 LCAP 3 LCAP 4 LCAP 7 LCAP 8</p>	<p><i>Action 4: Focus on fully supporting English Learners in their language acquisition process. Including designated and integrated ELD instruction, close monitoring of redesignation rates and growth in language acquisition.</i></p> <p>Including all of the areas from Action 1 that support effective first instruction for all students, which specifically benefits English Learners, students receive additional support as they prepare for reclassification.</p> <p>Provide data chats to students by grade level and score</p> <ul style="list-style-type: none"> ○Score 3 ○Score 2-1 	<p>EL Instructional Program Planning document</p> <p>Data Chat calendar</p> <p>Students' plan of action/data chat documentation</p> <p>Invitations to parents for</p>

	<p>Host an ELPAC parent Informational night to ensure parents understand the importance and expectations of the assessment.</p> <p>Provide a school-wide professional learning to staff on what to expect on ELPAC.</p> <p>Saturday Academy opportunity for English Learners to get support and preparation for both the ELPAC and SBAC assessments.</p> <p>Practice ELPAC test available in the library computer lab and support for ELPAC preparation available during RST period.</p> <p>Recognition at school academic awards night for students who reclassify.</p> <p>Algebra I and Biology teachers work with FUSD English Learner Services and WestEd, as part of Lab School, to focus on planning in the teaching and learning cycle and utilizing keystone pedagogies to support literacy development.</p> <p>Professional Learning focused on knowing and supporting English Learner students.</p>	<p>ELPAC Parent Night</p> <p>Agenda and sign-in for Parent Night</p> <p>Lab School Documents</p> <p>Professional Learning</p>
	<p>FUSD Goal 2 - All Students will engage in arts, activities, and athletics</p>	
<p>LCAP 5 LCAP 6</p>	<p><i>Action 1: 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.</i></p> <p>Connection to school begins with 8th to 9th grade transition programs, including Regional Showcase and Move-up Day. Incoming students provided with transition guides by counseling team.</p> <p>RHS students who are Link Crew Leaders support transition of incoming 9th graders during Freshmen Orientation.</p> <p>Student Clubs showcased two time during the year during Club Rush. This provides students with information about available clubs on campus, and allows clubs to recruit new members. Staff supplemental contracts and materials budgets provided through FUSD Goal 2 office, to support</p>	<p>Move-up Day plan/pictures</p> <p>Club Information</p>

	<p>club involvement and success.</p> <p>Each class chooses two students to participate in House of Representatives meetings, where engagement opportunities are presented, and Reps take the information back to present to their classes.</p> <p>All students at Roosevelt have access to arts classes, including music, vocal, drama, dance, and visual arts through Roosevelt School of the Arts. The on-site magnet program brings professionals in their field of performance and art to teach classes for our students. Opportunities for increased variety of elective courses for our Moderate/Severe Students with Special Needs have been provided by RSA. These students, who normally learn in a self-contained classroom throughout the day, are now participating in choir and tap dance classes alongside their general education peers.</p> <p>Roosevelt provides a full-range of athletics opportunities, which has expanded over the last couple of years to include Competitive Stunt Cheer during the Spring sports season. Beginning with the 2018-19 school year, the school added Unified Sports program, which allowed students in moderate/severe special education programs play on sports teams alongside their general education peers. Unified Sports included Soccer, Basketball and Track.</p> <p>Students interested in gaming now have an opportunity to participate in competitive team e-sports as part of the FUSD E-Sports league.</p>	<p>Sample House of Reps Agenda</p> <p>RSA Information</p> <p>Athletics Information</p> <p>Engagement Data</p>
	<p>FUSD Goal 3 - All Students will demonstrate the character and competencies for workplace success</p>	
<p>RHS.CN1 RHS.CN2</p> <p>VC.CN1 VC.CN2</p> <p>LCAP 2 LCAP 4 LCAP 5 LCAP 8</p>	<p><i>Action 1: Students will demonstrate knowledge of the Schoolwide Learner Outcomes and practice of lifelong skills.</i></p> <p>As part of professional learning at the beginning of the year, teachers are reminded of our Schoolwide Learner Outcomes and the expectation that they are explicitly addressed during instruction.</p> <p>The SLOs are displayed in all classrooms, and included on documents such as the Faculty Handbook, Student Planner, and the Rough Rider Roundup.</p> <p>Homeroom lessons reinforce the Schoolwide Learner Outcomes for students. The lessons remind students of the SLOs, and provide an opportunity to deconstruct each SLO and discuss meaning.</p>	<p>SLO documents</p> <p>Faculty Handbook</p> <p>Roundup example</p> <p>Student Planner</p>

	<p>Beginning with 2018-19, the Climate & Culture Team also developed criteria for success, which include character traits that support success and growth in our SLOs. These follow the acronym RIDER and include: Respectful, Inclusive, Dedicated, Engaged, and Responsible. These were presented to the faculty and deconstructed by students during Homeroom, and signage was added throughout campus.</p>	<p>Homeroom Lesson Example</p> <p>Criteria for Success</p>
<p>RHS.CN2</p> <p>LCAP 1</p> <p>LCAP 2</p> <p>LCAP 4</p> <p>LCAP 7</p>	<p><i>Action 2: Students will have opportunities to be involved in pathways, both linked learning 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.</i></p> <p>Roosevelt provides two linked learning career pathways for students, Roosevelt Pathways in Medicine (RPM) and Roosevelt Public Service.</p> <p>CTE programs available to students include: Culinary Arts, Education, Arts Media, Fashion, and Marketing & Sales. All CTE courses meet A-G requirements and five CTE courses provide students with dual enrollment with Fresno City College.</p> <p>Linked learning and CTE programs are standards driven and industry approved, so that students are ensured to be learning up-to-date skills in the industry of study.</p> <p>Linked learning and CTE programs also prepare students to be college and career ready through job shadowing, internships, industry visits and guest speakers.</p> <p>Recruitment for these programs begins in the 8th grade, with pathway and CTE teachers visiting feeder middle schools to showcase opportunities for students.</p> <p>On-campus career expo allow students to speak with industry professionals to learn about specific opportunities in their field.</p> <p>A full-time Job Developer works in our on-site Career Center to create and present workshops for students, and to help facilitate career exploration and leadership lessons to all CTE courses.</p> <p>Roosevelt School of the Arts (RSA) provides students at Roosevelt access to a full arts curriculum and progression,</p>	<p>Pathway Information</p> <p>Dual Enrollment Course List</p> <p>Work-Based Learning Opportunities Data</p> <p>Career Expo Presenter List</p> <p>Job Developer Presentations</p> <p>RSA Information/ Course List</p>

	<p>To increase school connectedness for students, social emotional learning (SEL) has been a focus of site professional learning.</p> <p>Saturday Academy implemented to allow students the opportunity to make up absences.</p>	<p>PL Sample Presentation</p> <p>Saturday Academy Info</p>
<p>RHS.CN3</p> <p>LCAP 5</p> <p>LCAP 6</p>	<p><i>Action 2: Reduce the percentage of students who are suspended to 3% and reduce the number of repeat suspensions of single students.</i></p> <p>Student Re-engagement Center (SRC) realigned to provide additional support to students. Students who receive office referrals from classrooms meet with a Vice Principal in SRC, and then can be connected with the Re-engagement Center (REC) teacher for necessary support and follow-up.</p> <p>REC Teacher works with a caseload of students, and meets with students who express conflict with each other to facilitate conflict mediation and follow-up. The REC Teacher, along with a VP, meet in a district PLC focused on student support, and the REC Teacher is provided additional professional learning.</p> <p>Campus Tier II Targeted Support Team, which includes REC Teacher, School Social Worker, School Psychologist, Counselor, Admin, and Tier II Intervention Specialist meets weekly to discuss referrals and provides support to students who need higher level of intervention. The team uses a collaborative approach to problem solving, identify students that require support, and match students' needs to interventions.</p> <p>To help build stronger connections to school for students, beginning in 2018-19 a Homeroom period was implemented. This allowed opportunities for students to connect with a teacher on campus in an environment that was not focused on a specific academic area. Additionally, Homeroom lessons provided opportunities for students to explore and discuss Social Emotional Learning competencies.</p> <p>To support African-American students on campus, a African-American Academic Acceleration (A4) Center was created on campus, and provided connections for students to supportive staff and opportunities to have meaningful conversations with their peers.</p> <p>Professional Learning was provided to the staff, to support the implementation of Homeroom and the discussion of SEL competencies.</p>	<p>SRC Model</p> <p>Tier II Team Documents</p> <p>Homeroom Calendar</p> <p>A4 Center Info</p> <p>PL Sample Presentation</p>

SPSA Goal 4, Actions 1,2	<i>Action 3: All students will participate in regularly scheduled Homeroom/Advisory periods to support social emotional learning, growth, and positive connections to school.</i>	
LCAP 5 LCAP 6	<p>In place to support Goal 4, Actions 1 and 2.</p> <p>To help build stronger connections to school for students, beginning in 2018-19 a Homeroom period was implemented. This allowed opportunities for students to connect with a teacher on campus in an environment that was not focused on a specific academic area. Additionally, Homeroom lessons provided opportunities for students to explore and discuss Social Emotional Learning competencies.</p> <p>Professional Learning was provided to the staff, to support the implementation of Homeroom and the discussion of SEL competencies.</p>	<p>Homeroom calendar</p> <p>Homeroom lessons</p> <p>Homeroom pictures</p> <p>PL Sample Presentation</p>

Summary

There is a need to implement a cycle of continuous improvement model of effective first instruction, with a specific focus on mathematics, literacy, and English language acquisition across the curriculum. (RHS.CN1)

Professional Learning has continuously focused on elements that support effective first instruction, such as increasing academic discourse opportunities for students in the classroom, effective instruction to support literacy development, as well as a focus on elements to support social emotional learning and teaching students of poverty and trauma.

During a full-day Buyback Institute Day in February 2017, learning for the entire teaching staff focused on academic conversations in the classroom and incorporating the ELD standards into instruction.

To begin the 2017-18 school year, three days of learning for the entire teaching staff focused on topics that included a review of the district Instructional Practice Guide (IPG), which breaks down tenets of effective instruction in literacy and math, differentiating instruction, effectively utilizing teaching time on a block schedule, and supporting SPED students in the classroom. Professional learning in these areas continued during the school year with two full Buyback days and ongoing one-hour staff professional learning meetings. Additional learning during these teacher professional learning meetings included a focus on supporting English Learner students in the classroom, discussions on social emotional learning and teaching students of poverty and trauma.

To begin the 2018-19 school year, three days of learning for the teaching staff focused on topics that included: a specific review of Tenets 2B and 3 of the IPG, a review of strategies and importance of incorporating opportunities for student discourse in the classroom, a focus on effective support for English Learner students in the classroom, active assailant training for the staff, and learning on social emotional learning (SEL) competencies and building relationships with students. Professional learning in these areas continued during the school year with two full Buyback days and ongoing one-hour staff professional learning meetings. Additional learning during these teacher professional learning meetings included teacher-led workshops on

technology strategies for supporting learning and a focus on initial learning about multi-tiered system of supports (MTSS).

Starting with the 2018-19 school year and continuing during 2019-20, Algebra I and Biology teachers began work with FUSD English Learner Services and WestEd, as part of Lab School, to focus on planning in the teaching and learning cycle and utilizing keystone pedagogies to support literacy development and effective instructional strategies for language learners. This included one day of learning at the beginning of each year, as well as multiple learning days throughout each school year and included collaborative planning and peer observation and discussion.

To begin the 2019-20 school year, three days of learning for the teaching staff focused on topics that included: a focus on effective instructional support for English Learner students, a review of technology resources to support instruction, collaboration, and communication, continued learning on academic discourse strategies to support learning, and a focus on supporting SPED students in classrooms. Professional learning in these areas continued during the school year with two full Buyback days and ongoing one-hour staff professional learning meetings.

New teachers have the option to participate in Saturday Pipeline professional learning through FUSD Teacher Development, where they can focus on learning in a variety of areas. Ongoing classroom observations and feedback focus on tenets in the district Instructional Practice Guide to support student learning and growth, including Culture of Learning, Challenging Content, and Ownership. New teachers also meet regularly with on-site Instructional Coaches for additional support.

Technology accessibility has been increased on campus, and teachers in ELA, Math, and Science receive support from FUSD Instructional Technology with incorporating technology into lessons through the Personalized Learning Initiative (PLI).

During the 2019-20 school year, an on-site Instructional Coach planned and facilitated learning focused on rigor and support for SPED students in special day classes. The first day was attended by all SPED teachers, and a follow-up training was provided for all Paraeducators and Paraprofessionals.

Subject-area Professional Learning Community teams meet approximately three times each month to focus on discussion and collaboration around common formative assessments of learning and to evaluate strategies that support student success. PLC meetings are facilitated by Instructional Lead Teacher (ILT) members, who meet together with site administration approximately one time each month to discuss instructional topics and effective PLC meetings.

Beginning in the 2019-20 school year, a team that includes administration, counseling, special education teachers and general education teachers started work in a Network Improvement Community (NIC) with other high schools in the district, facilitated by Fresno County Office of Education, with the focus on improving outcomes for students with special needs. This work is in the beginning phases.

The work in this WASC focus area has supported progress in the action plan related to SPSA Goal 1 with relation to ensuring students improve in achievement in Literacy and Math, A-G completion, AP enrollment and retainment, and support for English Learner students in demonstrating language proficiency. This is evidenced by increases in local area assessments, as well as recent increases in ELA and Math SBAC assessments. Additionally, it is evidenced

by the growth of our AP program and the reclassification efforts for our English Learner students. We believe that work in this area also supports the other goals in our SPSA, as success for students provides opportunity for them to be involved in other activities (Goal 2), ensures that they are prepared for post-secondary success (Goal 3), and keeps them on track to graduate (Goal 4).

There is a need to encourage a college and career ready culture by increasing the percentage of students who complete the A-G requirements. (RHS.CN2)

Professional learning continues to focus on strategies for effective first instruction, including engagement and differentiation strategies to support student success in classes. Teachers of classes that meet A-G requirements follow appropriate state curriculum for the course, as well as FUSD scope & sequence for learning. In Science, teachers design instruction and curriculum to employ Science and Engineering Practices (SEPs) and 20% labs, per A-G requirements.

Teachers use digital tools in classrooms, such as Microsoft Teams and Google Classroom, where work is posted and available for students to access whenever they are near a computer.

To support A-G completion, counselors have developed an ongoing plan to support students. During the Fall semester, at the beginning of the school year, counselors provide 9th and 10th grade level presentations to all students. Counselors introduce high school graduation requirements and A-G requirements to all 9th graders. For 10th graders, the counseling team provides student transcripts to discuss high school graduation and A-G requirements. In the 11th and 12th grades, all students have individual conferences with counselors, where they receive transcript analysis with regards to graduation and A-G status. If a student is off-track, counselors provide options for students to get back on track for graduation or A-G. These options include, on campus credit recovery, Edgenuity courses during the day schedule, Fresno Adult School ("night school"), or summer school.

As a support for students to earn credits towards graduation and A-G completion, three on-site teachers from JE Young provide opportunities for online credit recovery courses for Roosevelt students during the school day. These courses are built into the student schedule.

In the spring, counselors provide all 9th, 10th, and 11th grade students with a second copy of their transcripts. Counselors go over graduation requirements and A-G requirements again for students. Credit recovery options are reintroduced and summer school schedules get delivered before the semester ends. Juniors get a second visit during the Spring semester, where they are grouped by A-G status to receive information regarding the SATs. Juniors who are subject borderline receive a different presentation, as the focus is for them to know the importance of credit recovery in order to be eligible to apply to a four year university.

Rider Success Time (RST) was introduced into the schedule to provide students with additional time to complete work for classes and get necessary support from teachers. This 30-minute period is built into the schedule two times each week. Students can stay with their RST teachers to complete work for any classes or study notes to prepare for exams, or students can use a "passport" to visit a specific teacher on campus to get additional support.

This year (2019-20), counselors celebrated in the spring semester 10th, 11th, and 12th graders who were on track with their A-G requirements. A special lunch was reserved each day during G.O.A.T. Week for each grade level to award their A-G status motivating students and others the importance to be A-G ready.

In addition to A-G completion, there is a focus on career ready opportunities for students, including access to CTE and pathway courses, as well as specialized arts classes. Students experience classroom speakers focused on career pathways, as well as opportunities to participate in college visits and tours.

A team that includes admin, counseling, and teachers from both general education and special education currently works as part of Network Improvement Committee (NIC) to focus on improved outcomes for students with disabilities. The NIC includes all of the comprehensive high schools in the district and is facilitated by the Fresno County Office of Education.

The work in this WASC focus area is supported by the work that has also been completed in other WASC focus areas, and despite a recent one-year drop in A-G completion, has helped our student progress in the action plan related to other areas of SPSA Goal 1 and helps to ensure students are prepared for post-secondary success (Goal 3), and keeps them on track to graduate (Goal 4).

RHS should continue to focus on a model of restorative practices and become an identified Restorative Practice school. (RHS.CN3)

While Roosevelt is not officially labeled a “Restorative Practice School” within our district, the school has utilized current resources and systems to function in a supporting and restorative manner for both students and staff.

The Student Re-engagement Center (SRC) provides support to students and teachers when students are involved in conflict in the classroom. Levels of Misbehaviors were discussed and developed as a staff. Students who receive office referrals from classrooms meet with a Vice Principal in SRC to discuss the incident. Potential responses in SRC include a restorative chat with the VP, a Counselor, or a Teacher. Students can be connected with the REC teacher for necessary support and follow-up. The REC Teacher builds connections with the students and regularly follows up with a caseload of students.

Campus Tier II Targeted Support Team, which includes REC Teacher, School Social Worker, School Psychologist, Counselor, Admin, and Tier II Intervention Specialist provides support to students who need higher level of intervention. The team uses a collaborative approach to problem solving, identify students that require support, and match students’ needs to interventions. The Tier II Team regularly contacts and meets with parents to discuss ongoing issues and interventions.

Referral systems are in place for students to receive support in the REC, as well as with emotional counseling services.

To help build stronger connections to school for students, beginning in 2018-19 a Homeroom period was implemented. This allowed opportunities for students to connect with a teacher on campus in an environment that was not focused on a specific academic area. Additionally, Homeroom lessons provided opportunities for students to explore and discuss Social Emotional Learning competencies.

Professional learning in 2017-18 focused on supporting students of trauma and poverty, to help teachers focus on improving environments for students of high need. Additionally, professional learning was provided to the staff during the 2018-19 school year, to support the implementation of Homeroom and the discussion of SEL competencies.

Social emotional counseling services for students includes School Psychologist, School Social Worker, On-site Counseling (for students with IEPs), Fresno County Behavioral Health Counselor, and a Hmong Cultural Consultant to support Hmong students.

The work in this WASC focus area has supported progress in the action plan related to SPSA Goal 4 with relation to ensuring students stay on track to graduate through improved attendance, sensible disciplinary guidelines and a focus on school connectedness. Specifically, student survey data has shown an increase in a sense of belonging and school connectedness for students.

There is a need to identify current ELL students who have met borderline redesignation status, to develop a plan to achieve redesignation within a calendar year. (RHS.CN4)

Professional learning for all teachers focused on knowing and supporting English Learner students by addressing and implementing ELD Standards, as well as incorporating academic discourse in the classroom. Teachers utilize strategies to promote academic discourse and use of language during learning, and incorporate visuals to support learning and language acquisition. Algebra I and Biology teachers participated in Lab School, through FUSD English Learner Services and WestEd, to focus on planning in the teaching and learning cycle and utilizing keystone pedagogies to support literacy development.

New teachers participate in Saturday Pipeline professional learning through FUSD Teacher Development. Teachers also receive support from an on-site Instructional Coach.

Data chats were provided to students by grade level and score to help students understand the importance of the ELPAC, iReady and SBAC assessments and the implication of their scores on these assessments. Students completed personal goal-setting and stated what they would do to meet the criteria.

ELPAC Parent Night hosted to provide information about the ELPAC to parents of our English Learner students. Parents also were informed of their child's EL status.

Schoolwide professional learning focused on the ELPAC assessment was provided to all teachers to inform them of changes to the ELPAC (online) and review the different tasks (reading, writing, listening, and speaking).

Students had the opportunity to participate in Saturday Academy, where they went through the process of deconstructing each task (reading, writing, listening, and speaking). Additional opportunities for ELPAC preparation was provided through the library computer lab, and during Rider Success Time (RST).

Students who earn reclassification are specifically recognized during an evening Academic Awards Night.

The work in this WASC focus area has supported progress in the action plan related to SPSA Goal 1 with relation to ensuring students improve in achievement in Literacy and Math, A-G completion, AP enrollment and retainment, and support for English Learner students in demonstrating language proficiency. Following the ELPAC assessment in 2018-19, 83 students moved up from one level to a higher level from last year's ELPAC (not including Seniors who took the assessment). Nineteen students earned a score of 4 (not including 9th graders) from the 18-19 ELPAC, as compared to 15 students earning a score of 4 the prior year. In 2018-19,

15 students were redesignated and so far in 2019-20, 11 students have already been redesignated, including six Seniors.

RHS' Accountable Communities need to continue their efforts of analyzing and using student data to create engaging, relevant, and rigorous instruction complete with opportunities for intervention, reteaching, and enrichment. The VC suggests a consistent, comprehensive and structured data collection system from the AC's that drives data disaggregation leading to student success. (VC.CN1)

Subject-area Professional Learning Community teams meet approximately three times each month to focus on discussion and collaboration around common formative assessments (CFAs) of learning and to evaluate strategies that support student success. PLCs use meeting documents, and administer CFAs and interim assessments, and re-teach based on data from the assessments. PLC meetings are facilitated by Instructional Lead Teacher (ILT) members, who meet together with site administration approximately one time each month to discuss instructional topics and effective PLC meetings.

To encourage the use of a full PLC cycle, including the follow-up to student data through intervention or enhancement, the ILT team suggested, planned and facilitated multiple schoolwide data analysis dates on the PLC meeting calendar. Teams focused on a common formative assessment relevant to their subject area and committed to following an in-depth data analysis protocol, created by the ILT, to analyze student work and discuss next steps for supporting students.

Utilizing Microsoft Teams, the ILT team collects and upload PLC meeting notes, common formative assessments and student data into one Teams page. This provides a structured collective system for gathering information from PLC teams and student data. Some PLC teams also utilize Google Classroom and Google Drive for both ongoing teacher collaboration and student support. For instance, teachers in the Social Science Department share files in Google Drive and have ongoing discussions about department-wide coordination on expectations for student research papers. Other PLC teams also use Google Drive, as well as OneNote, for individual team data collection and communication. However, Microsoft Teams is the overall structured collection system for schoolwide PLC information.

PLC teams have also been created to support team planning and data collection for teachers in pathways, as well as for AP teachers. Also, during the 2019-20 school year, the ILT team decided to utilize two specific PLC meeting dates for cross-curricular team meetings. ILT planned the model of grade-level cross-curricular teams to discuss campus-wide literacy expectations and development.

Additionally, the ILT team works with ILT teams from all of the feeder schools in our region, including 11 elementary schools and 2 middle schools focused on common learning to support goals for the entire region of students. Regional leads meet together three times each year to learn, discuss and plan.

The work in this WASC focus area has supported progress in the action plan related to SPSA Goal 1 with relation to ensuring students improve in achievement in Literacy and Math, AP enrollment and retainment, and support for English Learner students in demonstrating language proficiency. This is evidenced by student data collections and PLC team meeting notes. Additionally, it is evidenced by the growth of our AP program and the reclassification efforts for our English Learner students. We believe that work in this area also supports the other goals in

our SPSA, as success for students provides opportunity for them to be involved in other activities (Goal 2), ensures that they are prepared for post-secondary success (Goal 3), and keeps them on track to graduate (Goal 4).

In order to achieve student engagement, bridge the achievement gap, and ensure content acquisition the VC strongly suggests that daily targeted measurable objectives are posted and stated. These objectives should have academic language, connection to CCSS and NGSS, and be data driven from the various RHS academic groups (e.g. AC's, ILT, DC, Admin., ASB) (VC.CN2)

Daily learning objectives are common practice at the school, as it is one of the foundational elements for lesson structure that was developed through collaboration between FUSD and the Fresno Teachers Association. The four foundational elements include a learning objective aligned to appropriate standards, instruction that is aligned to the objective, assessment to determine student progress toward the objective, and closure of the lesson and lesson activities.

To reinforce the importance of an effective learning objective, and the difference between a learning objective and lesson agenda, staff activities on this topic have been presented and discussed during staff meetings.

Observations and feedback from classroom observations focus on the objective through Tenet 2A of the Instructional Practice Guide (IPG) for Literacy and Math. Data from classroom observation has been provided to individual teachers as well as in the Rough Rider Roundup.

Teachers discuss essential learning and develop learning objectives in PLC team meetings, and they post learning objectives in the classroom during lessons. Data from common formative assessments and writing assignments is collected to discuss student progress and areas of focus for re-teaching.

The work in this WASC focus area supports progress in the first focus area and the action plan related to SPSA Goal 1 with relation to ensuring students improve in achievement in Literacy and Math, A-G completion, AP enrollment and retainment, and support for English Learner students in demonstrating language proficiency. This is evidenced by increases in local area assessments, as well as recent increases in ELA and Math SBAC assessments. Additionally, it is evidenced by the growth of our AP program and the reclassification efforts for our English Learner students. We believe that work in this area also supports the other goals in our SPSA, as success for students provides opportunity for them to be involved in other activities (Goal 2), ensures that they are prepared for post-secondary success (Goal 3), and keeps them on track to graduate (Goal 4).

The comprehensive nature of the RHS Action Plan requires a significant commitment from FUSD to ensure that all students and instructors have access to relevant technology. Due to the low SES demographic and potential lack of technology at home, the VC recommends all students have access to relevant technology at RHS. (VC.CN3)

Over the last few years, Roosevelt has focused on increasing available access to technology on campus and provided professional learning to assist teachers with including technology in lesson plans and activities.

In 2016-17, fifteen computer carts (36 computers each) were purchased by Roosevelt and an additional six carts were purchased through the district College and Career Readiness (CCR)

office for use in CTE classroom. In 2017-18, an additional 20 computer carts were purchased by Roosevelt and another six carts by CCR. Over the past two years, 18 additional computer carts have been purchased or obtained by Roosevelt, increasing overall available computer carts on campus to 62. Forty-two carts are stationary and utilized to support in specific classrooms, including all ELA and Math classrooms, and 20 additional carts are available on rotation.

While technology access has improved on campus, gaps in availability continued at home for students. This was addressed by the district through the eLearning Companion Device (LCD) initiative. Since November 2018, the LCD initiative has distributed no-cost tablets to students in grades Pre-K through 3rd, and 9th-11th. The tablets were intended for home use to enrich learning, provide equitable access, and enhance digital skills.

This year, as part of the Sprint 1Million Project, FUSD obtained free wifi hotspots for families that do not have internet access at home. The initiative, called Project Connect, will provide free mobile hotspot devices with free high-speed internet to families of high need for the duration of their high school career.

With new technology available to support instruction, professional learning has been provided to focus on effectively utilizing technology to enhance learning. Teams of teachers in English, Math, and Science participated in the Personalized Learning Initiative (PLI), facilitated by FUSD Instructional Technology and Education Elements. In 2017-18, participation in PLI was limited to teams of three science teachers who applied to receive computer carts and collaborate during training and planning. Beginning in 2018-19, Roosevelt agreed to be a "PLI school," which provided computer carts to teachers in English and Math along with the PLI training and collaboration to incorporate the technology in lessons. The focus in PLI has been to increase blended learning in classrooms to support student learning.

Teachers use Microsoft Teams and/or Google Classroom for collaboration with colleagues and for classroom instruction and support. With consistent access to technology in classrooms, teachers have also used other programs to support instruction, including (but not limited to) Flipgrid, Kahoot, Quizlet, and Nearpod. During the 2019-20 school year, a PLUS teacher on site created a Virtual Reality lab to allow classes in multiple subject areas to give students the opportunity to truly be immersed in learning experiences. The lab includes a class set of VR goggles, a lesson library linked to YouTube VR videos, and extra cell phones for any students who do not have their own. As an example of the potential, the PLUS teacher recently worked with a modern world history teacher to have the classes complete a lesson that included a VR component, taking the students into the trenches and battles of WWI.

The work in this WASC focus area supports progress in the first focus area and the action plan related to SPSA Goal 1 with relation to ensuring students improve in achievement in Literacy and Math, A-G completion, AP enrollment and retainment, and support for English Learner students in demonstrating language proficiency. This is evidenced by increases in local area assessments, as well as recent increases in ELA and Math SBAC assessments. Additionally, it is evidenced by the growth of our AP program and the reclassification efforts for our English Learner students. We believe that work in this area also supports the other goals in our SPSA, as success for students provides opportunity for them to be involved in other activities (Goal 2), ensures that they are prepared for post-secondary success (Goal 3), and keeps them on track to graduate (Goal 4).

To support student learning in a diverse environment, there is a need for a campus-wide adoption and implementation of strategies for differentiating instruction. (VC.CN4)

Professional Learning has continuously focused on elements that support effective first instruction for all students, and included topics such as increasing academic discourse opportunities for students in the classroom, effective instruction to support literacy development, and differentiation strategies.

To begin the 2017-18 school year, three days of learning for the entire teaching staff focused on topics that included differentiating instruction, as well as supporting English Learners and SPED students in the classroom. Professional learning in these areas continued during the school year with two full Buyback days and ongoing one-hour staff professional learning meetings.

To begin the 2018-19 school year, three days of learning for the teaching staff focused on topics that included: a review of strategies and importance of incorporating opportunities for student discourse in the classroom, and a focus on effective support for English Learner students in the classroom. Professional learning in these areas continued during the school year with two full Buyback days and ongoing one-hour staff professional learning meetings. Additional learning during these teacher professional learning meetings included teacher-led workshops on technology strategies for supporting and differentiating learning.

Starting with the 2018-19 school year and continuing during 2019-20, Algebra I and Biology teachers began work with FUSD English Learner Services and WestEd, as part of Lab School, to focus on planning in the teaching and learning cycle and utilizing keystone pedagogies to support literacy development and effective instructional strategies for language learners. This included one day of learning at the beginning of each year, as well as multiple learning days throughout each school year and included collaborative planning and peer observation and discussion.

To begin the 2019-20 school year, three days of learning for the teaching staff focused on topics that included: a focus on effective instructional support for English Learner students, a review of technology resources to support instruction and differentiation, continued learning on academic discourse strategies to support learning, and a focus on supporting SPED students in classrooms. Professional learning in these areas continued during the school year with two full Buyback days and ongoing one-hour staff professional learning meetings.

We recognize that there is still work to do for our school to officially implement a common strategy that is used campus-wide, due to the varied use of differentiation strategies to support needs at specific times and places in the curriculum and for specific students and instructional content. However, ongoing professional learning (as described in the summary of the work focused on RHS.CN1) on utilizing effective engagement strategies, including a focus on academic discourse in classrooms, utilizing technology resources, and differentiation strategies have been implemented to support differentiation in classrooms. Additionally, a focus on improving outcomes for students with special needs will lead to increased professional learning about specific differentiation practices to support students based on identified accommodations and needs within their IEPs.

Teachers involved in the Personalized Learning Initiative (PLI), which focuses on incorporating technology into instruction as well as providing blended learning stations utilize strategies to support student learning. Algebra I and Biology teachers have participated in professional development with WestEd to focus on the Teaching and Learning Cycle and to address the

language needs in the classroom by incorporating Keystone Pedagogies to support effective instruction for language learners. Additional professional learning has focused on addressing and implementing ELD Standards, as well as incorporating academic discourse in the classroom.

In 2019-20, FUSD began the use of the iReady assessment for reading and math. While this assessment has provided specific diagnostic results for each students, with a learning program to help close gaps in their learning, we have found the data to be limited in what it provides teachers for focusing on grade-level support and differentiation.

In VAPA classrooms, teachers often have students at a variety of levels of skill and experience in their classes, and plan daily for all levels of students in each class. Teachers utilize differentiated plans and grouping to support students.

The work in this WASC focus area supports progress in the first focus area and the action plan related to SPSA Goal 1 with relation to ensuring students improve in achievement in Literacy and Math, A-G completion, AP enrollment and retainment, and support for English Learner students in demonstrating language proficiency. This is evidenced by increases in local area assessments, as well as recent increases in ELA and Math SBAC assessments. Additionally, it is evidenced by the growth of our AP program and the reclassification efforts for our English Learner students. We believe that work in this area also supports the other goals in our SPSA, as success for students provides opportunity for them to be involved in other activities (Goal 2), ensures that they are prepared for post-secondary success (Goal 3), and keeps them on track to graduate (Goal 4).

Chapter V

Schoolwide Action Plan/SPSA Refinements



Members of the RHS Ecology Club and RHS Bass Fishing Club stop for a picture following an afternoon of service in the neighborhood surrounding the school.

The process for developing and formatting the School Plan for Student Achievement is standardized for all schools in the district. The SPSA for all schools is required to include action items to address and support the four district goals, and growth goals for metrics must set for at least a minimum percentage of growth. Due to these requirements, the SPSA for the school can be viewed as complex, broad, and ambitious in the goals and metrics.

In addition to the recent changes that have been made to the structure and metrics in our schoolwide action plan over the last three years, we are in the process of developing necessary additions to our action plan to support growth in the four district goals.

Changes in the SPSA over the past three years have included increased personnel, including: additional Bilingual Instructional Assistants (BIAs) to support new-comer English Learners in classrooms, a Computer Lab Assistant to work with the additional technology being used to support students on campus, a Teacher on Special Assignment (TSA) to provide direct support to English Learner students and assessment, and an additional Campus Safety Assistant.

Additional changes to our school action plan have included: the addition of the African-American Academic Acceleration (A4) program and academic mentor position, increased available technology for students on campus, the addition of a Homeroom period to increase school connectedness and SEL competency development for students, the addition of Rider Success Time (RST) to support academic needs, and specific professional learning on academic discourse, differentiation, supporting English Learner students, and using technology to enhance lessons and learning activities.

Following the increase in students meeting or exceeding standards on the ELA CAASPP assessment in 2019, goals for 2020 were adjusted through the School Site Council in the 2019-20 Fall semester due to the initial goal being surpassed. The new goal was moved from 38% to 42% during the SSC meeting on October 1, 2019.

As we plan for the development of the new action plan for 2020-21, the following areas have been recognized as new areas of focus or planning in the area was started due to the opportunity to begin addressing the area of need:

- Maintain and improve recent changes to the action plan.
- Ensure off-site professional learning opportunities are available to all teachers by creating and implementing a structured rotational off-site PL plan to support on-going on-site PL.
- Develop a schoolwide attendance plan to increase student attendance, and decrease chronic absence by students, and make necessary adjustments to current model for attendance support.
- Review and revise/renew school mission, vision, and Schoolwide Learner Outcomes
- With limitations to current assessment models, develop a schoolwide assessment plan that can be in place year-to-year to provide formative data on student progress in all courses, not just limited to English and Math.
- Continue work in Network Improvement Community (NIC) to improve outcomes for SPED students
- Following the acceptance into a Breakthrough Success Community (BTSC) through CORE, begin the work to develop a program that supports success for 9th grade students

Current Schoolwide Action Plan/School Plan for Student Achievement (2019-20):

2019-2020

Fresno Unified School District - School Plan for Student Achievement (SPSA)

Roosevelt High

10621661035831

Principal's Name: Michael Allen

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

Fresno Unified School District – School Plan for Student Achievement

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michael Allen	X				
2. Chairperson – Taylor Ledak		X			
3. Jessica Jones		X			
4. Saima Nunez		X			
5. Lori Perez				X	
6. Tony Dias			X		
7. Lilly Lopez				X	
8. Adela Rodriguez				X	
9. Sylvia Gonzales					X
10. Aileen Reynoso					X
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
 x ELAC reviewed the SPSSA as a school advisory committee.
 □ ELAC voted to consolidate with the SSC. Date

2019-2020

Fresno Unified School District – Single Plan for Student Achievement

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Michael Allen		3/21/19
SSC Chairperson	Taylor Ledak		3/25/19

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2019/20

Roosevelt - 0395

ON-SITE ALLOCATION

3010	Title I	\$214,900 *
7090	LCFF Supplemental & Concentration	\$528,429
7091	LCFF for English Learners	\$189,738
TOTAL 2019/20 ON-SITE ALLOCATION		\$933,067

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$61,150
Remaining Title I funds are at the discretion of the School Site Council	\$153,750
Total Title I Allocation	\$214,900

Roosevelt High 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
Completing AP/IB Courses with Credits Earned (HS)	35 %	18.421 %	2017-2018	26 %
EL Reclassification Rate (All grade levels)	20 %	4.511 %	2017-2018	12 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	50 %	24.194 %	2017-2018	35 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	15 %	6.651 %	2017-2018	15 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

While we expect to see growth in the results for the SBAC ELA assessment, the current target of 50% would have required a 26% increase in meets/exceeds standards. The target was adjusted for the 2019-20 SPSA to 35%.

Resources include:

Springboard GVC

AC work dedicated to creating and analyzing Common Formative Assessments and student work

Learning and implementation of SBAC Interim Assessment Blocks (IBs)

Focused professional learning around academic discourse and social emotional learning.

Partnership with PLI to incorporate technology in lessons and enhance instruction for students.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

While we expect to see growth in the results for the SBAC Math assessment, we will not know if the current

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Springboard GVC does not always provide culturally relevant readings for students, and sometimes requires teachers to supplement. Additionally, there does not seem to be a clear direction for curriculum support for students who are in SDC-level English classes.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Current math curriculum and sequencing for SPED students should be examined, as there does not seem to be a clear direction for closing the gap for students who are in SDC-level Math classes below Algebra 1. Additionally, a specialized intervention may be necessary for students who enter 9th grade below grade level.

Completing AP/IB Courses with Credits Earned (HS)

Those students consistently attending APAL tutorials have exhibited higher level of connectedness and ownership of their AP success.

Involvement efforts (AP lunch line days, AP night at sporting events, AP recognition) are promising and gaining momentum.

target of 15% in meets/exceeds standards will be achieved.

Resources include:

Big Ideas GVC

AC work dedicated to creating and analyzing Common Formative Assessments and student work Learning and implementation of SBAC Interim Assessment Blocks (IABs)

Focused professional learning around academic discourse and social emotional learning.

Partnership with PLI to incorporate technology in lessons and enhance instruction for students.

Partnership with English Learner Services to focus on the teaching and learning cycle and to increase academic talk opportunities for students.

Completing AP/IB Courses with Credits Earned (HS)

AP Coordinator with work periods built in to the day

APAL supports in place

AP AC meetings once per month

EL Reclassification Rate (All grade levels)

Multi content AC work dedicated to analyzing factors in progress of EL students

PL around EL instruction, monitoring and support

EL monitoring on a quarterly basis

EL Reclassification Rate (All grade levels)

Changes in CELDT assessment tool impacted redesignation rate.

ELD instruction was supported through categorical funds, increasing contact hours for designated ELD.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Increase in BIA staffing has supported students in language acquisition and confidence on campus

Increased focus on technology acquisition and sustainability has provided students more access to tech resources on a consistent basis. That focus will continue toward a goal of one fully functioning tablet/laptop cart in every core subject classroom.

Working through ASP has provided much needed tutoring opportunities for students. Dedicated time for intervention and school connectedness is being structured for 18/19 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The target for the percent of students who meet/exceed standards on the SBAC ELA assessment was adjusted to 35% (from 50%) for the 2019-20 SPSA. Although we have the goal of all students demonstrating proficiency at grade level, we also know that we are working to move students a minimum of one grade level every year. We will continue to prioritize subject area Accountable Community work dedicated to creating and analyzing Common Formative Assessments and student work, plan and implement the SBAC Interim Assessment Blocks (IABs) throughout the school year in both ELA and Math, focus professional learning on culturally responsive teaching, and continue our partnership with both PLI and EL Services. Additionally, we plan to build in a separate "intervention" time during the school day for two days of the week.

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Student Supports:</p> <ul style="list-style-type: none"> • Increase technology resources • Tutoring • After School Program • Strengthen school-home communication of supports 	<p>2 ELAC:</p> <p>Student Supports:</p> <ul style="list-style-type: none"> • Additional bilingual assistants • Tutoring • After School Program • Strengthen school-home communication of supports 	<p>3 Staff:</p> <p>Dedicated time for intervention</p> <p>Continuance of Accountable Community time</p>
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Action 1

Title: Successful completion of Literacy and Mathematics Coursework

Action Details:

Student learning will be demonstrated through successful completion of literacy and mathematics coursework, resulting in a reduction in the DF rate in those courses and an increase in the number of students scoring "meets or exceeds standards" on FUSD Interim Assessments and CAASPP.

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

Explain the Progress Monitoring and data used for this Action

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

Effective instruction will be evidenced through student demonstration of Schoolwide Learner Outcomes. Demonstration will be through reflective student writing, conversation, self-evaluation of progress and teacher evaluation of students' progress toward meeting SLOs.

- Students will be:
- Effective Communicators
 - Complex Thinkers
 - Self-Directed Learners
 - Collaborative Workers
 - Community Participants

Owner(s):
All Roosevelt Staff

Timeline:
Ongoing

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Common assessments</p> <p>Student work products</p> <p>Scores on like assignments</p> <p>Grade and data trends</p> <p>CASPP Interim Assessment Blocks (IABs)</p>	<p>Owner(s): Accountable Communities</p> <p>Individual classroom instructors</p> <p>Tier II Intervention Specialist</p>	<p>Timeline: Ongoing</p> <p>Weekly/AC meetings</p> <p>Progress report grades</p> <p>Interim assessment data</p> <p>CASPP data</p> <p>SAT/PSAT data</p>
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<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Student learning lab participation records will include:</p> <ul style="list-style-type: none"> • After School Program • APAL • Credit Recovery • Night School • Khan Academy/Lab • A4 Student Support Center • Additional labs established based on indicated need 	<p>Owner(s): Instructors</p> <p>After School Program</p> <p>AP Coordinator</p> <p>Credit Recovery Instructors</p> <p>Counseling Team</p> <p>Administration</p>	<p>Timeline: Ongoing</p> <p>Quarterly and progress reports</p> <p>AC work sessions</p>
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<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> • Students will receive access to a rigorous, common curriculum framework and student-centered classrooms • Math GVC: Big Ideas • ELA GVC: Spring Board • Science/Literacy: NOSS framework and practices • HSS/Literacy: text adoption • Other literacy and technical subject disciplines • Students will have consistent access to technology, software, digital resources, and other supplies to support rigorous coursework. • Technology refresh will occur on a rotating basis, oldest resources will be refreshed first • ELA and Math teachers will utilize technology to support and differentiate learning through PLJ (Personalized Learning Initiative) • As funds are available or unused in categories other than those supporting technology purchase and maintenance, those funds may be transferred and utilized to purchase, support and maintain provision of technology resources. • Students will have access to online support, including Khan Academy/College Board, Big Ideas Online, Spring Board Online, and other content oriented ancillary and expert sites • Student planners will assist in developing organizational and planning skills necessary for academic success • First intervention will take place in the classroom in real time. • Additional intervention/enrichment support will take place in individual classrooms, specialized tutorials and Learning Labs, and with the implementation of specific intervention period during the school day. • All students will participate in Homeroom/Advisory periods in support of school connectedness and intervention • An Assessment Coordinator Teacher on Special Assignment (5) • Full time Intervention Specialist for Tier II interventions • Tier II intervention team, including: Vice Principal, Psychologist, Intervention Specialist, and other staff as necessary 	<p>Specify enhanced services for low-performing student groups:</p> <ul style="list-style-type: none"> • All teachers will utilize best practices in support academic language acquisition to support English Learner students, as well as increase access to content for students who have struggled academically, including homeless/foster youth, and SPED students.
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Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

- An English Learner Program Teacher on Special Assignment (.5 FTE) will support data analysis and instruction
- Community Relations Liaisons (2) support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process
- A portion of AC time will be designated for planning to meet the needs of English Learners
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community
- Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RtI structures/needs/implementation specific to EL

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

Parent involvement will be invited, encouraged and supported through:

- Informational meetings
- Grade distribution nights
- Service on decision-making/input committees such as SSC and ELAC
- Parent learning opportunities provided through the Parent Center
- Two Community Relations Liaisons working in the Parent Center on-site
- Parent-Tutor, a designated resource center maintained on the Roosevelt website.

- African-American Academic Acceleration team will provide support for student success through both academic advising and access to an A4 Student Center on campus.
- Additional intervention/enrichment support will take place in individual classrooms, with the implementation of specific intervention period during the school day to support students who have struggled academically, including homeless/foster youth, English Learners, African-American students, and SPED students.
- Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RtI structures/needs/implementation specific to EL

Describe Professional Learning related to this action:

- District, site, and consultant professional learning for Math CCSS/GVC Big Ideas
- PLI Partnership for Math instructors
- PLI Partnership for English Language Arts instructors
- District, site, and consultant professional learning for ELA CCSS/Spring Board/GVC
- District, site, and consultant professional learning for NGSS resources and implementation
- District, site, and consultant professional learning for HSS adoption and implementation
- Teacher collaboration focused on improving student outcomes during AC meetings
- Focus on instructional practices during Buyback opportunities, through other readings, and collaborative learning sessions
- Focus on formative assessment strategies, practices and analyses
- Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RtI structures/needs/implementation for tiers II & III, including travel expenses for off-site/out-of-district PL opportunities
- PL on Social Emotional Learning, student-school connections, tier II and III strategies and resources
- Sub release time for teachers for planning, PLI, and other PL opportunities

Action 2

Title: A-G Offerings and Completion

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

<p>Details: Explain the data which will specifically monitor progress toward each indicator target Effective first instruction and classroom support, as observed using the Instructional Practice Guide and in relation to our Schoolwide Learner Outcomes (SLOs) during classroom walkthroughs.</p>	<p>Owner(s): Administration District administration Instructional Coach Assessment/Data/EL TSA</p>	<p>Timeline: Ongoing Reported weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Monitoring of student grades, specifically in A-G course work with progress reports every 5 weeks.</p>	<p>Owner(s): Classroom instructors Accountable Communities Counselors</p>	<p>Timeline: 5 week cycles Ongoing</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Frequent monitoring of individual students who have multiple D/F grades on any progress report</p>	<p>Owner(s): Classroom Instructors Accountable Communities Counselors</p>	<p>Timeline: Ongoing</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Targeted support for students who are not on track, as measured by grade improvements following referral to tutoring in After-School Program, and meeting notes from discussions in ACs about necessary in-class support</p>	<p>Owner(s): Classroom Instructors Accountable Communities Counselors Instructional Coach Assessment/Data/EL TSA</p>	<p>Timeline: Ongoing As needed</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Credit recovery/enrollment data for students who are not on-track</p>	<p>Owner(s): Counselors Credit Recovery teachers</p>	<p>Timeline: Semester reporting/grades On course completion for recovery efforts</p>

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

- All teachers utilize best first instruction practices, and differentiated instruction, at the rigor of the Common Core State Standards.
- Academic counseling to promote academic success.
- Access to supplemental materials and supplies, including technology and digital resources to support learning
- Computer Lab Assistant (6 hr, 0.75 FTE) to support technology and digital resources to support learning
- Maintenance of school copy machines to support access to resources
- After school tutoring for all grades with a specific focus on 9th and 11th grade access to both teachers and student peer tutors
- Credit recovery opportunities on and off campus, during and after school hours

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

- On-track and borderline 10th grade students to visit a UC or CSU campus
- Supplemental materials to support and encourage student achievement and improved performance in all curricular areas
- First intervention will take place in the classroom in real time.
- Second intervention will occur outside class time, in small groups or one on one, supported by teachers and/or After School Program, Learning Labs, peer tutors
- Supplemental contracts for tutoring and intervention supports
- Intense intervention/remediation will be through credit recovery, assigned prescribed tutorials, ELSP.
- Assessment and Data TSA.(5)
- Incentives for successful completion of coursework through Honor Roll and other recognition events.

Specify enhanced services for EL students:

- All teachers will utilize best practices in support academic language acquisition
- Bilingual Instructional Aides will be available in classrooms to provide primary language support for beginning EL students
- Quarterly monitoring of RFPF students
- Specific strategies to support learning needs of students in and outside the classroom
- EL Program TSA.(5)

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

- Encourage Edutext enrollment and provide technology access in the Parent Center
- Require parent meetings for students who are considered severely off track (two or more F grades)
- Parents will be encouraged to participate in informational meetings, including Back to School Night, Open House, grade distribution nights, and Academic Awards ceremonies, etc.
- Parent learning opportunities will be provided through the Parent Center with the support of two Community Relations Liaisons and Parent University
- Encourage parents to attend college-going informational sessions, including information on UC and FAFSA

Specify enhanced services for low-performing student groups:

- All teachers will utilize best practices in support academic language acquisition
- Tier II Intervention support team to work with specific students based on need
- A4 Team will provide support for student success through both academic advising and access to an A4 Student Center on campus.
- Ongoing PL focused on supporting students with specialized needs.

Describe Professional Learning related to this action:

- Collaboration opportunities for teachers and staff to calibrate and engage in peer learning
- Professional Learning on grading practices, common assessments and rubric development, intervention, enrichment, social emotional learning
- Sub release days for teachers for planning
- ACs will develop classroom-based academic interventions and to identify students who need access to additional, prescribed interventions
- Learning around structuring interventions and enrichments in and out of class time
- Professional learning for office staff on how to enroll parents in Edutext and other tech and digital support tools

Action 3

Title: Advanced Placement

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

Details: Explain the data which will specifically monitor progress toward each indicator target
 Prepare 9th grade students for success on the PSAT (10th), as measured by evidence of implementation of regular practice on PSAT/SAT problems in classrooms, and PSAT data including the number and percentage of students who take the PSAT

Owner(s):
 Classroom teachers
 AP Coordinator
 Assessment/Data/EL TSA

Timeline:
 Quarterly and progress reports

Details: Explain the data which will specifically monitor progress toward each indicator target
 Continue preparing students to be successful on the SAT with regular opportunities during classes, and as part of a preparation plan through College Board/Khan Academy, as measured by enrollment in online preparation opportunities.

Owner(s):
 Classroom teachers
 Assessment/Data/EL TSA
 AP Coordinator

Timeline:
 Ongoing
 SAT administration

Details: Explain the data which will specifically monitor progress toward each indicator target
 Exam preparation provided for AP students, as evidenced by written AP Exam Preparation Plan by each AP teacher, as well as sign-in sheets for students who attend preparations sessions.

Owner(s):
 AP teachers
 APAL support teachers
 AP Coordinator

Timeline:
 Ongoing

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

- Students will receive access to a rigorous curriculum framework and student-centered classrooms
- Students will have access to "pre-AP" coursework, including the Native Speaker sequence, World Language coursework, and progressions leading to AP Opportunity for all 9th and 10th grade students to engage in preparations for PSAT.
- Students will have access to technology, software, and other supplies to support in preparations for rigorous coursework
- Students will have opportunities to complete original credit courses through Edgenuity, allowing them flexibility in their schedules and course loads
- Student planners will support organizational/planning skills necessary for academic success
- In preparation for writing requirements in AP, classroom focus on writing opportunities in all subject areas
- First intervention will take place in the classroom in real time.
- Second intervention will occur outside class time, in small groups or one on one, supported by teachers and/or After School Program, peer tutors and AP tutorial (APAL) sessions
- AP Coordinator will support the organization and collaboration of AP teachers focused on increasing and maintaining AP enrollment
- Assessment and data Coordinator TSA (.5)

Specify enhanced services for EL students:

- All teachers will utilize best practices in support academic language acquisition
- Provision of non-school time to utilize technology and resources to support learning needs outside the classroom
- Intentional recruitment of EL students
- EL Program TSA (.5)

Specify enhanced services for low-performing student groups:

Intentional recruitment of English Learner students to participate in "pre AP" and AP coursework.
 Support for African-American students through the AA Team to help students be on track in courses and encourage enrollment and support in higher-level, rigorous coursework.

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

- Parents will be encouraged to participate through AP Parent Night, AP recognition events, etc.
- Service on decision-making committees such as SSC and ELAC
- Parent learning opportunities provided through the Parent Center
- Community Relations Liaisons (2) working in the Parent Center on-site
- Parent-Tutor, a designated resource center maintained on the Roosevelt website. The tab will contain

Describe Professional Learning related to this action:

- AP Training for all AP teachers
- Teacher collaboration focused on improving students outcomes in AP classes, as well as opportunities to meet outside of the school day
- APAL support structure for AP teachers
- District professional learning for Math and ELACSS and new materials adoptions

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

information and links about mathematics to support parents in being tutors at home as they help their children with school work

- Specific professional learning and growth for World Languages teachers
- Focus on learning about the PSAT and how to prepare students for success on the assessment
- Information about AP Eligibility for all teachers

Action 4

Title: EL Redesignation

Action Details:

Focus on fully supporting English Learners in their language acquisition process. Including designated and integrated ELD instruction, close monitoring of redesignation rates and growth in language acquisition.

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

Explain the Progress Monitoring and data used for this Action

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

Ds/Fs Monitoring	Owner(s): Classroom Teachers	Timeline: Ongoing
RTEP Monitoring	EL Program TSA (.5)	Quarterly and progress reporting
Performance on Illuminate	Administration	
CAASPP and SAT scores		
District Interim progress		
ELPAC progress		

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

- Instructional support materials, subscriptions, technology resources, admission fees, transportation for off-site learning experiences
- BIAs to support students with language acquisition and clarity in classrooms
- ELD instructors
- EL Learning Labs
- Supplemental contracts for Learning Lab for tutoring/intervention supports
- Teachers trained in supporting EL instruction
- Incentives for growth and redesignation

Specify enhanced services for EL students:

- BIAs shared among core subject courses
- EL supports through Learning Labs
- EL goal setting to support student growth towards redesignation
- EL Program TSA (.5)
- Instructional Coach support for classroom teachers and individual students as needed
- ELPAC Assessors to support assessment of EL students

Specify enhanced services for low-performing student groups:

Same as actions for EL students.

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

Describe Professional Learning related to this action:

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

Parent participation:

- ELAC
- Grade distribution nights
- College Nights
- Freshman Parent Nights
- Open House/Back to School
- Title I Parent Meeting
- Ongoing parent involvement invitations, whole site and Parent Center
- Notification of ELPAC timing, progress, and redesignation

- Professional learning through intentional collaboration with EL Program TSA and Instructional Coach with an emphasis on developing lessons with high impact EL strategies and learning activities.
- PL on implementing the ELD and State Standards
- Sub release for teachers for EL planning and PL opportunities
- Continued emphasis on Academic Vocabulary in all subject areas
- EL Instructional focus across the curriculum, structured interactions, complex thought, talk, and text

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	87 %	68.027 %	2017-2018	77 %

Step 1: After selecting metrics, analyze the current "California School Dashboard", relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

For the current school year, we increased efforts of student leadership students to engage non-participating students, added recruitment efforts to engage students in athletics, as well as recruitment efforts for RSA enrollment and participation in arts electives. While we encourage our students to participate in activities outside of the classroom, we recognize that we are also holding students to high expectations for achievement inside the classroom. While participation in extra-curricular activities encourages students to be better in class, we understand that students have to balance priorities for their time. We will continue recruitment efforts to get students involved in Goal 2 activities for the 19-20 school year.

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

Goal 2 Participation Rate

Students in our low-performing groups, English Learners, SPED, and homeless/foster youth, find themselves in the position of needing to earn additional credits, from prior failing grades, so they can be on track to graduate. These Students in need of credit recovery do not have room in their schedules for elective courses that qualify as a Goal 2 measure as they recover credits through APEX/Edgenuity during the school day. The need to focus on this coursework, in addition to potentially extra courses during their day for credit recovery, can make it difficult for students to participate in after-school activities.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences in intended and actual implementation of actions to meet this goal, and budgetary expenditures that are earmarked to support arts and activities are utilized to support access and materials for students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The changes necessary to this goal were to reduce the target level to allow for a reasonable growth (9%, as opposed to 19%), and to focus on supporting students academically so that extra responsibilities for earning credits and keeping up with coursework becomes less of an obstacle for participating in extra-curricular activities. We plan to continue recruiting students to participate in these opportunities.

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	Need multiple opportunities for all students to be involved in arts and activities during the day and outside school hours Need continued language support personnel (BVs in classrooms) Ensure budgeted monies to support student involvement, including transportation and supplies for activities Maintain clear, frequent school to home communication Increase parent participation in overall school program
2 ELAC:	Include activity and involvement supports that meet student language needs Maintain clear, frequent school-home communication Need language support in content areas other than English Language Arts Increase parent participation
3 Staff:	Need EL support, including ongoing professional learning and time to plan for, implement, and analyze programs to EL needs Continue designated EL program support for lower EL levels Increase parent participation

Action 1

Title: Student Involvement

Action Details:

Student Leadership classes and clubs will be in place to support student involvement in non-academic school activities. Staff and students will provide opportunities and encouragement for all students to participate in a multitude of Coa 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.

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

Explain the Progress Monitoring and data used for this Action

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

<p>Details: Explain the data which will specifically monitor progress toward each indicator target Student Leadership class enrollment Club participation and recruitment Resources for involvement opportunities such as transportation, art supplies, entry and licensing fees, and supplies for activities and events Campus wide student activities</p> <ul style="list-style-type: none"> • rallies • assemblies • lunchtime gatherings • cultural celebrations • Club Rush • regional sports events • specially designated games/events/campaigns 	<p>Owner(s): Campus Culture Director Administration Campus Safety Support staff Instructional staff</p>	<p>Timeline: Ongoing Quarterly and progress reports</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Unified League participation rates Special Olympics participation rates Enrollment in specialty/supportive physical education courses</p>	<p>Owner(s): Unified League Coaches Special Olympics Coaches Administration Counselors Campus Safety</p>	<p>Timeline: Seasonal Ongoing Quarterly and progress reports</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Enrollment in arts electives /Completion of arts electives RSA students Non-RSA students</p>	<p>Owner(s): Counselors RSA Director Administration</p>	<p>Timeline: Ongoing Quarterly and progress reports</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target School Climate and Culture Survey Spring 2018 Results for indicators students responding they feel a part of the school. Monthly monitoring of Goal 2/Student Engagement data using the following indicators:</p> <ul style="list-style-type: none"> • Number and Percentage of Goal 2 Opportunities Offered to Students • Number and Percentage of Students Not Involved in Goal 2 • Number and Percentage of students not engaged in any Goal 2 activities who sub-groups are more than 10% negatively disproportionately represented 	<p>Owner(s): Campus Culture Director Administration Campus Safety Team Instructional staff Support staff</p>	<p>Timeline: Ongoing Annual survey results</p>

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

Details: Explain the data which will specifically monitor progress toward each indicator target
 Increase recruitment and participation in athletics as athletes and spectators

Owner(s):
 Athletic Director
 Campus Culture Director
 Administration

Timeline:
 Ongoing
 Seasonal enrollment and participation

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

- Leadership Class sections, taught by our Campus Culture Director
- Direct support for incoming freshman, including: Bridge, Link Crew, Orientation, and Peer mentoring
- CADA student institute
- All students will be enrolled in Homeroom/Advisory in support of SEL and school connectedness
- Alliance classes for Men and Women
- Student Reengagement Center
- Materials and supplies to support WAPA student involvement in RSA
- Supplemental contracts for RSA to support access and involvement in the arts

Specify enhanced services for EL students:

- Public relations flyers, notices, etc., tailored for language preferences
- Parent Center and Community Relations Liaisons
- Campus culture involvement opportunities

Specify enhanced services for low-performing student groups:

- Connection to school is a focus for all students who are struggling, and vital for underperforming students. They are encouraged to be involved in the many opportunities provided.
- A4 Team will provide support for our African-American students, and the A4 Center will provide a culturally diverse space for students to connect to school.

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

- School messenger notifications
- Communication of opportunities and progress in parent forums
- SSC
 - ELAC
 - Parent Center classes
 - Social Media

Describe Professional Learning related to this action:

- CADA PL for CCD
- SEL PL for staff
- Men's and Women's Alliance support
- SRC/REC/Campus Culture supports and PL

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Linked Learning Enrollment	40 %	16.731 %	2017-2018	24 %
CTE Enrollment	50 %	36.121 %	2017-2018	44 %
College/Career Readiness		38.478 %	2017-2018	42 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expedited outcomes for the metrics in this goal.

CTE Enrollment

We have effectively increased communication and recruitment efforts at our feeder middle schools and district wide program events, to encourage more students to enroll in CTE classes and pathways. Additionally, we have increased course offerings for CTE on site to ensure that students have options for completing a full CTE pathway. The work we have done in the area of pathways and CTE has been successful, as we have expanded course offerings and student interest.

Linked Learning Enrollment

We have effectively increased communication and recruitment efforts at our feeder middle schools and district wide program events, to encourage more students to enroll in CTE classes and pathways. The work we have done in the area of pathways and CTE has been successful, as we continue to have a strong health pathway, and we have been successfully building our new public safety pathway, allowing us to expand course offerings.

College/Career Readiness

As this measure is related to A-G completion, grades in required courses have been a limitation for some students, although we are increasing student access to CTE and linked learning pathways to ensure more students are college/career ready.

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

CTE Enrollment

CTE enrollment is available for all students, and we have found that ensuring a variety of CTE courses allows for our lower-performing student groups to access these important classes. The challenge becomes when a student is required to make up credits for a class that was previously failed, and they do not have space in their class schedule for these CTE classes.

Linked Learning Enrollment

Linked learning enrollment can be difficult for lower-performing student groups due to the need for other classes, or lack of interest because of the career field (such as health).

College/Career Readiness

Limitations for lower-performing groups are created by not earning course credits and putting them at risk of not graduating. This requires that they enroll in make-up courses for credits and potentially have less opportunity to take CTE/career courses.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences in intended and actual implementation of actions to meet this goal, and budgetary expenditures that are earmarked to support CTE and college/career readiness are utilized to support access and

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

materials for students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The changes necessary to these goals are to continue to provide access opportunities for all students and to focus on supporting students academically so that extra responsibilities for earning credits and keeping up with coursework becomes less of an obstacle for participating in CTE/electives courses.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Continue to increase CTE/Linked Learning offerings
Increase informative/recruitment efforts to involve students in CTE/Linked Learning

2 ELAC:

Provide as much language/BIA support as possible in CTE/Linked Learning courses
Clear, frequent school-home communication and informative/recruitment efforts

3 Staff:

Expanded CTE and Linked Learning offerings
More options for school to work connections for those not college bound

Action 1

Title: Schoolwide Learner Outcomes

Action Details:

Students will demonstrate knowledge of the School wide Learner Outcomes and practice of lifelong skills, including:

- Effective Communicators
- Complex Thinkers
- Self-Directed Learners
- Collaborative Workers
- Community Participants

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

Details: Explain the data which will specifically monitor progress toward each indicator target
 Student demonstration of Schoolwide Learner Outcomes. Demonstration will be through reflective student writing, conversation, self-evaluation of progress and teacher evaluation of students' progress toward meeting SLOs.

Students will be:

- Effective Communicators
- Complex Thinkers
- Self-Directed Learners
- Collaborative Workers
- Community Participants.

Owner(s):
 All Roosevelt Staff
 Students
 Parent Center

Timeline:
 Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target
 Men's and Women's Alliance

- enrollment
- academic and behavior trends of participants
- A-G completion rates
- AP enrollment data

Owner(s):
 Alliance Instructors
 Administration

Timeline:
 Quarterly and progress reports

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

- Explicit connections of lesson studies to SLOs
- Alliance speakers, field experiences, transportation, and fees
- Assessment/Data TSA (.5)
- Instructional Coach
- Tier II Intervention Specialist

Specify enhanced services for EL students:

- All teachers will utilize best practices in support of academic language acquisition, relating to the SLOs
- Bilingual Instructional Aides (BIAs) will provide direct support in classrooms to newcomer English Learner students, in relation to SLOs
- Quarterly and progress monitoring of EL participation rates
- EL Program TSA (.5)

Specify enhanced services for low-performing student groups:

All teachers will utilize best practices during instruction, relating to incorporation of opportunities to develop the Schoolwide Learner Outcomes.
 A4 Team will provide support for student success, emphasizing development of the SLOs for students.

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

- Parent volunteers on site
- Parent input groups such as SSC and ELAC
- Participation in surveys, question/answer sessions, committees
- Parent courses through Parent Center
- Social media updates/contact

Describe Professional Learning related to this action:

- SLO PL and planning for staff
- Alliance teacher and support staff training
- SEL Learning PL
- RI structures, planning, implementation, analysis
- Differentiated Instruction and Interventions
- Work with Tier II Intervention Specialist

Action 2

Title: Career and College Ready

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

Action Details:

Students will have opportunities to be involved in pathways, both linked learning and CTE, that provide students with career exploration and preparation. Students will have opportunities to be involved in the Roosevelt School of the Arts and electives embedded in that program to provide students with career exploration, preparation for the workforce, and exposure to experiences not offered in other academic areas.

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

Explain the Progress Monitoring and data used for this Action

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

- Recruitment for pathway/CTE classes, as well as RSA classes
- Enrollment in pathway/CTE classes, as well as RSA classes
- Retention of students enrolled in pathway/CTE and RSA classes
- Course grades

Owner(s):
RSA Director
Counselors
Admin

Timeline:
Ongoing
Progress reporting periods

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

- Recruitment
- Enrollment
- Retention
- Course grades
- A-G Credits earned
- Attendance rates
- Program graduation rates
- Workforce experience placement

Owner(s):
CTE/Linked Learning Coordinator
Counselors
Admin

Timeline:
Ongoing
Progress reporting periods
Annual enrollment

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

- Project based learning in pathway courses
- Specialized instruction focused on career technical education, courses focused on pathway themes, and visual/performing arts coursework
- Use of interactive forums for collaboration
- Student work and program showcases
- Career-focused experience subscriptions, field trips, transportation and admission fees

Specify enhanced services for EL students:

- Continuing monitoring of EL enrollment, participation rates, completion and recruitment
- EL Program TSA(,5)

Specify enhanced services for low-performing student groups:

- All teachers will utilize best practices in support academic language acquisition to support English Learner students, as well as increase access to content for students who have struggled academically, including homeless/foster youth, and SPED students.
- African-American Academic Acceleration team will provide support for student success through both

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

- academic advising and access to an A4 Student Center on campus.
- Additional intervention/enrichment support will take place in individual classrooms, with the implementation of specific intervention period during the school day to support students who have struggled academically, including homeless/foster youth, English Learners, African-American students, and SPED students.
 - Ongoing professional learning focused on instructional strategies, differentiated instruction, tiered interventions, RTI structures/needs/implementation specific to EL

Describe Professional Learning related to this action:

- Off-site PL
- Pull out days for CTE/Linked Learning planning with Coordinator

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

- Parent CTE/Linked Learning meetings
- FRSA for parents of students in RSA
- Social media updates/interactions
- Parent volunteers at events

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review
School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	12 %	24.221 %	2017-2018	18 %
Suspensions Per 100	5 %	7.61 %	2017-2018	6.5 %
Parent Survey - Respected and welcomed	100 %	95.088 %	2017-2018	100 %
Student Survey - Caring adult	80 %	46.886 %	2017-2018	55 %
Graduation Rate		90.698 %	2017-2018	91.7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Chronic Absenteeism</p> <p>Improving chronic absenteeism has been a challenge, as we have focused on continued contact with students who are absent, but sometimes students leave for extended periods of time with families or they miss school due to effects of living in poverty or with trauma. We have made progress with reducing the amount of "on campus" absences, as new protocol was put into place to work with students who are choosing not to go to class. Other students have attendance levels affected by transportation issues, where families work to get multiple students to different schools. Other causes for attendance issues are students feeling lack of connection to the school and adults at school. We have made positive gains in these areas, especially with the implementation of a regular Homeroom class, where teachers can connect with students outside of the standard academic setting. We recognize the need for incorporating intentional instruction that is compelling and culturally relevant, and to continue providing positive reinforcement for both students and teachers.</p> <p>Suspensions Per 100</p> <p>The suspension rate at Roosevelt has been positive, although the % may not be reduced enough to reach the target. Still, we have one of the lowest suspension rates in the district, and we have implemented many supports into our school system to help ensure we can keep as many students in school as possible. Factors that our students experience that can lead them to be suspended include: Social-emotional issues, feeling helpless with ability to be successful at school, adults at school not understanding students' lives outside of school and may not have ability to diffuse difficult situations with students, lack of adult follow-up/through, and not feeling valued at school. We continue to implement restorative practices at school, as much as we can to support both students and teachers. The addition of a regular Homeroom period has</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Chronic Absenteeism</p> <p>All of the same factors listed in #1, but situational aspects exacerbate the problem for students who are in certain subgroups, including homeless/foster youth, English Learners, and SPED students. For instance, for a student with a solid home structure may not develop attendance issues due to the factors listed in #1, but they may have a dramatic effect on students who are homeless or in foster care. The need social-emotional support and curriculum/instruction that is more culturally relevant impacts homeless/foster youth, English Learners, African-American students, and SPED students. Students in certain subgroups can feel marginalized in our current system, and question more the usefulness of coming to school. Some students, including English Learner students, may feel less comfortable in their classes, due to language barriers, and we have found that some students with learning disabilities struggle being in the classroom.</p> <p>Suspensions Per 100</p> <p>Factors in #1 are enhanced by poverty, social-emotional needs/skills, lack of consistent support system, lack of cultural understanding by some staff, traumatic living situations can trickle over to school setting which affects our homeless/foster youth, African-American students, and our SPED students.</p> <p>Student Survey - Caring adult</p> <p>All of the same factors listed in #1, but situational aspects exacerbate the problem for students who are in certain subgroups, such as our homeless/foster youth, English Learners, African-American students, and SPED students.</p> <p>Parent Survey - Respected and welcomed</p>
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Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

helped to create more connectedness to school.

Student Survey - Caring adult

Students can feel disconnected from the school culture, as well as peer and/or adult support systems. Parental/adult involvement and follow-up through can be limited as well, as parents tend to be less involved in the school process as students get older. We have made positive gains in these areas, especially with the implementation of a regular Homeroom class, where teachers can connect with students outside of the standard academic setting. Additionally, through the African-American Academic Acceleration (A4) program, we have a teacher. We recognize the need for incorporating intentional instruction that is compelling and culturally relevant, and to continue providing positive reinforcement for both students and teachers.

Parent Survey - Respected and welcomed

We have multiple avenues for parents to connect and be involved at school, and we have worked to incorporate systems to provide parents with two-way communication with the school. Still, some parents are uncomfortable contacting school officials, whether it is due to cultural or language differences. We provide regular seminars for parents and opportunities for parents to connect with school for information and questions. Additionally, a BSUA (Black Student Union Alliance) was created on campus to allow for parents to come together to discuss issues with the campus and support our students.

Graduation Rate

We have worked very hard to provide opportunities for students to earn, or recover, credits towards graduation. This has been successful, with our graduation rate exceeding 90%. Students have access to a full schedule of courses, and the ability to take courses for credit recovery during the school day.

All of the same factors listed in #1, but situational aspects exacerbate the problem for students who are in certain subgroups, especially our non-English-speaking parents.

Graduation Rate

Graduation rate is the biggest struggle for our students with learning disabilities, as credit recovery options are minimal when they do not initially earn a passing grade in their classes. Homeless/foster youth benefit from AB167, which reduces their required credits for graduation.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We increased Bilingual Instructional Aide (BIA) staffing to provide additional support to students working on language acquisition and confidence on campus. Working through ASP has provided much needed tutoring opportunities for students. Additional dedicated time for intervention and school connectedness is being structured for 19/20 school year. We expanded the A4 academic mentoring to include an "A4 Center" on campus, providing a set location for students to promote cultural education and support. We have also made multiple opportunities for parents to connect and be involved at school, as well as multiple avenues for communication with parents.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We have made adjustments to the metrics for chronic absenteeism, student survey and parent survey, to ensure that the targets we set are realistic and achievable. We will continue with the current systems and support programs in place to help students and staff, and anticipate the addition of a specific instructional period that can provide further opportunities for intervention and connectedness.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

1 SSC:	Discussed needs assessment developed with staff, prior SPSA and changes/additions to achieve new targets.
2 ELAC:	Discussed needs assessment developed with staff and plan developed with SSC to ensure that targets and supports for English Learners are in place.
3 Staff:	Completed needs assessment with staff to take to SSC and ELAC.

Action 1

Title: Attendance

Action Details:

Students considered chronically absent will be reduced to 14% or less, and the overall school attendance rate will improve to 95%.

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

Explain the Progress Monitoring and data used for this Action

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

Attendance records/ADA

- absences
 - tardies
 - cleared and uncleared
- Saturday Academy participation data

Owner(s):

- Attendance office
- Administration
- Academic Counselors
- Saturday Academy Lead
- Tier II Intervention Specialist

Timeline:

Ongoing
Quarterly and progress reports

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

Tier II & III students

- habitually truant or chronically absent
- SARTSARB processes
- Saturday Academy

Owner(s):

- Campus Safety
- Admin
- Classroom teachers
- Attendance office
- Community Relations Liaisons
- Tier II Intervention Specialist

Timeline:

Ongoing
Daily
Quarterly and progress reporting

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

- Ongoing notification of truancy status, absences, tardies
- Required attendance meetings for chronically absent or truant

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

- Student compacts for attendance
- Detention and other deterrents for non-attendance
- Recognition for strong attendance
- Students with attendance lower than 90% will get specific invitations to recover absences through Saturday Academy.

Specify enhanced services for EL students:

- Monitoring of EL attendance rates
- Translation for attendance meetings
- Additional supports, on and off site, for chronic, tier I, II and III
- All school-home communication in home language

Specify enhanced services for low-performing student groups:

- Monitoring of EL attendance rates, and African-American student attendance through the AA team
- SMD will get monthly check-in on attendance and progress.
- Additional supports, on and off site, for chronic, tier I, II and III

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

- Required parent meetings for habitual
- SART meetings on site for ease of parent participation
- Ongoing home notice of tardies, absences and truanclies

Describe Professional Learning related to this action:

- PL on attendance procedures and interventions
- Teacher led, classroom based interventions

Action 2

Title: Discipline

Action Details:

Reduce the percentage of students who are suspended to 3% and reduce the number of repeat suspensions of single students.

Reasoning for using this action:

- Strong Evidence
- Moderate Evidence
- Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Suspension rates

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

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

Out of class referrals

REC logs

Repeat out of class referrals

Interventions on and off site

Owner(s):

- Administration
- Re-engagement Center Teacher
- Classroom Instructors

Timeline:

- Ongoing
- Data Dashboard
- Quarterly and progress reports

Owner(s):

- Classroom Instructors
- REC Teacher
- Administration
- Community Relations Liaisons
- Counselors

Timeline:

- Ongoing
- Daily reports
- Quarterly reports

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

Details: Explain the data which will specifically monitor progress toward each indicator target
Conflict resolution processes/cycles

Owner(s):
REC Teacher
Classroom teachers
Administration
Campus Mentors
Community Relations Liaisons
Counselors

Timeline:
Ongoing
Quarterly and progress reporting

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

- Student Re-Engagement Center
- Restorative Practices
- Tier II Support Team
- Campus Mentors
- A4 Support Team
- After school work hours
- Additional Campus Safety Assistant (1.0)
- Classified additional hours and supplemental contracts

Specify enhanced services for EL students:

- Monitoring of EL discipline rates
- Conflict resolution in home language as needed
- Parent meetings in home language
- EL Program TSA(.5)

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

- Parent meetings for discipline issues conducted on site and home visits if necessary
- Home language support provided
- Counseling services and referrals made on site
- Community Relations Liaisons (2) in Parent Center
- Classified additional hours and supplemental contracts
- Parent Classes to support communication and home structures

Specify enhanced services for low-performing student groups:

- Monitoring discipline rates for EL, African-American, SPED, and Foster Youth/Homeless students
- Provide additional conflict resolution as needed.
- A4 Team to support African-American students with school connection and conflict self-mediation skills.

Describe Professional Learning related to this action:

- Provide clarity on progressive discipline processes and follow-up
- Training and reminder on ATLAS documentation
- Classroom based interventions and structures
- Alternatives to suspension

Action 3

Title: Social Emotional Learning/Connection to School

Action Details:

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

Roosevelt High 2019-2020- School Plan for Student Achievement (SPSA)

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
<p>Explain the Progress Monitoring and data used for this Action</p> <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Advisory attendance</p> <p>Timeline: Ongoing</p> <p>Quarterly and progress reports</p> <p>Owner(s): Classroom teachers Attendance office</p>			
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Student survey results</p> <ul style="list-style-type: none"> • positive connection to school • positive connection with adult on campus <p>Timeline: Annual survey reports Ongoing</p> <p>Owner(s): Administration Assessment/Data/EL TSA</p>			
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Out of class referral rates</p> <p>Timeline: Ongoing</p> <p>Owner(s): Classroom teachers REC Teacher Administration</p>			
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> • Homeroom/Advisory period in regular schedule • Non-academic interactions with school staff • Constructed connection opportunities for students • Supplemental contracts for SEL planning hours <p>Specify enhanced services for EL students:</p> <p>Monitoring of EL students'</p> <ul style="list-style-type: none"> • SE issues • discipline issues • perceptions of school connectedness <p>EL Program TSA (.5)</p> <p>Explain the actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • Parent Center communications of class offerings • Outreach to support SEL at home • Community Relations Liaisons • Parent Center courses based on indicated/dynamic needs • Open House/Back to School/parent information events • Child care/Parent Center connections <p>Specify enhanced services for low-performing student groups:</p> <ul style="list-style-type: none"> • Monitor school connection for EL, African-American, SPED, and Foster Youth/Homeless students. • At-Team to support African-American students with school connection and conflict self-mediation skills. <p>Describe Professional Learning related to this action:</p> <ul style="list-style-type: none"> • Focus on continued learning around the SEL competencies • SE indicators • SE resources and referral processes 			