ROOSEVELT HIGH SCHOOL
SELF-STUDY REPORT

4250 E. Tulare Ave.
Fresno, CA 93702

Fresno Unified School District

January 29, 2023 - February 1, 2023

Fresno Unified School District

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Brooke Archer	RSA Director
Esmeralda Castillo	Head Counselor
Dina Scambray	College and Career Coordinator

WASC Leadership Team

Alycia Gonzalez	Coordinator
Lisa Thompkins	Coordinator
Heather Rhodes	SPED Teacher (School Organization)
Alycia Gonzalez	TSA (Curriculum)
Emma Nalchajian	English Teacher (Teaching and Learning)
Lisa Thompkins	Instructional Coach (Assessment)
Marcus Vadnais	Math Teacher (Assessment)
Chelsea Bonilla	TSA (School Culture)
Sophia Norman	English Teacher (School Culture)

ACS WASC/CDE Focus on Learning Accreditation Manual
2019 Edition

PREFACE

The 2022-2023 self-study process began upon completion of the 2016-2017 self-study cycle and visiting team's recommendations for critical areas of follow up. These follow up areas were shared with the entire staff and stakeholders for review and incorporation into the school Single Plan for Student Achievement.

Preparation for the 2023 site visit began in earnest in August of 2021. At that time, Roosevelt High School reviewed the updated district Mission, Vision, Values, and Goals as well as our site Mission and Vision. The staff collaborated to update the Roosevelt Mission and Vision to better align with those of the district and meet the unique needs of our staff and students. In the fall of 2021, teachers self-selected the focus group that they wanted to participate in. Focus groups began meeting in January of 2022 to review site data, revisit and update the Schoolwide Learner Outcomes (SLOs), and begin collecting evidence to support the self-study process.

Upon recognizing a need to reach out across departments routinely, evidence collection for the Focus Groups shifted to department level work. This allowed all members of a department to work collectively to support the evidence gathering for Focus Groups B, C, and D rather than ambassadors reaching out to request the evidence. Surveys were sent to parents, families, and students to collect evidence as well so that data from all stakeholders was represented.

To follow up on work from prior years, staff reviewed the WASC process and their role in the self-study immediately upon return to Buyback Day in August of 2022. The site WASC Coordinators detailed the plan to move the work forward for the year and backwards mapped the 10 meeting dates for the year. Initial drafts were completed to allow ample time for revision and whole staff reflection upon areas of strength and areas of growth across the five focus group areas. Focus group leads were tasked with ensuring that teachers responded fully to the criteria and indicators referencing evidence for all years of the self study, addressing the critical areas of follow up, and the SLOs.

WASC Coordinator and administrator meetings were held weekly throughout the spring of 2022 and fall of 2022 to draft and coordinate the process including providing an updated final draft of the SLOs for staff. They monitored the ongoing work of the focus groups, drafting, and revisions. The Coordinators and Principal ensured that the final version of the draft was cohesive, aligned to SLOs, aligned to the SPSA, and unified in format. The final version was reviewed by the Principal for submission to ACS WASC and the WASC Visiting Committee.

You are hereby welcomed to our campus and community. We welcome the opportunity to learn from your unique perspectives and suggestions for continuous and ongoing improvement in the interest of students.

Chapter 1: Progress Report

Significant Development and Changes

Significant Changes to Staff

The critical areas of follow up left by the 2016-17 Visiting Committee have prompted staffing changes that better support students academically, socially, and emotionally. We have hired additional academic counselors so that the case loads are smaller and students have greater access to their academic counselor. We also hired one Restorative Practices Counselor to support students with conflict mediation, group counseling, and reintroduction to school following suspensions in coordination with our Social-Emotional (SEL) Team.

In the 2018-19 school year, we hired a site teacher to fill the role of ELD Coordinator. Her job was to support all of the ELL students on campus through data chats, consistent academic monitoring, coordination of redesignation assessments, and ELPAC support. She coordinated with our English Language Services team at the district level to provide ongoing staff professional learning in support of student language acquisition within core classes. Beginning in the 2021-22 school year, we also increased the Bilingual Instructional Aide support in class with our ELD students so that they had more equitable access to core content courses.

In the spring of 2022, we began to hire California Teaching Fellows from a partner university to support as in-class tutors for our Algebra I courses. For the 2022-23 school year, we continue to have Teaching Fellows in almost every section of Algebra I, and the Teaching Fellows are available to work with small groups of students during our campuswide, specific academic intervention periods (Rider Success Time - RST) on Tuesdays and Thursdays.

In the 2021-22 school year, we expanded our Autism program which included hiring an additional Moderate-Severe Special Education teacher to support students as well as 3 additional paraprofessionals dedicated to the special program. In the 2022-23 school year, we hired an additional Moderate-Severe teacher to work in our ALPS (Alternative Learning Pathways) program as well as 2 additional paraprofessionals dedicated to supporting in that classroom. We are also in the process of hiring an additional full-time Mild-Moderate Special Education teacher in order to reduce caseloads for case managers. In support of our expanding services to students with special needs, we also have a site-based Regional Instructional Manager (RIM) for Special Education. The RIM supports through the IEP process, streamlining case management, and instructional support. The RIM acts as a liaison between the site and the Special Education Department at the district level.

The site restructured the focused work of a TSA on site to support Special Education in the spring of 2022. Through the staff process for the 2022-23 school year, a math TSA position was shifted back to the classroom to reduce the class sizes in our Algebra I and Geometry courses. Support previously provided by the TSA is continued in Algebra I through the assistance from in-class tutors from California Teaching Fellows.

With the 2022-23 school year, a 5th Vice Principal was added to Roosevelt High School. This was provided to all high schools in the district through the district LCAP. The addition of a vice principal allows for distribution of work so that the vice principals have more opportunities to be in space with teachers as instructional leads on campus.

Ongoing social-emotional support for students has continued, including the need for substance abuse during and following COVID-19. The addition of a full-time Prodigy counselor for students was provided for students who are struggling with substance abuse. This position was increased from part time in the 2021-22 school year due to an increased need. Initially there was a single Prodigy counselor serving students part-time which has been increased to two counselors to ensure better access for students.

During the last self-study, the Parent Center was staffed by two Community Relations Liaisons (CRLs). Through research and feedback, it was determined that the job description for CRLs did not adequately support the needs of the Parent Center. First, CRLs were used in district level departments due to a job description that focused more on parent education, as opposed to building connections with, and providing support for, parents. Additionally, there was a need for bilingual support in the Parent Center, as this would provide stronger connections and support for our parents and families. During the 2019-20 school year, the School Site Council determined parents would be better served by a Parent Center staffed by Bilingual Home School Liaisons (HSLs), and approved the shift from two CRLs to three HSLs to begin in the 2020-21 school year.

We have added Social-Emotional support staff for students. There is a full-time ReEngagement Teacher, 1 full-time Social Worker, 1 part-time Social Worker, 2 full-time school psychologists, and additional county counselors. Students also meet with a team in the Parent Center after a suspension to reintegrate before returning to classes.

The ISGI (Individual Small Group Instruction) was collapsed and an additional Mild-Moderate teacher was added to reduce class sizes of the Special Day Classes (SDC) classes for special education students and caseloads for the case managers.

To support on-site technology for both staff and students, the School Site Council approved a shift from a 3.5-hr Computer Lab Assistant position to a 6-hr Computer Lab Assistant. This move was determined necessary to support the increased usage of technology to support instruction across campus. Additionally, with the district shifting to 1:1 devices for students during the pandemic, as well as the increase in technology requests by staff during and after distance learning, the Computer Lab Assistant has provided significant support to the availability of instructional technology use on our campus.

Finally, through LCFF funds provided through district staffing, Roosevelt has added an additional Campus Safety Assistant (CSA or "CA"). Campus Safety Assistants monitor campus and support

students and staff to ensure a safe environment. The additional CSA allows greater supervision on campus and quicker response time when the need arises.

Significant Structural Changes

In the 2018-19 school year, Roosevelt implemented a biweekly 22-minute Homeroom period to provide Social Emotional Learning support to students. This period is common for all teachers and is dedicated to building student-teacher and student-student connections. The school Climate and Culture Team designed lessons aligned to the 5 district SEL competencies: Growth Mindset, Social Awareness, Self Awareness, Self Efficacy, and Self Management. During the first year of implementation, professional learning focused on the SEL competencies and lessons was provided to all staff with the support of a Climate and Culture Specialist from the district Department of Prevention and Intervention. In addition to SEL activities, this period has included the opportunity for activities, such as campus-wide themed door decoration contests designed to foster a collective sense of community.

In the 2019-20 school year, the Homeroom period was expanded to 30 minutes, and increased to four days each week to allow for academic intervention and support building into the school day. Tuesdays and Thursdays became Rider Success Time (RST) and focused on academic support time where students could get support from their teachers with items such as homework and test make-ups. Wednesdays and Fridays remained dedicated to SEL supports and connectivity through Homeroom. The expansion to four days also helped to create more consistency with the bell schedule on block period days for students, with class start and end times remaining consistent over the block days instead of students and staff working with three separate bell schedules.

During the shift to virtual learning and hybrid instruction during the pandemic, the school used a special schedule that was consistent with all other high schools in the district, including the entirety of the 2020-21 school year. This included a marked adaptation to the homeroom period due to the constraints of social distancing and hybrid instruction. Monday mornings provided a virtual homeroom and office hours for students to receive 1:1 support from their teachers. Students attended classes either virtually or in person on particular days based on a cohort model. Cohort A attended in person on Tuesday and Wednesday while Cohort B attended virtually from home. On Thursday and Friday, Cohort B attended in person while Cohort A attended virtually from home. There were select students such as those with unstable connections, in foster care, SPED, and ELD that could request to attend in person instruction all four days. Additionally, small cohorts of students worked in person with teachers on Monday mornings for additional academic support.

COVID-19 was detrimental to student academic success and many students failed courses at a higher rate than usual for multiple reasons. Due to this, our credit recovery program, EdGenuity, is now offered during Winter Session in addition to Summer School, Period 7, and students also have access to credit recovery classes throughout the academic day. Students who need to retake courses or are looking to improve previous course grades have increased access to EdGenuity.

The shift to distance learning in March 2020 accelerated our shift to 1:1 devices. Students now have a laptop device checked out to them. Many teachers have 1-2 loaner devices available in their rooms as well if students forget their device and it is essential to the learning. Students can also check out loaner

devices from the library. The district developed multiple Family Learning and Technology Support (FLATS) Centers across the district, to support families if there are issues with devices. During distance learning, families had the option to request a hotspot to boost their Wifi signal strength during instruction as well.

In addition to the shift to 1:1, several platform licenses were purchased to support teaching and learning. Roosevelt High School paved the way in the district to purchase site licenses for NearPod and EdCite. The NearPod platform allows for interactive lesson delivery while the EdCite system allows teachers to push out assessments in a platform that mimics SBAC and provides instantaneous data that can be disaggregated at the PLC level. The school also purchases site licenses for Padlet, EdPuzzle, TurnItIn, and GimKit to support instruction.

In an effort to better understand the needs of students, families, and staff at various points in the year, the Climate and Culture Survey is administered twice a year and the results are shared with staff. Additionally, the 9th grade Break Through Success Community (BTSC) administers the Developmental Relationships Survey three times a year to measure how connected 9th grade students are to school, the degree to which they perceive that adults express care, the degree to which they perceive adults challenge their growth, the degree to which they feel that adults allow their voice, and the degree to which they perceive adults help them achieve their goals.

Students have the ability to take a wider range of courses that provide college credit in addition to meeting graduation requirements. Dual Enrollment courses are now available to students in Athletic Training, English, and Medical Health Careers. In these courses, students simultaneously earn high school and college credits which supports them in a successful post-secondary transition. There is a new internship course, entitled General Internship. We offer both a morning and an afternoon Internship session. The students that participate draft a resume and interview for different positions in our community such as the SPCA, Poverello House, Central California Food Bank, CMAC and Reading Heart. There are currently 15 students enrolled in various internships with transportation provided.

Significant Staff Learning

To address the critical areas of follow up regarding increasing EL redesignation rates and differentiated instruction in the classroom, the Algebra I and Biology PLCs participated in EL Lab School training through WestEd beginning in the 2017-18 school year. EL Lab School supports teachers to design a teaching and learning cycle that specifically integrates ELD into their content area. These PLCs created full units collaboratively that integrated ELD standards as well as participated in lesson study dates to elevate their pedagogy. In addition, the entire staff participated in professional learning around small instructional pivots that support EL students within their content area.

In the 2019-20 school year, the entire staff began a 3-year deep dive of learning into Culturally Proficient Instruction. This professional learning was for all members of the staff, not just classroom teachers. The training helped staff members have an awareness of their own cultural identity and views about difference/bias. Through this learning, staff was provided the ability to build on the varying cultural and community norms of students and their families. The CA School Dashboard indicated a

decline in graduation rate in 2019 as well as an increase in student suspension. These changes warranted a change in our approach with students in order to better meet their needs at the students' zone of development.

To address the critical area of follow to study and become a Restorative Practices school, our entire staff began a year-long Restorative Practices training with the support of the district Department of Prevention and Intervention beginning in the 2022-23 school year. This training began during the August Buyback with a dive into Restorative Practices and guided listening sessions meant to coach teachers into being active and encouraging listeners in order to learn how to hear the story. Staff will continue this training throughout the year, including two full days of training in partnership with another high school in the district.

Significant Instructional Shifts

The History-Social Science department adopted and began implementing the new Houghton-Mifflin Impact curriculum in the 2018-19 school year. This curriculum better aligns to the History Social Science Framework. The curriculum embeds real-world literacy skills as well as builds off of essential questions that frame the units of study. The new materials included the textbook, digital resources, assessments, and an online SyncBlast program to provide differentiated instruction on current events.

In science, Biology and Chemistry adopted a new curriculum aligned to NGSS standards in the 2019-20 school year. These resources also provided an interactive digital platform for students to engage with that was available to students as differentiated instruction during the shift to distance learning. In the spring of 2022, Physics also adopted their new curriculum aligned to NGSS.

The new World Language standards were released that focus more on communication which required adaptations to be made to lesson design. As a result, the World Languages department has made intentional vertical articulation across Spanish, French, and Hmong classes of topics and language acquisition skills at each level. Lessons were adapted to include a greater concentration on literacy and 21st Century skills.

Students in Algebra I now have Teaching Fellows tutors working side-by-side with their course teacher to offer real time assistance in order to master essential learnings and skills necessary to be successful. EL students also have additional Interact-Act Fellows (bilingual instructional aides) to support them in accessing the content and instruction in their math, science, and history-social science classes.

Students with special needs in moderate/severe classes were able to join their general education peers in arts electives such as tap dance, choir, and cheerleading. This allowed students to build bridges across diverse social groups on campus and allowed these students unique learning opportunities not afforded in their self-contained classes.

In the 2021-22 school year, the site Instructional Leadership Team (ILT), in coordination with site administration, made the decision to challenge the district prescribed student diagnostic exam given three times a year in the English and math classes. Instead, all PLCs developed Roosevelt Benchmark

Assessments (RBAs) for quarters 1 and 3 to be given as a Common Formative Assessments based on standard(s) and skill(s) taught within that quarter and aligned to grade level standards. The iReady diagnostic implemented by the district did not assess students at grade level and did not provide PLCs with relevant data regarding student mastery of current standards in real time. Additionally, the iReady assessments were taking significantly longer to complete than anticipated or advertised, which took away more important instructional time from classes without providing data that was relevant or useful at the high school level. The shift to the RBAs afforded teachers the agency to design the exam based on current standards taught so that they could immediately modify and intervene if necessary to support student learning. This move by the school encouraged the district to re-examine the assessment calendar for all high schools, so the iReady is only required one time each year in 9th and 10th grade. The iReady continues to be used more often for English Learners, for reclassification purposes, and students with IEPs, to support goals in math and literacy.

Significant Developments in Student Supports (Improvement Teams)

In order to better support students with special needs on campus, the Principal, Vice-Principal over Special Education, Regional Instructional Manager (RIM), SPED Department Chair, site TSA, and a select few case managers partnered with Fresno County Office of Education (FCOE) to create a Network Improvement Committee (NIC). The NIC team, with the support of FCOE, developed Plan-Do-Study-Act/Abandon/Adapt (PDSA) cycles to improve the writing of IEPs better aligned to the curriculum and ensure that all IEPs are held and affirmed on time in order to guarantee that students received timely and appropriate accommodations.

A team of teachers, counselors, and administrators, in cooperation with CORE Districts, formed the Break Through Success Community (BTSC) focused on transforming the 9th grade experience and improving success for students. Staff was recruited in the 2019-20 school year with official onboarding taking place in March of 2020. This team is composed of six driver champions who routinely conduct PDSA cycles around equitable grading practices, developmental relationships, 8th to 9th grade transitions, adult teams, and master calendar. While the team is focused on 9th grade success, the learning from BTSC is shared with the entire campus to benefit all students.

Process for Implementing and Monitoring the SPSA Aligned with LCAP Goals

Growth Areas for Continuous Improvement

- ❖ **<u>Continue to investigate and use effective first instruction and strategies for differentiating instruction.</u>**

Summary of Progress
There has been a focus on identifying students that need differentiated instruction in the classroom as well as implementing instructional accommodations with intentionality. Whole staff professional learning has occurred to support measuring the impact that accommodations have upon student success in the classroom. Paraprofessionals that support in the general education and special education classrooms are also being trained to support differentiated instruction and pedagogical practices in the classroom. This support is primarily focused on students with special needs, and it also supports the learning of every student in the classroom.

During distance learning, teachers learned to use and provide access to resources that supported differentiation digitally such as text-to-speech tools, Microsoft Reader, chat translations, and collaborative documents to support student learning. Many of these new tools have been applied as differentiated instruction with the shift back to in person learning.

Another level of differentiated first instruction is an increase in asynchronous options for lessons. Many teachers are now recording lessons and posting on TEAMS or Google Classroom. They are also publishing self-paced NearPod and/or ClassKick activities that students can engage in from home when they are unable to attend class due to sports, illness, or other needs. This allows them to stay current in the learning.

All of this supports Goal 1 of the SPSA: Improve academic performance at challenging levels. The variety of differentiation supports every student in receiving effective first instruction. It also supports Goal 3: Increase student engagement in their school and community. All of these pivots allow students greater access to the curriculum and learning which in turn increases their academic engagement.

❖ **Continue to investigate and use effective and appropriate researched-based strategies and/or programs to support the reclassification of Long-Term Language Learners.**

Summary of Progress
The Algebra I and Biology PLCs took part of the EL Lab School to design a teaching and learning cycle that intentionally embeds ELD standard into their content area. The whole school spent time at monthly staff meetings learning and practicing talk structures and strategies that support EL students in language acquisition and development.

The district adopted the iReady diagnostic assessment in 2019 as a secondary trigger for reclassification of students in addition to the SBAC score. In order to reclassify, students needed to score Proficient (1 grade level or less below current grade) or score Proficient on the ELA SBAC, **and** score a 4 on the ELPAC.

To support EL students in their reclassification success, an EL TSA for the site held annual data chats and staff professional learning on strategies that support EL students in the classroom. In the 2019-20 school year, prior to school closure, an SBAC and ELPAC Saturday Academy were held to prepare students to be successful on the high stakes assessments. No Saturday Academies were held during the 2020-21 school year due to distance learning. In the 2021-22 school year, iReady boot camp was held to support student success on the district approved assessment.

Beginning in the 2022-23 school year, Bilingual Instructional Aides (BIAs) began working with students who scored a 3 on the ELPAC the year prior during the Homeroom period. They provided one week of targeted support within each domain of the ELPAC exam to provide students greater clarity on assessment expectations as well as targeted language practice in order to score a 4 on the ELPAC and increase their likelihood of redesignating.

As a result of the shift with the ELD TSA, the SSC is asking that funds be reallocated to support the hiring of additional BIAs during the instructional day as well as trained substitutes to support in the

proctoring of the ELPAC exam in order to reduce the number of instances when EL students are pulled from class to be assessed.

By improving the quality of instruction and supporting EL students to redesignate, this meets Goal 1: Improve academic performance at challenging levels as well as Goal 2: Expand student centered and real-world learning experiences. Students that are able to redesignate as Fluent English Proficient increase their post-secondary success.

❖ **Continue to prove more guidance for teachers with regard to Restorative Practices**

Summary of Progress
Roosevelt hired a Restorative Practices counselor in August of 2022. This counselor is focused on building and restoring social-emotional connections between students on campus.

Our entire staff began a year-long Restorative Practices training at the beginning of the 2022-23 school year. This training began during the August Buyback with a dive into Restorative Practices and guided listening sessions meant to coach teachers into being active and encouraging listeners in order to learn how to hear the story. Following this, there are multiple day-long trainings throughout the year scheduled for the staff to take part in.

Prior to this, the entire staff took part in Cultural Proficiency training multiple times a year since the spring semester 2020. The Cultural Proficiency training will serve as a springboard into the Restorative Justice training and conversations that staff will be trained in.

This work aligns with Goal 2: Expand student centered and real-world learning experiences. Focusing on restorative conversations and circles is focusing on student centered work and empathy.

❖ **Continue to use data to drive PLC's instructional decisions and practices that affect student learning.**

Summary of Progress
PLCs meet regularly to collaborate on lessons and to assess students formatively using Common Formative Assessments (CFA). Following the administration of each CFA, the PLC analyzes the overall scores, results of individual teachers, and student work samples. This allows the PLCs to engage in professional learning from one another on best pedagogical practices that can transfer between members of the PLCs as well as to ensure uniformity of learning.

Regional Instructional Lead (ILT) meetings for the Roosevelt High School area and all feeder schools have also been focused on improving student success on identified claims and targets from the SBAC. These meetings take place three times a year in September, November, and February. Lead teachers from each content area have worked to develop strategies and assessments that align to the SBAC and then bring them back to their PLC to support students across the region in demonstrating mastery. Regional ILT meetings focused on developing assessments in the 2020-21 school year and then on developing common classroom strategies in the 2021-22 school year.

Additionally, the Instructional Lead Team (ILT) representatives from each PLCs determined that the district adopted iReady diagnostic assessment did not provide relevant data on student mastery of standards that students are currently learning. Rather, the iReady diagnostic provides information about which standards students have mastered since Kindergarten. To address this, ILT and teachers at RHS have aligned to develop our own school wide assessment plan for Quarters 1 and Quarters 3 that assess students on skills and standards that are immediately applicable and can be immediately intervened upon and retaught. The first Roosevelt Benchmark Assessment (RBA) was administered in Quarter 3 of the 2021-22 school year.

Some PLCs, such as English 1, made the decision to use the FIABs released from Smarter Balanced as their RBA in order to measure how much support students need by 11th grade in order to Meet Standards once they take the exam. The FIAB that they selected for their Quarter 1 RBA aligned to tone and perspective which are the standards being addressed in their unit of study.

All of this work supports Goals 1 and 2 of the SPSA. The data-driven work of PLCs ensures that students perform at challenge levels and that there are real-world experiences and applications of their learning.

❖ **Encourage the communication of measurable learning objectives that have a language and content focus to all students, including ELLs.**

Summary of Progress
Since the 2019-20 mid-cycle visiting team, there has been an annual focus on increasing clarity in the classroom through the use of clear, measurable learning objectives and student success criteria. Teachers have received support in writing lesson objectives that embed both the skill/standard taught and a language component to support EL students.

During distance learning, staff were encouraged to post their learning objective as part of their virtual background. Staff used resources such as TEAMS and Zoom virtual backgrounds as well as Classroom Screen to post lesson objectives, success criteria, and visual timers to support student clarity of learning. Teachers also posted a Week-at-a-Glance document every Monday that listed all objectives and learning activities for the week for ease of student access if there were any issues with connectivity or completion of synchronous work.

During staff Buyback professional learning in October of 2021, teachers received professional learning on the effect size of having clear objectives and success criteria communicated to students. They were provided opportunities to reflect on their current practices and commit to small changes that would improve the clarity of their objective or success criteria.

Teachers are able to request a large physical board to write their daily lesson objectives, success criteria, and agendas to support students. Alternatively, teachers can choose to post their lesson objective on slide shows, TEAMS, Google Classroom, or other digital medium. Weekly WASC Walks by the coordinators and participating teachers also generated conversations among teachers about whether an objective must be physically displayed at all times in the classroom or whether an objective on an opening slide would be sufficient. The staff came to the consensus that an objective is meant to provide a frame of reference for students rather than to be a board on a wall. If a visitor can ask a student what they are learning or why they are doing a task and the student can answer the question,

then the objective has been clearly communicated.

Clear and communicated learning objectives support Goal 1 and Goal 2 of the SPSA. Student academic performance improves with greater clarity and the addition of the language component ensures that there is a real-world aspect.

❖ **College & Career Ready Culture (increase A-G)**

Summary of Progress
There are multiple pathways on campus that allow students the opportunity to take Career and Technical Education classes. There are multiple pathways available to students including Heath Pathway, Public Service Pathway, Business Academy, and Education Pathway. There are also Teacher Academy classes offered for students during the instructional day with the option to get real world, hands-on practice as participants in classroom instruction during the winter and summer sessions.

There has been a steady increase in students that are graduating College and Career ready with A-G completion. This work supports Goal 2: Expand student centered and real-world learning experiences. Through pathways, dual enrollment, and CTE courses, students are challenged to engage in real-world learning experiences. Many of the Pathways are connected to local business partners and agencies which also supports Goal 3: Increase student engagement in their school and community.

❖ **Ensure grading practices and expectations are equitable and grades are posted in a timely manner.**

Summary of Progress
Immediately following the 2017 Visiting Committee's recommendation, the principal used the Round Up to pose questions regarding grading practices which opened the discussion around equitable grading practices. More traction around this was gained when the site BTSC team brought the pillars of grading to be examined during an ILT meeting in the spring of 2020.

In the 2021-2022 school year, the entire staff was invited to participate in a book study of Joe Feldman's *Grading for Equity* hosted by the BTSC team. 14 teachers volunteered to participate, though not all teachers were present at every book study meeting. Eventually, the BTSC team also began testing ideas such as a whole school make- up day to introduce equitable grading practices to the staff.

The Instructional Coach on site also used the Coach's Corner of the weekly Round Up to begin presenting various equitable grading practices that might be adopted by a teacher or PLC. This encouraged conversations in PLCs around what a particular letter grade meant in one teacher's classroom versus another. As early as the 2019-2020 school year, several members of the English 1 PLC were using a 4-point rubric to grade all student work. Beginning in the 2022-23 school year, the Algebra 1 PLC adopted a similar rubric based system and common grade scale in Atlas so that there is consistency amongst grades across the PLC.

This work supports Goal 2: Expand student centered and real-world learning experiences. This gradual shift in grading practices to become more equitable is a paradigm shift for many educators. However, it

is a necessary shift since it is designed to be unbiased and student-centered.

❖ **<u>Provide more opportunities to build bridges between the different social groups on campus.</u>**

Summary of Progress
During the 2021-2022 school year, there were multiple events held to build bridges between our special populations and general populations such as the combined Moderate-Severe ALPS students participating in a fishing trip with students in the Bass Fishing Club. There were two festivals held during lunch on campus for Autism Awareness and Down Syndrome Awareness that featured information, games, food, and activities. All of these events were inclusive to all student groups and were focused on the assets that our special populations have rather than their disabilities.

Summer Bridge has been routinely held during the summer in order to create a link between incoming 9th grade students and the entire school. Students that participate in Summer Bridge come from a variety of backgrounds and build social connections. They are also partnered with senior Link Crew leaders during Bridge for their 9th grade orientation and continued Link Crew events throughout the year. In May 2022, the 9th grade Move Up Day also introduced Summer Bridge, clubs on campus, and fall sports for students to proactively sign up for.

There are themes to the Homeroom Calendar of lessons and activities that include Hispanic Heritage, LGBTQ+IA, Cultural Celebrations, African-American history, and Inclusivity for special needs.

Because Summer Bridge focuses on building literacy skills, math skills, and SEL skills, this work supports Goal 1 and Goal 3. It allows students the opportunity to build essential foundational skills to be successful in 9th grade and therefore their high school career and also increases their engagement in the school.

Progress in SPSA Since Last Self-Study

The SPSA for Roosevelt is in the required format for all Fresno Unified School District schools. It is a large and all-encompassing document that must align to each of the district goals. During the time of the last self-study, the district had four goals. After the goals had sunset in 2019, the district refined their goals and now SPSAs must align to the five new district goals.

<u>Student Goal 1- Improve academic performance at challenging levels.</u>

This goal is seen in the following critical areas of follow up:
- Effective first instruction supports student success in reading, writing, and math.
- Data driven PLCs can use data that supports student success in reading, writing, and math.
- Clarity through measurable learning objectives will support.
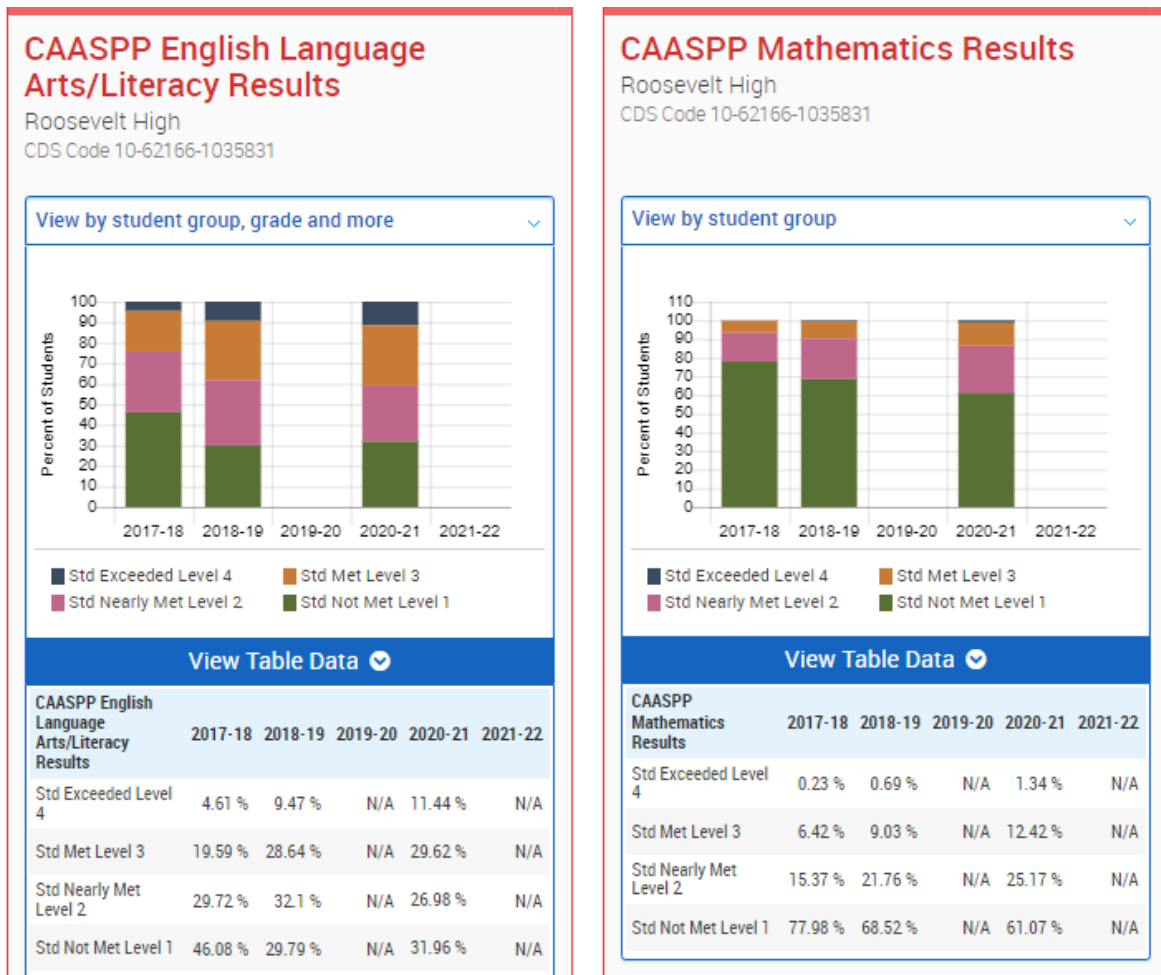- Equitable grading practices.

Accomplishment:

Students have been engaged in grade-level texts that are rigorous and challenging with support in place. This allows students with disabilities and English Language Learners to equitably access the

curriculum. PLCs regularly use CFA data to make adjustments in instruction that support student learning. PLCs are also aligning their grading practices to ensure that categories in grade books have similar weighting on student grades. All teachers are teachers of literacy within their content area.

Evidence:

There was an increase in proficiency in both the math and literacy SBAC scores for students in the spring of 2022. Algebra 1 and Biology spent 3 years as part of the EL Lab School to support students in both building their content area skills and developing academic language. There has been a team of PLUS teachers assigned to English, Math, and SPED to support teachers in developing lessons that have clarity and leading PLCs to ensure that they are data-driven.

CAASPP English Language Arts/Literacy Results
Roosevelt High
CDS Code 10-62166-1035831

View by student group, grade and more

- Std Exceeded Level 4
- Std Nearly Met Level 2
- Std Met Level 3
- Std Not Met Level 1

View Table Data

CAASPP English Language Arts/Literacy Results	2017-18	2018-19	2019-20	2020-21	2021-22
Std Exceeded Level 4	4.61 %	9.47 %	N/A	11.44 %	N/A
Std Met Level 3	19.59 %	28.64 %	N/A	29.62 %	N/A
Std Nearly Met Level 2	29.72 %	32.1 %	N/A	26.98 %	N/A
Std Not Met Level 1	46.08 %	29.79 %	N/A	31.96 %	N/A

CAASPP Mathematics Results
Roosevelt High
CDS Code 10-62166-1035831

View by student group

- Std Exceeded Level 4
- Std Nearly Met Level 2
- Std Met Level 3
- Std Not Met Level 1

View Table Data

CAASPP Mathematics Results	2017-18	2018-19	2019-20	2020-21	2021-22
Std Exceeded Level 4	0.23 %	0.69 %	N/A	1.34 %	N/A
Std Met Level 3	6.42 %	9.03 %	N/A	12.42 %	N/A
Std Nearly Met Level 2	15.37 %	21.76 %	N/A	25.17 %	N/A
Std Not Met Level 1	77.98 %	68.52 %	N/A	61.07 %	N/A

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

This goal is seen in the following critical areas of follow up:
- College and career readiness.
- Build bridges between different social groups on campus.

Accomplishment:

There are over 25 clubs offered on campus for students to engage in with new clubs being offered every year. Clubs are finding creative ways to access resources such as partnerships with Beautify Fresno and Donors Choose grants in order to create more opportunities for the students that are participating. The Outdoor and Ecology Clubs are partnering with the TSAs supporting Homeroom to bring projects to Roosevelt that every student can participate in through the weekly Homeroom class. Roosevelt also continues to offer the School of the Arts for students to participate in theater, arts, dance, and music classes. There are also more than 16 unique sports offered to both men and ladies to be athletically involved. The football program has hosted a 100-days of Academics in order to support athletes in focusing on their academics and maintaining eligibility to play. All of these experiences are real-world learning experiences for students that are focused on connecting them to other students and the world that they live in.

Evidence:

In March 2022, coaches shared that the football team GPA increased the average GPA by .38 points. They also decreased the amount of Fs from 80 to 64. The whole team also participated in community service picking up garbage around our Roosevelt neighborhood.

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

This goal is seen in the following critical areas of follow up:
- EL reclassification.
- Effective first instruction.
- Data driven PLC.
- College and career readiness.

Accomplishment:

Students have access to a wide variety of clubs, co-curricular activities, extracurricular activities, and sports to participate in and increase their engagement at school. School wide competitions and events are held to foster a sense of community and connectedness. The Climate and Culture survey is administered twice a year, and the whole staff reviews the results in order to make adjustments to the needs that students express. There are celebrations for students with high academic achievement, celebrations for students with high attendance, and celebrations for students of diverse backgrounds on campus.

Evidence:

Counselors host pizza parties for High Honor Roll students each quarter as well as perfect attendance pizza parties throughout the year. The Moderate-Severe Special Education teacher teams host inclusive events to bring awareness to Down Syndrome and Autism and create a safe space for their students to engage in activities with their general education peers.

Family Goal- Increase inclusive opportunities to engage in their students' education.

This goal is seen in the following critical areas of follow up:

- EL reclassification.
- Restorative practices.
- Increase College and Career (A-G).
- Build bridges between different social groups.

Accomplishment:

Parents are invited to engage in their students' education in multiple ways. Parents and family members are encouraged to join the School Site Council, English Learner Advisory Committee, Friends of Roosevelt School of the Arts, and various Athletics parent groups. Additionally, parents are invited to Parent Coffee Hours hosted by the Home School Liaisons.

Evidence:

The SSC, ELAC, FRSA, and athletics meetings agendas and notes all show evidence of parent participation in various groups meant to connect parents and families to their students' education.

Staff Goal- Increase recruitment and retention of staff reflecting the diversity of our community.

This goal is seen in the following critical areas of follow up:

- Restorative practices.
- Data-driven PLCs.
- Increase College and Career (A-G).
- Equitable grading practices.
- Build bridges between different social groups.

Accomplishment:

Staff on campus come from a variety of experiences and backgrounds. There are new teachers fresh out of teacher credentialing programs, veteran educators, and industry professionals. The staff is diverse in ethnicity, gender, and orientation which is reflective of the student population.

Evidence:

The majority of the staff on campus are white or Hispanic. There are also staff from Asian, African-American, Filipino, and American Indian descent that are equivalent to our student population and representative.

Critical Areas for Follow Up Not Addressed in SPSA

Due to the nature of our SPSA, which is a template that is expected to be used by all schools in our district, all of the original critical areas for follow-up (growth areas for continuous improvement) are reflected in the current SPSA. Not all are addressed to the same degree, as our SPSA is substantial in length to meet the requirements of the district template. While increasing the redesignation rate of EL

students is reflected in two of the goals in the SPSA, the graduation rate for EL students is not consistently increasing.

Equitable grading is reflected in the first goal of the SPSA but there is still much work to be done in that regard. This is a difficult shift to navigate from an administrative perspective because of the protections that teachers have with regard to their grading policies per Ed Code 49066.

Chapter II: Student/Community Profile and Supporting Data and Findings

A. General Background and History

General History and Background of Theodore Roosevelt High School

Theodore Roosevelt High School is a comprehensive high school situated in the southeast section of the city of Fresno, California. Opening in 1928, Roosevelt was the third high school built to serve the southern portion of the Fresno Unified School District. The buildings at Roosevelt 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, a 12-classroom Science & Technology building, library and an administration building. The athletics and physical education 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 measure, the tennis courts were completely redone with new surfacing and lighting in fall 2018, along with new solar panels in the adjacent 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. In the spring of 2021, the cafeteria modernization was completed. The campus also includes dance classrooms in East Hall and a full-sized auditorium with classrooms for performing arts. Near the heart of the campus is the Rough Rider Stable, an open, park-style area with one main stage and two smaller side stages.

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 to 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.

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 include California

State University-Fresno (Fresno State), Fresno Pacific University, Fresno City College, Reedley College, National University, West Hills College, 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 Jonasson 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 Education 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.

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 2022, the population of Fresno continued to increase as it reached approximately 540,000 making it the 5th largest city in California and the 35th largest city in the nation. The median income in Fresno as of 2021 was $41,455 compared to the national median income of $79,900 and the California median income of $80,440. This makes the median income of Fresno approximately half of the state income. The projected average real per capita personal income in 2022 for Fresno is $38,088 and the average median household income of each resident is $19,226 ($41,455 for a household). There poverty rate in Fresno is 28.4%. 77.3% of the population 25 or older have at least a high school diploma or higher and 22% of the population have a bachelor's degree or higher. The area is distinguished by its diversity and tradition as one of the nation's largest agricultural regions.

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.

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 Site Council

The School Site Council is a partnership between school administration, certificated staff, classified staff, parents, and students. This council has decision-making authority regarding use of certain categorical funding, drafting of the SPSA, and reallocation of funds as needed to best meet student needs.

English Learner Advisory Committee

The RHS English Learner Advisory Committee meets four times during the school year to discuss the needs and supports of our English Learner students.

Community Foundation Programs and 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 the Health Pathway gain unique access to assist in many areas of the hospital as regular volunteers provided that they are fully vaccinated. There are also partners that attend Health and Human Services Advisory Committee meetings that offer work-based learning opportunities for teachers and students.

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 students have routinely showcased their work and participated in 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 throughout the year.

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. Due to COVID-19, students are no longer afforded the option to job shadow at three different partner sites. The IRS still offers students the opportunities to work on their business plans for students participating in the Business Academy.

Educational Leadership Foundation - Reyes Scholarships

The Gusmaro & Bernarda P. Reyes Scholarship is an opportunity for our seniors for scholarships and mentorship. The wonderful Reyes children developed a scholarship fund in honor of their parents, who worked very hard for them and instilled in them the importance of education. They are in their 5th year

of providing educational scholarships ($100,000 so far), mentoring, and personal development specifically to Roosevelt Graduates, and we are very thankful for all of their support. Through their scholarship and mentoring, the students who have received the scholarship have stayed enrolled and on track for college graduation. Each year, the family coordinates an event and auction to support the scholarship fund, and to recognize a community member with their Legacy Award.

Steve's Scholars

The Steve's Scholars program was created by Francine and Murray Farber with their daughter-in-law Cordula in memory of their son, Steven. The program provides ongoing mentoring and cohort activities, such as college visits, as well as additional staff to support keeping students on-track to meet scholarship requirements. All of the honored students maintain an academic average of 3.0, attendance rate of 95%, and complete California A-G requirements. Many also participate in a variety of community service events. Roosevelt has consistently honored dozens of Steve's Scholars scholarship honorees every year.

Pathway Partnerships

There are multiple pathways available for students at RHS: Public Service Pathway, Health Pathway, Business Academy, Teacher Academy, and Roosevelt School of the Arts. Additionally, Roosevelt has ongoing connections with numerous local professionals who support our students and school through our academy and pathway programs.

School Purpose and ACS WASC Accreditation History

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

MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

VISION

Fresno Unified School District: Where students, families, and staff are valued and empowered to achieve their greatest potential.

VALUES

We Value Learning

We Value Accountability

We Value Positive Behavior

We Value People & Our Community

GOALS

Student Goals

Improve academic performance at challenging levels

Expand student-centered and real-world learning experiences

Increase student engagement in their school and community

Staff Goal

Increase recruitment and retention of staff reflecting the diversity of our community

Family Goal

Increase inclusive opportunities for families to engage in their students' education

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 and improvement in the area of reading informational text during the 2019-20 school year, as identified by SBAC results as an area of need across the region. The regional focus during 2020-21 included learning sessions with Fresno County Superintendent of Schools (FCSS) focused on CAASPP resources to support teaching and learning. 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

Roosevelt staff collaborated to revise the Schoolwide Learner Outcomes during the 2021-22 school year, focusing on updating the SLOs previously in place to meet current reality. Much of the previous SLOs were kept as a broad category but updated to reflect the ever changing conditions in which students are learning.

After collecting feedback from departments, suggestions were compiled to create suggested new Schoolwide Learner Outcomes. These new SLOs were discussed in teacher leader groups, including Department Chairs and Instructional Leadership Team (ILT), presented at our annual parent meeting during Open House, and presented to students for feedback, prior to being finalized. One key change to the SLOs is that the language is now student friendly in the form of "I can…" statements at the behest of students. 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.

ROOSEVELT HIGH SCHOOL
SCHOOLWIDE
LEARNER OUTCOMES

PROACTIVE & RESPECTFUL COMMUNITY PARTICIPANT

I can...

- make ethical, fair, and just decisions with reasoning and evidence.
- engage civically and connect learning to the world.
- take ownership and responsibility for self and community.
- be open-minded, showing empathy and compassion for others.
- be prompt and honor the time and work of others.

RESPONSIBLE & RESOURCEFUL DIGITAL USER

I can...

- access and use a variety of resources and technologies to aid in the learning process and the presentation of ideas.
- determine credibility of a source.
- practice appropriate digital etiquette.
- understand and have accountability for digital citizenship.
- utilize technology to support, and demonstrate progress and proficiency in, the other SLOs.

PRODUCTIVE & RESILIENT PROBLEM SOLVER

I can...

- think critically and use multiple methods and approaches to solve problems.
- give a precise description of a claim or argument and support the claim.
- evaluate claims made by others.
- identify errors in the approach and make an adjustment in the claim, argument, or solution.
- use written instructions and examples to complete unfamiliar tasks.
- be able to specifically state what may be causing confusion.

SKILLED COMMUNICATOR & COLLABORATOR

I can...

- communicate effectively, verbally, in writing, and with visual representations.
- present information and findings with supporting evidence.
- participate in a range of collaborative academic discussions.
- demonstrate thoughtful listening skills to show an understanding of opposing views while being respectful of all opinions.
- be a productive team member, ready to take on any role.

SELF-DIRECTED & ADAPTABLE LEARNER

I can...

- set goals, develop an action plan, and monitor progress.
- be active in the process and demonstrate motivation to learn.
- assess progress using self-reflection and feedback from others.
- process and use feedback to learn, adapt, and grow.
- learn from mistakes and manage setbacks.
- develop professional skills, such as time management and organization.
- develop stamina in the learning process.

WASC Accreditation History

Roosevelt High School completed a full Focus on Learning self-study during the Spring of 2017 and was provided a six-year term accreditation with a 2-day mid-cycle visit. During the 2-day mid-cycle visit in 2020, the visiting committee reaffirmed the accreditation of the school through the six year term, ending 2023. The visiting committee identified the following critical areas for follow up:

- 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.
- Identify current ELL students who have met borderline redesignation status and develop a plan to achieve redesignation (reclassification) within a calendar year.
- To support student learning in a diverse environment, there is a need for a campus-wide adoption and implementation of strategies for differentiating instruction.
- Continue to focus on a model of restorative practices and become an identified Restorative Practice school.
- 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.
- 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).
- Encourage a college & career ready culture by increasing the % of students who complete A-G requirements.

Following the 2020 Mid-Cycle Review, the visiting committee made the following recommendations:

- Continue to investigate and use effective and appropriate researched-based strategies and/or programs to support the reclassification of Long-Term Language Learners.
- Continue to provide more guidance for teachers with regards to restorative practices.
- Continue to use data to drive PLC's, instructional decisions and practices that affect student learning.
- Encourage the communication of measurable learning objectives to all students, including ELLs.
- Ensure grading practices and expectations are equitable, and grades are posted in a timely manner.
- Provide more opportunities to build bridges between the different social groups on campus.

LCAP Identified Needs

Fresno Unified staff undertook an extensive outreach effort to better understand the preferences of parents, teachers, staff, and students for the current school year and to support decisions made after the June 2021 approval of the Local Control and Accountability Plan (LCAP). Beginning in August 2021 and continuing into February 2022, staff reached out to educational partners on several topics, including seeking information on student needs, a discussion of new ESSER III funding, and staffing

opportunities made available to the district through funding from the additional 15% allocated through Local Control Funding Formula concentration funds. The engagement efforts to date in the 2021-22 school year can be summarized by the following:

Participating Group	Targeted Audience	Date
Principal's Resource Fair	Administrators/Principals	August 2021
Back to School Saturday Family Fair	Families	August 2021
Community Based Organizations*	Organizations that serve underserved students*	August 2021
Go Fresno Public Schools	Families	August 2021
DELAC	Families	August 2021
Fresno Rescue Mission	Organization that serves underserved families	August 2021
Special Education Administrators	Special Education Administrators	August 2021
Fresno EOC	Organization that serves underserved families	August 2021
Foster Youth Student Voice	Foster / Homeless Students	August 2021
Social Media Blast W/ Video (Twice)	Fresno Unified Community	August/September
Community ThoughtExchange	Families, Students, Teachers, Administrators	August/September
School Administrator Newsletter	Site Administrators	September 2021
Educational Partner Input - BOE	Board of Education, Community	September 2021
Principal Meeting	Administration/Principals	September 2021
Foster Youth Roundtable	Students/staff	October 2021
District Advisory Committee (DAC)	Families/Staff	November 2021
District English Learners Advisory Committee (DELAC)	Families	November 2021
Principal Meeting – Thought Exchange	Administrators/Principals	November 2021
Principal Meeting	Administration/Principals	January 2022
Labor Management – FTA Trades	Staff	January 2022
Labor Management – FASTA	Staff	January 2022
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	January 2022
LCAP Student Engagement Outreach	Students	January 2022
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	January 2022
LCAP Student Engagement Outreach	Students	January 2022
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	January 2022
LCAP Student Engagement Outreach	Students	January 2022
Community Advisory Committee (CAC)	Families	January 2022
District Advisory Committee (DAC)	Families/Staff	January 2022
Additional Positions – BOE	Board of Education, Community	February 2022
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	February 2022
LCAP Student Engagement Outreach	Students	February 2022
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	February 2022
LCAP Student Engagement Outreach	Students	February 2022
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	February 2022
LCAP Student Engagement Outreach	Students	February 2022
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	February 2022
LCAP Student Engagement Outreach	Students	February 2022
Virtual (English) LCAP Community Townhall	Parents, Community, Administrators, Staff, Students	February 2022
Virtual (Spanish) LCAP Community Townhall	Parents, Community, Administrators, Staff, Students	February 2022
Virtual (Hmong) LCAP Community Townhall	Parents, Community, Administrators, Staff, Students	February 2022

Student Goal 1- Improve academic performance at challenging levels.

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

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

Staff Goal - Increase recruitment and retention of staff reflecting the diversity of our community.

Family Goal - Increase inclusive opportunities for families to engage in their students' education.

Foster Youth - Provide foster youth targeted social emotional and academic interventions to increase graduation rates.

Students with Disabilities- Provide students and their families/guardians with transition planning resources and options for pathways towards post-secondary and employment opportunities.

Throughout the Continuous Cycle of Improvement Process, plans are reviewed and/or revised and evaluated by site leaders and supervisors. The evaluation process includes examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders will pivot (revise plan based on data) and/or begin another Cycle of Continuous Improvement, determining areas of focus as pertained to the site plan. Leaders of this work share progress with the District Administrative Cabinet twice a year to provide updates, surface requests for additional supports that may be needed to accelerate progress to meet the SPSA goals, and/or how the plan is improving/impacting the system as a whole.

B. 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:

Graduation REQUIREMENTS

Fresno Unified School District requires a total of **230 credits** in the following areas to graduate. Typically, students earn five (5) credits for each course in which they receive a semester grade of "D" or better.

Subject	Credits
English Language Arts	40
American Government	5
U.S. 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**

*Any courses taken in excess of the minimum required in any subject area will count toward the fulfillment of the Elective requirement.

Fresno Unified School District
College and Career Readiness

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 for UC/CSU admission. In addition, 9th and 10th grade students are required to complete the state-mandated Physical Education participation. Students also have multiple options for Dual Enrollment (DE) and CTE experiences. Beginning with the Class of 2026, a course in Ethnic Studies will be added as a graduation requirement. Our district is still in discussions for how this requirement will be met for students.

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 History AP World History	U.S. History Race & Soc Just AP U.S. History	Gov/Econ AP Gov
B	English 4 years	English I	English II	English III AP Lang/Comp	ERWC Eng 1A (dual) AP Lit/Comp
C	Mathematics 3 yrs/4 Recommended	Algebra I Geometry Accel	Geometry Alg 2/PreCalc	Algebra II Trigonometry AP Calculus Alg/Geo III	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 Studio Art, AP Music Theory 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, including CTE and pathway electives.			

Overall, A-G completion rates have been steadily increasing across all student subgroups. There was stagnation in the 2018-19 school year likely due to the abrupt closure of schools due to COVID-19. Counselors have been promoting A-G courses for students and running campaigns to highlight colleges that staff and faculty attended as well as holding college signing days.

A-G Completion Rates					
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-2022**
English Learner	14.6%	14.6%	24.1%	30.5%	45.6%
Socioeconomically Disadvantaged	36.5%	37.5%	46.8%	52.2%	63.5%
Students with Disabilities	10.2%	7.6%	12.2%	17.1%	27%
Homeless Youth	10.6%	11.8%	10%	10%	28.6%
Asian	47.7%	50.9%	59.5%	69.5%	90%
Black/ African-American	18.5%	21.6%	21.7%	32%	40%
Hispanic/Latino	37.4%	38.3%	47.7%	52.5%	60%
White	41.2%	37.7%	50.6%	60.2%	60%
OVERALL	37.2%	38.2%	47.1%	53.3%	63.7%

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 provide 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. This is a structure that has been the focus of discussions a couple of times over the recent self-study cycle. Some teachers value the longer block periods for student learning, while other teachers desire the opportunity to work with their students more often using a traditional schedule. Pros and cons to both schedule formats were discussed and an iteration of the current schedule format has been utilized for the entirety of the self-study cycle. Most recent changes include the addition of Homeroom and RST, and the shift to a Monday meeting schedule.

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 experiences a schedule change. Full traditional weeks are also utilized at the end of the

semester to support preparations for Final Exams. There are full traditional weeks added for events such as SBAC testing to ensure that students have the opportunity to receive instruction from all of their teachers in the testing schedule. Additionally, the inclusion of full traditional weeks allows for the school to meet the annual instructional minute requirements with the State, as with the inclusion of passing periods in the calculation, traditional days bank more minutes than block days due to the additional passing periods on those days.
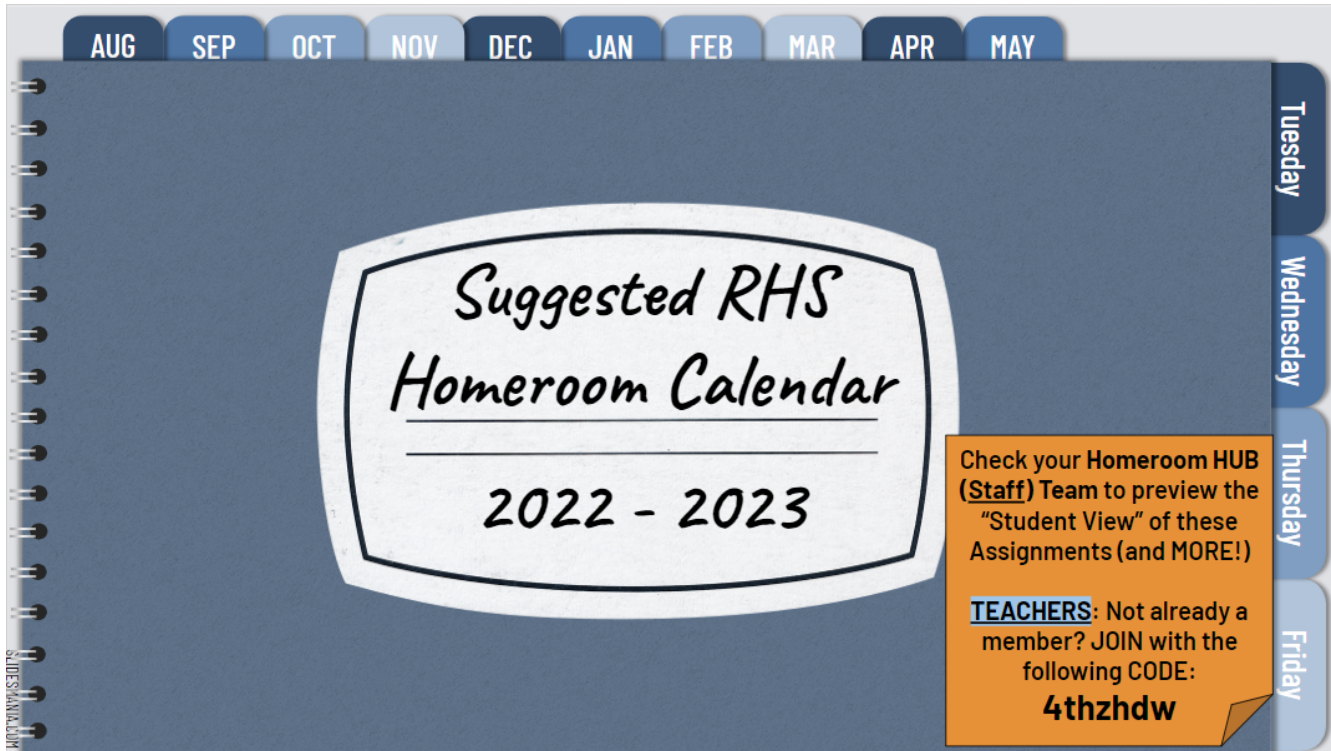
Roosevelt High School

BELL SCHEDULE 2022-23

Traditional / Mtg Day (TM)	ODD Block Tue (O)	EVEN Block Wed (E)	ODD Block Thur (O)	EVEN Block Fri (E)	Traditional (T)
Staff Meetings 7:50 – 8:35	Period 1 8:30 – 10:13	Period 2 8:30 – 10:13	Period 1 8:30 – 10:13	Period 2 8:30 – 10:13	Period 1 8:30 – 9:26
Period 1 8:45 – 9:33	RST (Per 10) 10:21 – 10:51	HR (Per 10) 10:21 – 10:51	RST (Per 10) 10:21 – 10:51	HR (Per 10) 10:21 – 10:51	Period 2 9:34 – 10:30
Period 2 9:41 – 10:29	Period 3 10:59 – 12:42	Period 4 10:59 – 12:42	Period 3 10:59 – 12:42	Period 4 10:59 – 12:42	Period 3 10:38 – 11:37
Period 3 10:37 – 11:27	LUNCH 12:42 – 1:17	LUNCH 12:42 – 1:17	LUNCH 12:42 – 1:17	LUNCH 12:42 – 1:17	Period 4 11:45 – 12:41
Period 4 11:35 – 12:23	Period 5 1:25 – 3:08	Period 6 1:25 – 3:08	Period 5 1:25 – 3:08	Period 6 1:25 – 3:08	LUNCH 12:41 – 1:16
LUNCH 12:23 – 12:58	Period 7 3:15 – 4:58		Period 7 3:15 – 4:58		Period 5 1:24 – 2:20
Period 5 1:06 – 1:54	**Full Traditional (T) Weeks** Aug 15, Aug 22 (Mon TM), Dec 5, Jan 9 (Mon TM), Jan 16 (Tue 1/17 TM), Mar 27 (Mon TM), Apr 24 (Testing), May 29				Period 6 2:28 – 3:24
Period 6 2:02 – 2:50					Period 7 3:31 – 4:27
Period 7 2:57 – 3:45					

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 each time Homeroom met. 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 school wide 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. Starting in the 2022-2023 school year, the site TSAs coordinated to use the adopted School Connect SEL curriculum to organize lessons and push materials directly out to students using their Counseling Team Tiles and a shared Homeroom Calendar for the staff.

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. In the 2022-23 school year, students were placed into the same class for both Homeroom and RST for consistency and building relationships that would encourage them to do more work. This also simplified the number of class periods built into the student schedule. Originally, students were provided with a Passport in their student planners to check in, sign out, and seek another teacher for support during the RST period. Due to the high volume of students outside of class during this time period, students now have access to TEAMS chat, TEAMS assignments, Google Classroom, email, Tutor.com, and other resources from within their assigned class rather than moving to different classes.

Staff Collaboration

The schedule at Roosevelt also has built-in opportunities for teachers to collaborate for 45 minutes on Monday mornings. Monday collaboration (Professional Learning Community) meetings are 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 Monday morning meeting time, and additional staff learning meetings were added to the calendar on either Wednesday or Thursday afternoons (dependent upon teacher prep period in block schedule) about one time each month. These meetings have focused on learning topics such as schoolwide literacy, academic discourse, supporting English Learner students, Restorative Practices, and technology used 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), Education and Public Service Pathway, and multiple CTE pathways, including Business Entrepreneurship and Digital Media, Arts, and 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.

There are various CTE courses offered at Roosevelt, and several of the courses and pathways afford students the opportunity to complete certification that they can take with them to post-secondary industry. Students can also gain experience through internships.

Health Pathway (Roosevelt Pathways in Medicine – RPM)

The Health Pathway has been in existence as a CPA (California Partnership Academy). In 2015-2016 it began as a Linked Learning pathway as freshmen and we now offer classes at all levels. Students in RPM begin with a course in Applied Medical Sciences. At the 10th grade level students take Prevention, Health and Fitness, and then as 11th graders choose a path in Medical Careers or Sports Medicine. As part of the Medical Careers path, students receive 5 units in Dual Enrollment units with Fresno City College and spend time throughout the year at Community Regional Medical Center (CRMC) where they volunteer and job shadow in multiple areas of the hospital. The Sports Medicine path was added during the 2018-19 school year. Athletic Training, which also provides dual enrollment with Fresno City College, is the 12th grade hands on practicum, where students work with diagnosing and rehabilitating athletes. In both pathways students will be certified in CPR, Stop the Bleed and OSHA 10 to add to their resumes upon graduation.

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, which include, Police, Fire, Military and Emergency Medical industries. They recreate crime scenes, get hands-on experiences, job shadow, and

receive certifications in CPR, Stop the Bleed and OSHA during the 4 years in this Linked Learning pathway.

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 program 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 program in Education. In the 10th grade, students can take Cross-Age PE, which is not a requirement for the program. This course allows students to partner with a nearby elementary school to teach PE to their students. Beginning in the 11th grade, the Teacher Academy provides a dual enrollment option with Fresno City College for our students. Students take 2 courses, *Teacher Academy: The Universal Career* and *Teacher Academy: Designs for Learning* over 2 years which allows them the opportunity to go to elementary schools and work in the classroom as a Worked-Based Learning component.

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 Virtual Enterprise (VE) which prepares students for successful futures by transforming classes into companies and bridging the divide between the classroom and the working world. VE students attend trade shows where they showcase their business and participate in several competitions. The class is hands-on, immersive, work-based learning experiences. Over the course of an academic year, teachers become consultants as students work individually, in departments, and as a firm to develop, refine, and implement their business.

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 is 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.

Online Instruction

At Roosevelt High School, students are provided with quality instruction at every grade level in an online environment. Online instruction is provided in the following areas:

- Access to courses that support student acceleration 24-7
- Tutoring
- Credit recovery through EdGEnuity during the day (JE Young), Period 7, Winter Session, Summer School

During distance learning in the 2020-2021 school year, students engaged in purely online instruction. Students attended class virtually using Microsoft TEAMS meetings, Google Classroom, or Zoom. Links for students to access their virtual instruction were all housed in the district TEAMS page for simplicity and quick reference. TEAMS also automatically syncs with Atlas and pushes students into their TEAMS based on their class enrollment so that students did not miss instructional opportunities despite changes in classes.

Following this, in the 2021-2022 school year, teachers had the option to offer simultaneous hybrid instruction or independent study for students that were quarantined due to COVID-19 protocols. In these instances, teachers could choose to teach live in-person instruction with an open link for students to join the class period virtually, or they could choose to create an independent work packet for students to complete at home while quarantined. With the modification of quarantine protocols and length in the 2022-23 school year, this option has been removed.

Title I, Title II, Title III Funding

Roosevelt High School is a Title I school and received Title I funds to provide supplemental support for student outcomes. Additionally, the school is provided yearly supplemental funds under LCFF to support. Title I funds have been earmarked to support the ongoing Homeroom at Roosevelt so that teachers have additional funds to purchase supplies for homeroom activities that build connections among students. Administration also uses funds to provide incentives for students that are actively involved in homeroom activities and contests.

The ELD TSA, Bilingual Instructional Aides, and Home School Liaisons are funded through Title I and Title III funds to support EL students on campus with instructional, data chats, parent and family communication, and support with the redesignation process.

The district LCAP directs the focus of the school SPSA. Due to the nature of our SPSA, which is a template that is expected to be used by all schools in our district, supports for high needs students such as English Learners, low income, homeless and foster youth are embedded in the current SPSA. Not all are addressed to the same degree, as our SPSA is substantial in length to meet the requirements of the district template.

English Learners

Through the site SPSA, Roosevelt hired an ELD TSA to monitor EL students, track their data, and support them in the redesignation process in the 2018-19 school year. There are also 3 full-time Bilingual Instructional Aides (BIAs) and 1 part-time BIA. In the 2021-22 school year, Roosevelt added 2 part-time Inter-Act Fellows through university partners that work in the same capacity as the BIAs.

The ELD TSA was responsible for keeping data on the current levels of all EL students, monitoring their academic and language acquisition progress, reviewing redesignation data with students, coordinating the ELPAC assessment, and supporting the BIAs to be instructional partners. Annual ELPAC Parent Informational nights were hosted to ensure parents understand the importance and expectations of the assessment. The TSA also provided routine school-wide professional learning to staff on what to expect on ELPAC and how to adjust instruction to support students in being successful on the ELPAC assessment. There were also Saturday Academy opportunities for English Learners to get support and preparation for both the ELPAC and SBAC assessments needed for redesignation. Practice ELPAC tests were made available in the library computer lab and small group support for ELPAC preparation was available during the RST period. The TSA also recognized students that reclassified at the school academic awards night.

To continue to support EL students in preparation for the ELPAC assessment, small cohorts are provided opportunities to work with the BIAs during the Homeroom period on subsets of the ELPAC practice test for four consecutive days. Cohorts being pulled are students that scored a 3 on the ELPAC in the 2021-2022 school year. Once BIAs have finished with the Cohort-3, they will support students that have scored a 1 on the ELPAC for consecutive years to understand the importance of the assessment as well as build the necessary skills in language and assessment practice.

We are currently in contract talks with a redesignation assessment. The benefit of this assessment is that students should be able to complete it in 20 minutes. Currently, the only accepted district assessment for redesignation is the iReady Reading Diagnostic assessment which can take students up to 3-5 class periods to complete.

RHS also has a site liaison with the district English Language Services office to support the ongoing tracking and redesignation of EL students. EL Services utilizes the Ellevation app in Clever to run reports for school sites to proactively monitor student achievement and progress towards redesignation as well as the monitoring tools for those students that have redesignated.

Low Income/Socio-Economically Disadvantaged Students

The student population at Roosevelt is 93% socio-economically disadvantaged. Much of the programs in place are there directly to meet this high need on the campus and funded through categorical funds from Title I and II.. Every student has access to free breakfast and lunch daily. Every student has access to free After School Program tutoring. Students have 24/7 access to Tutor.com through their Clever portal. The site employs 2 full-time TSAs that focus on English, Mathematics, and Special Education support. A site instructional coach is funded directly from Title I funds to support whole school literacy instruction.

CTE enrollment is available for all students, and we have found that ensuring a variety of CTEcourses allows for our lower-performing student groups to access these important classes. We have effectively increased communication and recruitment efforts at our feeder middle schools and districtwide program events, to encourage more students to enroll in CTE classes and pathways. Additionally,we have increased course offerings for CTE on site to ensure that students have options for completing a full CTEpathway.

Foster Youth

There is a social worker on site dedicated to supporting our Homeless and Foster Youth. She supports them by ensuring that they are appropriately coded so that she can provide one-on-one support for financial aid applications, Chafee grants, school letters, and other materials that secondary schools and financial aid offices will request.

Other Local Support Programs

In September 2017, Fresno Unified School District (FUSD) launched the Office of African American Academic Acceleration (A4) in order to identify and address the fundamental causes for the discrepancy in academic outcomes between African American students and other demographic groups.

Over the past two years, our team of staff, teachers and community members have worked diligently to begin closing the achievement gap for the African American students and create an environment where they can achieve academic success.

All teachers utilize best practices to support academic language acquisition to support English Learner students, as well as increase access to content for students who have struggled academically, including homeless/foster youth, and SPED students.

Bilingual Home School Liaisons (HSL's) support the IEP process when translation support is needed for parents in Spanish or Hmong.

C. Schoolwide Learner Outcomes/Graduate Profile

Schoolwide Learning Outcomes	Evidence of Student Achievement
Skilled Communicator and Collaborator	- Students have access to a variety of resources to aid in classroom presentations. Including: Microsoft Office applications (Excel, Word, PowerPoint, etc.) along with the analogous Google programs. Several subjects (including Science, Social Science and English) utilize these resources for the use of student collaboration and classroom presentations. - Roosevelt also provides specific classes/programs to help students with communication skills, these include: Homeroom lessons, leadership, Men's/Women's Alliance. - A variety of foreign language courses are offered (including classes for native speakers). Students have the option to earn a Seal of Biliteracy, students are recognized at graduation.
Productive and Resilient Problem Solver	Both the English Language Arts (ELA) and Science standards include the expectation that students are able to state a claim, provide evidence and reasoning (CER in Science). In addition, error analysis is a common teaching method utilized in the Mathematics curriculum.
Self-Directed and Adaptable Learner	- As mentioned, RST provides lessons focused on students developing goals and monitoring progress using available technologies, such as ATLAS. - In the school of the arts, Seniors have the opportunity to direct their own One-Act plays. Students take part in all aspects of the process including, writing, casting, directing, etc. - The special education program at RHS teaches a variety of skills to help students become successful post high school. These include functional skills classes and transition programs for students moving onto local Junior Colleges. - The Career Center specializes in developing and communicating opportunities on campus for students to become professionally involved. - Students have the ability to participate in Internships through courses on campus. - The Student Resource Center has a designated teacher to work with students who are removed from class for a variety of reasons. These students have the opportunity to make corrections before returning

	to class. In some situations, the Restorative Practices program on campus may be needed to help reach resolution between the teacher and student. ● The Advanced Placement (AP) program offers a wide array of courses. Students are supported by counselors and a designated coordinator who monitors student progress and works with students to help them meet the demanding standards of AP classwork.
Proactive and Respectful Community Participant	● Availability of specific extra-curricular clubs involving community involvement: examples include Outdoor club, Ecology Club, Youth Court, and advertised opportunities for beautification opportunities. In addition, seniors are required to complete a certain number of volunteer hours, numerous opportunities are communicated throughout the school year. ● To further SEL instruction, RHS has instituted a homeroom in which lessons are created around the SEL standards. (SEL related homeroom lessons). ● RHS offers three pathways in order to specialize learning experiences and help students make professional connections. Those pathways are Public Service, Health Academy, and Teacher Academy. Students in the pathways have opportunities to leave campus to gain experience at hospitals and elementary schools as well as host professionals from the world of law enforcement.
Responsible and Resourceful Digital User	● During the distance learning of 2020-2021 school year, Fresno Unified transitioned to a 1:1 model, where every student had access to a district-supplied laptop. In addition, each laptop already had loaded on it, a wide array of resources. RHS widely uses Microsoft Teams to encourage communication between administration, teachers and students. ● In conjunction with Homeroom, every other day is a Rider Success Time (RST) period. Lessons are provided to encourage students to use appropriate technology to access/monitor their grades. ATLAS is the sole program used by all teachers to post grades. Students have on-demand access to not only their grades, but grades on individual assignments. Students are encouraged to use the Weekly Grade Tracker assignment in Homeroom to track their academic progress and proactively seek help. ● Integrated within Teams is full access to Turn-It-In which is a program where teachers can check the originality of student work. This emphasis on accountability encourages students to use technology appropriately while avoiding plagiarism. ● Starting in the 2022-2023 school year, all of FUSD will be using

	Parent Square to augment communication between teachers, parents and students. Previously School Messenger was used in this regard.

FRESNO UNIFIED SCHOOL DISTRICT
GRADUATE PROFILE

Fresno Unified is committed to preparing college and career ready graduates, giving all students an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

A Responsible and Ethical Decision Maker

A career-ready graduate is a student who has all possible options available to them upon graduation from Fresno Unified School District. This student has a strong academic foundation, has completed required courses, and has acquired the workplace skills and competencies necessary for success after high school.

A Digitally Literate Citizen

A Creative and Adaptable Learner

An Adaptable and Productive Problem Solver

A Skilled Communicator and Collaborator

| A Responsible and Ethical Decision Maker | A Creative and Adaptable Learner | A Skilled Communicator and Collaborator | An Adaptable and Productive Problem Solver | A Digitally Literate Citizen |

D. Demographic Data:

Socioeconomic Status
Roosevelt is situated in a low income neighborhood and is one of the most economically challenged sections of Fresno, with an unemployment rate that exceeds the national average. The majority of students qualify for free or reduced price lunch and both breakfast and lunch are available to every student free of charge every day as well as grab-and-go food options during the summer.

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
2,033	2,026 (92.26%)	1,992 (92.22%)	2,078 (92.73%)	2,068 (92.94%)	2,081 (93.53%)

Student Enrollment
There are 2,225 students currently enrolled at Roosevelt High School. There are over 500 unique students enrolled in AP courses, and 141 of those students are enrolled in 2 or more AP courses. Following COVID, there has been a dramatic decrease in pass rates. Overall, the trend is an increase in course offerings and AP enrollment.

There are 138 students enrolled in Dual Enrollment courses, and 35 of those students are in 2 or more Dual Enrollment sections. There are 499 students enrolled in GATE and Honors course sections to challenge them at high levels and 262 of those students are enrolled in more than one GATE or Honors section. There are also 358 students enrolled in Special Education and receiving individualized support to access their grade-level content.

Cumulative Enrollment by Academic Year						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Hispanic	1,772	1,805	1,756	1,793	1,785	1,810
Asian	186	177	176	177	190	169
White	68	71	77	98	96	76
Black/African American	124	111	114	125	118	160
American Indian	9	10	9	10	7	7
Two or More Races	18	19	19	35	24	39
Students with Disabilities	273	290	291	304	317	358
English Language Learners	498	485	462	466	513	519

Homeless	61	61	11	10	7	13
Foster Youth	10	14	14	13	24	22
Socioeconomically Disadvantaged	2,039	2,040	1,989	2,074	2,067	2,081
Overall Enrollment	**2,182**	**2,196**	**2,160**	**2,242**	**2,225**	**2,225**

Language Proficiency

There are currently 513 EL students enrolled at RHS. 126 students have been redesignated as Fluent English Proficient and are currently being monitored. Another 672 students have been redesignated and are no longer being monitored. There are 64 students that are Fluent English Proficient but have not yet redesignated. The vast majority of EL students speak Spanish (89%). Other languages that EL students speak are Hmong, Khmer, Lao, Mixteco, Farsi, Filipino, Armenian, and Arabic.

We are currently in contract talks with a redesignation assessment. The benefit of this assessment is that students should be able to complete it in 20 minutes. Currently, the only accepted district assessment for redesignation is the iReady Reading Diagnostic assessment which can take students up to 3-5 class periods to complete. Redesignation rates for EL students has been a challenge for Roosevelt due to restrictions at the district level regarding which assessments may be used to qualify for redesignation. Since 2019-20, students had to score a 4 on the ELPAC, and either Meet Standard on the ELA SBAC or be within the cut points for 1 grade level below standard or better on the iReady diagnostic assessment. There are inequities with this because many of our English only students have been unable to score within those same range which makes redesignation nearly impossible for EL students.

Many of our Special Education students are also EL students which adds another layer of complexity in the language acquisition and redesignation process. These students already need additional language support that serves as a barrier to their demonstrating fluency. There was also a decline in redesignation rates during distance learning and immediately following the return during hybrid instruction. Some of this decline is attributed to students not engaging in regular academic conversation in English while learning from home. Another factor is the complexities of assessing EL students remotely.
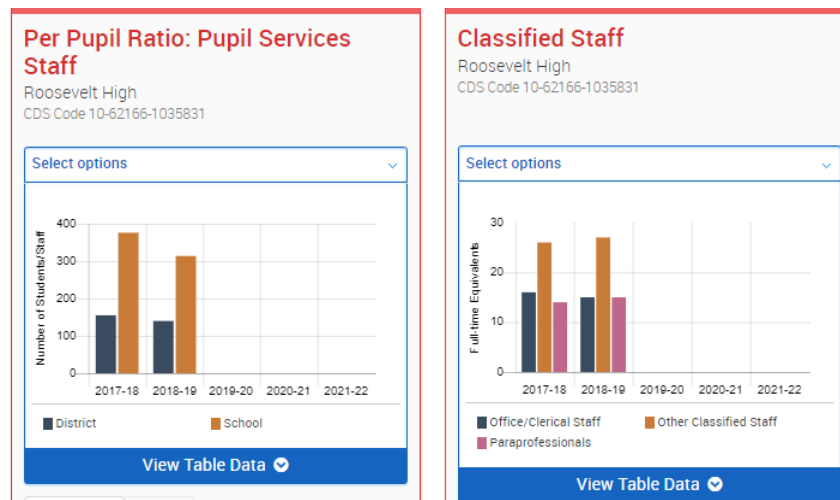
Assessed English Learner Proficiency Rate by Year				
	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Minimally Developed
2017-18	11.1%	31.5%	28.98%	28.32%
2018-19	9.69%	29.78%	34.14%	26.39%
2019-20	Not reported			
2020-21	73.58% **only 53 students assessed*	9.4%	11.3%	5.7%
2021-22	6.2%	27.5%	40.1%	26.2%

E. Data on Addressing the Eight State Priorities:

LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)
Staff and Faculty

Teachers and Consultants		Counselors		Administration		Classified	
White 41.8%	51	White 22.2%	2	White 42.9%	3	White 7.3%	3
Hispanic 36.1%	44	Hispanic 66.7%	6	Hispanic 42.9%	3	Hispanic 56.1%	23
Asian 15.6%	19	Pacific Islander 11.1%	1	Asian 14.3%	1	Asian 17.1%	7
African American 6.6%	8					African American 21.9%	9

During the 2020-21 school year, the school had 89.2 FTE certificated staff members, with 79.8 FTE being fully credentialed and 73.4 FTE with clear credentials.

For the current 2022-23 school year, the school experienced staffing challenges due to a few reasons. First, our staffing FTE was increased for this year, which required recruitment of new teachers along with other schools across our district. In addition to hiring to meet the increase in staffing, the school had 15 openings due to teachers not returning for various reasons (retirement, promotion, moving out of town, long-term leave, etc). Staffing challenges for the 22-23 school year were compounded by a handful of last-minute or emergency departures, including two staff members who resigned the week before the start of the school year, three new-hire teachers who decided to return to old positions or pursue credentials in other ways, and two staff members deciding to resign during the school year due to personal challenges.

Classified staffing positions, particularly for special education paraeducators, have been challenging to fill districtwide. We continue to work with our Human Resources Department to recruit for, and fill, positions that support in classrooms. We began the year with 3 new positions created to support a new Moderate/Severe Special Education Teaching position in addition to the vacancies left by paraeducators promoted through our teacher pipeline programs.

Instructional Materials

All students check out textbooks from the Guaranteed Viable Curriculum (GVC) for their course at the beginning of the school year. All GVC materials have been vetted through a Board approved adoption process after an in depth review of multiple publishers and materials. All texts are aligned to the standards for the content area including Common Core Anchor Standards for Literacy. Once the curriculum adoption committee has vetted materials, they pilot the materials in test classrooms before making final recommendations for Board approval. Board approval allows the purchase and implementation of the curriculum with publisher support and guidance from the district Curriculum and Instruction team over the next several years in order to ensure that it is implemented with fidelity and meets the unique needs of Fresno Unified and our students.

Many of the instructional materials now include digital components to enrich the instruction. These digital resources were invaluable during distance and hybrid instruction.

LCFF Priority 2 – Implementation of Academic Standards

Curriculum is examined for alignment to grade-level content-area standards during the materials review process in curriculum adoption. Sample materials are evaluated for the depth and rigor of standards in the materials, breadth of standards covered, and scaffolds that are built into the instructional materials in order to ensure that every student can access the materials.

Once materials are vetted through the adoption committee, sites and teachers pilot the materials and provide feedback regarding what works and what does not in each material piloted. The final phase is for the adoption committee to recommend a publisher for Board approval.

Adopted course materials receive publisher support as well as support and guidance from content area managers from the Curriculum and Instruction Department within Fresno Unified. The content managers provide regular and ongoing professional learning opportunities to support teachers in using the materials with fidelity. They also support in designing assessments aligned to the curriculum that build towards the level of mastery that students will be required to demonstrate on the 11th grade SBAC exam.

LCFF Priority 3 – 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 ongoing parent groups such as Friends of Roosevelt School of the Arts (FRSA). We have also had other parent groups that were in place, but were put on hold due to Covid-19, such as 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 three 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.

LCFF Priority 4 – Performance on Standardized Tests

California Assessment of Student Performance and Progress (CAASPP) Results

The overall trend in SBAC performance was a steady increase in student scores in the Meets and Exceeds Standards bands up until the 2019-20 school year and impacts of distance learning due to COVID in 2020-21. All student demographics were experiencing growth.

SBAC Results					
	Met/ Exceeded Standard	Met/ Exceeded Standard	Met/ Exceeded Standard	Met/ Exceeded Standard	Met/ Exceeded Standard
	2017-18	2018-19	2019-20	2020-21	2021-22
ELA Overall	**36.7%**	**38%**	**N/A**	**46.64%**	**39.9%**
Hispanic	34.16%	35.61%	N/A	44.18%	37.8%
Asian	46.23%	47.38%		60.61%	53.1%
White	53.88%	55.42%		60.35%	60%
Black/African American	24.09%	24.35%		24.88%	31.8%
American Indian	34.18%	34.38%		56.25%	-
Two or More Races	45.59%	45.99%		44.74%	66.7%
Students with Disabilities	7.97%	9.44%		7.83%	3.5%
English Language Learners	9.02%	8.37%		7.56%	4.0%
Socioeconomically/ Disadvantaged	33.9%	35.1%		43.92%	38.2%
Math Overall	**6.65%**	**9.72%**	**N/A**	**13.76%**	**7.95%**
Hispanic	6.11%	9.27%	N/A	13.76%	7.95%
Asian	9.68%	9.27%		14.77%	7.02%
White	18.75%	N/A		27.27%	20%
Black/African American	0%	0%		0%	0%
American Indian	N/A	N/A		N/A	N/A
Two or More Races	N/A	N/A		N/A	N/A
Students with Disabilities	1.96%	0%		0%	0%
English Language Learners	0%	3.61%		3.57%	0%
Socioeconomically/ Disadvantaged	6.69%	9.8%		14.03%	7.64%

College and Career Indicator (CCI)

College and Career Indicator				
2018	2019	2020	2021	2022
38.5%	26.4%	Data not available	Data not available	Data not available

College Scholastic Assessment Test (SAT)

PSAT and SAT Report					
	Enrolled	# Tested	Mean Score EBRW	Mean Score math	Mean Score
2021-22 PSAT	2,226	9	456.7	416.7	873.3
2020-21 PSAT	Unreported				
2019-20 PSAT	2,170	1,431	377.6	382.9	760.5
2018-19 PSAT	2,207	1,522	377.2	370.6	747.8
2017-18 PSAT	2,199	1,445	371.8	372.5	744.3
2021-22 SAT	2,226	143	452	441.5	893.5
2020-21 PSAT	Unreported				
2019-20 SAT	2,170	90	468.9	437.3	906.2
2018-19 SAT	2,207	332	437.6	427.1	864.7
2017-18 SAT	2,199	465	441.2	416.5	857.6

All students in grades 9-11 previously took the PSAT during the school day as a mandatory assessment. The PSAT was also an optional second assessment used to determine redesignation for EL students. However, there were far fewer students that tested in 2019-20 due to COVID. As a result of changes in admission requirements, there are far fewer 11th grade students that are opting to take the SAT now and the PSAT is no longer a district requirement.

Advanced Placement

The site AP Coordinator is responsible for maintaining course approval and pass rate data. With the exception of the 2020-21 school year during distance and hybrid learning, there has been a steadily increasing enrollment in AP courses.

AP Enrollment and Scores with 3+				
	Total AP Students	Number of Exams	AP Score 3+	% with AP Score 3+
2017-18	444	588	124	21.1%
2018-19	453	508	103	20.1%
2019-20	484	435	130	30%
2020-21	538	586	88	15%
2021-22	463	504	90	17.9%
2022-23	509	N/A	N/A	N/A

AP Enrollment Annually						
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Hispanic	359	384	404	437	272	393
Asian	41	42	42	56	50	55
White	18	13	23	20	18	24
Black/African American	14	7	7	12	9	20
Native American	2	2	2	4	2	N/A
Pacific Islander	2	N/A	1	1	2	3
Filipino	1	N/A	N/A	1	1	1
Two or More Races	9	5	5	7	11	13
English Language Learner	40	36	28	37	30	45

English Learner Proficiency

	Count of EL Students	Students Reclassified	Students On Track	Long-Term	At Risk
English Learner Reclassification Progress					
2017-18 RHS District	498 (22.8%) 15,082 (20.5%)	29 (5.8%) 2,145 (13.9%)	37.1% 66.2%	59.4% 20.0%	3.4% 13.8%
2018-19 RHS District	485 (22.1%) 13,554 (18.5%)	36 (7.2%) 2,516 (16.7%)	10.1% 49.3%	85.8% 31.6%	4.1% 19.2%
2019-20 RHS District	462 (21.4%) 13,116 (17.9%)	34 (7.0%) 1,415 (10.4%)	40.7% 65.5%	54.8% 21.4%	4.5% 13.1%
2020-21 RHS District	466 (20.8%) 13,061 (18.0%)	4 (0.9%) 178 (1.4%)	8.8% 42.6%	86.3% 38.9%	4.9% 18.5%
2021-22 RHS District	513 (23.1%) 14,130 (19.5%)	22 (4.3%)	8.4% 42.6%	87.3% 38.9%	4.3% 18.5%
2022-23 RHS District	520	N/A	6 (0.5%)	84%	

Other Local Assessments, As Applicable

The table below displays how many students, of all students enrolled that semester, earned a D or F in any course that they were enrolled in. The D and F rate has been slowly trending in a positive direction. Previously, due to the shift to online only instruction, the D and F rate hit record high rates which warranted the need for credit recovery and additional scaffolding in instruction. The work of the BTSC team at the 9th grade level has also supported conversations around equitable grading practices which has led to positive changes in grading policies as well. There has been an increased focus on staff learning around clarity of instruction as well to ensure that students are aware of the learning expectations and are better prepared to meet them.

2020-21 Semester 2	2021-2022 Semester 1	2021-2022 Semester 2
1,636 of 2,218 earned at least 1 D/F 73.7% earned at least 1 D/F	1,450 of 2,173 earned at least 1 D/F 66.7% earned at least 1 D/F	1,352 of 2,089 earned at least 1 D/F 64.7% earned at least 1 D/F

Fresno Unified School District implemented Interim Assessments at all schools for English and Math classes two times each school year, focused on standards taught within the scope & sequence of each course during the timeframe of the assessment. These online assessments through the Illuminate online program were discontinued by the district following the 2018-19 school year, and the district made the decision to utilize the iReady diagnostic assessment to collect data on student Reading and Math levels. Almost across the board, Roosevelt students continued to show improved performance on the Illuminate assessments throughout the years of implementation, especially in the 2018-19 school year.

English 9

Interim 1					
Year	Ave % Correct	Exceeded	Met	Nearly Met	Not Met
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					
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
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					
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
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					
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
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					
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
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					
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
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					
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 the iReady 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. The iReady Reading Diagnostic has been used as a redesignation criteria for EL students throughout the district. However, Roosevelt High School recognized that the iReady diagnostic exam did not provide data relevant to the standards being taught nor provide data that could lead to valuable and timely interventions. For this reason, in the 2020-21 school year, we began discussing a new site assessment model.

Roosevelt Benchmark Assessment (RBA)

In the 2020-21 school year, site leadership began conversations with district leadership regarding the need for better data at the site and PLC level than the iReady Diagnostic was able to provide. Limitations with iReady included the variable time of completing the assessment resulting in the loss of an excess amount of instructional time, and the iReady not focusing on grade-level standards or standards in current academic courses. In the spring of 2022, Roosevelt was granted permission to develop its own site assessment plan: RBA. Each PLC created a CFA that was distributed through the EdCite platform and aligned to SBAC targets. The purpose of the RBA was to provide PLCs with the agency to create authentic assessments that measured student learning of standards taught or being taught so that any academic intervention needed could immediately be implemented. The RBA was administered Quarter 3 of the 2021-22 school year and Quarter 1 of the 2022-23 school year.

Mathematics
Algebra I
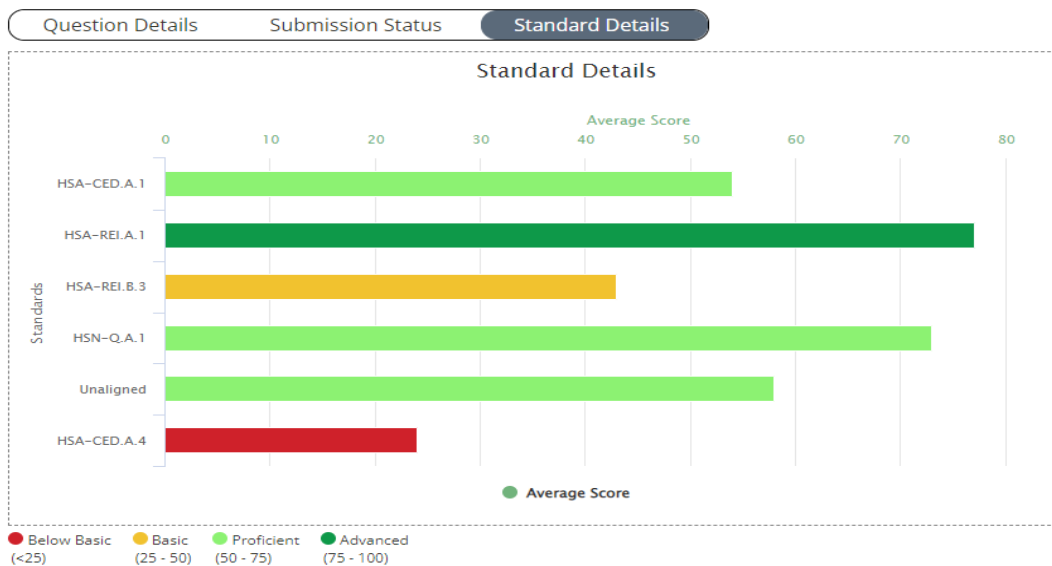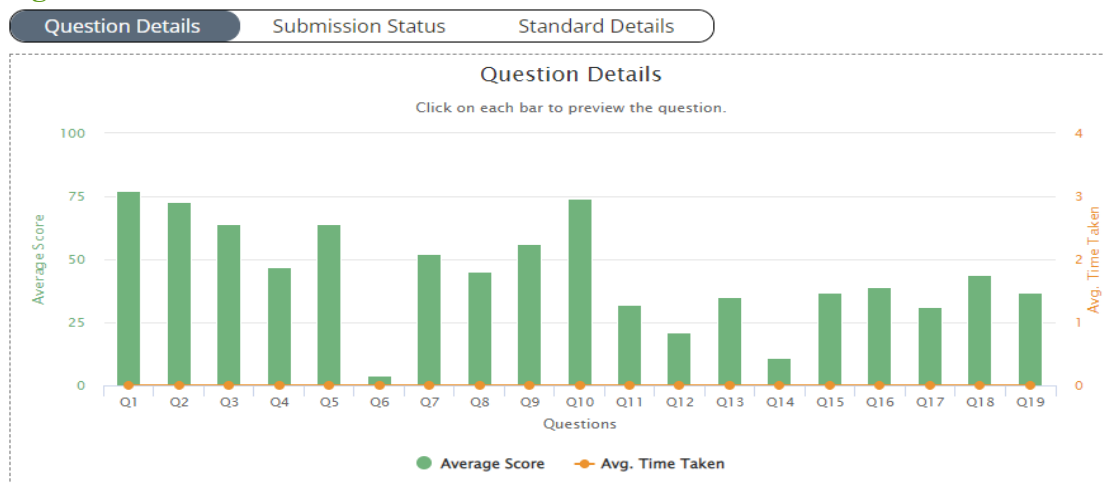
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Q5 %	Q6 %	Q7 %	Q8 %	Q9 %	Q10 %	Q11 %	Q12 %	Q13 %	Q14 %	Q15 %	Q16 %	Q17 %	Q18 %	Q19 %	Total %
	HSA-CED.A.1, HSA-REI.A.1, HSA-REI.B.3	HSA-CED.A.1, HSA-REI.B.3, HSN-Q.A.1	Unaligned	Unaligned	HSA-CED.A.1, HSA-REI.B.3	HSA-CED.A.1, HSA-REI.B.3	HSA-CED.A.1, HSA-REI.B.3	HSA-REI.B.3	HSA-CED.A.1	HSA-CED.A.1	HSA-CED.A.1	HSA-REI.B.3	HSA-REI.B.3	HSA-CED.A.4	HSA-CED.A.4	HSA-REI.B.3	HSA-REI.B.3	HSA-REI.B.3	HSA-REI.B.3	
A	86.21	82.76	91.38	75.86	96.55	0	55.17	53.45	75.86	93.1	82.76	37.93	68.97	24.14	79.31	79.31	68.97	68.97	65.52	68.88
B	79.66	72.88	66.1	54.24	66.1	1.69	57.63	44.92	69.49	77.97	30.51	15.25	23.73	15.25	32.2	42.37	35.59	40.68	44.07	46.82
C	75	81.82	76.14	47.73	76.14	5.68	55.68	57.39	55.68	90.91	50	28.41	39.77	22.73	46.59	55.68	38.64	69.32	52.27	55.09
D	76.4	73.03	58.99	41.57	51.69	2.25	56.18	43.26	53.93	66.29	21.35	24.72	39.33	3.37	42.7	37.08	33.71	40.45	33.71	42.95
E	92.86	71.43	53.57	32.14	60.71	3.57	50	39.29	25	57.14	32.14	14.29	28.57	7.14	21.43	28.57	17.86	32.14	32.14	37.68
F	68.35	67.09	54.43	49.37	56.96	6.33	44.3	37.97	62.03	69.62	15.19	12.66	29.11	0	17.72	17.72	13.92	29.11	21.52	36.39
G	82.61	56.52	39.13	13.04	43.48	13.04	30.43	19.57	26.09	39.13	0	0	8.7	4.35	26.09	4.35	4.35	8.7	4.35	23.15

Teacher	HSA-CED.A.1 %	HSA-REI.A.1 %	HSA-REI.B.3 %	HSN-Q.A.1 %	Unaligned %	HSA-CED.A.4 %
	Q1, Q2, Q5, Q6, Q7, Q9, Q10, Q11	Q1	Q1, Q2, Q5, Q6, Q7, Q8, Q12, Q13, Q16, Q17, Q18, Q19	Q2	Q3, Q4	Q14, Q15
A	71.55	86.21	63.65	82.76	86.21	51.72
B	56.99	79.66	43.71	72.88	62.15	23.73
C	61.36	75	52.98	81.82	66.67	34.66
D	50.14	76.4	42.65	73.03	53.18	23.03
E	49.11	92.86	39.29	71.43	46.43	14.29
F	48.73	68.35	33.76	67.09	52.74	8.86
G	36.41	82.61	23.01	56.52	30.43	15.22

Geometry

| Question Details | Submission Status | Standard Details |

| Question Details | Submission Status | Standard Details |
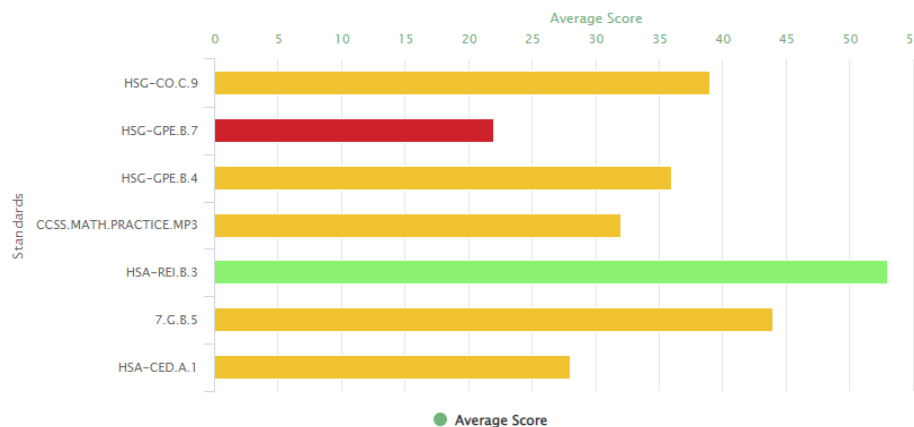
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Q5 %	Q6 %	Q7 %	Q8 %	Q9 %	Q10 %	Q11 %	Q12 %	Q13 %	Q14 %	Q15 %	Q16 %	Total %
	HSG-CO.C.9	HSG-CO.C.9	HSG-GPE.B.7	HSG-GPE.B.7	HSG-GPE.B.4, HSG-GPE.B.7, DOK 2	HSG-CO.C.9	CCSS.MATH.PRACTICE.MP3	CCSS.MATH.PRACTICE.MP3	HSA-REI.B.3	CCSS.MATH.PRACTICE.MP3	CCSS.MATH.PRACTICE.MP3	7.G.B.5	HSG-CO.C.9	HSG-CO.C.9	HSA-CED.A.1, HSG-CO.C.9	HSG-CO.C.9, DOK 3	
A	33.83	47.76	8.21	18.9	29.85	44.78	26.87	32.09	54.93	50.19	10.45	32.84	28.36	38.06	15.42	20.9	28.68
B	56.22	52.99	14.93	35.07	40.3	67.16	40.3	38.06	62.24	56.44	22.39	52.49	57.09	53.36	37.81	49.81	44.35
C	45.55	49.62	11.45	28.37	36.64	61.07	30.53	37.4	50.99	42.37	9.16	46.56	26.72	40.46	25.7	19.85	33.18
D	32.76	31.03	14.22	21.98	32.76	51.72	22.41	32.76	45	30.17	9.48	36.49	41.81	42.24	26.15	25.43	30.9

Teacher	HSG-CO.C.9 %	HSG-GPE.B.7 %	HSG-GPE.B.4 %	CCSS.MATH.PRACTICE.MP3 %	HSA-REI.B.3 %	7.G.B.5 %	HSA-CED.A.1 %
	Q1, Q2, Q6, Q13, Q14, Q15, Q16	Q3, Q4, Q5	Q5	Q7, Q8, Q10, Q11	Q9	Q12	Q15
A	29.67	16.29	29.85	30.34	54.93	32.84	15.42
B	50.96	26.31	40.3	39.05	62.24	52.49	37.81
C	35.23	21.98	36.64	31.37	50.99	46.56	25.7
D	35.23	20.8	32.76	25.52	45	36.49	26.15

Algebra II
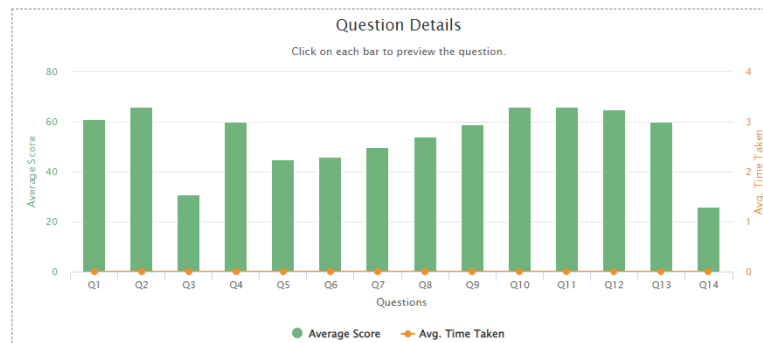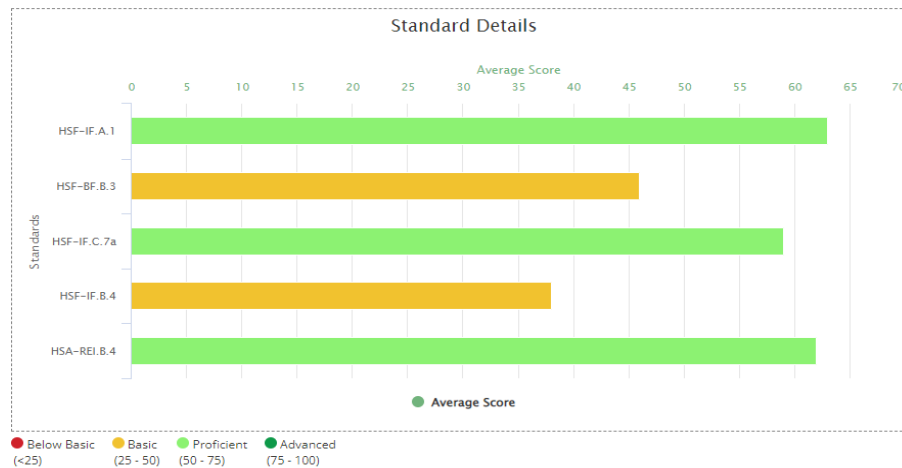
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Q5 %	Q6 %	Q7 %	Q8 %	Q9 %	Q10 %	Q11 %	Q12 %	Q13 %	Q14 %	Total %
	HSF-IF.A.1	HSF-IF.A.1	HSF-BF.B.3	HSF-BF.B.3	HSF-IF.C.7a	HSF-IF.C.7a	HSF-IF.B.4	HSF-IF.C.7a	HSF-IF.C.7a	HSF-IF.C.7a	HSF-IF.C.7a	HSA-REI.B.4	HSA-REI.B.4	HSF-IF.B.4	
A	72.73	86.36	13.64	59.09	50	36.36	36.36	72.73	70.45	72.73	71.21	90.91	86.36	25	58.21
B	70.61	77.63	41.23	61.4	44.74	51.75	55.7	50	60.09	70.61	68.13	73.68	65.35	41.23	59.19
C	57.87	55.51	22.83	58.27	35.43	55.12	50.39	47.24	55.12	66.93	65.62	55.51	53.94	16.54	49.69
D	81.44	75.26	43.3	76.29	57.73	42.27	54.64	73.2	66.49	73.71	78.35	77.32	67.53	28.35	63.09
E	36.67	54.17	25	47.5	45.83	35	41.67	46.67	52.08	53.33	55	51.25	50.42	18.33	43.5

Teacher	HSF-IF.A.1 %	HSF-BF.B.3 %	HSF-IF.C.7a %	HSF-IF.B.4 %	HSA-REI.B.4 %
	Q1, Q2	Q3, Q4	Q5, Q6, Q8, Q9, Q10, Q11	Q7, Q14	Q12, Q13
A	79.55	36.36	64.49	30.68	88.64
B	74.12	51.32	60.2	48.46	69.52
C	56.69	40.55	57.09	33.46	54.72
D	78.35	59.79	68.56	41.49	72.42
E	45.42	36.25	49.74	30	50.83

English Language Arts
English 9
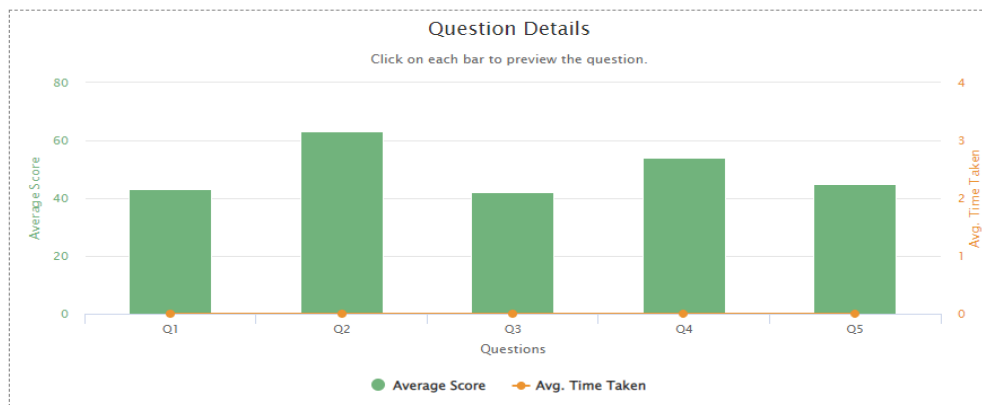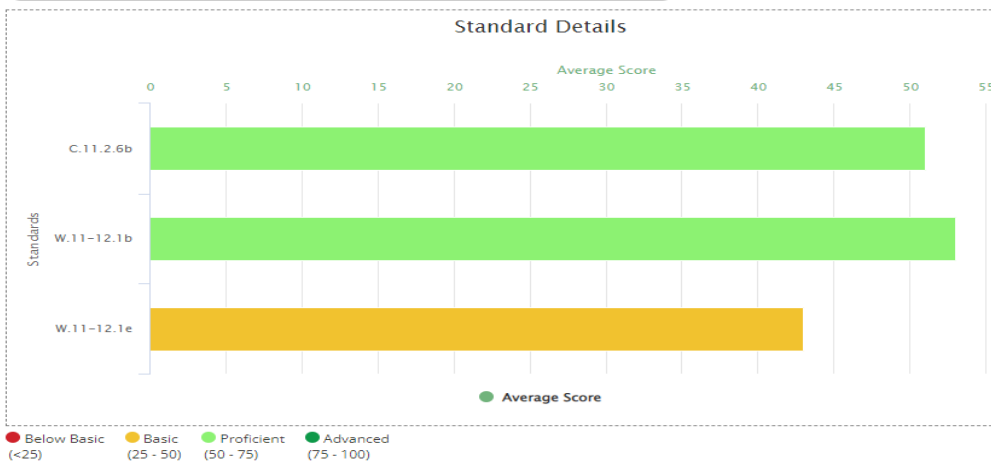
Teacher	Q1 % C.11.2.6b, W.11-12.1b, DOK 2, FIAB 31818	Q2 % C.11.2.6b, W.11-12.1b, DOK 2, FIAB 31818	Q3 % C.11.2.6b, W.11-12.1e, DOK 3, FIAB 60933	Q4 % C.11.2.6b, W.11-12.1b, DOK 2, FIAB 94255	Q5 % C.11.2.6b, W.11-12.1e, DOK 2, FIAB 95560	Total %
A	42.86	68.37	28.57	54.08	44.9	50.51
B	35.47	52.91	39.53	46.8	43.02	44.11
C	28.67	50	37.33	42.67	38.67	39.83
D	57.73	72.27	45.45	65.91	54.55	61.48
E	51.09	70.65	53.26	61.14	40.22	57.4
F	30.49	57.32	39.02	44.51	41.46	43.14

Teacher	C.11.2.6b % Q1, Q2, Q3, Q4, Q5	W.11-12.1b % Q1, Q2, Q4	W.11-12.1e % Q3, Q5
A	50.51	55.1	36.73
B	44.11	45.06	41.28
C	39.83	40.44	38
D	61.48	65.3	50
E	57.4	60.96	46.74
F	43.14	44.11	40.24

English 10
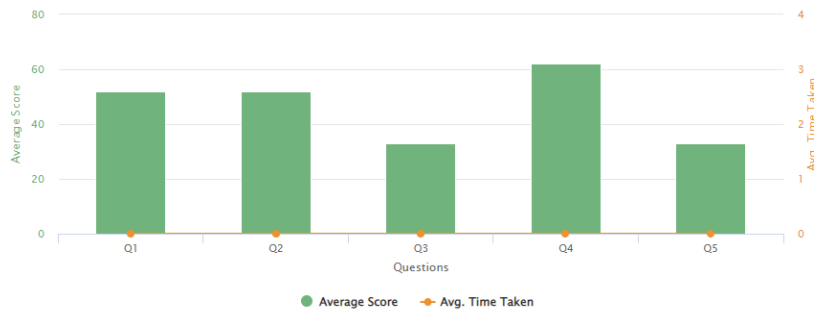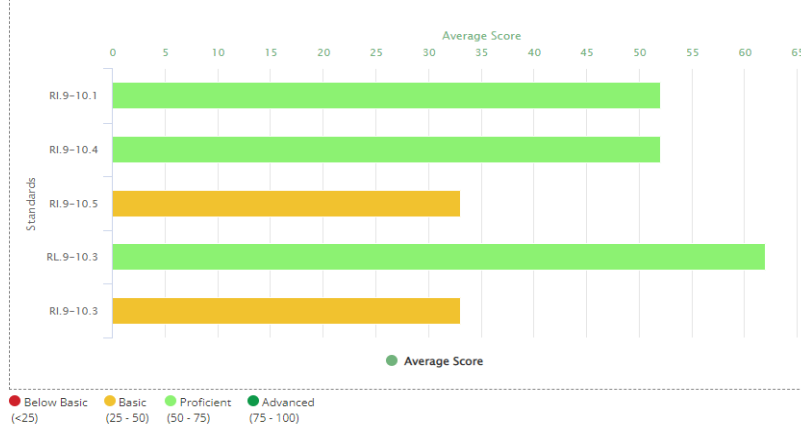
| Teacher | Q1 % | Q2 % | Q3 % | Q4 % | Q5 % | Total % |
	RI.9-10.1	RI.9-10.4	RI.9-10.5	RL.9-10.3	RI.9-10.3	
A	48.72	46.15	0	53.85	29.49	35.64
B	72.22	77.78	50	61.11	33.33	58.89
C	51.22	55.28	72.36	67.48	35.77	56.42
D	53.25	45.45	0	61.04	31.17	38.18

| Teacher | RI.9-10.1 % | RI.9-10.4 % | RI.9-10.5 % | RL.9-10.3 % | RI.9-10.3 % |
	Q1	Q2	Q3	Q4	Q5
A	48.72	46.15	0	53.85	29.49
B	72.22	77.78	50	61.11	33.33
C	51.22	55.28	72.36	67.48	35.77
D	53.25	45.45	0	61.04	31.17

English 11
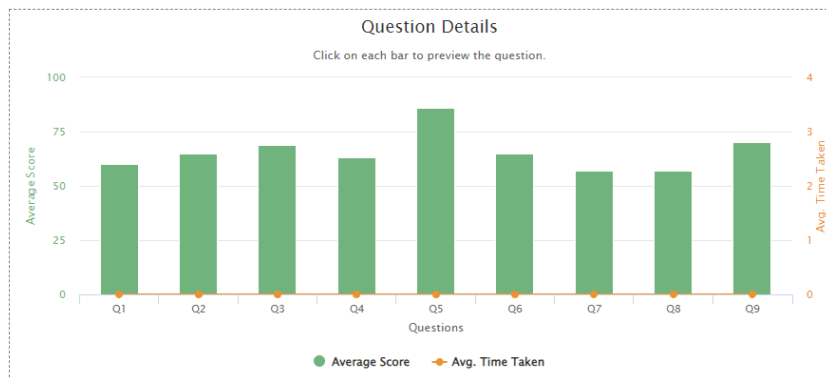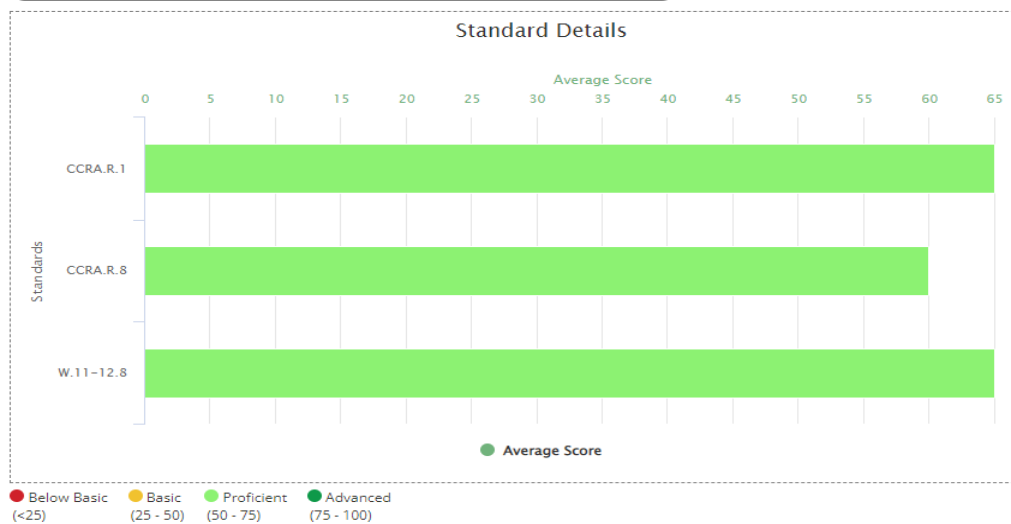
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Q5 %	Q6 %	Q7 %	Q8 %	Q9 %	Total %
	CCRA.R.1, CCRA.R.8	CCRA.R.1, W.11-12.8	CCRA.R.1, W.11-12.8	CCRA.R.1, W.11-12.8	CCRA.R.1	CCRA.R.1	CCRA.R.1	CCRA.R.1, W.11-12.8	W.11-12.8	
A	21.43	21.43	42.86	7.14	53.57	32.14	21.43	60.71	39.29	33.33
B	47.5	56.25	61.25	56.25	85	55	55	45	60	57.92
C	43.08	50.77	55.38	52.31	84.62	56.92	46.15	41.54	61.54	54.7
D	80	88.89	77.78	86.67	93.33	80	71.11	57.78	77.78	79.26
E	79.66	80.51	85.59	78.81	93.22	76.27	68.64	72.03	85.59	80.04

Teacher	CCRA.R.1 %	CCRA.R.8 %	W.11-12.8 %
	Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8	Q1	Q2, Q3, Q4, Q8, Q9
A	32.59	21.43	34.29
B	57.1	46.91	55.31
C	53.85	43.08	52.31
D	79.44	80	77.78
E	79.52	79.83	80.67

Social Science
Modern World History
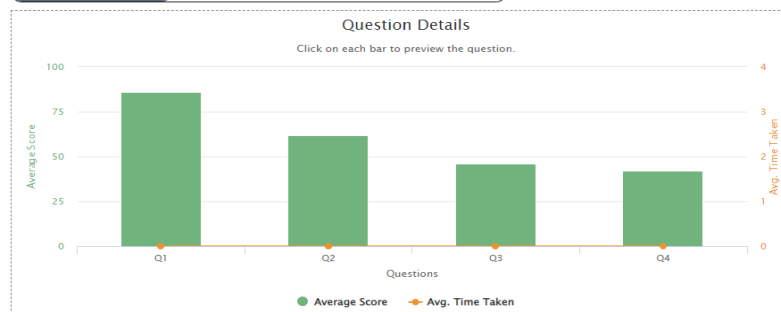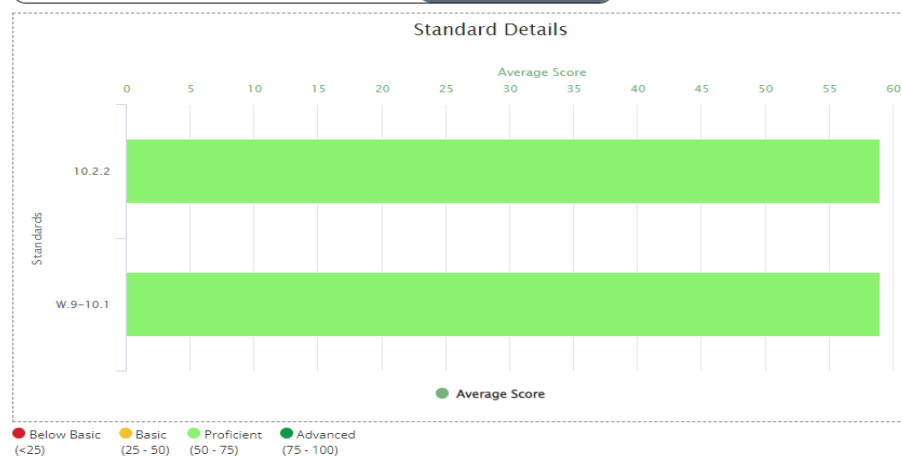
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Total %
	10.2.2, W.9-	10.2.2, W.9-10.1	10.2.2, W.9-10.1	10.2.2, W.9-10.1	
A	98.57	66.43	50	15.71	57.68
B	78.46	53.08	44.62	46.15	55.58
C	80.95	57.14	30.95	47.62	54.17
D	84.3	65.29	47.11	47.93	61.16
E	86.67	70	53.33	73.33	70.83

Teacher	10.2.2 %	W.9-10.1 %
	Q1, Q2, Q3, Q4	Q1, Q2, Q3, Q4
A	57.68	57.68
B	55.58	55.58
C	54.94	54.94
D	61.07	61.07
E	70.83	70.83

United States History

| Question Details | Submission Status | Standard Details |

| Question Details | Submission Status | Standard Details |
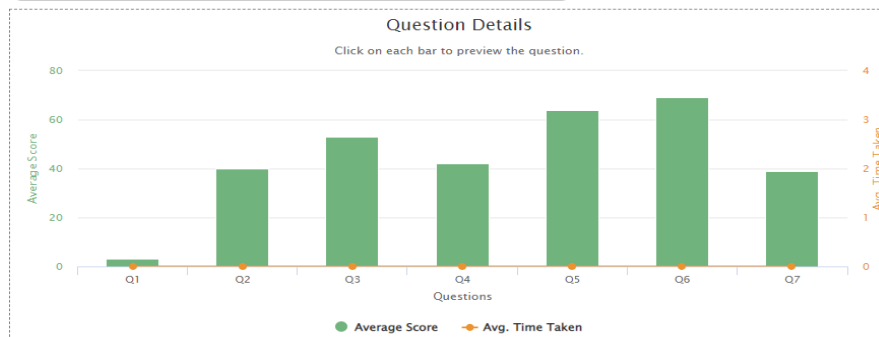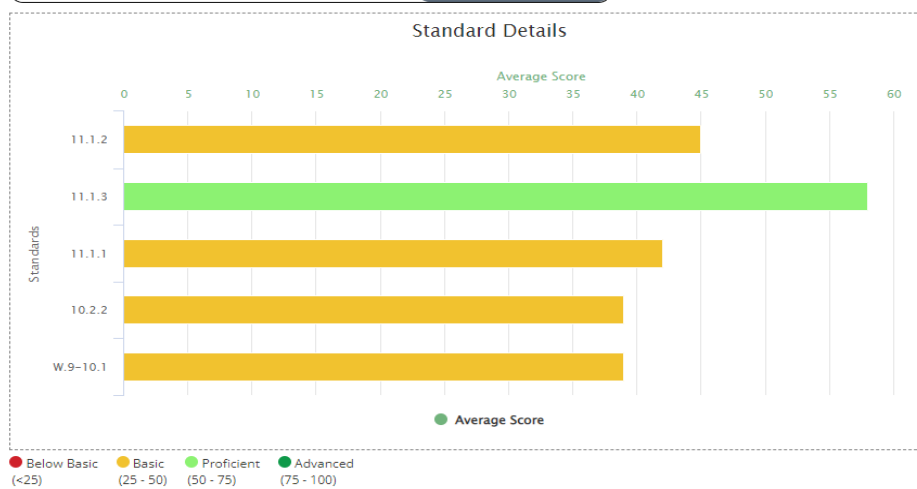
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Q5 %	Q6 %	Q7 %	Total %
	11.1.2	11.1.2	11.1.3	11.1.1	11.1.3	11.1.2	10.2.2, W.9-10.1	
A	0	3.33	50	43.33	56.67	73.33	26.67	40.83
B	0	24.14	41.38	31.03	34.48	36.21	51.72	31.9
C	10.26	8.97	60.26	44.87	71.79	71.79	47.44	48.4
D	0	90	56	43	68	75.5	32	55
E	0	8.2	45.9	45.9	60.66	58.2	42.62	39.96

Teacher	11.1.2 %	11.1.3 %	11.1.1 %	10.2.2 %	W.9-10.1 %
	Q1, Q2, Q6	Q3, Q5	Q4	Q7	Q7
A	37.5	53.33	43.33	26.67	26.67
B	24.14	37.93	31.03	51.72	51.72
C	40.71	66.03	44.87	47.44	47.44
D	60.4	61.39	42.57	31.68	31.68
E	32.76	51.72	41.38	41.38	41.38

Science
Biology
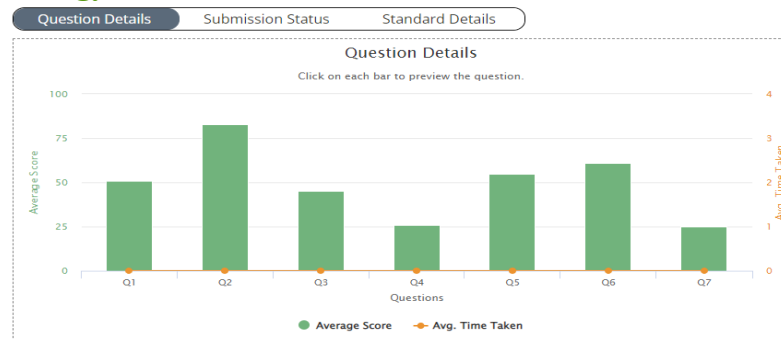
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Q5 %	Q6 %	Q7 %	Total %
		HS-LS2-4, DOK 1, Trophic Chain	HS-LS2-1, HS-LS2-2, DOK 2	HS-LS2-1, HS-LS2-2	HS-LS2-2			
A	81.42	87.29	67.65	50.1	56.64	56.67	54.64	60.65
B	0	86.63	0	0	54.65	63.57	7.56	21.31
C	66.8	78.6	63.2	24.8	57.07	66.4	12.6	43.79
D	3.85	65.38	0	0	35.04	44.87	0	14.28

Physics
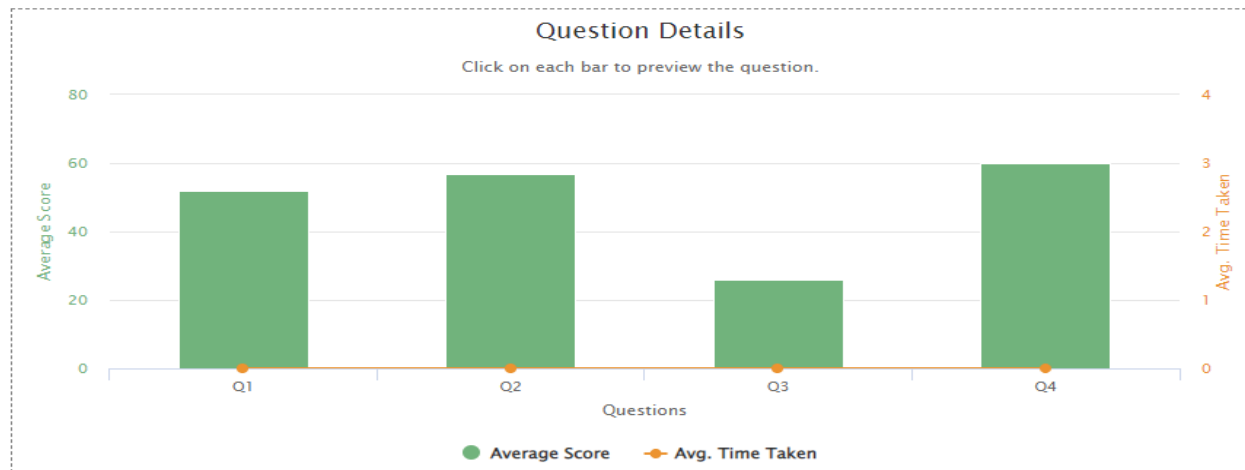
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Total %
A	42.39	60.87	21.74	54.78	45.65
B	51.51	55.42	27.71	61.93	52.21
C	53.76	56.64	25.66	59.47	51.7

World Languages
Spanish I
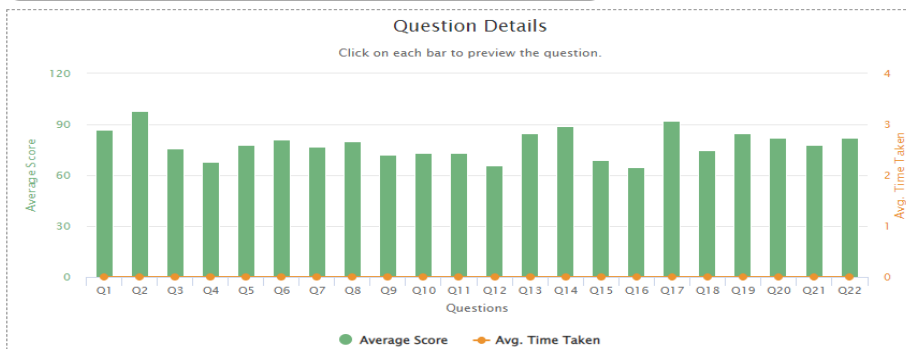
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Q5 %	Q6 %	Q7 %	Q8 %	Q9 %	Q10 %	Q11 %	Q12 %
A	86.42	98.77	83.95	75.31	95.06	93.21	88.89	95.68	75.31	74.07	76.54	65.43
B	85.57	97.94	82.47	71.13	87.63	94.85	90.72	91.75	74.23	78.35	73.2	72.16
C	90	96.67	36.67	36.67	0	0	0	0	53.33	53.33	63.33	50

Teacher	Q13 %	Q14 %	Q15 %	Q16 %	Q17 %	Q18 %	Q19 %	Q20 %	Q21 %	Q22 %	Total %	
A	90.12	88.89	76.54	71.6	97.53	88.89	87.96	83.8	83.33	88.48	85.09	
B	84.54	91.75	64.95	59.79	89.69	70.1	88.66	86.08	77.58	76.98	81.85	
C	73.33	83.33	63.33	66.67	83.33	56.67	65.83	65	66.67	80	58.69	

Spanish II

Question Details | Submission Status | Standard Details

Question Details
Click on each bar to preview the question.
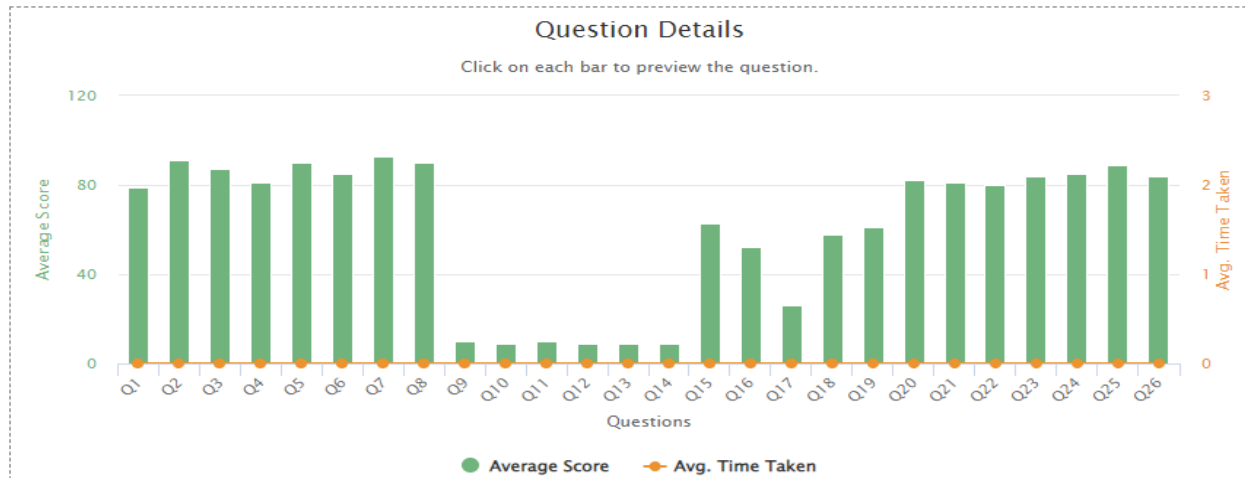
Teacher	Q1 %	Q2 %	Q3 %	Q4 %	Q5 %	Q6 %	Q7 %	Q8 %	Q9 %	Q10 %	Q11 %	Q12 %	Q13 %	Q14 %
A	77.94	83.82	80.88	75	83.82	80.88	90.81	87.5	0	0	0	0	0	0
B	82.14	98.21	92.86	85.71	96.43	85.71	94.64	93.75	19.64	17.86	21.43	17.86	17.86	17.86
C	77.42	91.94	87.1	82.26	91.94	90.32	94.35	89.52	11.29	11.29	12.1	12.1	12.1	11.29

Teacher	Q15 %	Q16 %	Q17 %	Q18 %	Q19 %	Q20 %	Q21 %	Q22 %	Q23 %	Q24 %	Q25 %	Q26 %	Total %
A	52.94	41.18	19.12	52.94	61.76	76.47	79.85	75	80.88	85.29	86.76	82.35	66.66
B	66.07	53.57	37.5	51.79	60.71	83.93	80	83.21	83.93	85.71	85.71	83.93	73.9
C	70.97	61.29	24.19	67.74	61.29	87.1	83.23	81.61	87.1	85.48	93.55	85.48	73.26

LCFF Priority 5 – Pupil Engagement

Graduation Rate

Graduation rate continues to be a growth area. To support this:

- Teachers utilize best first instruction practices, and differentiate instruction, at the rigor of the Common Core State Standards.
- Students are placed in cohorts by grade-level and last name alpha. Each cohort is assigned an academic counselor who meets with students, send home mailers with information regarding grades, credit recovery opportunities, graduation requirement information, graduation progress, etc.
- Credit Recovery Opportunities are offered for Fall, Winter, Spring and Summer sessions. Additional teachers have been provided for through the site budget
- Professional Learning opportunities for staff to stay up to date with best practices and engagement ideas
- RST implemented to support student learning.
- BTSC-The Break Through Success Committee is comprised of Roosevelt teachers and admin who work with CORE districts regarding freshmen success to support them in staying on track to graduate.
- Students are offered academic support through the After School Program, AP Academic Labs (APAL), Khan Academy Lab, Tutor.com, A4 student support, Homeroom four times a week, and additional help by teachers.

- Social/Emotional Support is available for each student.
- Three Home School Liaisons connect the school to parents in 3 languages (English, Spanish and Hmong).

In addition to these supports, students were offered a waiver of credits due to distance learning in order to graduate on time. Each of the following Assembly Bills allows students the opportunity to graduate with only 130 credits rather than 230 provided that students have met the following conditions: 30 credits ELA, 5 credits Government, 5 credits Economics, 10 credits US History, 10 credits Modern World History, 10 credits Biology, 10 credits physical science, 10 credits Algebra 1, 10 credits math, 20 credits PE, 10 credits in foreign language and/or arts.

AB-104 allowed seniors impacted by COVID to waive 100 credits. AB-121 allows Migrant students to waive 100 credits. AB-167 allows Foster/Homeless students to waive 100 credits. AB-2306 allows students in Juvenile Detention to waive 100 credits.

Roosevelt Graduation Rate					
	2017-18	2018-19	2019-20	2020-21	2021-22
Hispanic	90%	88%	89.7%	87.3%	90.5%
Asian	93.6%	90.6%	85.1%	89.2%	94.1%
White	94.1%	73.7%	100%	92.3%	83.3%
Black/African American	91.7%	79.3%	100%	91.7%	87%
English Language Learner	82.7%	74.4%	81.5%	72.9%	81.7%
Socioeconomically Disadvantaged	91%	87.8%	89.5%	87.5%	90.1%
Students with Disabilities	63%	63.5%	65%	61.2%	66.7%
Homeless	89.7%	73.1%	84.2%	68.4%	100%
OVERALL	90.7%	86.8%	89.1%	87.7%	90.5%

Chronic Absenteeism

Improving chronic absenteeism has been a challenge, as we have focused on continued contact with students who are absent, but sometimes students leave for extended periods of time with families or they miss school due to effects of living in poverty or with trauma. Our home school liaisons have been deployed to make home visits and help our students access technology (working laptop and/or hot spot, knowing how to access TEAMS) so they can join classes through distance learning. 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.

Chronic absenteeism was especially prevalent during distance learning and the immediate return during hybrid instruction. Many students chose not to join virtual classes, took on extra responsibilities at home that prohibited them from attending, or began working to support their families during the pandemic.

Roosevelt Chronic Absenteeism					
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Hispanic	26.6%	26.2%	Data is an anomaly due to school closures in March 2020.	21.9%	53.4%
Asian	19.5%	16.3%		12.4%	44.5%
White	36.1%	27%		19.4%	48.4%
Black/African American	44.4%	41.6%		48%	61.9%
American Indian	33.3%	40%		10%	71.4%
Two or More Races	33.3%	42.1%		17.1%	57.1%
English Language Learner	26.2%	25.8%		23.8%	55.4%
Socioeconomically Disadvantaged	27.6%	27.2%		23.3%	54%
Students with Disabilities	39.2%	36.4%		34.9%	65.3%
Homeless	47.6%	68.7%		70%	85.7%
OVERALL	27.4%	26.6%	N/A	22.4%	52.9%

Dropout Rate

Roosevelt Drop-Out Rate					
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Hispanic	6.8%	10.1%	6.9%	10.6%	Pending CDE Data Release
Asian	2.1%	6.3%	6.4%	10.8%	Pending CDE Data Release
White	5.9%	21.1%	0%	0%	Pending CDE Data Release
Black/African American	8.3%	13.8%	0%	8.3%	Pending CDE Data Release
English Language Learner	11.5%	19.8%	10.2%	23.4%	Pending CDE Data Release
Socioeconomically	5.9%	9.7%	6.2%	10.7%	Pending CDE Data Release

Disadvantaged					
Students with Disabilities	14.8%	22.2%	6.7%	31.3%	Pending CDE Data Release
Homeless	6.9%	26.9%	10.5%	31.6%	Pending CDE Data Release
OVERALL	6.3%	10.8%	6.5%	10.3%	Pending CDE Data Release

The drop-out rate has been trending in the wrong direction. High needs students such as EL, students with disabilities, and homeless students in particular are continuing to drop out at increasing rates. It is likely that students have struggled due to distance learning and have dropped out as a result.

LCFF Priority 6 – School Climate

Suspension Rate

Suspension Rate					
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Hispanic	7.5% (135)	11.8% (215)	8.6% (152)	Data is an anomaly due to distance learning.	9.7% (174)
Asian	2.9% (5)	6.1% (10)	6.1% (10)		3.7% (7)
White	10.3% (7)	17.4% (12)	11.7% (9)		11.5% (11)
Black/African American	28.2% (35)	36.9% (41)	19.1% (22)		20.3% (24)
English Language Learner	7.2% (36)	13% (63)	13% (60)		9.2% (47)
Socioeconomically Disadvantaged	8.6% (177)	13.4% (263)	9.5% (190)		7.2% (283)
Students with Disabilities	19% (52)	25.1% (73)	20.1% (59)		19.2% (61)
Homeless	12.8% (6)	58.8% (10)	50% (5)		28.6% (2)
Male	10.4% (112)	16.5% (179)	13.3% (144)		11.0% (141)
Female	6.7% (75)	9.3% (104)	4.7% (51)		7.3% (80)
OVERALL	8.5% (187)	12.4% (283)	9% (195)		9.9% (221)

The suspension rate, with the exception of the 2019-20 year which was disrupted due to COVID, had been steadily increasing. The categories for the most serious offense include violence with injury, violence without injury, drugs, and defiance. To support students to re-engage in the campus and school culture, Roosevelt has hired a Restorative Practices counselor, a Re-Engagement teacher, and has a SEL team that students meet with before returning to classes following suspensions. In the 2021-22 school year, students had the option to attend classes virtually through our E-Learn Academy

which may account for a drop in suspension rate. Since this is no longer an option for students, we are actively working to support students socially, emotionally, and academically and to ensure that they are appropriately re-integrated to campus.

Expulsion Rate

Expulsion Rate					
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Hispanic	0.2% (4)	0.1% (2)	0.1% (2)	Data is an anomaly due to distance learning.	0.7% (13)
Asian	0% (0)	0% (0)	0% (0)		1.1% (2)
White	1.3% (1)	0% (0)	0% (0)		0% (0)
Black/African American	0.6% (1)	1.4% (2)	0% (0)		0% (0)
English Language Learner	0.2% (1)	0.2% (1)	0% (0)		1.0% (5)
Socioeconomically Disadvantaged	0.2% (4)	0.2% (4)	0.1% (2)		6.4% (13)
Students with Disabilities	0.3% (1)	0.3% (1)	0% (0)		0.9% (3)
Male	0.5% (6)	0.3% (4)	0.1% (1)		1.0% (11)
Female	0%	0%	0.1%		0.4% (4)
OVERALL	0.2% (6)	0.2% (4)	0.1% (2)		0.7% (15)

While the expulsion rate is increasing, the expulsions are a result of defiance solely in the classroom. The recommendation for expulsion of students are limited for incidents involving violence with injury, drugs, and weapons on campus.

Climate and Culture Survey

School belonging is a focus for Roosevelt High School. There are several SEL supports in place to foster a sense of belonging and support on campus and increase their connection to adults that support.

| Topic Description	Results	Comparison	
Connection to Adults	**50%**	47%	FUSD High Schools
		50%	Fresno Unified School District
School Belonging	**43%** ▾1 since last survey	42%	FUSD High Schools
		46%	Fresno Unified School District
Student Health	**30%**	26%	FUSD High Schools
		30%	Fresno Unified School District

Student Participation in Co- and Extracurricular Activities

There are a variety of clubs, organizations, and sports that students can participate in at Roosevelt. Several of the clubs collaborate on service projects and activities to build bridges between groups on campus and foster a community spirit.

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 had approximately 78% of students participating in some form of Goal 2 activity. 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.

Other Local Measures

The Breakthrough Success Community (BTSC) focused on transforming the 9th grade experience to support students administer the Developmental Relationships Survey three times a year. This survey measures 9th grade student perceptions of how often adults at the school express care, challenge growth, provide support, share power, and expand their possibilities. BTSC also tracks students by on track and off track lanes so that the BTSC team and school community can provide targeted interventions in real time.
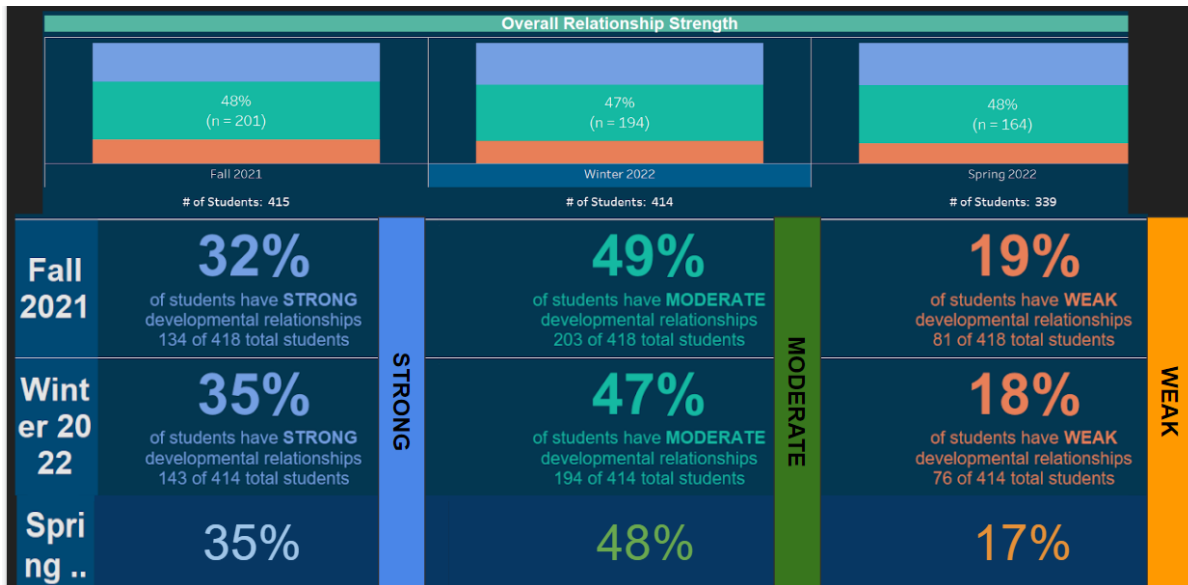
LCFF Priority 7 – Access to a Broad Course of Study

Student A-G completion increased sharply for the Class of 2018 to 50%, up more than 6% from the prior school year. This was followed by a decrease in the following school year, with 42.1% 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. A-G completion rates have been steadily increasing since then as a result of increased credit recovery options during the school day, after school, over the summer, and over the winter break.

A-G Completion Rates					
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-2022**
English Learner	14.6%	14.6%	24.1%	30.5%	45.6%
Socioeconomically Disadvantaged	36.5%	37.5%	46.8%	52.2%	63.5%
Students with Disabilities	10.2%	7.6%	12.2%	17.1%	27%
Homeless Youth	10.6%	11.8%	10%	10%	28.6%
Asian	47.7%	50.9%	59.5%	69.5%	90%
Black/ African-American	18.5%	21.6%	21.7%	32%	40%
Hispanic/Latino	37.4%	38.3%	47.7%	52.5%	60%
White	41.2%	37.7%	50.6%	60.2%	60%
OVERALL	37.2%	38.2%	47.1%	53.3%	63.7%

LCFF Priority 8 – Other Pupil Outcomes

Unit	Dept	Sum of Curr Budget	Sum of Expended
3010	0395	$ 250,072.00	$ 260,457.43
	1395	$ 345,115.00	$ 311,698.32
7090	0395	$ 601,750.00	$ 516,203.46
	1395	$ -	$ 1,298.00
Grand Total		$ 1,196,937.00	$ 1,089,657.21

School Site Budgets - Goal 8	$ 776,660.89
Pupil Count - Including CART/SDC	2,235
Expended Per Pupil	$ 347.50

Summary and Preliminary Student Learner Needs

Roosevelt High School continues to engage in a cycle of continuous improvement based on the data available. We are committed to meeting students' vast learning needs and growing as a staff to adapt. As part of the ongoing work, we recognize the following preliminary critical areas of need in support of students:

- **Restorative Practices and Social Emotional Learning**
  Supporting students through Restorative Practices strategies in classrooms is an ongoing need. As a site, Roosevelt needs to remain committed to learning, growing, and responding with Restorative Practice strategies in order to support students with school connectedness and reduce suspension and expulsion rates, as well. As a result of the impact of COVID and distance learning, we also need to provide ongoing explicit instruction for students focused on SEL opportunities that help students build skills and dispositions that are grounded in our Schoolwide Learner Outcomes (SLOs) and necessary for success at school and beyond.
- **Aligned Teaching Practices**
  In order to support students in accessing curriculum across various content areas, greater alignment in common teaching practices will provide greater consistency for students in classrooms and more opportunity for inter-departmental collaboration on literacy and student support. Examine and implement structures and practices that ensure increased urgency with the use of allotted instructional time.

Chapter III: Self-Study Findings

If you believe you can,
you are halfway there.
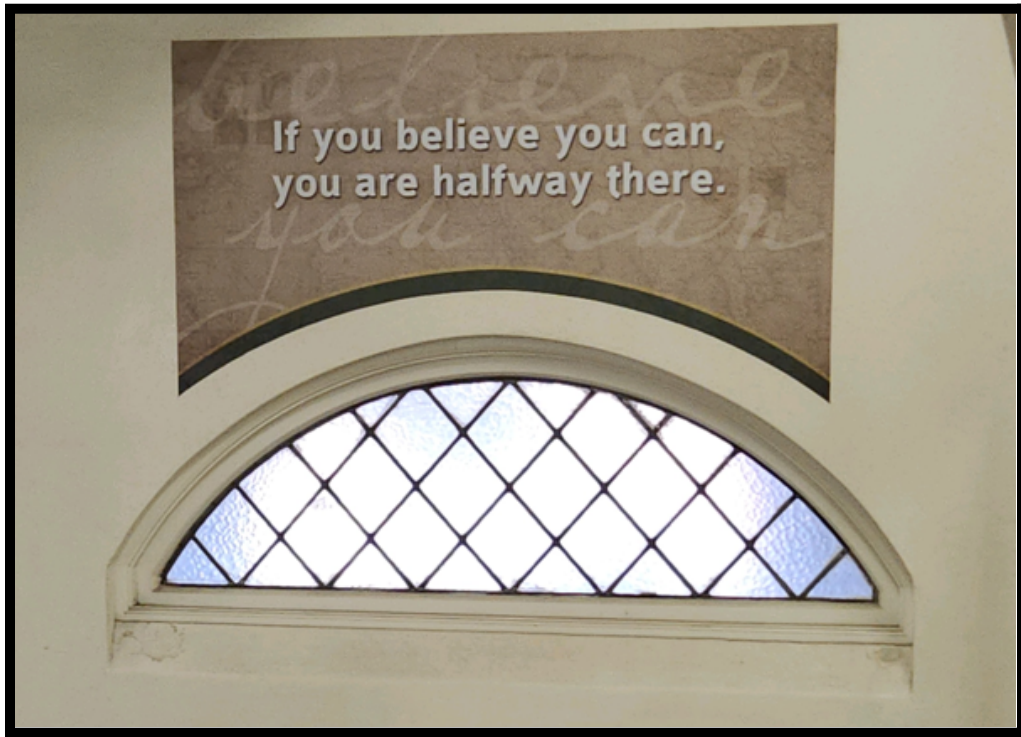
Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Focus Group Lead: Heather Rhodes

Focus Group Members:

Antonio Albarran	Michael Allen	Derek Boucher
Chita Box	Adriana Cadenas	Paige Getty
Rachel Hibler	Gina Jones	Jesica Jones
Lori Kirchner	Gerry Lopez	Alondra Lozano
James Obermire	Carlos Ortiz	Aurelio Reyes
Daisy Rivas	Dario Rodriguez	JoAnne Rodriguez
Marissa Rodriguez	Nikisha Ruffin	Jairo Sanchez
Johnny Sanchez	Steven Spencer	Mayia Yang
Darylwin Wright		

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1.   Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: FUSD has focused on creating greater coherence and opportunities 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 and improvement in the	[Regional maps/website](#) ● Tehipite, Sequoia ● Anthony, Balderas, Calwa, Jackson, Jefferson, Lane, Lowell, Vang Pao, Webster, Winchell, Yokomi

area of reading informational text during the 2019-20 school year, as identified by SBAC results as an area of need across the region. The regional focus during 2020-21 included learning sessions with Fresno County Superintendent of Schools (FCSS) focused on CAASPP resources to support teaching and learning. 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. For the 2022-23 year, the focus is on equitable grading and standards based assessments.

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

[District Vision, Mission, Values Goals](#)

RHS Vision, Mission, Goals

[School Website](#)

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. Roosevelt staff collaborated to revise the Schoolwide Learner Outcomes during the 2021-22 school year, focusing on updating the SLOs previously in place to meet current reality. Much of the previous SLOs were kept as a broad category but updated to reflect the ever changing conditions in which students are learning. After collecting feedback from departments, suggestions were compiled to create suggested new Schoolwide Learner Outcomes. These new SLOs were discussed in teacher leader groups, including Department Chairs and Instructional Leadership Team (ILT), presented at our annual parent meeting during Open House, and presented to students for feedback, prior to being finalized. One key change to the SLOs is that the language is now student friendly in the form of "I can…" statements at the behest of students. 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.	
A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: At the start of the 2021-2022 school year, as a staff, it was decided that our Schoolwide Learner Outcomes needed to be refined and updated. The updated SLOs are a reflection of what was felt that the students needed to be able to know, do, and the skills that they should have as a result of their time at Roosevelt regardless of content. Input for this process came from staff, students, as well as parents on decision-making groups, including	Staff meeting agenda and minutes ILT

the School Site Council. Even with the parties that contributed, more input was requested from parents and outside entities to be more inclusive.	School Site Council
In 2017-2018 a Homeroom period was implemented in order for the teachers to build meaningful relationships with students. In 2019-2020 a Rider Success Time (RST) period was added, allowing for additional time for students to complete assignments and work along staff/teachers for an additional level of support.	Homeroom
A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: The schoolwide learner outcomes (SLOs) and our Mission and Vision statement are consistently communicated to the students and staff. Roosevelt is working to more directly and consistently communicate these values and commitments to parents and community. Through Pathway partners and student internships, students develop the competencies in our SLOs with the support and guidance of community partners. School Site Council (SSC), English Language Advisory Committee (ELAC), parent meetings, student and faculty handbooks, freshman orientation, the daily bulletin, the class meeting days, Roosevelt Mission and Vision Statement posters, SLO posters in the classrooms and around campus, and the RHS website are ways in which these are communicated. Teachers are beginning to embed the SLOs into their lesson objective and in some classrooms, students reflect on their personal development within the SLOs as well. Additionally, the Roosevelt region has introduced the SLOs to our feeder schools during Regional Instructional Lead Teacher meetings so that all feeder schools are able to support in the development of the competencies. The site Principal sends out a weekly *Roundup* to provide staff with information about what is coming in the week, summarize good things that happened in the previous week, and share important information from the district. The *Roundup* also includes information from the instructional coach and the counseling team. Embedded at the end of the *Roundup* are the mission and vision statements. . Roosevelt High School's mission statement, and schoolwide learner outcomes are expected to be posted in every classroom and around campus. Commitment to the mission and vision is evident when teachers introduce a lesson to students, articulate the	Staff meeting agenda and minutes Website (mission/vision/.SLO) Rough Rider Round Up

| learning targets for the lesson, and effectively communicate during instruction and activities; through both regular and special schedules, to provide clarity to students about expected learning. This approach gives students a visual reminder of the purpose of their learning, and the commitment of the school to their success and development not just in the classroom but throughout life. | |

A2.   Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with said policies and by-laws to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1. Understanding the Role of the Governing Board and District Administration: The Fresno Unified School District (FUSD) School Board (governing board) consists of seven board members that live within the seven designated areas based on High School Regions and are elected by community members. Elizabeth Jonassen Rosas is the board trustee representing the Roosevelt High School region. The primary duties of the board members are to oversee a district of roughly 73,000 students and over 10,000 employees through establishing and revising district policies and procedures, and creating an annual budget. The Board meets on the 2nd and 4th Wednesday of each month at the FUSD Education Center. The Fresno Unified School Board works with the Superintendent (Bob Nelson) to assess the needs of the district and continually evaluate the effectiveness of initiatives that have been implemented. In addition, the Board holds workshops where current data indicators are reviewed to ensure Fresno Unified goals align with the educational needs of the students. The Governing Board fulfills 4 major leadership roles for the district and partners with the Superintendent on all major decisions that come before the school board. 1. The first role is creating and establishing a long-term vision for the district. This vision is created through offering avenues for community and staff input as	FUSD Board Website FUSD Board Meeting Schedule Collective Bargaining Agreement - FTA Board Theory of Action Power BI

needed. In 2019, the district reviewed, revised, and established five district wide goals and values.

2. The second role of the Board is to set the overall structure for the district. This includes the selection and employment of the Superintendent, adopting policies, establishing district-wide curriculum, budget, and the structure of the Collective Bargaining Agreement (CBA) between FUSD and Fresno Teachers Association (FTA). The Board annually evaluates the Superintendent based on a system and objectives which both the Board and the Superintendent have agreed upon.

3. The third major role is to provide a voice of accountability for the surrounding community for district programs, fiscal services and personnel as needed.

4. The fourth major role is to provide community leadership and work as an advocate at the district, state, and federal level for the students of Fresno Unified School District. The Board is provided authorization to fund or create programs that do not contradict with existing laws. They have the power to provide duties to a designated individual or the Superintendent; however, the Board carries full responsibility for the outcomes of those delegated.

The Governing Board utilizes policies and bylaws in accordance with the school's purpose and learner outcomes, this includes the district wide vision for college and career ready graduates based on data driven instruction. The Governing Board implements policies to guide professional staff and monitors schoolwide action plans in accordance with the LCAP (Local Control and Accountability Plan).

The school has many industry partners that are directly involved in our district and school advisory boards. The advisory boards for the district and specific industry sectors meet regularly to discuss areas of growth and project based learning items. Schools present ideas during these meetings that involve direct connections to industry and seek professional feedback from these companies to build student efficacy and authentic learning. The College and Career Readiness department have partnered with these community businesses to give authentic learning to schools at the Roosevlet Regional level as well, providing career readiness connections at the elementary and middle schools.

A2.2. Relationship between Governing Board and School: Professional staff adhere to the goals of the Governing Board through various means: teacher evaluations, classroom walk-throughs utilizing the IPG feedback tool, Staff and/or PLC meetings, and the iAchieve evaluation process. This process involves observations, goal setting, and online software to post evidence for professional development. This process is conducted and understood by stakeholders. The Governing board's policy regarding professional development is based on supporting the aforementioned Fresno Unified Core Beliefs and Commitments and Aligned Instruction Theory of Action. The Board seeks to build the skills and knowledge of all employees in order to create a community of learners, strengthening the capacity of the entire district to fulfill its educational mission for increased student achievement. The FUSD Board considers all employees to be life-long adult learners and further considers adult learning to be a necessary condition for student learning. Fresno Unified is committed to creating and sustaining a meaningful system of professional learning support for each employee, enabling all employees, regardless of position or title, to contribute to student achievement. The most important outcome of this policy is to make school a place where there is a culture of learning with high expectations for all students. Lead teachers are selected from diverse PLCs to be the instructional leaders and representatives of their content area, grade level, and site. ILT leads work as a school site to guide the instructional focus of the campus as well as a region to create a comprehensive and unified instructional approach. Lead teachers meet at the site approximately 9 times throughout the school year and at least 3 times as a Regional ILT to provide input on areas of growth, areas of need and successful collaboration that can be duplicated in other PLC Teams. Roosevelt High School is provided with funds for twelve Lead Teachers. Lead Teachers help guide focus questions and/or best practices for classroom strategies. Teachers meet in PLC meetings to review data to inform classroom instruction. A framework for Professional Learning Communities lists the focus and expectations for every PLC meeting. The meeting focus is grounded in one of four questions	Board Policies IPG iAchieve PL Summit • PL Column Courses PLC Framework PLC Meetings Agendas and Minutes ILT and Regional ILT Meeting Agendas and Minutes

1. What do we want students to learn? 2. How will we know they have learned it? 3. How will we respond if learning is not successful? 4. How will we respond if students already have prior knowledge about the subject? A shared meeting agenda protocol is employed. The content focuses on student learning needs as defined by teacher professional discretion as well as assessments. Intervention/Enrichment needs are addressed through a 3 tiered system of support with flexible grouping. Fresno Unified continues to support the implementation of effective instructional strategies with a focus on tenets within an Instructional Practice Guide (IPG). The IPG outlines instructional practices that will guide the expectation of providing a rigorous and supportive learning experience for all students, so there is a continued focus on instruction that provides rigorous, grade-level content and support to all students in literacy and math. The IPG contains the following focus tenets/areas for instruction: ☐ Culture of Learning ☐ Challenging and Relevant Content ☐ Student Ownership ☐ Every Student Can Learn ☐ Students Improving Every Day The Instructional coach at Roosevelt supports with PLC meetings following the district wide PLC model (Professional Learning Communities). In addition, the coach supports teachers with the implementation of the districts Guaranteed and Viable Curriculum and provide professional learning on instructional pedagogies that are research-based and effective for every learner.	 Coaches Corner in Rough Rider Round Up Pump Up Your Pedagogy
A2.3. Uniform Complaint Procedures: The complaints and conflict resolution process is utilized regularly on campus as well as off, actively involving all invested parties. Leadership and District stakeholders accept and invite criticism and feedback on any school policies, programs or personnel to continue the improvement of education at our site. Feedback on processes is welcome as well to provide improvements to effective workflow. Any conflicts or complaints that arise are encouraged to be resolved in a timely and respectful manner, possibly in an	 Uniform Complaint Procedure Uniform Complaint Procedure (AR) Uniform Complaint Procedure (BP) Williams Act Notifications

informal setting. However, if a conflict is unable to be resolved on an informal basis, the offended parties are encouraged to follow official district procedures such as submitting a formal complaint. The formal complaint is asked to be sent in as timely manner as possible so a solution can be found as soon as possible. Parents can submit any complaints or concerns to their school leaders directly or they can utilize Constituent Services. As per district policy, all complaints are immediately forwarded to Constituent Services for documentation and review. The school will work with Constituent Services to find an agreeable and respectful resolution to all parties. If after this process is complete and an issue remains, the complaint will be moved on to the Board for discussion and action. District procedures are always available for public consumption.	FUSD Website Constituent Services Website
If a Board member is approached on an individual basis regarding a complaint or concern, the Board member will listen to the concern without judgment. The Board member will inform the individual of the district policies and procedures for addressing complaints and encourage the individual to get support through those venues. The Board member can also refer the individual to the Superintendent or designee, so the issue can receive the attention required.	
The district leadership accepts responsibility for providing a venue for the public to hold district employees accountable for actions while under district employ. The Board prefers and encourages for all complaints to be resolved in a timely and respectful manner without disrupting the educational process.	
District leadership and/or the Superintendent will develop an appropriate and timely process for the public to submit all complaints against district employees. All procedures will protect the rights of all invested parties regardless of complaint.	
The District leadership does not tolerate or allow any retaliation against complainants. The leadership reserves the right to protect the identity of a complainant through anonymity. This policy is only interrupted if the identity is necessary for investigation into the complaint. The district reserves the right to choose not pursue anonymous complaints.	
All complaint procedures are available in the FUSD Parent/Student Handbook. If the procedures vary by school site, those are outlined specifically in the handbook but all	

align with official Board policy. The Handbook supports and explores the District goal of resolving all complaints in an informal setting or at the level of the complaint first. Site administrators and Constituent Services will work together to resolve issues at their school level. The Handbook is equipped with a directory of district employees identified by their function within the complaint process. A parent has the option of registering a formal written complaint if their concern is about an employee, unlawful discrimination, alleged violations of federal or state laws, deficiencies related to instruction or materials, conditions of a facilities, or a teacher vacancy or mis-assignment.
 	
The district's office of Constituent Services offers a clear and supportive complaint process with communication available in multiple languages.
 	
Procedures for Filing Complaints
   1. Complaint forms are specific to the type of complaint (i.e., employee, program, discrimination, Uniform Complaints, etc.)**.** The forms are available at any school site, or the Constituent Services Office at the Fresno Unified Education Center.
   2. The process begins by completing a complaint form and returning it to the site administrator, department head, or the district person/department identified to receive the complaint. Complaints concerning school personnel must be filed within three (3) months from the date of the alleged incident. Complaints concerning discrimination under Board Policy (BP/AR) 1312.5, must be initiated within sixty (60) days after a complainant knew or should have known of the alleged discrimination.
   3. The complaint process is handled in a confidential manner. Retaliation for filing a complaint is prohibited by law.
 	
The district has a standard uniform complaint procedure that is presented and available to staff each year, and includes the process for Title IX complaints.
	[Constituent Services Website]
	
	[Faculty Handbooks]
	
	[Buyback Presentations]
	
	[Board Policies]
	
	[Title IX Reports]

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A3.1. Broad-Based, Inclusive, and Collaborative: Pathways, Community Partners Roosevelt High School incorporates cultural-inclusivity into the classroom by including and honoring cultures that reflect the student body as well as the surrounding community while simultaneously exposing students' knowledge, understanding, and appreciation of other cultures different than their own. Both students and staff are taught that culture is not limited simply by race or ethnicity, but it is an all-encompassing term meant to include people's geography, gender identity, (social/wealth) class, sexual orientation, abilities/disabilities, religion, political affiliations, familial background, education history, travel history, heroes/heroines and role models, etc.. The content presented to students provides a broad range of these cultural representations, thus increasing student engagement, involvement, and their sense of voice/belonging. Parents and other community organizations are viewed as vital stakeholders whose contributions provide supplementary content by which students and staff can benefit through consistent communication and collaboration.	Pathway Partners

Buy Back Days Fresno Unified requires three Buy-Back days per year. These meetings provide professional learning opportunities and allow administration to communicate expectations of teachers to monitor student achievement, assessment, support of students (ELD and SPED students), and intervention for students below academic standards. Data assessed at these meetings span from a department to individual teachers, including; student grades, evaluation of an PLC, and student intervention plans, as well as examination and discussion of data collected during classroom observations using the IPG. Buyback Days occur at the beginning of the school year, during late October and during late February or early March.	BuyBack Agendas
Professional Learning Communities There is protected time built in nearly every single week for PLCs of subject-area teachers to collaborate regarding student and teacher success. Common formative assessments and Roosevelt Benchmark Assessments are designed in PLCs, and teachers agree upon a timeline for administering these assessments to their students. This meeting time is also meant to focus on data analysis of student work on the various assessments such as CFAs and RBAs. This allows for teachers to assess the rigor of the content, the output of student understanding, and reflect on teaching practices. Furthermore, lead teachers, who are part of the Instructional Leadership Team (ILT) work with administration to determine needs and next steps for moving the PLCs forward. ILT members lead and facilitate PLC meetings, which occur 2-3 times each month during a specific time in the schedule.	PLC Agendas and Minutes
Staff Meetings Staff meetings are focused on implementing strategies to monitor student success and inform teachers on school-wide learning outcomes. Student success is monitored through evaluating common formative and summative assessments. School-wide learning outcomes are also considered in the instructional strategies for formative and summative assessments for each department. Staff meetings occur once each month during a specific time in the schedule.	Staff Meeting Agendas and Minutes
Climate and Culture The Climate and Culture team meets twice a month to review data based on staff feedback and create an action plan to support both staff and students. The focus of the work is to define the measurable aspects of a healthy school culture and actively work to incorporate those elements in to the school It	Parent Climate & Culture Survey Data Parent University ● Participation

is through the work of the Climate and Culture Team that school wide cell phone and tardy policies have been implemented.	• Attendance • Graduation Data
ILT Lead teachers are selected as the instructional leaders and representatives of their content area, grade level, and site. ILT leads work as a school site to guide the instructional focus of the campus as well as a region to create a comprehensive and unified instructional approach. Lead teachers meet at the site approximately 9 times throughout the school year and at least 3 times as a Regional ILT to provide input on areas of growth, areas of need and successful collaboration that can be duplicated in other PLC Teams. Roosevelt High School is provided with funds for twelve Lead Teachers. Lead Teachers help guide focus questions and/or best practices for classroom strategies. Teachers meet in PLC meetings to review data to inform classroom instruction. **Breakthrough Success Community (BTSC)** The BTSC team is made of 6 Driver Champions focused on transforming the 9th grade experience and support 9th grade students socially, emotionally, and academically to stay on track for graduation. The work of the team is centered around research-based best practices including Developmental Relationships, transitioning from 8th-9th grade, equitable grading practices, adult team, and master scheduling. **Teacher Leader Teams** There are various forms of teacher leader teams on site that support both students and staff. In addition to teams such as ILT, Department Chairs, and BTSC, the site instructional coach and PLUS teacher team work together to elevate the instruction on campus and systems used to gather and monitor data.	ILT Meetings BTSC Meetings
A3.2. School Action Plan/SPSA Correlated to Student Learning: The Roosevelt SPSA format is consistent across the district. Our school SPSA must meet the district template requirements and address all of the district goals. The SPSA is developed and approved in SSC using feedback from families and needs assessment from staff. The metrics aligned to student and school outcomes are aligned to district goals.	SPSA ELAC Meeting Agendas and Minutes SSC Meeting Agenda and Minutes

The goal of the School Plan for Student Achievement (SPSA) is to continually re-evaluate student performances and provide support for students to succeed academically. These objectives are guided by the Local Control and Accountability Plan (LCAP), which prioritizes the following state measurements: - Student Engagement - Parent Involvement - School Climate - Student Outcomes - Student Achievement - Course Access - Implementation of State Standards - Basic Services Using data to evaluate students' academic success, the SPSA strives to incorporate LCAP priorities. Goals and actions for our current SPSA: 1. Improve academic performance at challenging levels. 2. Expand student-centered and real-world learning experiences. 3. Increase student engagement in their school and community. 4. Increase recruitment and retention of staff reflecting on the diversity of our community. 5. Increase inclusive opportunities for families to engage in their students' education. To evaluate the effectiveness of the SPSA, the School Site Council and staff review student achievement data such as SBAC, ELPAC, graduation rate, and A-G completion. While the SPSA is a district template, teachers at Roosevelt have expressed a desire to vertically align the Schoolwide Learner Outcomes at our site in order to support students in achieving the goals set forth in the SPSA. This would also keep the SLOs at the forefront of teacher minds in lesson planning and preparation.	Student Achievement Data: ● EL Proficiency Rates ● EL Reclassification Progress ● SBAC Results ● Graduation Rate ● A-G Completion Rate
A3.3. Collective Accountability to Support Learning: During PLC meetings and during Buyback Days, teachers collaborate to evaluate their instruction, student grade distribution by demographic groups, accommodations in place for students with special needs, ELD structures, and validity of grades.	PLC Agendas and Minutes Staff Meeting Agendas and Minutes

During the shift to distance learning, all teachers offered virtual office hours before classes began and after classes ended for the day. Additionally, teachers offered office hours every Monday to support students as well as to provide students opportunities to complete assignments asynchronously. With instruction returning to in person, teachers have offered the following examples of interventions: 1. Tutorial is offered daily, usually after school and during lunch for those students who are unable to participate after school due to sports or family obligations. 2. Students are allowed to retake quizzes and tests to make the necessary corrections 3. Teachers provide frequent check-ins to identify areas of misunderstanding and provide clarification during daily lessons. By identifying areas of weakness, teachers then highlight these areas by reintroducing topics in homework and daily warm-ups. 4. Students who need additional support are identified and invited to attend the After School Program There are various committees on campus that are composed of a variety of stakeholders including but not limited to administrators, certificated staff, classified staff, students, family members, and community members. These include the Climate and Culture Team, SSC, and ELAC. These committees solicit input from their stakeholders to create and monitor initiatives that create a more effective learning environment for students.	Teacher Tutoring sign-in sheets ● TEAMS chat/ office hours 2020-2021 Digital Office Hours Week-at-a-Glance ● Sample Climate and Culture Committee Reports ELAC Meeting Agendas and Minutes SSC Meeting Agenda and Minutes
A3.4. Internal Communication and Planning: Roosevelt has systems in place to support communication, planning, and conflict resolution. These include meetings for ILT, PLC, and department chairs for certificated staff. Parents have access to Back to School Night, Open House, 504 meetings, IEP meetings, Student Success Team meetings, ELAC, Parent University, and Friends of RSA for parents. SSC meetings include staff, parents and students. The meeting agenda for the entire academic year is shared with staff in the staff handbook digitally in August. This allows staff to pre-plan, schedule, and set agendas for PLC meetings, ILT meetings, department chair meetings, and staff meetings. All of these are open meetings where staff have the ability to	Back to School Night flyers Open House flyers Rough Rider Round Up Faculty Handbooks Parent Messaging Systems: ● Automatic Dialer to parents regarding Attendance

submit agenda items prior to the meetings.

There are various electronic communications including the weekly Principal's "Rough Rider Roundup" email, our PA system, school messenger, Remind 101, Edutext, the RHS website, monthly activities and events calendars, and some teacher websites. Two-way communication is also available through Facebook, Instagram, Twitter, School Messenger, and the RHS Tipline. Some teachers share work in Teams, OneDrive, Google Docs, and Google Classroom. These communication platforms allow staff, admin, and the campus culture director to quickly and effectively share information.

The school is currently in a pilot year for the use of a new communication tool for parents and staff, ParentSquare, which will replace the use of School Messenger. Parent Square offers educators the opportunity to have two-way communication as well as send out requests for volunteers and collect permission slips.

There are district uniform complaint procedures, explained in the teacher and parent handbooks, found on our website, and posted in each classroom, where the stakeholders can find information on resolving differences. Site administration supports conflict resolution on site and if an adequate resolution is not reached all staff have the option to submit formal complaints to our district Constituent Services Office to be documented. Campus concerns regarding issues related to the Collective Bargaining Agreement, administration, or employee rights are facilitated through on-site FTA teacher representatives, CSEA representatives, or SCIU representatives. Any issues that are not resolved through conversations with administration on site could lead to a grievance procedure through Constituent Services.

Site administration also attempts to maintain an "open-door" policy for staff, students, and parents, where stakeholders have the opportunity to meet with administration regarding their concerns and ideas. This has been utilized by staff, parents and students, to meet with administration, and this communication opportunity has helped mediate some concerns and develop ideas for solutions. The Restorative Practices counselor is also utilized as a facilitator for student: student and student:staff concerns.

- Records of school messenger usage (2017-2022)
- Remind (used by some teachers 2017-2022)
- ParentSquare (2022-2023)
- ATLAS Connect (2020-2023)
- Parent Center

Social Media Accounts:
- Twitter: TheRHSRiders & Principal Allen
- Facebook: Roosevelt & Friends of the Roosevelt School of the Arts
- Instagram: Activities & Counseling

RHS Website

RHS Tipline

LinkTree (ASB Calendars and Activities information)

Google Classroom and TEAMS

A4.   Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1. Qualifications and Preparation of Staff: Fresno Unified has clearly written policies, practices and qualifications for employment related to all staffing positions in the district. The policies, qualifications and practices are in alignment with the California Education Code. Fresno Unified is committed to recruiting and retaining a high performing workforce. Applicants for teaching positions at Roosevelt High School must be highly qualified, with appropriate credentials, to be considered for a position. FUSD interviews all teachers to determine if they meet the required criteria and possess a level of mastery. Applicants who meet multiple-measures are contacted by Human Resources (HR) and are offered first-level interviews. Once the teacher has been vetted by FUSD, Roosevelt is provided a list of teachers, by subject area, who are eligible for interviews. When a candidate has been selected, HR contacts the applicant	FUSD Hiring Procedures Ed Code 44250-44279 AR 4112 Personnel RSA Consultants Paraprofessionals and BIAs Teaching Fellows and InterAct Fellows

to offer employment. The offer is contingent upon background screening, TB screening and Board approval. Board approval or notification is required for all management positions. Following the offering of employment and background clearance, the applicant meets with an HR representative to complete and review a hiring packet and sign a contract. Roosevelt administrators follow the FUSD HR hiring process.

FUSD offers programs to train teachers, such as internships and partnerships with various teacher colleges such as California State University, Fresno and Fresno Pacific College to offer student-teachers opportunities to practice with experienced teachers at the school sites. Short-Term Staff Permits and PIP's are considered in areas of teacher shortage within FUSD, such as mathematics, science and special education. All Roosevelt teachers and paraprofessionals are fully qualified for assigned areas based on district certification requirements, teaching with a credential, in an internship, or STSP/PIP.

Master Schedule

The master schedule at Roosevelt is developed using multiple complex factors including student need, student achievement level, teacher credentialing, and classroom availability. Once students have chosen, or are given their classes, the number of sections of each course are determined and FTE is calculated. Vice Principal Liaisons, Department Chairs, and the Head Counselor meet to discuss available sections and recommended teaching assignments.

Typically a survey goes out to teachers regarding courses they have previously taught and any requests they would like considered. During the time, sections that need to be assigned, as well as GATE, AP, ELD and SpEd needs are discussed. Taken into consideration during the assignment of sections are the credential(s) and any supplemental authorizations that a teacher holds, their prior experience, requests, and what will be the best master schedule for our students. While the master schedule is a collaborative process involving department leads, administrators who support each department, and the master scheduler (assistant principal), the final decisions about teaching assignments are determined by the Principal. Scheduling discussions begin in December with course catalog updates and end in June with tentative course and class assignments, with some adjustments in August right before the opening of the new school year. At that point, some teachers

Teacher Pipeline Programs
- Para Academy
- Transition to Teaching
- Fresno Teacher Residency Program
- STSP/PIP/Intern
- Student Teacher Candidacy
- Substitute Teacher Development

New Teacher Induction

Master Schedule 2022-2023

may be asked to teach a course different from their originally anticipated assignment. This is most common with math, as several hundred students take courses to accelerate over the summer. Within the first three weeks of each semester, classes are balanced to reflect any changes in enrollment. Department leaders and administrators ensure that teaching assignments are based on both preference and command of subject matter. Teachers in each department select their preferences. Department leads and site administrators complete the master schedule based on teacher preferences, student enrollment, program need and equity (fair split of high/low classes, lower/upper classmen). All teachers must be properly credentialed in their area of instruction.	
A4.2. Professional Development and Learning: Fresno Unified provides ample opportunities for the professional development of their staff. New teachers are welcomed, and veteran teachers are encouraged to attend the district's Saturday Pipeline training. These trainings are primarily teacher led professional development opportunities for other staff. Teachers present strategies, resources, and helpful tips that they have tried and have worked for them in their classroom. These PL opportunities are also aligned to district goals and initiatives to support students. Courses currently offered align to data-driven instruction using FIABs released by Smarter Balanced and Grading for Equity. All teachers participate in Buyback and Institute days the week prior to the start of school. During these days, additional training is provided for teachers as determined by both district level administrators and campus administrators. These professional learning opportunities include agenda items such as mandating reporting, special education compliance, new school procedures and policies, and other professional development topics aligned to district and site goals. In addition to this, during these days, teachers are provided with valuable opportunities to both collaborate with the PLC and independently develop their lessons and curriculum in preparation for the coming school year. Professional Learning Communities added an additional layer of orientation and support, as teachers meet with other teachers who are teaching the same subject area. New teachers to the profession are also required to complete Induction with the support of the site Instructional Coach as they clear their	Ongoing District Professional Learning through iAchieve New Teacher Conference ● Saturday Pipeline Trainings Buyback Agendas PLC

credential. Our Instructional Coach meets with them regularly to plan lessons, observe and offer feedback, and support teachers in reflection on their teaching practices based on student work samples. In addition to the professional learning available to our certificated staff, the classified staff is also provided ongoing learning opportunities. Paraprofessionals for special education meet in biweekly huddles with the PLUS teacher for professional learning centered around their needs in the classrooms with students. Biweekly huddles for SPED Paraprofessionals began January 2021 and have continued since then. The Bilingual Instructional Aides (BIAs) have also been provided learning regarding ELD strategies and sentence frames to support students with language acquisition in addition to translations. All classified staff now have regular opportunities to continue their education through classified conferences offered by the district.	Paraprofessional PL and Huddles Classified Conference
A4.3. Measurable Effect of Professional Development on Student Learning: Department meetings provide opportunities for teachers to collaborate, discuss, plan, review, and critique curriculum and instruction. One of the ways we assess our implementation of material is by administering department-wide formative and/or summative assessments (RBAs). Data gathered from these assessments allows us as a PLC and department to review and make the necessary adjustments for the benefit of all students. Throughout the academic year, educators at Roosevelt High School attend various trainings in order to determine best practices for gathering, analyzing student achievement data in order to best meet student needs. These learnings offer differentiation strategies, equitable grading protocols, and/or establishing and aligning a clear, accessible, and understandable objective of instruction for students. While we are still continuously growing and striving for greater alignment, we are committed to students receiving foundational supports in the areas of SEL, Core Curriculum Implementation, and staff support. Roosevelt High School effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards, and the	PL Summit iAchieve ongoing PL PLC Daily Bell Schedule

Schoolwide Learner Outcomes. Roosevelt has consistently built a schedule that allows for regular professional collaboration. Almost every Monday is a late start schedule, which allows subject-area alike teachers to meet in PLCs for 45 minutes before school starts. Coaching and mentoring of beginning credentialed teachers is encouraged and practiced through the District's participation in the new teacher Induction program. All new teachers participate in two years of Induction, in which they receive intensive support from experienced teachers who guide them in reflection, evaluation, peer observations, and goal setting. Veteran teachers provide additional support informally. Additionally, any teachers who receive lower than Meets Standards in one of the California Standards for the Teaching Profession (CSTPs) during an evaluation has the option for support as they grow in necessary areas. This growth can be pursued individually, with on-site assistance from an administrator, or with the assistance from a district Peer Assistance and Review (PAR) coach. Ensuring the ongoing development and support of teachers ensures that they have a greater positive impact socially, emotionally, and academically on students. Fresno Unified also offers voluntary professional development opportunities throughout the school year and summer. FUSD negotiated with the local teachers' union (FTA) to offer specially created professional learning opportunities to teachers who were already on the highest step on the salary schedule. After completion of nine credits of designated course work, these experienced teachers receive a 3% raise. The three classes must be completed. The content and curriculum for these PL classes were specifically created to help experienced teachers address the learning needs of students as they achieve the Common Core Standards. Staff members are able to register and track their participation through our iAchieve web based system. Our ATLAS program also allows school site administrators to see a list of professional development opportunities in which staff has participated.	Odd Even Calendar
A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff. As found in Article 16 of the Collective Bargaining	Collective Bargaining Agreement - FTA

Agreement (CBA) with Fresno Teachers' Association, the evaluation process is a tool where teachers in Fresno Unified are to help build their capacity as teachers and promote a culture of consistent professional growth. Teacher evaluations are a year-long process. New teachers that are not fully credentialed are evaluated every year until they are fully credentialed. Once they are fully credentialed, evaluations are every other year. Teachers that have worked for ten years plus, are eligible for a five-year evaluation process if they have met standards through the years and at the principal's discretion. During the evaluation process, teachers meet with their supervisor (VP) throughout the year. The first steps are to register through iAchieve and electronically sign their intent to be evaluated. With the supervisor, teachers review the CSTPs and the Fresno Unified Continuum of the CSTPs. Teachers are to create goals based on their self-evaluation of the CSTPs. Once goals are created, the teacher and supervisor meet again to discuss. The supervisor will complete two (fall and spring) formal observations of the teacher where the teacher creates a lesson plan and shares all materials that will be used in the lesson. The supervisor observes and takes notes during the lesson. Shortly after, the teacher and supervisor discuss the lesson. It is shared if they met standards in a variety of sections. This whole process is done on iAchieve and the teacher and supervisor have to sign off acknowledging the evaluation and the results from each CSTP. Both come to a mutual agreement where the teacher is on the continuum. Supervisor can follow up with a variety of recommendations to help support the teacher in the CSTP . If the teacher is below standards they are put on a teacher development plan to support their development in that specific CSTP. If the teacher does not feel the evaluation was accurate, they can request another supervisor for the next evaluation cycle or they file a grievance . Despite the clear process for hiring, several positions are currently vacant which strains the supervision and evaluation process as new employees are hired in mid-year. The school had 15 openings due to teachers not returning for various reasons (retirement, promotion, moving out of town,	Collective Bargaining Agreement - CSEA iAchieve CSTP's Classified Competencies

long-term leave, etc). Staffing challenges for the 22-23 school year were compounded by a handful of last-minute or emergency departures, including two staff members who resigned the week before the start of the school year, three new-hire teachers who decided to return to old positions or pursue credentials in other ways, and two staff members deciding to resign during the school year due to personal challenges.	
A4.5. Communication and Understanding of School Policies and Procedures: Roosevelt High has a variety of ways to provide communication and understanding of school policies and procedures. Teachers are provided with an updated electronic copy of our faculty handbook that clearly provides information on school policies, operational practices, and decision-making processes. During the Staff Institute Days at the beginning of the school year and Buyback Days throughout the year, time is set aside to inform staff about content that can be found in the faculty handbook, as well as additional district and state mandates. A few key elements are explicitly discussed, such as CPS reporting, discipline and safety protocols, and sexual harassment policies. Parents and students have access to the parent student handbook on the school website that outlines the districts' policies and procedures. Home School Liaisons (HSLs) in the Roosevelt Parent Center hold regular, ongoing Parent Coffee Hours (Family Engagement Hours) to provide information for families, as well as a feedback loop for parents with staff. Participation in these sessions has increased through the work and communication of our HSLs. Staff is provided an electronic copy of an organizational phone list that also outlines the job titles of the non-teaching staff members. In addition, safety flip charts are posted in each room. The safety flip chart provides protocols for a wide array of emergency situations, including fire evacuations, lockdown procedures and other standard district protocols utilized to keep staff and students safe.	RHS Faculty and Staff Handbook RHS Website Classroom Emergency Procedure Guide

The Roosevelt High website also links to the Fresno Unified Common Core website. In turn, this website provides access to resources such as Common Core State Standards, FUSD Instructional Scope and Sequence guides, Common Core Instructional Practices Guide, and other instructional resources.	
The instructional expectations are continually reinforced through the Rough Rider Roundup, a weekly email which contains feedback on observed instructional trends. This document also includes celebrations, weekly events, and district news and updates.	Rough Rider Round Up
Staff members, parents and students may communicate through district emails, ATLAS connect and school messenger. Moving forward in transition to expand communication through Parent Square.	
Also, on a yearly basis, administration and teachers who are being evaluated meet to go over evaluation procedures, job responsibilities, and professional goals.	iAchieve PL Courses

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A5.1. Resource Allocation Decisions: Staffing, material, physical, and financial resources are allocated to support students in meeting and achieving Roosevelt High School's vision/mission, SLOs, critical learner needs, the state's academic standards, and the college-and-career-readiness standards, which are all tied directly to our School Plan for Student Achievement (SPSA). The SPSA was created through and by our School Site Council, consisting of parents, teachers, students, administrators, and members of the community, which guides resource allocation decisions. The School Site Council (SSC) meets regularly throughout the school year to monitor the school budget, analyze assessment data, and develop a comprehensive plan to meet critical learner needs. The SPSA was created after review of school-wide data, site needs, and site allocations. Staff members provide input into budget allocations and site needs for the SSC to develop goals and actions for the plan. The details of this plan, including the	SPSA SSC Agenda and Minutes

school budget and a comprehensive plan to meet the identified critical learner needs, is developed and approved by the SSC.	
The SSC consists of elected representatives of parents, students, classified staff, credentialed staff, and administration. During regularly scheduled meetings that consist of a quorum of members, the SSC reviews the proposed SPSA, analyzes data, provides input and votes on the inclusion of this plan as the school's oversight document. The SPSA for the current year (2022/23) was approved through this process last year. The SPSA for the next school year (2023/24) will be approved by the SSC in March of 2023. The SPSA has been used to hire an ELD TSA, additional BIAs and 3 Home School Liaisons to support EL students and the redesignation process as well as to fund our SEL homeroom.	
At Roosevelt High, we are committed to providing a safe environment where every individual feels valued, respected, and connected. We commit to rigorous, data-driven, high quality instruction that empowers each individual to reach his/her highest potential. We foster a community of positive relationships and collaboration. Our regional and school site emphasis has a focus on horizontal and vertical collaboration amongst our Professional Learning Communities to support the implementation of the viable curriculum in all content to support literacy and mathematics.	
Through our counseling office, students have access to transcript evaluation services to receive detailed analysis of their progress toward high school graduation and completion of college entrance requirements through working closely with our counseling team. The Roosevelt counseling team consists of a head counselor and eight academic counselors. Some of the many services the team provides to our students include the following: ● Individual and small group counseling for all students to develop secondary and post-secondary plans ● Annual meetings with counselors to monitor progress toward graduation and completion of college entrance and A-G requirements ● Comprehensive services to seniors to ensure completion of college admissions and financial aid documents ● UC and CSU Ambassador services to assist students during the application process and preparation for underclassmen	[Transcript Evaluation](#)

- FCC, CSU Fresno Upward Bound programs to help disadvantaged students - UC Merced Center for Educational Partnerships federally funded Trio Programs to assist students with exposure to post-secondary education - PSAT testing for all grade levels - SAT testing for all 11th grade students The most important resource at any school is a well-qualified staff. At Roosevelt, we pride ourselves on having a highly involved and well-trained staff that supports the implementation of grade-level content standards and learning outcomes based on measurable academic standards. Preparing our students for success in the workplace and college is our top priority, along with fully supporting them in the arts, activities, and athletics. Some of our Roosevelt teachers also serve as coaches, club sponsors, and mentors for students, and are supported by an administration team that includes a principal, five vice-principals, a director for the School of the Arts (RSA) and a college-and-career coordinator. As with all districts across the country, coming out of the pandemic, Fresno Unified has had to determine the allocation of the budget to best serve the critical and growing needs of students who experienced the challenge of online learning from March 2020 to April 2021. FUSD expanded opportunities for student support and credit recovery, providing additional sections of credit recovery to occur each semester during the 2021-22 and 2022-23 school years. Additionally, credit recovery was offered during a new Winter Session and expanded Summer Sessions during 2021 and 2022. All high school students earning a D or F in an A-G course are automatically enrolled in a credit recovery session, with the purpose of recovering learning and credits to get students back on track toward graduation and A-G qualification. Credit recovery is also included as part of the regular school day schedule, with the inclusion of three (3) on-site JE Young teachers. As an additional support for student learning in mathematics, beginning in Spring 2021, the School Site Council approved the hiring of tutors for Algebra I classrooms through California Teaching Fellows. This in-class tutoring expanded in the 2022-23 school year to provide support in more Algebra I classrooms from the beginning of the school year. School Linked Learning and CTE Pathways continue to be	List of Coaches and Club Advisors Teaching Fellows

supported through funding from the district College and Career Readiness Office, and through existing grant programs. This allows for the continued development of CTE and WBL courses for students and includes equipment, staffing, and training to support college and career readiness. The Afterschool Program, which provides tutors, computer labs, bus tokens, and snacks for students is in partnership with the Fresno County Office of Education. The program also serves to support a variety of afterschool activities, such as: Daily Tutorial, Extended Library Hours, screenprinting, Anime Club, Bass Fishing Club, B-boys dance, leadership, arts and crafts, athletics tutorial, and resume \college application prep.	After School Program Brochure
A5.2. Practices: The effectiveness of Roosevelt High School's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and conducting quality business and accounting practices, is the responsibility of the district based upon the policies of the governing board. The process of developing and overseeing expenditures from an annual budget and conducting regular audits is set forth by Fresno Unified as based on the local, state and federal fiscal requirements of the school program. Education Code Section 52012 requires that an SSC be established at each school that participates in and receives funding for program improvement thus requiring an SPSA. The Roosevelt High School SSC annually approves the budget for these categorical funds and reviews the distribution of resources allocated from these funds for the previous school year. Roosevelt High School participates in internal audits of the school's attendance program and financial activities as conducted by the District. The complete school budget is appropriated and designated by district policy through district personnel. Anticipated funding for Roosevelt High School is set according to the unique needs assessed by the new Local Control Funding Formula for California (LCFF), which includes a base budget and supplemental budgets to support specific needs of our students and families.	BP 3000, 3100, 3400.2 Business and Non-Instructional Operations SSC Agenda and Minutes SPSA

Since the last WASC visit, teachers have been allocated $200 to $500 by FTA to use as needed for classroom supplies. In the 2021-2022 school year, teachers received an additional $200 from FTA above their $315 annual allotment for use on subscriptions to various electronic platforms and technologies designed to enhance their lesson delivery and support asynchronous instruction.	
A5.3. Facilities Conducive to Learning: The facilities at Roosevelt High School support the district's core principles, including physical/emotional safety and collaboration. Classrooms are on a regular cleaning cycle and there is adequate furniture for students and teachers. HVAC ionization filters were provided to each classroom upon return to in-person instruction. Most classrooms were updated with new ergonomic student desks and/or tables. East Hall classrooms have been updated with new paint. There are six teacher workrooms on campus: girls locker room, science, social science, English, foreign language and SPED. Staff have access to eleven copiers: library, math room 201, East Hall, main office, English workroom, science workroom, RSA workroom, foreign language workroom, conference room, counselor office, and registrar office. Students are distributed individual laptops. As a result of the rapid shift to online instruction, all students are provided with a district issued device. Students also have access to the Family Learning and Tech Support (FLATS) if there are issues or damage to their device. There are multiple desktops available in the counseling office for student use. In addition, a computer lab is located in the library. All core classes are allocated computer carts with 3 spare laptops. Solar panels have been installed in the Cedar parking lot. The basketball and the tennis courts have been resurfaced along with the parking lot. The perimeter of the school is gated to promote the safety of everyone on campus. The campus soccer field was updated with an all-weather track. The baseball and softball fields were updated with brand new bleachers, speaker system and the fields were reseeded. A brand new pool was	School Map Custodial Schedule ● Duties Work Orders and Heat Tickets FLATS

installed. The weight room and gymnasium were modernized. New flooring, HVAC and bleachers were installed in the gymnasium.

Other facilities have undergone significant updates in some areas. Starting with a still new, state of the art science & technology building, which hosts science, art, functional skills/ALPS, and technology based classes. We have also expanded our student space, building a new quad area (the Rough Rider Stable) on the east side of campus, which includes multiple performance stages, all for improved accommodation of students' academic and social needs. The cafeterias has undergone renovation.

There are proposed renovations for ADA access in West Hall, a second gymnasium, auditorium and main office modernizations. This will provide eventual relief for areas of campus that do not have consistent air conditioning in the summer and heat in the winter.

A5.4. Instructional Materials and Equipment: In accordance with the Williams Act, the California Department of Education requires that all schools must ensure the sufficient availability of textbooks and instructional materials. Further, the overall condition of facilities, the availability of textbooks and instructional materials, and the number of teacher mis-assignments and teacher vacancies must be reported in annual School Accountability Report Cards (SARCs) that are made available to all parents and the public. Students at Roosevelt High School have sufficient Common Core and standards based textbooks in all areas. The entire staff at Roosevelt High School have been informed that due to the Williams Act, all students must be in possession of a textbook in all core classes. At the beginning of the school year, the Roosevelt librarian schedules times for each class to come to the library and has students check out textbooks through the library system. In this manner, Roosevelt is able to effectively ensure that each student has received a textbook for each class that they are enrolled in. Students who enroll after the beginning of the school year are directed to the library to check out their required textbooks after receiving their class schedule from their Counselor.	Williams Act History/Social Science Curriculum Adoption Science Curriculum Adoption

The campus has a wireless internet system that provides access for the entire staff and student body across the campus, as well as guests to FUSD. Grade books, student information systems, and attendance are web-based, and managed using ATLAS, a system developed by Fresno Unified. We are now a 1:1 district, so students are able to check out computers and charging cables in the library. Students keep these computers until they graduate or until they need to be exchanged for a new computer. There are computer carts in many of the classrooms with a few computers in case students forget their laptop or need to charge their laptop. Student laptops are purchased by the school every year to make sure technology is always available for students in case issues arise. Computer tablets and carts have been purchased to support instruction, expedite school-wide assessments, and support student access to post-secondary educational opportunities. Students are provided with consumable textbooks in English, math, and science. This allows students a physical option to access course content in addition to the digital platforms on their 1:1 device. Science teachers are provided with an annual budget for lab materials so that students have access to lab learning in addition. Teachers are provided an allotment of funds through their department to purchase necessary supplies. Teachers can request additional materials that support curriculum and instruction through the categorical funds on site as approved through SSC. All district approved textbooks and curriculum resources are purchased through FUSD except for specialized site-based elective courses. Approved textbooks and materials for these courses are purchased through site funds. Teachers are equipped with computers, document cameras, and data projectors in the classroom. Per district policy, teachers receive updated computers every 3 years.	
A5.5. Resources for Personnel: The FUSD Career Technical Education department has held professional learning and development during the school's Winter PL and Summer PL sessions. These PL's are created from interest derived from staff around the district to assist all	New Teacher Induction List iAchieve Courses for Ongoing PL

schools in providing teaching strategies that can be used in the CTE classes and certifications for students.
 	
FUSD also has created learning opportunities for all teachers to grow around technology, teaching pedagogy and MTSS to benefit student learning and social emotional needs.
 	
The district has an Employee Assistance Program (EAP) available to all employees to provide guidance and assistance in many areas, such as social-emotional support and life planning.
	Ongoing Principal Training
	   ● Co-Admin Meetings
	   ● Instructional Practice Walks
	
	New Teacher Pipeline
	List of Support Personnel
	Availability of PPE
	Health Plans, 504 Plans
	Construction Proposals
	
	Employee Assistance Program (EAP)

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Synthesize Strengths and Growth Needs

Summary A1

The district provides vision and learner outcomes for college and career ready graduates. The tenets for this vision is communicated in posters, websites, and discussed in regular ILT team meetings.

Summary A2

The school board has 7 members who work with the district superintendent to guide staff and schools around laws and policies around school educational code. The school district utilizes a centralized system for monitoring evaluations of staff. PLC groups have common forms and guiding questions to lead conversations, data interpretation and CFA's to better help and grow student learning. The school district has an established and effective procedure for addressing complaints and concerns in a timely and respectful manner. All policies protect all involved in a complaint as it is investigated.

Summary A3

The Local Control and Accountability Plan provides guidelines and state measurements to determine the School Plan for Student Achievement. Designated owners are responsible for monitoring data and updating the plan. Teachers offer many interventions to provide support for students and to check for areas of misunderstanding and growth. Student interventions are intentional and accommodate different personal needs of the students.

Summary A4

The school provides additional training for teacher growth like district mandated items, curriculum development, and time during Institute days at the beginning of the school year, Buyback meetings throughout the year and weekly PLC meetings. Teacher evaluation process is through iAchieve with the teacher working closely with their supervisor. The teacher creates goals based on the CTPS, designs 2 lesson plans (fall and spring), is evaluated by the supervisor, and has multiple meetings with the supervisor during the process.

Summary A5

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Educators want the best for their students, in whom they see limitless potential.
2. There is a clear alignment between school mission, vision and goals with the mission, vision and goals of the school district.
3. The school values a shared decision-making process, especially for large-scale schoolwide decisions.
4. Roosevelt exercises clear policies for hiring and evaluating staff. Through iAchieve provides a consistent, collaborative, and transparent evaluation process for staff, as well as ongoing learning opportunities for staff.
5. Recent upgrades to facilities to support school programs and there are plans for upcoming facility upgrades.

Areas of Growth

1. Ground all professional learning for the year in the SLOs to keep them in the forefront of staff minds as they apply learning and develop lessons.
2. Develop a 4-year list from beginner to mastery skills of each SLO so parents/students/teachers can track and monitor student growth within each SLO.
3. Teachers can need to regularly reference how each SLO is being targeted in their lesson.
4. Educators need to continue to find ways to promote a culture of growth mindset by encouraging school and more community involvement and stakeholders to promote student accountability, support, and, ultimately, achievement.
5. Continual staffing challenges that can lead to certificated (teaching) and/or classified (custodial, paraeducator, etc) positions not being filled.
6. There are some areas which could use repairs, for example ensuring consistent AC functionality as well as repairs to West Hall.

Category B: Curriculum

Focus Group Lead: Alycia Gonzalez

Focus Group Members:

Navdeep Bains	Andrew Bressette	Christy Camacho
Elijah Carrillo	Esmeralda Castillo	Billie Chhan
Samach Chhum	Jessica Gasca	Yadira Gonzalez
Sandy Her	Rouen Hun	Ofelia Jimenez
Brandon Merrill	Joel Munoz	Ramona Munoz
Teresa Ruelas	Gretchen Saldana	Dina Scambray
Beth Tritch	Nicole Valentine	Ruben Velez
Leslie Walbridge	Richard Woods	Sylvia Deeb

Category B: Curriculum (**Padlet Evidence**)

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B1.1. Current Educational Research and Thinking: The majority of courses offered at Roosevelt High School are A-G courses approved by the UC system. This ensures that all students are provided access to effective, rigorous, relevant, and coherent curriculum based on research and Common Core anchor standards. Several courses have recently adopted a new curriculum that is more closely aligned to research-based standards. The History-Social Science, Science, and math Special Education have recently adopted curriculum. In History-Social Science, the adopted curriculum is centered on the new History Social Sciences framework. In science, Biology and Chemistry adopted a new NGSS-aligned curriculum in the 2019-20 school year and began implementation in the 2020-2021 school year. Physics adopted a new NGSS-aligned curriculum in the 2021-2022 school year and began implementation in the 2022-2023 school year. The Special Education department offers grade level Algebra 1 and Geometry courses as well as Transitional Math and Introduction to Algebra and Geometry as a scaffold for students. The Transitional Math and Introduction to Algebra and Geometry courses adopted a new curriculum that better	**B1.1. Evidence** Articulation Web Site A-G courses VAPA Standards Pathways connection to core content

|	
aligns to the prerequisite skills for Algebra 1 in the 2021-2022 school year with full implementation in the 2022-2023 school year. There is routine and ongoing professional learning for all content areas that teachers participate in. These professional learnings support teachers in crafting lessons that are meaningful and relevant to students while still supporting students to achieve the rigorous, grade-level standards. Monthly staff meetings also embed professional learning at a campus wide level on pedagogy and classroom strategies that support every learner in every content area. Each department has a Scope and Sequence document that supports their planning for the entire academic year focused on building the prioritized essential standards. These overarching documents support the PLCs in developing and adapting annual Pacing Guides to meet the assessed needs of students. These documents have been revised annually based on feedback from PLCs and to account for reduced instructional minutes during distance learning. The Scope and Sequence documents are now also aligned with released IAB and FIAB from CAASPP in order to provide opportunities for assessment aligned to content standards. Advanced Placement and Dual Enrollment courses are offered to students to ensure that they are challenged at high levels. Students are also afforded the opportunity to engage in challenging content with real-world applications through multiple educational Pathways on campus. Pathway courses align to the general education courses with a lens specific to their field such as Medicine or Public Service. Additionally, many students take advantage of the local charter school CART and attend either morning or afternoon classes at CART and the remainder of their day at Roosevelt High School. Finally, students at Roosevelt have the option to participate in a variety of arts courses through the Roosevelt School of the Arts. These courses align to the Visual and Performing Arts standards to provide rigorous instruction and unique, real-world experience to students in their field. These courses are taught by consultants from the profession to ensure that students are performing at the highest level. Parents and families of Roosevelt High School students were invited to share their input regarding the curriculum taught, alignment to courses prior to high school, alignment to	[Curriculum PL Opportunities and Agendas](#) [Scope and Sequence](#) documents ([CIPL Website](#)) [Pacing Guides](#) [Dual Enrollment](#) [Advanced Placement](#) [CART](#) Recruitment fairs Move Up Day [Peer Mentoring](#) [Student Survey](#)

post-secondary options, and real-world experiences. Parents did not elect to offer feedback, though many students did. Overall, students believed that there was a connection between multiple courses in real time, but they found less connection between current learning and future goals.
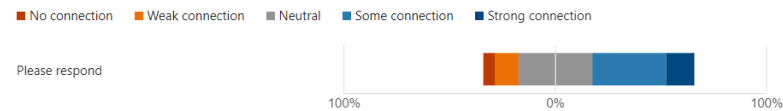
Is there a connection between what you are learning now in high school and your college/career goals?

More Details

■ No connection ■ Weak connection ■ Neutral ■ Some connection ■ Strong connection

Please respond
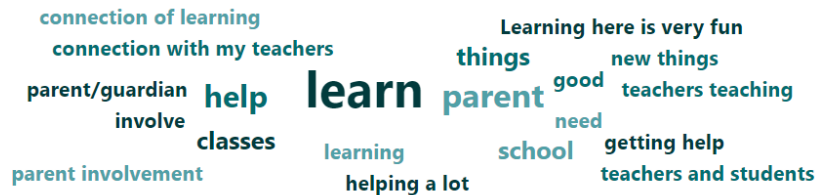
100%   0%   100%
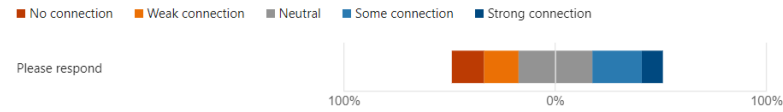
When you are in class, do you find connections between the content you are learning between multiple classes? *(ex.: between ELA and History)*

More Details

■ No connection ■ Weak connection ■ Neutral ■ Some connection ■ Strong connection

Please respond

100%   0%   100%

Overall, when asked what is going really well in their classes, students responded:

connection of learning
connection with my teachers
Learning here is very fun
things   new things
parent/guardian help   **learn** parent good teachers teaching
involve   need
classes   getting help
learning   school
parent involvement   helping a lot   teachers and students

B1.2. Academic and College- and Career-Readiness Standards: Courses are designed to meet course catalog and state standards. Teachers meet in PLCs weekly to create a rigorous curriculum that promotes college/career readiness among students. Academic counselors hold pre-registration days in the spring semester for the upcoming academic school year. Counselors inform all students about available courses and which courses meet A-G Requirements. Students are given a copy of their most recent transcript and A-G college entrance progress at that time. The course catalog includes course offerings at CART (Center for Advancement Research and Technology) and various pathways both inside FUSD and interdistrict. Students receive their projected course list schedule for the upcoming school and have an opportunity to change course	**B1.2 Evidence** PLC Meeting Notes/Agendas Pathways connection to core content Recruitment fairs Move Up Day Counselor-student check ins Pre-registration 1st Round Course Requests

lists including opting in for gate, honors, and advance placement.	
Incoming 9th grade students are recruited to participate in the Summer Bridge program focused on connecting students to campus, building literacy skills, building math skills, and developing the core social-emotional competencies in students. Peer Mentors and Link Crew are also connected with 9th grade students to support them with a successful transition to high school. This supports incoming students to be successful in completing courses that provide them with a full array of post-secondary college and career options.	Summer Bridge Enrollment Peer Mentoring
The PSAT is offered and administered on campus for any student wishing to participate. This provides valuable test preparation as well as expands student possibilities for scholarships.	
Roosevelt High School hosts guest speakers who work in conjunction with local community colleges to connect professors with high school students in their discipline. These guest speakers introduce students to their industry and provide real-world application of learning. During distance learning, guest speakers from around the country were invited and able to participate as guest speakers in classrooms. Though we have shifted back to in person speakers, there are still options for students to interact asynchronously with community members.	
Roosevelt High School bridges industry partners such as Fresno Police and Fire Departments to promote career-ready opportunities for students seeking career-readiness skills.	Breakfast with Blue FBI Insider Experience
Students at Roosevelt are increasingly completing A-G courses which allow them to have a variety of post-secondary options. We now have over half of our students graduating A-G ready. Because the Pathways are highly engaging and connected to real-world learning, students enroll in Pathway courses that support them in completing their A-G requirements.	
Students in self-contained special education courses have access to the same curriculum as their general education peers with the additional support and scaffolds provided by a special education teacher. This ensures that even students with	

disabilities are college and career prepared. We are currently trying to design a system for students in self-contained courses to take part in Pathway linked learning experiences.	
B1.3. Congruence with Student Learner Outcomes and Standards: **Proactive and Respectful Community Participant** ● Availability of specific extra-curricular clubs involving community involvement: examples include Outdoor club, Ecology Club, Youth Court, and advertised opportunities for beautification opportunities. In addition, seniors are required to complete a certain number of volunteer hours, numerous opportunities are communicated throughout the school year. ● To further SEL instruction, RHS has instituted a homeroom in which lessons are created around the SEL standards. (Wellness Wednesdays lessons) ● RHS offers three pathways in order to specialize learning experiences and help students make professional connections. Those pathways are Public Service, Health Academy, and Teacher Academy. Students in the pathways have opportunities to leave campus to gain experience at hospitals and elementary schools as well as host professionals from the world of law enforcement. **Responsible and Resourceful Digital User** ● During the distance learning of 2020-2021 school year, Fresno Unified transitioned to a 1:1 model, where every student had access to a district-supplied laptop. In addition, each laptop already had loaded on it, a wide array of resources. RHS widely uses Microsoft Teams to encourage communication between administration, teachers and students. ● In conjunction with Homeroom, every other day is a Rider Success Time (RST) period. Lessons are provided to encourage students to use appropriate technology to access/monitor their grades. ATLAS is the sole program used by all teachers to post grades. Students have on-demand access to not only their grades, but grades on individual assignments. Students are encouraged to use the Weekly Grade Tracker assignment in Homeroom to track their academic progress and proactively seek help. ● Integrated within Teams is full access to Turn-It-In	**B1.3 Evidence** Connection to School Wide Learner Outcomes List of Clubs Homeroom Calendar Pathways connection to core content FLATS Center Weekly Grade Tracker

which is a program where teachers can check the originality of student work. This emphasis on accountability encourages students to use technology appropriately while avoiding plagiarism. ● Starting in the 2022-2023 school year, all of FUSD will be using Parent Square to augment communication between teachers, parents and students. Previously School Messenger was used in this regard.	[Parent Square](#)
Productive and Resilient Problem Solver ● Both the English Language Arts (ELA) and Science standards include the expectation that students are able to state a claim, provide evidence and reasoning (CER in Science). In addition, error analysis is a common teaching method utilized in the Mathematics curriculum. ● Across all content areas, students are required to provide a claim with evidence in support of that claim.	[Common Core State Standards](#) (Literacy) [NGSS Literacy Standards](#)
Skilled Communicator and Collaborator ● Students have access to a variety of resources to aid in classroom presentations including Microsoft Office applications (Excel, Word, PowerPoint, etc.) along with the analogous Google programs. Several subjects (including Science, Social Science and English) utilize these resources for the use of student collaboration and classroom presentations. ● Roosevelt also provides specific classes/programs to help students with communication skills, these include: Homeroom lessons, leadership, Men's/Women's Alliance. ● A variety of foreign language courses are offered (including classes for native speakers). Students have the option to earn a Seal of Biliteracy in Spanish, Mixteco, French, or Hmong and recognition at graduation.	FUSD Clever Portal [Homeroom Calendar](#) [Men's Alliance](#) [Women's Alliance](#) [Seal of Biliteracy](#)
Self-Directed & Adaptable Learner ● Homeroom provides lessons focused on students developing goals and monitoring progress using available technologies, such as ATLAS. ● In the school of the arts, Seniors have the opportunity to direct their own One-Act plays. Students take part in all aspects of the process including, writing, casting, directing, etc.	

- The special education program at RHS teaches a variety of skills to help students become successful post high school. These include functional skills classes and transition programs for students moving onto local Junior Colleges. - The Career Center specializes in developing and communicating opportunities on campus for students to become professionally involved. - Students have the ability to participate in Internships through courses on campus. - The Student Resource Center has a designated teacher to work with students who are removed from class for a variety of reasons. These students have the opportunity to make corrections before returning to class. In some situations, the Restorative Practices program on campus may be needed to help reach resolution between the teacher and student. - The Advanced Placement (AP) program offers a wide array of courses. Students are supported by counselors and a designated coordinator who monitors student progress and works with students to help them meet the demanding standards of AP classwork. Schoolwide Learner Outcomes are posted in classrooms throughout the campus. In addition, PLCs guide their learner objectives using schoolwide learner outcomes and state standards. Roosevelt has also introduced the SLOs at the Regional lead teacher meeting in 2022 to support vertical articulation of the SLOs in K-12.	Advanced Placement
B1.4. Integration Among Disciplines: Each pathway is a 4-year program where 3 classes are cohorted to integrate disciplines on projects and real world experiences. In Public Service, the 3 classes are English, CTE and Social Science and our health pathway integrates, English CTE and the Sciences. The various pathway teams meet regularly to discuss joint projects and events that showcase learning. The Public Service Pathway faculty (PSP) meets at least twice a month to collaborate and plan cross curricular lessons and events which involve all grade levels. PSP students are cohorted so that teachers can provide multiple opportunities for student collaboration. Student groups present an end of the year service project-based on research to industry partners. Student projects are based on real world applications which	**B1.4 Evidence** Pathways Pathway Partners

connect to the schoolwide learning outcomes.

Roosevelt Pathways in Medicine is designed to provide students with the opportunity to explore and enrich their interest in health careers. Students experience real world healthcare scenarios/situations throughout their specific elective classes and field trips each year. Students in the RPM program are highly encouraged to participate in school and community events and receive points for the participation through GEAR (Grades, Engagement, Attendance, Reward) points. The CTE Coordinator maintains records to provide quarterly rewards.

Until the 2022-23 school year, pathway teachers were provided a common prep period to facilitate their ongoing collaboration.

The Roosevelt history department integrates standards from other disciplines such as ELA, art, literacy, health/science, or CTE when developing lesson plans that span cross-disciplinary lines and merge schoolwide learning goals into the curriculum.

The Instructional Leadership Team (ILT) consists of lead teachers from various PLCs. The ILT meets with regional feeder schools three times a year to engage in common learning across disciplines that can be carried over into the work of the PLCs.

In the 2019-20 school year, Roosevelt staff participated in 2 of 3 scheduled whole school literacy PLCs where we worked to identify and vertically align cross-curricular literacy skills aligned to our SLOs that students needed to be successful in post-secondary education and careers. Due to school shut downs, that work stopped before the final meeting and the focus of staff learning and collaboration shifted due to distance learning, hybrid instruction, and other district professional learning goals.

Participation in CART is a privilege for students in 11th grade and 12th grade. Transportation is provided between Roosevelt High School and CART. Students who are selected to enroll attend half-day classes in one of the 13 laboratories taught by teams of instructors from both education and business. Students that are interested apply online and are selected at

Master Schedule

ILT

Regional ILT

CART

random through a lottery process.	
B1.5. Community Resources and Articulation and Follow-up Studies: Our school engages with community partners hosting events throughout the year. Move Up Day is a coordinated effort between the junior high feeder schools and Roosevelt to showcase all of the courses, clubs, sports, co-curricular, and extra curricular opportunities available to students once they enter high school. 11th and 12th grade students have the opportunity through Pathway courses to take Dual Enrollment courses through Fresno City College and Fresno State. This promotes conversation between RHS and its feeder schools to support alignment and preparation of students for the rigors of high school. Likewise, counselors and job developers conduct follow up students with Roosevelt graduates to ensure that our school is preparing them to be successful in their post-secondary experiences. The General Internship became available to students in the 2022-23 school year. We offer both a morning and an afternoon Internship session. The students that participate draft a resume and interview for different positions in our community such as the SPCA, Poverello House, Central California Food Bank, CMAC and Reading Heart. There are currently 15 students enrolled in various internships with transportation provided. Our Health Pathway students have the opportunity to Job Shadow/Volunteer at CRMC and we also have a list of partners that attend our Health and Human Services Advisory committee, that offer teachers/students support with projects and other work based learning opportunities. We work with our elementary schools to have students work in the classroom in our Teacher Academy. The IRS offers to work with students on their business plans and other needs. Students participate in mock interviews and students' designs for projects are judged. Prior to COVID, students were also able to job shadow with the IRS. The Public Service Pathway has partnered with our Public Service community since their inception in 2017. They host a Breakfast with Blue, where they invite all public service personnel (police, fire, military and EMT) from around the valley for breakfast and to share their job descriptions with	**B1.5 Evidence** Move-up day Dual Enrollment at Fresno City and Fresno State Student Internships Work Based Learning Job Shadowing Teacher Academy FBI Insider Experience Breakfast with Blue

students. They also are part of a Public Service Advisory committee that works with our teachers and students to support work-based learning opportunities. We have a detailed list of members of all of our Committees that we participate in that offers industry connections. Students that connect with community partners are increasingly completing more A-G courses which advances their post-secondary options. Through pathways, dual enrollment, and CTE courses, students are challenged to engage in real-world learning experiences. Many of the Pathways are connected to local business partners and agencies. We do Dual enrollment with Fresno City with our Health Pathway, students have the ability to earn up to 10 credits. The graduate follow up studies are conducted through the counselors. They collect information about which colleges and universities students self-report where they are enrolled in as their post-secondary option, however we do not have data that provides information regarding how many students graduate from those programs. For more than 10 years, Inspire Tomorrow events invite back Fresno State graduates to meet with and mentor seniors who will be enrolling in Fresno State.	Pathway Partners

B2.   Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1. Variety of Programs — Full Range of Choices: Students at RHS have the ability to take courses from various pathways, School of the Arts, Dual Enrollment, Advanced Placement, and Career and Technical courses. Students have the ability to job shadow and work in internships to experience potential career choices during their education. This allows them the exposure and opportunity to make informed decisions about their college and/or career goals during their time at RHS. In several pathways, students are able to earn certificates such as Serve Safe and Stop the Bleed which prepare them for industry careers. As a result of the pivot to distance learning, new experiences were brought to campus through the use of technology. One such benefit was the virtual field trip. Students in the Physiology courses and part of the Health Pathway were able to attend a live open-heart surgery via Zoom. This provided them with unique experiences and the opportunity to engage in questions and discourse around the medical field. Similarly, students in a reading intervention program over the summer had the opportunity to interview 3 professionals regarding what literacy looks like in their field of work.	**B2.1 Evidence** Surgery Evidence

College Nights and events in connection with community partners provide opportunities for students and families to expand their post-secondary possibilities.	
Special Education students are supported in their transition skills as part of the IEP process, Workability program, and tours of Fresno City College. This allows students to take an active role in preparing for their success after graduating and become acclimated to city colleges and workplaces. There is a Homeroom class dedicated to supporting 12th grade students with IEPs in the transition to post-secondary options.	Sample IEP
Prior to school closures, students in the 10th grade attended field trips to California colleges. Students also have the opportunity to visit colleges through clubs and sports competitions.	
The RHS Saturday Academy provides opportunities for students to learn skills such as Safe Serve, Stop the Bleed, and test preparation. Students that attend have the ability to clear unexcused absences, make up work, and learn additional skills that support their transition after high school.	Saturday Academy
Counselors hold several events throughout the year to support students in filing their FAFSA, completing college applications, and signing day for colleges. These events celebrate the achievements of our seniors and set the expectation for all students attending campus to have post-secondary plans. Counselors create excitement for colleges by showcasing their alma mater and encouraging teachers to do so as well.	Counselor-student check ins Transcript workshops
B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: Algebra 1, Algebra 2, and Geometry students are given the corresponding Big Ideas Math textbook/workbook. They are also assigned an account at www.bigideasmath.com, where they have access to the electronic version of these textbooks plus many more curriculum-based activities and resources. These books are a research-based program providing a rigorous, focused and coherent curriculum for high school students. All chapters in these textbooks include real world applications and options for performance tasks that are	**B2.2 Evidence** Textbooks, Teaching Learning Cycles, PLC meetings,

project-based. A partnership was formed with English Language Services through FUSD from 2017-2020. During this time, the Algebra 1 and Biology teachers learned to utilize scaffolds and teaching pedagogies that are specifically designed to provide content and designated ELD instruction. We still use pedagogies from the Teaching Learning Cycle such as 7 step vocabulary, Sentence Unpacking a primary text, Collaborative Text Reconstruction, and/or Joint-Reconstruction of a text. This focus on ELD supports the real-world language acquisition for EL students within the core content areas. In making the curriculum more accessible to our EL students as well as students with disabilities, the following accommodations are provided routinely: ● translations using applications via Microsoft translate. ● allowing students to use google translate when it is appropriate. ● captions during videos shown in class. ● sentence frames and vocabulary terms. ● Duolingo and Rosetta Stone with ELD students. ● utilize online programs to continue learning and practicing English at home. ● graphic organizers. We also provide accessibility to the curriculum by providing tutors to students in their Men's and Women's Alliance course. Every Monday, in these courses, the instructor conducts grade checks to keep their students accountable for their grade. If they are failing their courses, the tutors can assist them to gain access and knowledge of the content of their courses. In making lessons more applicable for real world experiences, RSA and Pathways offer real-world applications of the learning and connections to community partners. We also implement socratic seminars within the curriculum. After researching, writing argumentative essays, students will have an extension of their learning and experience real world practices by being able to debate their views on civic topics such as gun rights, imperialism, and much more. In some pathways, there are also options for work-based learning experiences and internships to provide real world learning within the connected industry.	Lesson Plans Student Work Samples Men's & Women's Alliance

In addition to implementing real world applications to our curriculum, we utilize current events into our lessons to have students analyze real world issues.

Students in 9th grade English begin the year with the Coming of Age Experience and Interview unit. Through this unit of study, all 9th grade students have the opportunity to hear from guest speakers about their coming of age experience and how they use literacy in their profession. Students are also able to craft interview questions to ask guest speakers so that they can learn more about potential post-secondary fields.

B2.3. Student-Parent-Staff Collaboration: In the spring, counselors meet with every student one-on-one to go over pre-registrations. During that meeting students are presented with course options, pathways, and programs. Students are also identified for AP, CART, and offered dual enrollment programs. Parents receive a School Messenger and are given the same information and the window to make changes. Students and parents get the final draft of the new year's schedule with the courses students will take the following year. In addition, students also receive their Summer School schedules if they are credit deficient. In the fall, prior to school starting, students are given their schedules and a window of time to make any changes, and parents are presented with the same information. Two weeks later, Back to School Night takes place. At that time, teachers go over their class syllabi, expectations, classroom procedures, and students and parents are shown how to access ATLAS to check grades. Parents are also given Information on resources students can access for additional help: the after school, tutor.com, Khan Academy, bigideasmath.com, individual teachers' availability/office hours, etc. During distance learning, Back to School Night was a combination of live drop in sessions and pre-recorded messages for parents to watch asynchronously. Due to the sensitive nature of topics that may be covered in literary texts, historical texts, and sexual education, a Controversial Topic Notice is sent home to parents. This allows parents and students to discuss content that families are comfortable with their student learning about before the material is taught and opens the communication lines between	**B2.3 Evidence** Counselor Conferences Parent Messaging Systems: ● Automatic Dialer to parents regarding Attendance ● Records of school messenger usage (2017-2022) ● Remind (used by some teachers 2017-2022) ● ParentSquare (2022-2023) ● ATLAS Connect (2020-2023) ● Parent Center Back to School Night Syllabi with Parent Signatures Controversial Topic Notices to Parents ● Social Science ● English Language Arts ● Biology/Sex Education

families and teachers.

There are also more focused communications. We identify students with social-emotional and/or multiple behavioral concerns. We employ a re-entry reconnection meeting with each family. During this meeting we present the family with the RHS Parent Guide. We walk parents and students through social/emotional and academic resources and support personnel.

There is ongoing parent and staff communication using the following platforms:

- Microsoft Teams
- Outlook
- ATLAS
- Home School Liaison phone calls
- Teacher phone calls
- Remind
- School Messenger
- Parent Square
- Social media platforms

The school principal sends out a weekly parent message in Spanish, English, and Hmong to provide a week at a glance. Students can monitor their academic progress through Teams, ATLAS, and/or Google Classroom.

Staff also has access to SEL links to refer students to the social emotional team for services as needed.

Counselors conduct grade level presentations twice per year; conduct Financial Aid workshops during the day and in the evenings; provide information for college planning, FAFSA, College Board information, fee waivers, and PSAT/SAT information.

College and Career Center: Supports work permits, on-going presenters from college, career, and military. Students can also take the ASVAB test. Guest Speakers are hosted to provide students and their families access to additional information about their post-secondary options.

IEP meetings always involve discussions on post high school plans and pathways to get there. IEP meetings shifted to virtual meetings during school closures, and as a result, the participation and input from our GE teachers was the highest

Social Media Accounts:
- Twitter: TheRHSRiders & Principal Allen
- Facebook: Roosevelt & Friends of the Roosevelt School of the Arts
- Instagram: Activities & Counseling

Career Center Guest Speakers

IEP Meetings

LinkTree (ASB Calendars and Activities information)

that it has ever been. In the 2020-21 school year, teachers were still permitted to attend IEPs and 504s virtually, and attendance was better than pre-pandemic, though not as strong as during distance learning. These IEP and 404 meetings allow for a strong partnership between students their families, and the staff Parents, students, and staff are all invited to complete the Climate and Culture survey twice a year to provide feedback about the pulse of the campus. This allows all stakeholders to have a voice. Parents, administrators, certificated staff, classified staff, and students are all members of the School Site Council, ELAC, and DLAC committees. Roosevelt routinely holds Back to School Night in September and Open House in March where all students and family members are invited to shadow their student's schedule, meet teachers, and get valuable course and contact information. During online instruction, teachers hosted open meeting times for parent communication as well and posted pre-recorded videos of pertinent information in their course syllabi that families could access beyond the Back to School Night timeframe.	[Parent Climate & Culture Survey Data](#) [School Site Council Agendas and Minutes](#) [ELAC/DLAC](#) ● Agendas and sign-ins [Back to School Night](#) & [Open House](#) (Virtually and in-person)
B2.4. Post High School Transitions: Counseling has workshops that teach students how to create their four-year plans, and there are annual workshops for college applications and financial planning such as financial aid workshops. Counseling offers evening workshops for families to attend to receive assistance with the application. All students are encouraged to submit a financial aid application. Counselors offer FAFSA workshops and Dream Act workshops. Counselors work with our job developer to bring colleges/universities out and within the state of California both public and non public to conclude presentations during lunch time. Students also have the opportunity to attend college campuses throughout the year. College trips include the Black College Expo, Latino College Expo, UC4U, local college fairs. Students who are part of the UC talent search and Upper Bound programs attend on campus tours throughout the year.	**B2.4 Evidence** Counseling Four-Year Plan [Counselor Conferences](#)

In addition, all 10th graders have an opportunity to attend an on campus tour of a university. Our job developer organizes our annual college and career fair where various colleges including four-year, community colleges, and vocational colleges attend and provide information to our students.	
Additional strategies and programs to facilitate transitions to college, career, and other postsecondary high school options include posters displayed around campus, Workability, Naviance, UC Data, our dual enrollment program, as well as visits from Fresno City College representatives and counselors and Special Education classes that work with these reps to help senior sped students make the transition to college. Our students with disabilities are enrolled in a transition to college course throughout the day where they learn different strategies and skills. They take an on-campus tour to Fresno City College and get connected to the DSPS program.	CART Dual Enrollment Advanced Placement
To assist and celebrate our graduating seniors attending Fresno State University, our site has hosted its Inspire Tomorrow Mentoring Dinners since Spring of 2012. During the mentoring dinner, seniors attending Fresno State are invited to dine with a Roosevelt alumnus currently attending the university. Seniors have an opportunity to ask questions and are advised as to what they need to be aware of in order to succeed in college. We also invite a keynote speaker with an advanced degree to speak at this event that is also a Roosevelt graduate.	Inspire Tomorrow
Our site also hosts college trips led by our counseling team to expose students to their options after they graduate from high school. By the time Roosevelt students graduate from high school, they have all had the opportunity to visit a college campus as these college visits are available to all grade levels. These trips provide our students with the experience of stepping foot on a college campus, and can be transformational for them. Because of the pandemic, our counseling team had to switch to virtual trips, but now that we have returned to in person instruction, our site will continue to host its college trips.	College Trip Evidence Graduate Follow Up Studies
We also host college applications workshops to assist our seniors in their transition to college. Every fall, Fresno City College Counselors go to our ERWC senior sections and host FCC college workshops. Every senior at Roosevelt is	

encouraged to apply to FCC so they have a post secondary plan. The following spring they register for their FCC courses. Our counseling team also hosts California State University, and University of California application workshops to assist seniors that are eligible to apply to these colleges. These workshops are hosted during class time, so students have the opportunity to apply. Counselors also host FAFSA application workshops so every senior has their financial aid application complete by the time they graduate from RHS.	
Additionally, since the last WASC visit, our site has added numerous dual enrollment classes that provide our students with a direct link to college units. All students now have access to take English 1A and a Communication class as seniors. Students in the health pathway can take additional dual enrollment classes that are connected to their pathway. Our dual enrollment courses are taught by Roosevelt instructors with master's degrees that allow them to teach these classes.	Dual Enrollment
Our Advanced Placement program mimics college courses as the course objectives are aligned with college skills and concepts. Students in the advanced placement program are provided with additional support by our AP coordinator. AP teachers provide students with the scaffolds needed to access these college skills and concepts. Every Roosevelt student has access to our advanced placement program and the AP test is paid for by district funding; therefore, all students in the AP program can earn college credits through the AP exam without having to pay for the exam themselves.	
In order to prepare all students for their transition to college and career, all educators teach to their subject areas corresponding standards. Educators follow the scope and sequence for their subject area found on the CIPL site. Every Monday teachers meet in their PLCs to collaborate on curriculum, and to discuss their RBA (Roosevelt Benchmark Assessment) data. The RBAs focus on academic skills and concepts students need to be successful in college and career. All educators have their focus standards and SLOs for the day noted on their PowerPoints, Google slides, and/or their boards, so students know at all times the objectives for the day. RBA data is discussed during PLC time where PLCs come up with enrichment opportunities to assist students that did not meet the RBA standards. Data (SBAC, GPAs, etc.) is also looked at during staff meetings and Buyback days where the discourse	PLC Meeting Notes/Agendas Curriculum PL ● Schedule/Agendas

focuses on how to better prepare students for success. Various Pathways courses offer students an exploration of careers related to the field of the Pathway such as medicine, business, teaching, and public service. Within the pathways, the senior level elective course is a dual enrollment course which provides students with college credits while still in high school to give them an advantage when entering post-secondary schooling. Beginning in the 2022-2023 school year, students have the ability to apply and interview for an internship opportunity with several local partnerships such as the SPCA, Poverello House, Central California Food Bank, CMAC and Reading Heart. There are currently 15 students enrolled in various internships with transportation provided. The Career Center provides opportunities for students to explore a variety of careers, work based learning opportunities, guest speakers, industry visits, volunteer opportunities, ASVAB, Imago career exploration, tracked through the College and Career Readiness Office in FUSD.	Pathways

Summary, Strengths, and Growth Needs

Summary B1

Students are challenged with a rigorous curriculum that aligns to the SchoolWide Learner Outcomes.

- Roosevelt High School offers a robust and comprehensive educational program to students. There are courses to support students in post-secondary educational success as well as experiences designed to provide them with real-world experiences and application.
- Roosevelt High School offers a plethora of services and community with industry partners through pathways and academies to facilitate both college and career readiness for students.
- Through school-wide programs, pathways, clubs, and other organizations, Roosevelt's curriculum ties together the School Wide Learning Outcomes, and college/career readiness indicators with the learning taking place in and outside of the classroom.
- Roosevelt has CTE programs and pathways, ILT, and cross-curricular lesson plans that assist in the integration and alignment among academic and career technical disciplines at the school.
- Students have many opportunities to connect to colleges, and prepare for or earn credits.

Summary B2

Students are presented with real-world applications that support them with a successful post-secondary transition throughout all of their content areas and layers of support at the school.

- Students at RHS have a wide variety of connections to post-secondary experiences through the Pathways, RSA, AP, Dual Enrollment, CTE, clubs, and athletics on campus.
- Students have access to a standard-based, rigorous, relevant curriculum which is made accessible to EL students by teachers using different strategies. Such a curriculum presents real-world applications.
- Parents, students, and staff have established routine and ongoing processes for communication and collaboration. Roosevelt makes an effort to communicate through various platforms to ensure that all stakeholders have access to information.
- Senior SPED students, through RST and Homeroom, are linked up with FCC reps to get students familiar with campus and accessing available services that are there for them in their post secondary career. Students have a wide range of exposure to college opportunities after high school including on campus college visits, college fairs, transition to college courses.

Areas of Strength

1. Adoption of, and focus on, standards-aligned curricula.
2. A variety of post-secondary educational pathways as well as community partners for technical post-secondary options.
3. Pathways provide opportunities for teachers to create cross-curricular lessons and expand post-secondary career options for students.
4. An increase in dual enrollment opportunities for students.
5. AP recruitment has allowed for more students to enroll in our advanced placement classes.

Areas of Growth

1. PLC alignment of curriculum used to ensure equity of instruction for every student.
2. More inclusive post-secondary options for students with special needs.
3. Increase the number of A-G certified students among all subgroups.
4. Digital citizenship courses or embedding of digital citizenship lessons within core content areas and connected to SLOs.
5. We need to create a system to follow-up with graduates and others to learn about the effectiveness of the curricular program.

Category C: Learning and Teaching

Focus Group Lead: Emma Nalchajian

Focus Group Members:

Kristen Balint	Jammie Barker	Rhianna Beaumont-Lamb
Keo Chhim	Kimberley Clarke	Evangelina Galaviz-Cornejo
Abril Garcia	Sandra Granum	Natalee Hay
Taylor Ledak	Heather Loflin	Olivia Maglieri
Kelly McLain	David Munoz	Ramona Munoz
Jean Nakaguchi	Amelia Parks	Sarah Pot
Sara Rios	Christopher Sarantos	Pajia Thao-Trevino
Patrick Tromborg	Andrew Wren	

Category C: Learning and Teaching ([Padlet Evidence](#))

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence

C1.1. Results of Student Observations and Examining Work:
 	
 Common Assessments
 	
 Our various departments use challenging and rigorous common summative and formative assessments in each subject, i.e. Mathematics, English, World Language, Science, & Social Science, that were created in our Professional Learning Communities (PLC). In 2017, we assessed students using i-Ready in English and Math only. In order to provide teachers with more accurate and reliable assessment data, Roosevelt developed CFAs to assess students' skills and align our assessments with the CAASPP. We pivoted to developing and using Roosevelt Benchmark Assessments (RBAs) in all classes beginning in Quarter 3 of the 2021-2022 school year. In these groups, we have also created standardized, RBAs for quarter 1 and quarter 3 in order to obtain useful data to guide our instruction. Challenging [Performance Tasks](#) are used to familiarize our students with real world applications. The Edcite online program is utilized by all core departments to create tests and assignments to acclimate our student to an ever-evolving virtual world. The data obtained from these assessments is discussed in our PLC's and is used to guide instruction and reteaching of essential standards and skills.
 	
 World Languages uses common assessments to measure proficiency levels in reading, written, and oral communication, both quarterly and semester. Weekly PLC meetings and professional development days are used to discuss department
	[Performance Tasks](#) for each course
	
	 [Student work samples](#) (for each teacher) and projects
	
	 [Pathway Small Business plan](#)
	
	 [DBQ](#)
	    ● Prompt
	    ● [Student Samples](#)
	
	 [Research PowerPoints and/or Essays](#)
	
	 [Student annotations or analysis](#)
	
	 [Student Journals](#)

goals, curriculum mapping, analyze assessment data, team collaboration across levels and share best practices that contribute to student achievement and success. Department members implement comprehensible input and teach language proficiency through a variety of modalities, engaging all learning styles, connecting to background knowledge of the students. Additional opportunities to meet A-G requirements are provided after school by offering credit recovery for Spanish 1 and 2.

Instructional Practice Guide (IPG) Tenet 2

The IPG is used to observe students engaged in challenging and relevant work. When administrators and other teachers observe classes, they refer to the IPG to create a common grounding of language during observation and provide feedback to teachers.

IPG, Tenet 2: Challenging Content

Springboard Embedded Assessments

Embedded Assessments (EAs) are scored on a common rubric created by the College Board Springboard curriculum. These Embedded Assessments are designed to assess the skills and content covered throughout the unit of study and require that the students draw on multiple resources they have gathered or created from their work in class. They are rigorous, multi-stepped, and require students to carefully and intentionally plan, prepare, draft, and revise before their final submission.

SpringBoard Embedded Assessments
- Prompt
- Student samples

For example, in the English department, we prepare our students for the rigor of these EA's by having them engage in critical reading strategies and respond to analytical questions in a variety of writing tasks. This variety of culminating writing tasks includes persuasive letters, debates, speeches presented to peers, literary analysis essays, and performing scenes from classic theater. These culminating assessments help students build their skills to use not only in other English courses, but in future college courses and aid in their becoming responsible, critical-thinking global citizens.

In mathematics, students deal with a wide array of mathematical skills such as the computation of decimals, percentages, fractions, and algebra to accomplish basic and compounded tasks, but must also understand the fundamental numerical concepts in order to be successful in their

day-to-day educational and private activities, in addition to their workplace environment later on in life.	
Math teachers use performance assessments to help students develop higher-level thinking skills and apply what they know. During class time, students are encouraged to demonstrate their knowledge of a particular concept through formative and summative assessments. Most of the time, it is through real-life situations that students have an opportunity to show what they know about what they have learned.	
Roosevelt Benchmark Assessments (RBAs) RBAs began in 3rd Quarter 2022 to replace i-Ready and better assess students' learning in all subjects. RBAs are given in Q1 and Q3 and are assessed by individual PLCs in data conversations. These RBAs are created and administered on Edcite, where the data is easily aggregated, making it much easier for teachers to have such conversations. Using this data, our PLCs are able to have more specific and effective conversations about our students' progress: what are some common areas of strength, common areas of weakness, classroom practices and instructional strategies used that were most helpful when teaching the subject matter, etc? Each PLC has the agency to design the RBA in a way that will provide the most meaningful data for them. Some PLCs have chosen to use Focused Interim Assessment Blocks (FIABs) released from CAASPP as a way to provide data about student strengths and needs prior to the 11th grade CAASPP assessment.	RBA Data Student Portfolios
Student Portfolios Student work within the English department is kept in an online portfolio for each individual student in order to see their progress over multiple years.	
Counseling: The counseling team works to decrease D & F rates for students by first identifying every student each quarter with 3 or more Ds or Fs from ATLAS. Senior students are trained to counsel the identified students, providing them with resources available both online (such as Tutor.com) and on campus (such as the After School Program). Students are summoned during class time for a short session in the library for these counseling sessions conducted by seniors, and counselors are present during this time to help the students that simultaneously want	Counseling Conferences

to meet with their counselor. Prior to this, students are informed of A-G requirements, graduation requirements, and how to read their transcripts as counselors visit classrooms. They are aware of how many credits they should have by that point in their educational career, so they are informed of the expectations prior to one-on-one meetings should they have three or more Ds or Fs.	Transcript Evaluation
C1.2. Student Understanding of Learning Expectations: During distance learning, many teachers used virtual backgrounds and Classroom Screen to display timers, objectives, success criteria, and other visual aids for students. This allowed students to quickly identify what was expected of them and also accommodated students who temporarily lost internet or had to briefly step away from their online lesson. Students in Theatre classes must research and build complex characters based on the Acting methods of Stanislavsky, Hagen, Meisner and Adler. Acting students must memorize parts, participate in blocking rehearsals, code their script according to Industry standards and take and apply performance notes. Directing students must design all aspects of a production from concept to seed to vision. Directing students must provide clear notes and acting direction to actors and clear vision and concepts to designers. All Theatre work is done in an environment with a focus on safety and consent. All Theatre students learn safe touch, safe interactions and how to advocate for themselves to ensure safety in all aspects of their work. Theatre students have access to their scoring rubrics at the beginning of each unit so they understand the expectations. They self-assess throughout each unit prior to their work being evaluated by their instructor at the end of the unit. The science department has adopted Next Generation Science Standards and through department coordination and PLC meetings continue to refine curriculum to improve student understanding of said standards. We coordinate before each unit of study with standards in mind as well as the diverse needs and talents of our students. We share ideas and past successful strategies used in meeting the needs of all our learners. Our department uses common formative assessments to examine student understanding of standards and the success or failures of preparatory lessons and labs. In addition we	Virtual Backgrounds Rubrics for student work

share results of exams and lessons in a post-mortem examination in an attempt to further improve lesson strategies, student performance and understanding while also preparing them for future state exams and continuing study in science. In addition to exam and lesson performance, critical analysis of activities and laboratory experiments are examined in collaboration during PLC meetings to examine student performance and effectiveness of laboratory lessons. In science, rubrics can be used to score students' lab reports and exam questions over a time period of time to determine how students' scientific abilities change and examine lesson effectiveness. Student learning is grounded in the anchor and investigative phenomena. These phenomena provide a foundation for all of the disciplinary ideas, core concepts, cross-cutting concepts, and science and engineering practices that students are tasked with mastering. Using the phenomena to anchor the learning ensures that students can connect their learning to a larger real-world concept.

Science courses such as AP Biology, Chemistry and Physiology have access to an on-line digital simulation software called Gizmos aligned to NGSS and AP curriculum to encourage student driven inquiry in the form of case studies. In preparation for possible careers in the fields of science and health. Disease specific cases aligned with AP Units, for example Cell Structure and function, a case study on mitochondrial diseases allows students to figure out what happens when something goes wrong with a cell organelle. Students are assessed as the case progresses by giving students access to interpreting charts and graphs using statistical analysis.

In Advanced Placement scoring in free response questions in science, a scoring rubric is used for teachers and students as a reflection in learning. The use of rubrics when assigning a project for expectations in grading.

In The Public Service course students are given scoring rubrics for group based projects.They are also provided with the same Assessment Forms (some are modified) that public institutions use to assess employee vocational and technical skills.

In World Languages, students expected to be familiar with the rules and expectations as stated in the syllabus for each member of the department. After reviewing the syllabi in class, students & parents sign a copy that is filed in class. A

Course syllabi

copy is also included in their notebook for reference throughout the school year. Common rubrics are created for assignments and projects to standardize learning and establish common expectations for student work. Rubrics are viewed before, during and post assignments to aid students in establishing goals and manage what is expected of them. Formative assessments allow students opportunities to gauge their own learning; as well as, allowing teachers the opportunity to modify instruction to meet targeted standards and goals as necessary. Team meetings are used to ensure fair and stable grading practices across the department. Counseling Counselors provide grade-level presentations annually to review graduation requirements, A-G requirements, and other pertinent information that supports student academic success. Counselors also complete 1:1 conferences and transcript evaluations to ensure that students stay on track.	At-risk counseling A-G Presentations Transcript Evaluation

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1. Teachers as Facilitators of Learning: Teachers across all departments attend professional learning communities (PLC) to collaborate on the implementation of student learning strategies, assessments, and integration of technology in learning. Teachers identify standards and student learning goals to provide differentiated instruction and common scaffolds. Teachers collect student data from agreed upon formative assessments to discuss learning content and skills. Teachers address necessary content supports, lesson plans, and develop curriculum collaboratively. Teachers address both behavioral, social-emotional, and academic supports. Teachers utilize technology in the classroom to differentiate instruction through use of Nearpod, Teams, Google Classroom, Gimkit, Quizlet, Flipgrid, virtual reality, Kahoot, Turnitin.com, etc. Prior to the 2019-2020 school year, many classrooms had a laptop cart of 36 computers for their students to use, but students did not each have their own device. The COVID-19 school closures resulted in every student getting their own device to use for school and increased our ability to utilize technology for differentiation in all classes. Student-paced program options - such as through Nearpod - are utilized to promote student ownership of their learning during small group work and independent tasks. Savvas is used by the science department to	[PLC Agenda and Minutes](#) [Sample lesson plans](#) that include use of : ● Graphic organizers [Screencastify](#) Instructional Video on completing a Graphic Organizer ● Guided instruction ● Word walls ● Outlines ● Note-taking ● Demonstrations ● Presentations ● Use of technology ● Virtual Reality experiences ● Google Classroom ● Stations ● EL strategies ● Individual instruction

incorporate content and technology that presents information in variety of ways so that students are able to access the learning. Virtual activities, video content, lab activities, reading and common assessments can be accessed through the website. In math courses, Big Ideas has online access to curriculum in Spanish and uses online help in that language to support student performance. Materials include differentiated lesson plans, as well as lesson videos to help support students at all levels, including extended lessons and activities for advanced students. Multiple learning modalities are implemented to address the needs of all learners. Visual aids, collaboration, stations, technology, hands-on activities such as science labs, presentations, and scaffolds are provided to differentiate instruction to best fit each learner. Scaffolds include sentence stems, word walls, outlines, guided instruction or modeling, and demonstrations. Vocabulary building activities and visuals are used to accommodate English Learners in all subject areas. Beginning just before school closures, and growing in momentum during distance learning, teachers began to use technology to deliver instruction and record lessons/lecture for use during absences so that students still have access to quality first instruction. Using video apps such as Screencastify, Edpuzzle, and Nearpod, teachers can record themselves and their computer screens to not only deliver instruction in the case of their absence, but also so students can work through information at their own pace. Teachers also use this to model how to do tasks that students will be expected to do, and students can return to these video instructions as many times as they need to. The use of video captions, visuals, and indicators (like arrows and highlighting on the screen) is especially helpful to our students with special needs and our Multilingual students. The majority of teachers across all departments attend seminars, webinars, conferences, etc... to learn how to build and integrate technologies to facilitate and advance student learning and keep up-to-date on content and research- based instructional methodologies. Conferences that have been attended in recent years by Roosevelt teachers include: ● CATE ● Yosemite ● NSTA ● National Academies foundation (Pathways) ● Educating for Careers (pathways) ● Unbound Ed (Math)	● Flipped classrooms ● Student pairing and collaboration ● Labs in science ● Gimkit ● Visual aids ● Kahoot ● NearPod (class and student paced) Screencastify instruction-delivery video #1 Screencastify instruction-delivery video #2 BTSC Learning Sessions Conference Flyers/Agendas

- BTSC (freshman success)
- California Council for the Social Studies:
- AP Institute: AP By the Sea
- Fresno Literacy Conference

In Performing Arts - Theatre classes, students are expected to write down their performance feedback in order to continuously improve their performance. Students have the opportunity in this course to take notes however they are most comfortable: handwritten on paper, voice memo, typed, using a notes app in their phone, or even using a stylus to write on their tablet directly.

Math teachers use reading strategies familiar from English Language Arts such as Cloze reading and word walls for vocabulary.

The science department uses a variety of activities and learning modalities to differentiate instruction. Front-loading curriculum via vocabulary introduction and practice offers support to all students. Strategies such as gallery walks, chalk talks, annotation, and vocabulary card sort activities provide scaffolds for comprehending scientific texts and articles. Visual learners are supported through demonstrations, videos, and hands-on activities. For accelerated learners, extensions are added such as creating a model or deeper level thinking questions.

A variety of summative assessments, written, projects, and/or presentations, are used to assess student learning. Frequent use of common formative assessments, guided learning, proximity, class discussions, exit tickets, warm-up questions, and inquiry-based activities are a few examples of CFAs used to provide data to address and overcome learning gaps. Edcite is used by departments to compare data particularly with RBAs. By using these assessments, teachers are better able to adjust instruction for students and help them achieve the learning objectives and standards. As teachers identify students' strengths and weaknesses through these CFAs, they are better able to adjust instruction and make that process more transparent to students.

[Gender Pay Gap - Student Work (1).pdf](#)

[Student work samples](#)

For example, when a CFA indicates that students were strong with identifying textual evidence that supports a claim but weak at explaining the connection, English II teachers were able to shift their focus away from how to pick strong textual evidence

and towards explaining and justifying that evidence as it supports a claim. Sped: Autism Inclusion instructors are trained in evidence-based practices for students with Autism, and utilize various social skills curriculums to meet unique learner needs. PLUS teachers support students needing intervention, with one PLUS teacher supporting 9th grade ELA, virtual reality, and assessments driving instruction. A second PLUS teacher supports SPED instruction, Co-Taught classes, and accommodations in the General Education classrooms.	Sped Autism Social Skills Curriculums: Zones of Regulation; EverydaySpeech.com; Michelle Garcia Winner; cacareerzone.org; Video Models; PLUS Interventions- use of Teaching Fellows in 9th grade only.
C2.2. Creative and Critical Thinking: RSA All Theatre students use technology to help achieve their goals. The method of technology and note taking is their choice as they find their favorite methods of achieving the same goal. Students are empowered to find their own path in the process of completing tasks given to them by teachers, directors, and designers. Students run the Theatre program and are the ones giving notes, direction, and accountability to each other as they learn how an Industry standard program operates. Teachers in our program identify as "Advisors" who support student leaders in their play productions. Students maintain a research document on their computers which houses all their research, notes, designs and development for each project. Social Science All students use a wide variety of primary source documents, including but not limited to; The Declaration of Independence, The Constitution, The Magna Carta, etc. Students are expected to read difficult texts and comprehend the point of view and inferences expressed by the author. Students are also expected to summarize primary source documents in their own words. Students are expected to write essays using primary source documents as evidence to back up their claims. Students are expected to contextualize historical events. Students are expected to be self-directed learners and to learn problem solving skills. The teacher is there as a facilitator to the learning. Students in AP Human Geography learn about cultures and communities working to preserve their languages and traditions; further evidence of this is that the Seal of Biliteracy is now offered in Mixteco as well.	Kahoot, Quizizz, GimKit, etc… NearPod, ClassKick, FlipGrid, PearDeck SyncBlast Social Science student work

<u>Mathematics</u> Teachers provide students with a variety of math resources such as Big Ideas, Khan Academy, Geogebra, Desmos, IXL Math, Delta Math, math manipulatives to help and support them with their creative and critical thinking. There are also hands-on math activities for students to develop their creative and critical thinking during their math learning. In addition, math teachers use other platforms/resources to engage students in the classrooms such as Nearpod, Quizizz, Kahoot, etc. Most importantly, math teachers implement culturally relevant mathematics lessons by constructing mathematical ideas through the lens of complex personal, racial and social identities, mathematical modeling, and teaching mathematics for social justice.	Big Ideas Online, Khan Academy, Geogebra, Desmos, IXL Math, Delta Math, math manipulatives,Quizizz, Nearpod, Kahoot Zinc Learning, Quill
<u>English Language Arts</u> The Embedded Assessments in English are not strictly in the form of essays. Embedded Assessments and related learning materials challenge students to analyze films, recreate scenes from plays with a different interpretation, create presentations on current events, and draft original short stories. These assessments and lessons promote creativity and challenge students. Since 2017, these assessments have grown in their relevance to the world outside of school as students are now meeting with guest speakers (such as Dr. Vohra from the Fresno County Department of Public Health and Dr. Amber Crowell, a Sociology professor at Fresno State) to develop arguments and proposals for local elected officials, sharing their work in public spaces through social media.	[Gender Pay Gap - Student Work (1).pdf](#) Turnitin.com Zinc Reading Labs, Quill
<u>Science</u> The units of our science curriculum culminate in Performance Tasks that are based in real-world issues such as modifying a recipe to increase levity in bread or designing a bridge structure for wild and endangered animals to safely cross a freeway system. These tasks require students to synthesize their learning across the unit to create unique solutions using scientific reasoning.	
<u>Special Education</u> Autism Inclusion uses a variety of evidence-based practices to support the District approved Social Skills curriculums. ALPS uses district approved curriculum UNIQUE to give students with Mod/Severe disabilities access to standards based learning.	

PLI Personalized Learning Institute (PLI) teachers were among the first to receive computer carts and other technologies to promote collaboration, creative, and critical thinking in their classroom.The work of the PLI teachers since 2017 helped aid the school's transition to distance learning during the 2020 school year, with multiple teachers being able to provide recommendations and feedback of useful technology tools to help students succeed. Two teachers on campus are also piloting the use of Promethean Boards to create engaging lessons. In addition, the PLUS team hosts the Virtual Reality lab where teachers can bring students for virtual field trips to historical time periods, visit rock formations and volcanoes, take undersea trips, explore planets, listen to historic speeches, and much more. Seal of Civic Engagement The Seal of Civic Engagement is available to students who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government. This promotes student civic engagement with seals to affix to student transcripts, diplomas, or certificates of completion. Students can complete their project at any point during their 4 years of high school but may only apply for the seal in their junior or senior year.	VR Lab
C2.3. Application of Learning: Performance Tasks are done that require knowledge and skills that are acquired in challenging and rigorous lessons. These tasks allow students to participate in extended learning opportunities that involve real-world applications. Springboard Embedded Assessments: In the English department, students are asked to engage in regular critical reading strategies, respond to analytical questions, and compose a variety of written responses throughout the unit. These activities and tasks build on one another and help them prepare for the rigorous multi-step process of their Embedded Assessment at the end of a unit, where they will be expected to apply their understanding of the unit's skills and tasks. In performing arts ensembles, students demonstrate and apply music, dance, and theater performance skills independently and as a member of an ensemble in a culminating performance	Performance Tasks Alignment and progression of skills across the content area Embedded Assessments Chamber Music Mariachi Band Performances Dance Auditions Marching Band Performances

experience. During distance learning, students had to individually record themselves performing for safety reasons, but then teachers utilized technology to compile these students' individual recordings to provide a virtual concert experience. Students complete performance tasks and projects in mathematics that simulate real-world situations. These performance tasks require students to transfer skills learned during instruction to real life situations. Students get hands-on experience through a variety of lab simulations and experiments in their science courses. In biology, for example, students simulate how diabetes affects internal systems by using a spoon to transfer sugar to various containers in succession while the teacher pours cups of sugar in to the original container under time constraints.	
C2.4. Career Preparedness and Real World Experiences: ROP and CTE All students have the option of applying for the Business Academy, Education Pathway, Health Pathway, and the Public Service Pathway. Students who are accepted into the Health and Public Service pathway are placed in cohorts, so they will receive link-learning instruction in their CTE, English, and Social Science courses. In addition to the CTE programs and pathways, all students also have access to extracurricular programs at the school which include Future Business Leaders of America, Virtual Enterprise, and California Scholarship Federation. In the Public Service courses, students receive CPR training, Stop The Bleed certification, and basic First Responder training. Students are also engaged in lectures, Writing assignments, and hands-on labs that are relevant to multiple careers within the public service sector. Examples of writing assignments include writing victim reports (criminal justice), soap notes (EMT), and identifying leadership styles and soft skills that will help them adapt to the skill requirements and culture of a public service career. The labs and hands-on assignments include activities that will get students familiar and build confidence in their abilities to properly execute tasks that they are expected to complete within their career field. Through the use of career safe students are also able to earn workplace safety and OSHA certifications.	[Enrollment in Dual Enrollment](#) [HighSchoolEnrichment Program](#) [Enrollment in AP](#) [Enrollment in Pathways](#) ● Business Academy ● Education Academy ● Health Pathway ● Public Service Pathway CTE Pathway units that promote career preparedness and real world experiences ● [Professional Ethics Unit 1 Lesson 1](#) ● [Professional Ethics Unit 1 Lesson 2](#) ● [Professional Ethics Unit 1 Lesson 3](#) ● [RPM Curriculum Cross Mapping](#)

Clubs	
Students have access to multiple clubs on campus that develop career preparedness and provide real-world experiences. While not every student will continue with experiences such as archery or chess, they are still provided with opportunities to grow, develop, and connect with their peers. These clubs also support students with problem solving, critical thinking, and promote an inclusive atmosphere. These are the transferable skills that students need to be successful in the world beyond the classroom.	• Archery club • Ecology club • Chess club • Bass Fishing club • Creative writing club • Dance club
Special Education	
Autism Inclusion uses an online Career tool CA.CareerZone to help support Transition Plans. ALPS uses district approved curriculum UNIQUE to help support transition plans, and teach life skills to students with Moderate-Severe disabilities.	
Science	
Physiology - As a part of the unit on the Cardiovascular System, all students engage in a virtual live open heart surgery performed by Advocate Christ Medical Center and the Museum of Science and Industry in Chicago. Students are allowed to ask questions of the surgeon real time using the chat feature in Zoom. This is later followed by a sheep heart dissection in the classroom with student "surgical' teams. The purpose of this activity is to understand science concepts as they relate to heart surgery. Students gain an increased awareness of STEM careers and have increased comfort exploring. Students work in collaboration with peers and communicate using correct medical terminology.Students develop questions regarding the anatomy of the heart, careers in the OR and personal health.	
Social Science	(Student Example)
Current events are discussed in class and students learn the function of government and the application of the Constitution in current governmental affairs (elections, voting, creation of laws, court decisions, etc). Students 16 years old and older are encouraged to register to vote. Students have the ability to join Pathways to gain real world experience in a variety of fields. Students are encouraged to participate in some form of community service. Seniors are required to complete 5 hours of community service per semester.	
Math	
Real-world applications are discussed during lessons and	

embedded in many daily lessons and assessments. Projects and activities often contain aspects of life and career relevance. Performance Tasks are done that allow students to have challenging problems with real-world applications.

World Languages

World Language teachers set daily objectives that align with the World Language Standards or AP Standards. Students help identify how the day's subject matter will help them in future career preparedness and opportunities.

World Language students are exposed to Spanish, Hmong, French language and culture that relate to real and current world events, and for which they apply interpretive and presentational modes of communication. Acquiring a second language is beneficial for career preparedness.

English

In English classes, students demonstrate career preparedness and real world experiences through the use of academic language and discourse, English grammar and conventions, and extensive writing that incorporates CTE topics (in pathway-cohorted English classes) and real world experiences and connections (in all English classes and grade levels). Students have rubrics to help them identify their criteria for success for academic discourse in addition to their writing. Students use these rubrics to aid in their engagement in topics relevant to their community and the world around them.

Visual Arts

The RHS Art department participates in real world experiences in our community such as ArtHop (March 2022's theme was "From Farm to Table") and the 9/11 Art Contest "One Day, One Voice." Students in visual arts classes work with perspective drawings to help them develop their empathy in addition to their artistic skills.

Music

Students in music classes are expected to dress professionally for all concerts and performances so that they are prepared for success in the professional world by being familiar with professional attire. Students learn proactivity by needing to study their music in advance in order to succeed in rehearsal.

- Academic Discourse Rubric
- Sentence Types Formulas
- English III group articles on a medical topic that is relevant to their community

One Voice

"From Farm to Table" Family Farm Project March 2022

ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*****

Summary C1

Students are engaged in challenging and rigorous tasks in our various courses, such as common assessments, cumulative student portfolios and assessments. We work in our PLCs to ensure that the lessons we create and the work we assign our students is relevant and rigorous by using the Instructional Practice Guide (specifically tenant #2). Throughout all of the departments, PLCs and team/level meetings are used to establish common curriculum, assessments and rubrics to establish fair, stable, grading practices. Data collected from the various forms of assessment is used to guide instruction to ensure that students are able to meet the standards of each area. Rubrics & assessment results are shared with students so that they are also able to set goals and guide their own learning expectations in meeting the standards.

Summary C2

Teachers successfully facilitate learning through the furthering of their own learning practice, using research-based instructional methodologies, collaborating with colleagues, incorporating technology, and implementing different learning modalities and scaffolds. Teachers help students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook. Students are exposed to various edtech tools as well as educational online resources in order to support them with their creative and critical thinking in their classrooms. Students successfully demonstrate their learning over the course of a school year in addition to their entire high school experience. Each department has outlined specific programs, groups, lessons, workshops, or activities that provide our students with career preparedness and real-world experiences.

Areas of Strength

1. Academic/Career Pathways: RHS Pathways are open to all students and provide frequent opportunities to engage in real world experiences through guest speakers, field trips, and simulations, Advanced Placement courses, and Dual Enrollment.
2. Professional Learning Communities: Provides weekly opportunities for reflection and support.
3. Technology: The use of edtech tools and educational online resources; One-to-one technology for all RHS students and staff.
4. Commitment through SPSA towards funding for Professional Development conferences.
5. Advisory: RST and Homeroom; SEL instruction.

Areas of Growth

1. Greater efforts to foster inter-departmental application of learning across content areas.
2. Vertical articulation of standards and skills within each content area.
3. Focus on developing best first instruction to reduce the need for credit recovery.
4. Intentional use of instructional strategies to increase urgency in the classroom.

Category D: Assessment and Accountability

Immigration Family Reunification
By: Marian Delgado & Marylyn Rocha
0:00 / 5:48

Focus Group Leads: Lisa Thompkins and Marcus Vadnais

Focus Group Members:

Josephine Allen	Sera Baber	Karen Barragan
Sergio Barajas	Lily Benitez	Grecia Bustos
Scott Byer	Candace Cano	Karalyn Christopherson
Cassidy Cox	Deborah Davidson	Joseph DiPirro
Monte Garcia	Rain Gonzalez	Reid Gromis
Durrand Johnson	Matthew Miyake	Pedro Mendoza
Christina Moreno	Tamara Norris	Oliverio Ortiz
David Ray	Tyler Revis	Mike Spencer
Liliana Trejo	Arthur Williams	

Category D: Assessment and Accountability ([Padlet Evidence](#))

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1. Professionally Acceptable Assessment Process: Roosevelt High School implements interim assessments throughout the school year in addition to California state tests. Previously, these were in the form of District Interim Assessments administered through the Illuminate platform. More recently, the iReady diagnostic exam was utilized across the district. Beginning in the Spring of 2022, we opted to create and administer our own interim assessments, called the RBAs (Rider Benchmark Assessments) to better align questions with common pacing calendars and specific course material. Through these implementations, teachers and departments can collect performance data at key points throughout the academic year, disaggregate the data, and use it to inform future instruction and remediation. PLCs are given a window in Quarter 1 and Quarter 3 to administer their RBAs. The RBAs are administered through EdCite so that results are automatically aggregated by teacher and PLC. Afterwards,	iReady scores on ATLAS [RBA Assessment Scores](#) ● Data analysis template

individual PLCs meet together to disaggregate data according to key standards to determine which standards have been met and which have not been met. By analyzing trends across teachers and disparities between teachers, PLCs can then collaborate to determine what has worked and what can be done to better support students and their learning. PLCs use this data to drive instructional decisions and identify practices that can positively effect student learning.	
Even with implementation of the RBAs, the iReady diagnostic test will continue to be administered in the Spring semester to 9th and 10th graders while 11th graders take the SBAC assessment. These scores, as well as student performance from AP exams, ELPAC, and SBAC/CAASPP are collected and analyzed each school year. The results from each academic year can also be compared to results from previous years, although the data collection from recent years is not as comprehensive as desired due to the COVID-19 pandemic and disruptions to testing measures, as well as instructional time, means of teaching and learning. Student performance in each assessment is evaluated as a whole and used to set goals for the following school year. Doing so allows administration and teachers to better identify and understand gaps in learning and identify areas that are in need of improvement.	
Scores from these assessments are posted in individual student profiles in ATLAS which are then accessible by a variety of stakeholders such as teachers, department chairs, administration, parents, and students themselves. Looking back at a student profile at the end of their high school career will chart out their progress and performance from year to year for core academic areas. Scores from other assessments that are posted on ATLAS in order to measure student annual growth include Physical Fitness Scores, ELPAC, SBAC, and Embedded Assessments.	Embedded Assessment results posted in ATLAS Personal Fitness testing scores reported on ATLAS
In addition, Roosevelt High School distributes physical progress reports to students and their families every five to six weeks to provide tangible snapshots of grades and academic standing. This helps students to be aware of upcoming grade deadlines for quarter and semester grades. For teachers, it allows for times of reflection and analysis of student progress to best evaluate how to support students. Families are also informed of their students' grades through schoolwide messaging programs like School Messenger (now Parent Square) emails, texts, and physical copies. Updated digital	Progress Reports Report Cards

grades are also always accessible via detailed gradebooks in ATLAS where students and families can see that grades are posted and updated in a timely manner. Counselors analyze students' progress and A-G completion to see if students are on track to graduate. These requirements outline how many credits are needed in each content area in order to receive a high school diploma as well as ensuring they are meeting the requirements to apply to four-year colleges in California. Counselors meet with students throughout the year to help students understand whether they are on track and to make them aware of their progress throughout their high school career. Counselors also send out physical copies of notices to students who are falling behind and give them options for credit recovery through Edgenuity. Credit recovery happens in Fall, Winter, Spring, Summer, 7th Period and JE Young. Beginning in the Fall of 2022, students with disabilities now have access to credit recovery specifically for special education and done in small groups by a special education teacher.	Counselor Conferences
D1.2. Basis for Determination of Performance Levels: Rider Benchmark Assessments (RBAs) are agreed upon content to evaluate students on specific standards, based on the scope and sequence provided by the district. Empirical data from the RBAs are analyzed in PLCs, which inform teachers on instructional changes needed for the following year, or content to revisit before a new unit is approached. RBAs are provided on EdCite which mimics the CAASPP website for state-standardized testing. Rubrics are constructed in each PLC to reflect an objective evaluation of each student. EdCite aggregates data for multiple choice, fill-in, or numerical responses. Free response questions are graded based on a rubric constructed by the department teachers. Results are analyzed to improve future instruction. Various instructional and assessment strategies are provided that lead into the RBAs. Common high-leverage practices include; whiteboard practice, Nearpod collaboration, Flipgrid presentations, Pro-Talks/Kagan speaking and writing strategies, as well as, Savvas, Vernier LabQuest, or other versions of hands-on technology for lab activities. Science provides a common laboratory activity and common formative assessment (CFA) before the RBA. Data from content activities are evaluated to inform instructional strategy for	RBA Assessment Scores ● Data analysis template

gaps in content mastery. Common laboratory activities demonstrate mastery of Next Generation Science Standards (NGSS) Science and Engineering Practices, and provide content in a hands-on learning experience. CFAs and RBAs provide teachers with formative assessment data for a student's content and skills. In science, for example, CFAs are graded on a 0-4 point scale. The rubric is based on the number of standards evaluated. Each point can be earned by mastery of a standard based on multiple forms of input including, multiple choice, analysis of a real-world model or of empirical data, and constructing an explanation of claim-evidence-reason. This combination fulfills the three-fold model of NGSS. Science follows a cycle of using high-leverage strategies, rigorous assessments, analyzing the assessments, and reflecting on practice to improve student outcomes.	Rubrics
The Health Academy, a pathway within the Science Program at Roosevelt High School, utilizes Grade Scale Option 7 which has an A (100-93%), B (92-69%), C (49-68%), D (34-48%) and an F (less than 33%). We chose a modified grade scale to provide 0s for no attempt or missing work, without an imbalance effect on demonstration of mastery.	
As a result of the quarantine from COVID-19, there was an immediate shift to 1:1 technology for students and instruction. This shift has allowed for the advent of digital evaluation of students including Kahoot, Nearpod, Flipgrid, and Gizmos.	NearPod Reports
Mathematics employs a 0-4 point scale on all assessments. The math team has opted for a modified grading scale along with equitable grading practices. In addition, mathematics employs common assessments for all class sections. The results from said assessments are discussed by the Math PLC and points of interest are noted and changes are made accordingly. This ensures that data can be used effectively to support instruction and lesson planning. Additionally, RBA's are employed to gauge the current standing and ongoing growth of students. The assessments are given at agreed upon times throughout the year.	
In addition, informal assessments are employed to gauge real-time progress of students via the use of technologies and programs. Collaborative activities are used to gauge the progress of the class while independent activities assess individual proficiency.	

Students enrolled in Foods and Nutrition will take an online course, Serve Safe, to receive their Food Handlers Card. The Food Handlers card is required to work in the food service industry, restaurants, delis, etc… Students will also practice Serve Safe skills in the classroom and cooking labs. The World Language Department uses a diagnostic test at each language acquisition level at the beginning of the school year to determine if students are in the correct class based on their language skills. Also, we analyze historical grades to determine if students need to be reassigned to a different level. For instance, there are few students that instead of taking a basic course in Spanish could be in an Advanced Placement (AP) class. The WLD uses a variety of summative and formative evaluations to provide students with different opportunities in order to learn and practice the target language. Assignments range from simple mechanical activities (grammar, writing, reading) worksheets to applying real world concepts into major projects (flipgrid videos, oral presentations and skits). We also use cross curricular data among other subjects in order to increase our students' reading and writing scores to elaborate more rigorous assignments where they can apply general skills into all their subjects and not only the target language.	Food Handler Card
D1.3. Monitoring of Student Growth: Monitoring of student growth can be seen in various departments as a whole such as in the Physical Education department and its use of the state mandated Physical Fitness Tests. The physical fitness test is administered to all physical education students in the fall as a pre-test and in the spring as a post-test. Students are expected to pass 4 of the 5 physical fitness tests. Each test is standardized based on age, gender, and Body Mass Index. Students work towards passing the physical fitness test all year long. The Physical Education department has students practice running timed miles on a weekly basis in order to see the progress they are making towards passing one of the five physical fitness tests. Other areas of the physical fitness test such as trunk lift, sit and	Course/Department Equitable Grading Practices Personal Fitness testing scores reported on ATLAS

reach, push-ups, and curl-ups are also practiced all year long, 2-3 days out of the week to ensure student readiness for the pre and post physical fitness tests.	
In addition to progress monitoring in the Physical Education department, students with Individual Education Plans are assessed on a triennial schedule to assess placement and proper accommodations. Additionally, students in the ALPs program are given pre and post assessments every month at the beginning and end of each new unit. The pre and post tests help to monitor student progress on a continuous basis. Students on an Individual Education Plan are also given quarterly progress reports. The quarterly reports inform parents about their students' progress on IEP goals and progress in classes. Teachers of students with an IEP communicate with the student's case manager to assist with progress monitoring.	IEP Meetings
Student growth is monitored in a multitude of ways. Students are given the Roosevelt Benchmark Assessments (RBAs). The RBAs inform PLC meetings, and instruction is adjusted accordingly based on assessment data. Additionally, SBAC testing provides another way to monitor student growth. Both RBAs and SBAC assessments are aligned to grade-level, academic standards and provide teachers with data on present levels and student growth in relation to the standards.	
Graduation requirements are another way students and staff can monitor student growth. Students are required to fulfill a certain amount of units in order to remain on track to graduate. Requirements may also be reviewed on a one-on-one basis with an academic counselor. Reviewing graduation requirements is one way to monitor student growth in relation to college readiness. Students who are behind in graduation requirements are encouraged to enroll in credit recovery options.	GPA reports
In addition to graduation requirements, we also support students with monitoring their A-G eligibility requirements. Students who meet A-G eligibility are able to apply to four-year universities their senior year. As academic counselors review transcripts, meetings are held with students who are on track with A-G eligibility and those who are borderline with meeting requirements. Students who are borderline are encouraged to enroll in credit recovery	A-G Progress Monitoring

opportunities to improve their options of post-secondary education. Monitoring of academic progress is completed through multiple avenues. The Academic School Counselor meets with each student individually on their caseload a minimum of twice a year to specifically discuss grades and graduation credits. In addition, grade level at-risk meetings are held both in the fall and spring semesters. 9th grade at-risk meetings are held with the Academic Counselor. 10th grade at-risk meetings are held with AP Ambassadors. Counselors train the junior and senior AP ambassadors on how to check in with the sophomores to discuss grades and provide academic resources available on campus. This avenue allows for a different perspective and level of support, similar to peer mentoring, by connecting our lower grade level students with our juniors and seniors who are achieving academic success. The Career Center provides opportunities for students to explore a variety of careers, work based learning opportunities, guest speakers, industry visits, volunteer opportunities, ASVAB, Imago career exploration, tracked through the College and Career Readiness Office in FUSD. Students complete their Pathway series when they finish their Pathway electives including a capstone class which may include a Work-Based Learning. CTE and Pathway teachers are encouraged to provide work-based learning activities which CTE staff then reports to the Titan database system. This data is collected and monitored through the district CCR office and then Roosevelt receives a monthly report.	Titan Report Work Based Learning
D1.4. Assessment of Program Areas : Looking through a student-centered lens, the student interest and enrollment in programs such as RSA, CTE, and/or Pathways has been an indicator of the success of programs at Roosevelt. Much of the effectiveness of the RSA program is determined by interest. Since we are a magnet, we are able to recruit from across the district and even outside the district to find students who would like to study the arts, but whose current school does not have the vast selection that RSA has. At present, we need to create an ongoing system to track specific program data points, and we do find that a large percentage of our RSA students have higher-than-average	Counselor Conferences A-G Progress Monitoring Progress Reports Report Cards 1-on-1 progress chats recorded on ATLAS

GPA's. This has been demonstrated by the large portion of Salutatorians and Valedictorians who are RSA students each year. At least 50% of the Val/Sal students, often even higher. This is significant because the RSA senior population is usually only about 25%-30% of the total senior population.

There are criteria for the magnet program:
- No more than 1 F in any given semester
- A minimum of a 2.00 GPA
- A 95% attendance rate must be maintained
- Behaviors are reviewed on a case-by-case basis.

These criteria are checked during the 1st semester and again in the 2nd semester for all RSA students. Those who are not meeting the requirements can have their transfer revoked.

The arts are project- and/or performance-based classes. All of our RSA students have the opportunity to showcase their projects/performances many times a year, not to mention in-class assessments. We consistently give feedback on techniques and skills needed in the various types of art our students are partaking in. Repetition and rehearsal are our "tests", and we use those to guide us in what needs to be re-taught or reviewed.

At the beginning of every semester, Counselors review every single student transcript to determine students' progress towards graduation and A-G eligibility. Upon review, Counselors conduct grade level group presentations for 9th and 10th grade students, and one on one conferences for 11th and 12th grade students in the fall semester. Included in these presentations and meetings are an overview of graduation and A-G requirements, instructions on how to login to Atlas student portal to monitor credits and grades, and information about academic support programs on campus; Tutor.com, After School Program, Khan Academy, and utilizing RST Rider Success Time. We also share credit recovery options that are available to students and ensure they're enrolled in the following programs depending on grade level and age. These credit recovery options include After School Credit Recovery, enrollment in Edgenuity courses during the regular school day, Fresno Adult School, winter session and summer school. We use data to determine which students are off track for graduation and/or A-G to properly place them in appropriate credit recovery options based on need and availability.

School leadership and instructional staff work together to

ensure students' needs are met through multiple levels of support groups. Student Success Team (SST) meetings are held whenever a student is in need of additional support, or at parent request. During these meetings, all stakeholders are invited, along with school leadership personnel, such as the vice-principal, school psychologist, social worker, re-engagement teacher, and school counselor, to meet with students and parents. Classroom expectations, level of support available to the student for each class, grading policies, and any other academic or socio-emotional resources available to the student dependent on area of need are discussed at the meeting. There are times the academic school counselor will coordinate family/teacher meetings to help families relay and communicate any concerns with their student's teacher or to discuss expectations in the class. Student/teacher meetings will also be held by the school counselor when the student is having a difficult time communicating with the teacher. Most times, these meetings consist of reviewing grading policies and clarifying class assignments and structure.	SST Meetings Parent/Teacher meetings Student/Teacher meetings
Students with disabilities also have annual IEPs to assess their continual growth and progress towards meeting their IEP goals. Case managers collaborate with teachers to gather feedback and share this in quarterly progress reports with families.	IEP Meetings
Prior to this year, the ELD TSA held EL Data Chats to give students a sense of ownership over the redesignation process. Students were given access to their previous ELPAC scores as well as district assessments that could be used in the redesignation process. In the EL Data Chats, the TSA also reviewed sample ELPAC questions and supported students to provide more detailed and refined responses. This year, BIAs are working specifically with students who scored a 3 on the previous ELPAC to develop in all four language domains during targeted intervention in the Homeroom period. Once students complete the ELPAC assessment in the Spring of 2023, Roosevelt will be able to evaluate the impact of this targeted support.	EL Data chats
Breakthrough Success Community (BTSC) is a group focused on transforming the 9th grade experience and supporting students to stay on track to graduate through several key areas. Students grades, attendance, and A-G course enrollment allows us to track students that are on track or vulnerable/highly vulnerable. There are 5 "driver champions" and a team	BTSC Kid Talks BTSC On Track Data for 9th Grade Students

lead that focus on different facets of a student's experience. The BTSC team members routinely conduct Plan-Do-Study-Act/Adapt/Abandon (PDSA) cycles to assess how effective various change ideas are at effecting student outcomes. Additionally, 9th grade students complete the Developmental-Relationships survey twice a year to provide feedback regarding how connected they are to the school and adults that support them. The driver champions focus on Adult Teams, 8th-9th grade transition, Relationships, Grading Practices, Master Schedule. Adult teams provide a space for teachers that have common vulnerable/highly vulnerable students to discuss behavioral, academic, and relational strategies that can support their students. The driver champion for 8th-9th grade transition focuses on getting students connected to campus in extra curriculars, on-campus supports, or the overall campus community. The Relationship driver targets students in the vulnerable category to connect on topics that are not related to school. A primary strategy is the 2x10, where a teacher has an uninterrupted for 2 minutes, ten days in a row. The Grading Practice champion gathers data on student success rates with a standard based grading scale (0-4) and make-up days, and then evaluates student outcomes. The Master Schedule identifies and leverages a master schedule for positive student outcomes. In the fall of 2022, our scheduling champion used Biology to identify every ninth grader with more than one F. A student's counselor reviewed a student's grade and the counselor and student created a plan to get back on track. Follow-up meetings for progress will occur from there. Through structured Kid Talks, students are increasingly passing their English I and Algebra I courses where teachers are active in the Kid Talk process. There are several PLCs engaged in discussions regarding equitable grading practices that have had an immediate impact in reduced F rates in those courses.

Grade evaluation worksheets are offered during the Homeroom period where students complete the self reflection worksheet. Students check grades in all classes in Atlas, complete a worksheet, including current grade, missing assignments, academic goals. This allows them to track their academic progress and advocate through communication with their teacher if there is work that they need to complete or revise.

The CTE Coordinator examines the D/F rates in CTE courses with the support of grade level teams to work with students and support their success. This allows students to continue in

- Developmental Relationships survey data

[Homeroom Calendar](#)

[Weekly Grade Tracker](#)

their Pathway experience and participate in the work-based learning experiences and activities. All of the CTE programs meet with industry partners on a quarterly basis to determine the relevance of the curriculum related to the profession so the students are receiving skills appropriate to the industry and project-based learning helps with the relevance and engagement of the students. We consistently examine data (enrollment, grades, work-based learning opportunities, and certifications) to make adjustments to the needs of the industry.	
D1.5. Schoolwide Modifications Based on Assessment Results: The school uses graduation credit deficiency reports to determine the courses needed for credit recovery. These courses are needed for students to meet graduation requirements and/or A-G eligibility. Additional opportunities are made available for students to recover credits outside of the regular school day through after school credit recovery courses. These courses are made available through our district's Edgenuity program. As a result of a sharp academic decline and higher course failure rate during distance learning, Roosevelt determined there was a need to offer additional sections of credit recovery during the school day, after school, during the summer, and during winter session to support students in expediting their credit recovery. Once it is determined which class subjects are needed, communication is made to our instructional staff for voluntary sign ups to teach these courses. These reports are also used to determine the number of JE Young instructors on our campus. Prior to the pandemic we had two JE Young instructors; after the pandemic, we have increased to three JE Young instructors. We have also added 4 periods of Special Education specific credit recovery courses during the instructional day. All PLCs use Common Formative Assessment results to make changes in assessments and changes to their respective pacing calendars. Additionally, they use these assessments to provide grade recovery periods for all students. There is less consistency amongst teachers regarding whether CFAs and RBAs should be graded assessments, which is an area of growth for our site. Previously, students were assessed district wide using the iReady reading diagnostic and mathematics diagnostic.	SPSA Credit Recovery options PLC Formative Assessments Development of RBA ● Assessments ● Data analysis

Roosevelt immediately recognized that these assessments did not warrant actionable data relative to the standards being taught. The disconnected nature of the iReady assessments contributed to validity concerns, where student assessment data did not align with the assessed levels from class assignments, other district assessments, work-samples, etc. To remedy these concerns, staff moved towards creating more authentic, timely, and aligned assessments with the RBA model. As a result, Roosevelt requested permission to stop administering the iReady assessment in favor of the site-created Rider Benchmark Assessments (RBAs) to measure alignment and student success. The entire site is committed to the work of Restorative Justice and we are in the process of becoming a restorative site. In the 2021-22 school year, a Restorative Practices counselor was hired to support students and mediate conflicts. Iin the 2022-23 school year, we began training the entire staff in restorative conversations. This began during Buyback with all staff members receiving one sub day in the fall and one in the spring to continue the learning. The site Instructional Coach offers monthly "Pump up your Pedagogy" PLs for staff. The Climate and Culture team also routinely meets to create structures for the campus as a result of the Climate and Culture survey data from students, staff and families.	Ongoing Staff PL ● Clarity and Success Criteria ● Buyback agendas ● PLC notes and agendas ● EL strategies ● SPED strategies ● Cultural Professional ● Pump Up Pedagogy Climate and Culture survey results

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D2.1. Demonstration of Student Achievement: Teachers use a variety of formative assessment strategies throughout the class period to gauge student understanding and modify instruction as necessary. These checks for understanding can be verbal (calling on random students), kinesthetic (thumbs-up-thumbs-down or one-through-five indicators), technological (via sites such as Quizizz), observational (walking around the classroom), written (exit tickets), etc….	TEAMS and/or Google Classroom assignments ● NearPod ● Class Kick ● Gimkit ● EdPuzzle ● Quizizz
Math Teachers employ slightly more formal methods such as having students complete actual problems on paper. When the skills required are straightforward, these can be graded quickly to determine whether students have mastered the concept at hand or whether they require more instruction. Teachers from the Geometry PLC administer skills quizzes which can be considered a combination of formative and summative assessments. Although graded, students are able to retake them for full credit and help teachers and students chart progress throughout a unit, making them better able to gauge whether they are on track for the eventual unit exam. Each PLC within the mathematics department also collaborates on at least one common formative assessment for each unit. These tend to incorporate elements of performance tasks and short-constructed responses alongside computations. These are administered near the midpoint of each unit to help	CFA ● Assessment ● Student work ● PLC analysis of results ● Reteaching strategies and implementation

teachers determine whether any remediation needs to be done before the unit's summative assessment.

At the end of each unit, PLCs administer common summative assessments via EdCite. On average, there are five to six summative assessments each semester which are then recorded into the gradebook.

ELA

Teachers in this department use the embedded assessments from the Springboard curriculum. The summative assignments from the differing units vary in genre, but are directly embedded into everyday classwork and learning. These assessments use scoring guides to direct the students' writing process and provide feedback at the end.

AP Language and AP Literature use College Board's AP Classroom resource for formative assessments- specifically the Unit Progress Checks. These "Checks" test the content knowledge of the students, are designed to be scaffolded and recursive so teachers are able to monitor student knowledge growth, and are aligned to the skill demands of the AP Exams. Teachers also have developed their own formative evaluations to supplement the College Board's Progress Checks. Summative evaluations are a culminating writing task, typically multi page responses to AP style questions covering materials from AP curriculum.

Science

Teachers in the department are currently constructing an RBA for each quarter to assess the standards covered from that quarter, according to the pacing guide provided from the district. Common formative assessments (CFAs) are given during the instructional segments. Results from CFAs are compared and discussed within PLCs to highlight teaching techniques and share activities for reteaching or adjusting units for future years. In addition to the learning standards, NGSS requires science and engineering to be assessed. The science department goal is to have a RBA, CFA, and common laboratory activity for every instructional segment. Currently the three courses for the 3-course model in science have an RBA for quarter 1 and 3, a CFA, and a common lab for quarter 2. In each PLC we are planning future activities or evaluating data for the current assessments.

History

Teachers in the History/Social Science department assess student learning through various formative assessments including informal checks for understanding through group discussions, exit tickets, quizzes, thumbs up/thumbs down and quick writes. Digital formats are also used regularly to formatively assess student understanding and learning. Teachers use Nearpod, Gimkit, Classkick, quizzes within Microsoft Teams, Kahoot, Blooket, and Quizziz. This data is used during active instruction/learning and as exit tickets. The data from these formative assessments is used mid-instruction so teachers can slow down, back up, or reteach content. If the assessment is given as a closing activity or exit ticket, teachers analyze the data to plan the following day's lesson/instruction.

World Languages

In the foreign language classroom, students take formative assessments throughout the unit. Formative assessments vary in form.

- Oral evaluations, in which students respond to given prompts in the target language.
- Recognition quizzes for grammar and vocabulary.
- Language/reading comprehension through readings in the target language.
- Listening from dictation (listening and writing), videos or songs listening and writing /filling in the blank with missing vocabulary or answering comprehension questions.
- Reading is assigned based on each level; it varies from simple paragraphs to higher levels of reading in the target language.

Teachers then evaluate student results in the given assessments and determine if students are able to move on to the next part of the unit. When assessment results are not satisfactory, teachers reteach and modify instruction. At the end of each unit, students are to complete summative assessments in which they demonstrate their language acquisition and skills. Some of the summative assessments are

- Comprehensive exams
- Flipgrid video
- Oral presentations
- Presentational posters
- Real-world projects

Instruction in the foreing language classroom is constantly modified to meet students' needs. Our Rider Benchmark Assessments (RBA) are used to assess student learning that has occurred during each quarter. These assessments are written to be similar to SBAC questions in order to prepare our students for their state testing. Our RBA's are also used to measure student growth towards the academic standards of focus during the quarter. As we analyze the data from the assessments as individual teachers and as a PLC, we determine where reteaching needs to take place and what strategies we will use to address student learning needs. Summative assessments are given at the end of the quarter/semester. We strive to carefully analyze formative assessment data and RBA data to inform our teaching practices and decisions in an effort to prepare our students for success. Teachers analyze summative assessment data to determine how the effectiveness of their instruction was in preparing students. We also use this data to inform our instructional approaches in subsequent quarters/semesters to better support student learning and success. All of the work of our PLCs and departments is in support of students being about to demonstrate their mastery on the SBAC assessment in their 11th grade year. Each year the Roosevelt regional ILT examines SBAC results and uses that to determine a claim and target focus as a region.	RBA ● Assessment ● Student work ● PLC data analysis ● Reteaching strategies and implementation Summative Assessments ● Data analysis ● Student work samples SBAC Scores ● Schoolwide PLC to support targets
D2.2. Teacher and Student Feedback: Teachers work in PLCs to analyze data gathered from formative and summative assessments. This data is used to determine levels of understanding and guide instruction. During PLCs teachers also share teaching techniques, activities, and lesson design to determine best practices. The campus policy is to have at least one assignment graded and input into the gradebook every two weeks. This is done to provide students with a view of their academic progress throughout the year. For example, the Geometry PLC assigns weekly classwork grades as well as 1 to 2 quizzes per week. Instructional technology tools used throughout the school include platforms such as Nearpod, Classkick, Microsoft Teams, PowerPoint, Kahoot, etc, provide opportunities for	Student work samples ● Posted comments/feedback ● TurnItIn.com feedback annotations Rubrics ● Student self-assessed ● Peer reviewed ● Teacher feedback based on rubric Portfolios ● Review process

students to receive real time feedback. With this instant data and feedback, both teachers and students are able to see where extended learning opportunities need to take place or feel confident that learning has occurred. Teacher feedback supports students in their achievement of learning goals/academic standards as it provides learners with a clear indication of their progress towards mastery. Teachers on campus use a variety of feedback to support students in their achievement including written notes on assignments/assessments, quiz results, one to one teacher/student talks, intervention groups in support areas of need, and dialectical journals. Students can see where they are progressing well towards objectives or standards and where they need to continue working and practicing. The feedback provided to students is applied when redoing assignments, retaking assessments, or as moving into the future as they apply what they have learned to new objectives. **College and Career Readiness:** Teacher feedback allows students to progress towards mastery of learning objectives and standards. In the short term, this allows students to turn in assignments that are thorough and meet objectives/standards, while making academic progress and growth that are needed to succeed in future assignments in their classes. In the longer term, this allows students to earn the grades needed to pass their classes, earn needed credits and graduate. Meeting standards/objectives also better prepares students to be successful in college, vocational training, or careers. Students also receive feedback from industry partners through participation in internships and work-based learning opportunities. This type of feedback is immediate and provides real world context.	Pathway Presentations and Events ● Community partner feedback 1-on-1 Student Conferences

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Summary D1

Roosevelt High School implements interim assessments throughout the school year in addition to California state tests that are assessed and disseminated through multiple platforms. Scores from these assessments can be sent out in a variety of ways including physically (printed) or posted online through student profiles in ATLAS which are then accessible by a variety of stakeholders such as teachers, department chairs, administration, parents, and students themselves. Roosevelt High School monitors student's academic progress in A-G courses to ensure our students are college and career ready. Roosevelt also monitored students' achievements in physical education as well to ensure the health of our students. Roosevelt also monitors individual achievement of students by tracking RBA scores in A-G courses. Academic counselors review and analyze student transcripts each semester to monitor the students graduation progress and A-G eligibility. Students not making the appropriate progress are supported by school leadership and instructional staff by being offered student success teams such as Breakthrough Success Community.

Summary D2

Teachers provide timely, specific and descriptive feedback in the forms of formative and summative assessments and by inputting at least one grade per week in Atlas. Teachers also use student feedback and dialogue to monitor progress and create learning experiences that include real world application of learning, project based learning, routines and class expectations, and use of academic language.

Areas of Strength

1. All students in grades 9-12 have equal access to multiple formative and summative assessments
2. Assessment data is accessible on ATLAS. In addition, administration and counseling have access to ATLAS and Data Dashboard that is constantly updated so that strategic interventions can be implemented in a timely manner.
3. New RBAs are allowing PLCs to get more meaningful and usable data to guide student instruction.
4. Roosevelt Staff is talking about Grading Practices and aligning them in PLCs. For example: Algebra (4 point scale, PLC common rubrics, Project based assessments, Common labs, and Flip Grid Assessments).
5. Ongoing PL for staff regarding equitable grading.
6. Each student is provided with their own device, allowing for flexibility when administering instantaneous and common assessments.

Areas of Growth

1. Teachers routinely input at least one grade per week on Atlas.
2. We need to create a schoolwide policy for retakes of assessments and redoing assignments, allowing for student progress and/or mastery of objectives and standards.
3. Providing more formative assessments that inform both students and teachers with data or indication of understanding or mastery prior to assessments and that drive instructional decisions.
4. More consistency in assessing student learning within departments/content areas, aim to vertically align RBAs within departments to chart student growth throughout their high school career.
5. Create 4 quarters of the same process- RBAs, CFAS, LABS.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Focus Group Leads: Chelsea Bonilla and Sophia Norman

Focus Group Members:

Mark Alatorre	Brooke Archer	Daniel Barnett
Aimee Bogna	Cecilia Brumana	Jaime Cadenas
Kassandra Castillo	Nestor Cerda	Jose Delgadillo
John Fausone	Jose Galaviz	Marta Garcia
Nelson Gutierrez	Kirsten Krejcik	Larry Lopez
Ariel Mena	Brittany Nguyen	Kelly Rauch
Serena Rimorin	Julia Ruiz	Samuel Ruiz
Gilbert Salcedo	Kong Vang	Yvette Vasquez
Cindy York	SEL Counseling Team	

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E1.1. Parent Engagement **Parent Communication** In the 2022-23 school year, Roosevelt High School began using ParentSquare for direct communication between parents and teachers/school via website or app. Teachers can communicate with all parents at once, or parents of a specific student. In addition, parents can return messages and start new messages to teachers from the website. This platform monitors whether parents have received the message, and even allows for parents to complete forms such as needed for field trips, all within the app. Throughout 2017-2022, School Messenger, Remind, and Atlas Connect were the primary platforms for communication. Ongoing communications from Bilingual Home School Liaisons provide direct, bilingual communications to parents, in Spanish or Hmong, while also completing home visits regarding deficiencies in behavior. Home School Liaisons are able to support by visiting the student's home address when staff members have difficulty contacting a student or parent/guardian. If teachers are in need of HSL support, they simply fill out the referral form. **Parental Monitoring of Grades** Atlas Parent Portal allows parents/guardians to access their children's progress, missing assignments, past due assignments, and on time assignments. If parents have questions or concerns, they can click the teacher's name directly in Atlas to message them or see their email address to send a longer message.	"Parents" tab of the Roosevelt High School Website Grade Monitoring for Parents: ● ATLAS Parent Portal ● Google Classroom Parent/Guardian Access Syllabi with Parent Signatures Controversial Topic Notices to Parents ● Social Science ● English Language Arts ● Biology/Sex Education Parent Messaging Systems: ● Automatic Dialer to parents regarding Attendance ● Records of school messenger usage (2017-2022) ● Remind (used by some teachers 2017-2022) ● ParentSquare (2022-2023) ● ATLAS Connect (2020-2023) ● Parent Center Social Media Accounts:

Access to Syllabi and Controversial Materials

Occasionally lessons involve controversial or mature content and teachers will send home permission slips with all of the material in question so parents can make an informed decision as to whether they want their child to participate.

Social Media Accounts and Websites

The school has several social media accounts in order to communicate with Parents, Students, and the Community. Students and staff can access all of these accounts in one place via our LinkTree site, which was begun during the 2021-2022 school year.

In addition to social media, many teachers and departments have websites to communicate with parents on what is happening in their class.

Parent Organizations

Parent University, held in the Parent Center, empowers parents through parent learning courses to navigate resources, engage and connect families to the district and community resources.

ELAC stands for English Learner Advisory Council and is composed of English Learner parents who meet four times a year in the library to voice their concerns and ideas on anything that involves English Learner students.

Parents also serve as representatives on our School Site Council and attend 6 meetings during the school year. Those meetings are usually once a month and we have two active parent members who have a vote on decisions with the school budget and what money is spent on. The School Site Council annually reviews and updates the Single Plan for Student Achievement (SPSA) including proposed expenditure of funds allocated to the school.

Throughout the year, RHS counselors host parent meetings based on their child's grade level. Counselors offer presentations in English and Spanish but also provide Hmong translation. The goal of these meetings are to inform parents of academic information including, graduation requirements, university requirements, social emotional support, academic support.

Academic counselors also support parents as Seniors complete FAFSA applications and college applications. Counselors have workshops for parents in the library where they guide parents step by step in the financial aid process. Spanish and Hmong translators are provided to help parents as needed.

- Twitter: TheRHSRiders & Principal Allen
- Facebook: Roosevelt & Friends of the Roosevelt School of the Arts
- Instagram: Activities & Counseling

LinkTree (ASB Calendars and Activities information)

Parent Climate & Culture Survey Data

Parent University
- Participation
- Attendance
- Graduation Data

Parent Center
- Calendar of events
- Home School Liaisons

Parent Night (Counselors)
- Grade level Presentations

FAFSA and Dream Act Workshops
- Agendas
- Sign-in sheets

School Site Council Agendas and Minutes

ELAC/DLAC
- Agendas and sign-ins

IEP Meetings

Back to School Night & Open House (Virtually and in-person)

AP Parent Night

Back-to-School-Night is held yearly at the beginning of the first semester. As parents visit their students' classes and meet their teachers, Teachers typically go over their syllabus, classroom expectations, objectives for the year and answer any questions parents may have. Open House is another opportunity for parents to meet with their teachers. Open is always held in the Spring. RHS aims to strengthen and sustain meaningful family engagement at each level of the school system that aligns to the Board-approved Mission, Vision, Values, and Goals. Parents have more access than ever to resources and information that may assist with academic information and programs.	FRSA: Friends of the RSA Booster Organization Nutrition/Parent Communication Website

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1. Safe, Clean, and Orderly Environment **Environmental Safety** *Internet/Electronic Safety* Per the Fresno Unified website on Acceptable Use Policy of technology and networks, it informs students, families, and district staff of the terms of these policies. The policies comply with FERPA protection of student and family private information, as well as the CIPA of 1997. Students sign these affidavits electronically upon first signing on to a new device, but there are PDF versions of the affidavits in English, Spanish, and Hmong for families in our district available on our district's website. RHS has three levels of acceptable electronics use in the classroom which teachers use in order to clearly indicate levels to students. Students are encouraged to use their electronics strictly for educational learning, and to refrain from posting harmful or hurtful content. *Evacuation/Natural Disaster Procedures* All classrooms are equipped with folders that hold evacuation procedures and a campus map. Teachers place current rosters in these folders in order to accurately account for their students once they've reached their meeting points: placards labeled by classroom number around the perimeter of campus. Maps indicating these exit routes and meeting points are posted in every classroom around campus. Fire drills are planned each semester to practice safe and timely evacuations.	Internet safety/procedure affidavits Electronics & Cell Phone Policy ● Electronic Policy Poster Safe School Plan ● Fire Drill schedule ● Lockdown drill schedule ● Great American Shakeout

RHS participates annually in The Great American Shakeout, a national program for the review and practice of earthquake safety procedures. As with fire drills, teachers are instructed to review these procedures with students prior to the actual drill.	● 7 Campus Assistants, 4 Noontime Aids, 16 Admin (with deployment locations) ● Evacuation Procedure/Maps
While some emergencies require the evacuation of campus, many require a lockdown of campus. Roosevelt High School has four planned lockdowns per school year which teachers review procedures for with students. In the event of an actual lockdown, a message is sent to parents informing them of the event via School Connect. All staff have received training on	
Facilities Plan Pre-pandemic, facilities were cleaned at the end of each day. Current facility safety plans focus on high touch areas down to low touch areas. Teachers are informed of best practices of cleaning in-between class periods and having students clean their own work stations. As for air filtration, each Classroom contains a plug-in air purifier or an upgraded MERV 13 filter system.	Facilities Plan
In addition to cleanliness, our Safe School Plan documents the results of our twice yearly "safety walk" with areas that are in working order and areas identified as needing attention clearly labeled for interior and exterior facilities. As a result of these walks, Roosevelt increased the number of exterior lights prior to the 2016-17 school year for additional staff and student safety.	Safe School Plan
Interpersonal Safety	
Prevention	
FUSD has established Uniform Complaint Procedures (UCP) to address and resolve any complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying in any district educational programs.	Uniform Complaint Procedures
As an early reporting system *before* problems arise, Roosevelt has an anonymous Tip Line for students and staff to contact school administrators about issues and concerns. This tip line is a Google Voice number that goes directly to our Principal as well as various Vice Principals.	RHS Tip Line
Level 1, 2, and 3 behavior expectations	
1. Level 1, 2, 3 behaviors are clearly communicated to students and staff in an effort to prevent infractions before they occur. ● *Level 1 Behaviors (mild infractions)* This category covers non-serious yet	Equitable Discipline ● Level 1, 2, 3 behaviors ● Referral Procedure for Misbehaviors

inappropriate behaviors which include inappropriate use of technology, off-task behaviors (including class disruptions), and non-directional/non-intentional inappropriate language. Teacher documentation is generally recommended but not required.

- *Level 2 Behaviors (moderate infractions)*

  Level 1 Behaviors may escalate to Level 2 when patterns emerge requiring continued correction.

  This category also extends to include student refusal to follow reasonable adult direction, a prolonged absence (or leaving without permission), bullying (first offense only), and inappropriate play.

- *Level 3 Behaviors (severe infractions)*

  Severe infractions automatically fall into the Level 3 category.

  Level 3 behaviors include but are not limited to possession/use/distribution of controlled substances, theft (depending on severity), obscene acts, repeated bullying, etc.

When a situation arises within the classroom, staff utilize two different phone numbers for emergency and non-emergency situations. Non-emergency situations include if a student needs to be taken to SRC, or if staff needs support. The emergency phone line is reserved for quick and immediate action if there is an active fight in the classroom, or if there is a classroom threat.

During School Hours (CA's, SRC, Admin & Counselors Supervision)

We have a rotating supervision schedule which assigns which VP is supervising and addressing student behavior during the week. Our Safe School Plan documents where campus assistants, counselors and school administration are placed around campus to supervise students who are out of the classroom, they supervise lunch time, and before and after school.

Afterschool Hours (ASP CA's)

After school, there are a few campus assistants who supervise and support students who are still on campus for extra curricular activities and tutoring.

Sports Supervision In order to ensure adequate staff presence at student sporting events, RHS utilizes a Supervision Schedule, where spots are identified in advance of needing additional coverage, then staff signs up for spots, rotating when assigned weeks shift to various teams.	Sports supervision schedule
E2.2. High Expectations/Concern for All Students **High Expectations:** RHS is committed to supporting and elevating student success in all facets of academia. Expectations are tailored to the setting and circumstance. Expectations specialized to classroom environments are determined by the teacher of record, written and placed visibly within the classroom, and included in class syllabus. Expectations are made explicit to students and parents via the syllabus, which outlines curriculum guidelines and academic and behavioral expectations for the year. - Students display their learning of the content standards through a variety of ways. Written, verbally, independently, and in a group. - GATE and AP classes are available for students. Students are highly encouraged to take AP classes. Support programs are in place to help students be successful in AP classes. **Ujima** Students who are considered at-risk youth are targeted for African American Leadership Academy in middle school. They are placed in UJIMA to continue the high expectations of academic excellence. See E3.5 for more information. **Pathways and CART** RHS has four pathways for students: Careers in Education, Health, Business and Public Service. These pathways are advised by our business partnerships, which provides our students invaluable feedback and guidance in the working world. Pathway courses allow students to explore career interests while gaining knowledge and experience in desired areas for their future career choices. The pathways connect students with professionals in the field of interest and allow connections to be made in their field of choice. These Pathways are incorporated into content-area classes. Pathway students are held to high expectations and support students building connections with each other by creating cohorts within the pathway. This means that students have the same	Master Schedule Lesson Plans Pathway Partners

content teachers who can relate their class content to the curriculum in their pathway classes.	
CART (Center for Arts, Research and Technology) is an intra-district charter school which allows students to participate in a curriculum that is not normally offered on high school campuses.	
Discipline	
When students do not meet expectations, a number of school-wide policies are activated to address issues specific to student conduct. For detailed Level 1, 2 and 3 expectations, see E2.1 above.	Equitable Discipline Data ● Misbehavior Data by demographics ● Level 1, 2, 3 behaviors ● Referral Procedure for Misbehaviors
SRC (Referral to VP) Process ● Step 1: Teacher gives student warnings and redirects ● Step 2: Teacher-Assigned Consequence, Communication with Parent/Guardian, Make contact with additional resources (SRC Teacher, Fresno Street Saints, Counselor, etc) ● Step 3: Student/Parent/Teacher Conference ● Step 4: SRC Referral, Communication with VP/ Counselor/Re-engagement Teacher	
<u>Re-Engagement Center</u> ● We have an on-site Re-Engagement Teacher who supports students who struggle with behavior, academic and Social Emotional struggles. Mr. Salcedo meets with students 1-on-1 or in groups to help them to set goals and find solutions to the struggles they are facing.	Re-Engagement Center
Youth Court/Restorative Practices	
Youth Court is composed of students who are trained as jurors to make fair decisions regarding the punishments of offending peers. It holds youth accountable for their actions in front of their peers but prevents them from garnering a criminal record. Offenders then practice restorative justice by reconciling or making amends with their victims. Youth court is held once a month throughout the school year.	Youth Court Restorative Practices
See 3.2 below for more information on our Site's dedication to implementing Restorative Practices.	
Concern for All Students:	
Homeroom	
Since 2017, all students have Homeroom included on their class schedule. Beginning in the 2018-2019 school year, Homeroom expanded from two days a week to four, allowing	

for the addition of two days of "Rider Success Time" in order to give students time to focus on their academics in addition to Socio-Emotional Learning. The purpose of Homeroom is to provide all students opportunities to engage in nonacademic activities that support school-wide engagement and social emotional learning. Teachers are provided homeroom lessons that connect students school wide. Teachers also have the choice of providing additional activities that support social emotional learning. **RST (Rider Success Time)** RST stands for Rider Success Time. This period provides opportunities for students to work on assignments and connect with teachers and/or other students for academic support. Students create academic goals and reflect on their academic performance. Students are able to catch up on missing work, seek additional support on assignments and keep track of grades. This time also allows students to take accountability of their grades by checking in with teachers, accessing the online platform to check grades and reflect on their current academic progress. **Suicide Prevention Education** Presentations on campus are provided yearly to educate students and teachers on the signs of suicide and supports they can utilize. Teachers are trained on suicide prevention and provided supports and tools to refer students to social emotional supports on campus. School psychologists check in with students and handle student referrals. ● Psychologist on staff to provide onsite support **Other Staff Trainings** ● LGBTQ+ Training and Inclusivity training in acknowledgement of preferred gender pronouns. ● Restorative Practices ● Prodigy (Restorative practices for students and substance abuse)	[Suicide Prevention and other RHS Student Support Resources](#) Prodigy (Restorative practices for students and substance abuse)
E2.3. Atmosphere of Trust, Respect, and Professionalism **Initiatives to provide a positive campus culture for staff include:** ● Our Climate and Culture Team includes a classified staff member and a representative from each department. The CCT uses data from PULSE surveys and the district climate survey to determine initiatives.	[Survey Data](#) (3.3) ● Climate and Culture *See more specific Survey Data below in this indicator*

- Staff opinions are solicited through school generated PULSE surveys. - Each department is assigned an administrative liaison (VP) who provides support to Staff - Principal has an open-door policy with all staff. - In the weekly Rough Rider Roundup, Staff are acknowledged in a weekly staff spotlight, recognizing them for the great work they are involved in. - In addition, the Round-up serves as one of many professional and timely methods for providing information to staff. - Department Chair meetings are held monthly for valuable and timely feedback. - ILT meetings are held monthly where Instructional Leads share input on school practices. - Staff are celebrated each semester with gifts in the Fall and Spring. - Retirees are recognized at the end of the year celebration - Teachers and Staff participate in a Staff Club which hosts events and Celebrations for staff. - CCD Cerda provides a positive staff-centered initiative each quarter. - Time for teachers to meet with one another is built into the weekly schedule as Professional Learning Communities (PLC). - The site continues to support student participation in athletics, clubs and arts. - New and returning teachers have access to an on-site academic coach who provides access to professional learning of best practices. - PLUS teachers are available to staff for digital curriculum support, instructional support, and SpEd and English content area support. - The School Climate and Culture team discusses ways to increase school connectedness for all staff.	Admin-staff, staff-admin, and staff-staff communication - Remind - Daily Bulletin - Rough Rider Round Up/Smore.com - Emails Social Media Accounts: Twitter: TheRHSRiders & Principal Allen Facebook: Roosevelt & Friends of the Roosevelt School of the Arts LinkTree
Diversity and Inclusion As of the 2022-2023 school year, FUSD and RHS Staff are now in year three in a series of cultural proficiency trainings, utilizing the cultural proficiency continuum. In addition to implementing these best practices, our site is welcoming and honors groups throughout the school year both in special Homeroom lessons and activities, and throughout the school day: - Down Syndrome Awareness Festival - Autism Inclusion Festival	Survey Data (3.3) - Climate and Culture - Developmental Relationships

● Celebrating different heritages (Hispanic Heritage Month, Hmong New Year, Black History Month) ● LGBTQ+ Club events, celebration month ● Gender-inclusive restroom and staff using preferred pronouns ● Inclusive Clubs: i.e. Bass Fishing (including sped students)	

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E3.1. Academic Support Strategies for Students **Grades and Rider Success Time (RST)** ATLAS allows students to access their grades and transcripts at any time from any place. They are also able to look at their individual assignments within each class, which gives them the ability to see if they're missing assignments, etc. Students can also use ATLAS to communicate with their teachers through a built-in messaging app. While every student knows they have access to these tools, it is up to the student to be responsible about using them. Student agendas are provided for student success. Weekly goal setting is recorded in the student agenda and it is used as a tool to stay organized and keep students accountable. Time management skills are also taught with this tool.	Rider Success Time (built-in to Homeroom) (RST): Tutoring Tuesdays and Touchpoints Thursdays (3.1) (3.3) ASP Tutorial Schedule and fliers Tutor.com Student Planner (3.1) Student ATLAS Portal (3.1)

The vision for Rider Success Time (RST) is to provide focused time during the school day for students to get support, intervention, extension or any other help they need to succeed academically. RST is planned for every Tuesday and Thursday and has a variety of tutoring resources linked through the Homeroom Calendar.	
Grade Checks for Extracurricular Activities	
Athletic and RSA weekly conduct and grade check forms are used by the athletic program and school of the arts to keep students eligible, accountable and identify potential problems. This tool can also be used as a referral to counseling if problems are identified early enough.	List of sports and eligibility requirements 100 Days of Academics (Football) (3.1) Athletic and RSA weekly conduct and grade check forms (3.1)
100 Days of Academics was a program started at the end of the 21-22 school year to push the football team to improve their collective GPA. (Team GPA started at 2.01 and improved to at least 2.39 during this period)	
Opportunities to Recover Credits	
Fresno Adult School (FAS): Students at Roosevelt who have busy schedules due to athletics/extracurriculars who may not be able to attend 7th period classes at RHS can take classes through FAS in the evenings from 6-8pm during the school year. There are three sessions (Fall, Winter, Spring) that each last 9 weeks and work similarly to summer school. Core classes and some electives are offered. Roosevelt counseling works with counseling at FAS to get students enrolled. The coursework is through the Edgenuity learning platform (same platform as Summer school). Prior to the COVID pandemic, these classes were populated not only by FUSD students, but also adults working toward their diplomas. (This has changed due to logistic issues with funding for K-12 & adult education coming from different sources)	Fresno Adult School (3.1) ● Class offerings - (4 yrs ELA; Bio; MWH, USH, Gov/Econ; Alg1, Geo, Alg/Geo3; Some Electives) Counselor Conference Forms Credit Recovery Options ● JE Young schedule ● 7th period schedule ● Winter session ● Summer session ● Fresno Adult School
Saturday Academy	
Saturday Academy provides students the opportunity to make up an absence, make up assignments, and participate in fun activities that promote student engagement and interpersonal communication. Students must return a parent/guardian signed form to participate in Saturday academy.	Saturday Academy
E3.2. Multi-Tiered Support Strategies for Students **Homeroom** The vision for Roosevelt Homeroom is to help students and staff develop positive relationships and school connectedness,	Homeroom Calendar of lessons and activities (3.1 & 3.2) ● Wellness Wednesdays and Fun Fridays ● School-Connect

and to help strengthen students' social-emotional learning (SEL) skills to cultivate academic and personal growth and success.

Homeroom classes are planned for Wednesdays and Fridays, and consist of the same students throughout the school year. Students will be a collection of students from all of your classes. A calendar of activities is provided, but teachers have autonomy to connect with students in a way that works best for them and their students.

Re-Engagement Center

We have an on-site Re-Engagement Teacher who supports students who struggle with behavior, academic and Social Emotional struggles. Mr. Salcedo meets with students 1-on-1 or in groups to help them to set goals and find solutions to the struggles they are facing.

Restorative Practice Counselor

Roosevelt High School has a full-time Restorative Practices (RP) Counselor. The purpose is to strive to meet the academic and social-emotional needs of students. Restorative practices consider the impact of behaviors on those that are harmed as well as the individual that inflicts the harm. The premise is to restore relationships and effective social norms when expectations are not met for both the offender and the offended, as well as any other individuals impacted by the action. It does not remove consequences, but rather, focuses on how to move forward and improve behavior in the future. Our Restorative Practice Counselor provides support for students, parents, teachers and staff on a social emotional level in addition to providing support for re-entries from suspensions and mediations when there are conflicts. Ms. Krejcik preconferences with administrators, teachers, parents and students to collaborate for feedback, information, review processes, expectations and support surrounding reentries from suspension, welcome circles for new and returning students, mediation circles, conflict mediation circles. Ms. Krejcik also provides outside resources for parents and students including Care Solace for therapy referrals for the entire family and/or individual therapy for the student or both, prodigy counseling for substance use including alcohol and drugs, and vaping. Ms Krejcik also holds individual and group counseling for students focusing on social emotional needs including mindfulness in individual counseling and group counseling for Confidence building skills and Coping Skills for Stress and Anxiety. Group counseling focuses on students processing in the same space and learning new skill sets to put in their

Curriculum
- Rider Success Time (RST): Tutoring Tuesdays and Touchpoints Thursdays (3.3)

REC (Re-Engagement Center) & Data (3.2)

Restorative Practice Counseling and PD (3.2)

toolbelt to help counter negative thoughts and behaviors with I Am statements, positive reframing and they take those skills with them to the classroom, at home and they also learn from each other that they are not alone and that they have support.

In addition to having an on-site RP Counselor, all staff will participate in two days of off-site Restorative Practices training in the 2022-2023 school year, in addition to trainings during Buyback.

Counselor Appointments

Each counselor has a QR code available to students on their door to make an appointment. The QR code is also available on Counselor flyers that have been passed out to each classroom and students can scan and make an appointment from their phone. If a student cannot find a flier they can log onto their Student Tile on TEAMs and access our counselor link.

Counselor QR Code to make an appt. (3.2)

SAP Supports

Our SEL Team provides a variety of supports for students' emotional well-being. PLACEHOLDER for details.

SAP Referral Request and Form

Nurse Supports

First Aid supplies, first aid considerations, accident reports, notes from health advisors, physical education/dance excuses

Nurse referral forms

SST, IEP, 504

Our students are supported through 3 tiers of support. Our tier 1 support encompasses our Student Study Team and how we can best support our students within the General Education setting. This includes Social Emotional support and counseling and scaffolds on the general level to keep our students within the classroom.

SPED Master Schedule

Within tier 2 we have our students who need to be removed from the general education system to receive support for academic and emotional support through counseling services.

Tier 3 is our IEP and 504 students who have a case manager who checks in on our students. The case manager's job is to ensure the student is keeping up with their classes and receiving proper scaffolds within the classroom to best help them be successful. Our student's on an IEP have their services evaluated with parent support each year. The parents are a vital part of the IEP/504 team because they know the student best and they can help our staff to connect to their student.

Paraprofessional Support	Paraprofessional Support Schedule
Paraprofessionals are committed to the growth of our students and we have 2 different groups of paraprofessionals. One group is devoted to our moderate/severe students within our ALPS program. They are divided into one on support and group support. The second group is our mild moderate paraprofessionals. They work closely with our self-contained (special day class) teachers.	
The moderate/severe one on one paraprofessionals walk with our students and take them to each class and assist them with their learning, note taking, and daily living skills with navigating the campus. The second group of paras move from classroom to classroom assisting specific students in each class. They are given a list of students who they are responsible for and will need to support them in all activities such as attendance (in class on time), behavior, work completion, and social skills. The list of students they are given can support themselves through the day but need reminders or incentives past what our general education teachers can do alone.	
Our mild/moderate paraprofessionals are teamed with our special day teachers to best serve a class and curriculum that is broken down with clear instruction, chunked work, and help that is readily available. Within our special day class we have the ability to train our paraprofessionals to work with our teachers and support them as if they are co-teachers. With this model it serves the dual purpose of supporting the lead teacher with a paraprofessional that knows the curriculum and support the students with a second adult in the room that can explain the work being assigned and continue to teach it to the class if the lead teacher is working one on one with a student or group of students.	
Bilingual Instructional Aids (BIAs)	BIA Support Schedule
Similar to the Paraprofessionals, there are 4 full-time BIA and 2 Interact-Act Fellows through university partners that provide in class language supports for newcomer ELD students. BIAs work primarily in math, science, and History/Social Science classes to ensure that students have equitable access to the curriculum without language as a barrier. BIAs also work with students who scored a 3 on the ELPAC to develop in all 4 language domains and improve their chances of scoring a 4 and redesignating this year.	

Upward Bound The Upward Bound Programs at California State University, Fresno serve low-income, first-generation college bound high school students who have the potential to succeed in college, but whose high school grades and test scores do not reflect that potential. Funded by the United States Department of Education, Upward Bound provides opportunities and assistance to students in developing academic skills and motivational support through teaching and counseling. The goal of Upward Bound is to increase high school graduation rates and participants enrollment in and graduation from institutions of postsecondary education.	Upward Bound (3.2)
UC Talent Search The TRIO Talent Search Program is a program from UC Merced that provides academic, career, and financial counseling to students and encourages them to graduate high school and pursue a college education.	UC Talent Search - TRIO
Survey Data/Climate and Culture As a school, we place value on the connections we make with our students. Two to three times a year we administer the Developmental Relationship Survey to freshmen to ensure they are able to make a connection on campus and ask them if they know who they can go to for support and who is there to help them. In addition, we administer the Climate and Culture survey which our Climate and Culture team reviews. This team includes our leadership class who develop the different lunch activities to help the students to bond over fun and engaging lunch activities, rallies, and different campus events.	Survey Data (3.3) ● Climate and Culture ● Developmental Relationships
Ujima The concept of servant leadership is a philosophy and set of practices that enriches the lives of individuals, and ultimately creates a more just and caring world. Ujima, uses this philosophy and incorporates the rich and empowering history of African and African American contributors, to promote personal healing, self and cultural awareness, and a community building mindset. The goals of Ujima are: 1. To ensure student success, reduce the number of suspensions by incorporating restorative practices to teach students to channel their emotions in ways that are effective. 2. To provide opportunities for students to use their	Ujima (3.2) Ujima Safe Space Cohort (3.5) (Since WASC won't have access to this, could you provide a screenshot?)

critical thinking skills to solve real community problems. Students are empowered by the knowledge of their history, shaping their identity to be viable leaders.	
E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being **SPSA** Annually, within our SPSA, we reflect on and determine site revisions to the following areas: ● Student performance on local and state assessments ● Student D/F rate and Graduation Completion rate ● English Learner performance and supports (see heading below) ● Enhanced supports for low-performing students ● CTE and Linked Learning Pathways ● AP Placement and supports ● College and Career Readiness ● Student Participation in Clubs and Events ● Attendance and Suspension rates ● Climate and Culture Surveys **English Language Learners** We consistently use data to evaluate the effectiveness of our student support systems. For example, after we review our ELPAC data displaying how students are performing on their English Language Proficiency Assessment, we adjust our supports to better serve this population of students. We identify students on the cusp of Redesignation and have BIAs summon these students to conduct personalized interventions during our built-in Homeroom time. **Special Education** We reevaluate the effectiveness of our supports for students on IEPs during their regular IEP meetings and adjust support and accommodations across content areas as needed. **Developmental Relationships and Climate & Culture Surveys** We also evaluate our SEL supports (both within Homeroom as well as throughout the school day) two to three times a year in the Developmental Relationships Survey. This survey is administered to all Freshmen, the data from which our Breakthrough Success Community analyzes how well our staff challenges growth, provides support, expands possibilities, expresses care and shares power with students.	SPSA (School Plan for Student Achievement) ELPAC Support for EL Students Sample personalized learning plan and behavior support plan Survey Data (3.3) ● Climate and Culture ● Developmental Relationships

Our Climate and Culture team uses 9th - 12th grade student responses on the Climate and Culture survey to evaluate the effectiveness of our supports. In addition, this survey is completed by Staff and Community Members which informs our next steps on how to best make our school a safe and supportive community. The Climate and Culture team, including students and Administration use the data collected from the survey to identify supports, and next steps for promoting a healthy, safe, and inclusive climate on campus.	
E3.4. Co-Curricular Activities Roosevelt High School provides co-curricular activities for students to take part in, to increase student engagement, and to supplement student learning and academic performance. **Clubs, Organizations, and Activities** RHS provides our students with a wide array of clubs, organizations and sports. When students show interest in a club that does not already exists, they have the opportunity to start one by first finding an RHS staff member that is willing to be their club sponsor, constructing a constitution for the club, and submitting all necessary paperwork (found in the Student Activities Handbook, to ASB for final approval. RHS currently has 23 approved Clubs and Organizations which are advertised at the top of each semester during Club Rush where they have the opportunity to explore each organization. **Athletics Program** The Athletics Program consists of seasonal sports throughout the school year and provides the opportunity for students to engage and participate in athletic events and activities. Athletic programs host fundraisers, sport/competitive events, as well as community events for our youth and Roosevelt members. The RHS Athletic Program consists of 3 seasons of sports: Fall, Winter, and Spring. ● The Fall sports that are offered are Comp Cheer/Traditional, Cross Country, Football, Golf (Girls), Tennis (Girls), Volleyball (Girls), and Water Polo (Boys and Girls). ● The Winter sports that are offered are Basketball (Boys and Girls), Soccer (Boys and Girls), and Wrestling. ● The Spring sports that are offered are Badminton, Baseball, Cheer & Stunt/Comp, Golf (Boys), Lacrosse, Softball, Swimming, Tennis (Boys), Track and Field, and Volleyball (Boys).	List of clubs available RHS monthly activity calendar Club Rush and Club Events Athletics Weekly Athletic Calendar Homeless Awareness Basketball Tournament

Student athletes are grouped in their RST/Homeroom classrooms with their athletic teammates and coaches which support the academic progression and social connections made with one another.	
After School Program	
"The Velt" After School Program offers daily academic and enrichment activities Monday through Friday for students from 2:30 p.m. until 6:00 p.m. Academic activities consist of Tutorial, English/World Languages and Social Studies, ELD Support, and Sports Tutorial. Enrichment activities consist of Games & More, Bass Fishing Club, Anime, Club, Paint Night, and more. There are also physical fitness activities such as B-Boy Dance, Fitness Class, and Weight Lifting.	The Velt After School Program
RHS Pep & Cheer Program	
The Pep & Cheer Program is a year-long co-curricular activity that promotes leadership, self-development, sportsmanship, athleticism, and student engagement. The Pep & Cheer program's goal is to provide numerous opportunities for our students to engage in school activities, participate in community service events, and strive for high academic goals. The purpose of the program is to create school spirit, loyalty, teamwork, and leadership, as well as promote interest in school activities and cheer at school events. Students also develop responsibility, self-respect, honest effort, the strive for greatness, and character. These student athletes participate under the USA Cheer Safety Guidelines, as well as the Roosevelt High School Athletic guidelines.	Pep & Cheer Pep & Cheer 22-23 Yearly Calendar Pep & Cheer Student Check In Form Pep & Cheer Behavior Check Form Pep & Cheer Quarterly Grade Check Form
The Pep & Cheer program offers different levels of teams for 9 through 12 grade students: JV Sideline Cheer, Varsity Sideline Cheer, Traditional Competitive Cheer, and STUNT Competitive Cheer. Students are encouraged to participate in both sideline and competition teams to practice consistent strength conditioning and teamwork skills. Students achieve the opportunity to travel, compete, and represent Roosevelt High School at both athletic and community service events. The program focuses on team bonding, socializing skills, and sportsmanship growth. The program consists of grade checks, behavior checks, as well as student check-ins with the goal of enhancing student support and achievement.	
This program has continued to thrive and grow with the support of our administration, parents, and coaches. The student athletes are engaged with the new skills that are taught and the experiences that occur throughout this program during after school practices, athletic events, and community service	

events.	
Roosevelt School of the Arts	
Roosevelt School of the Arts (RSA) provides the opportunity for students to train in performing, visual, and media arts. There are 5 main areas of the arts: Vocal Music, Instrumental Music, Dance, Drama, and Advanced Placement. 9 through 12 grade students are eligible to apply and participate in the RSA program.	[Roosevelt School of the Arts](#)
The RSA program puts on over 45 shows a year. These include 10 theatrical productions (a play in the fall and a musical in the spring), two Folklorico shows in the fall, and two in the spring, Studio D (advanced dance) adjudication and concert, dance concert in the spring, as well as band concerts, orchestra concerts, choir concerts, PA Night (advanced choir program), two fashion shows, and several visual arts gallery nights.	[Volunteer information](#) [Work permit applications](#)
Volunteer Opportunities	
Giving back is a focus for many seniors who often volunteer for a variety of causes. As part of their government class all seniors donate at least 10 hours toward community service causes which are signed off on by supervisors and also include a written reflection. Examples would include the recent Greek Festival, performances at senior living communities, neighborhood clean-ups, trunk-or-treat, easter egg hunts, etc.	
Work Permits	
Most students will apply for work permits at age 16. There are limits on the amount of hours they can work legally. Most students work part time during the week and more hours on weekends.	
E3.5. Student Voice There are opportunities at Roosevelt High School that encourage student voice in order to increase student engagement and empowerment. Students participate in student councils where sharing suggestions, ideas, and opinions occur between a group of students who may represent the student body.	[Men's and Women's Alliance](#) (3.5) Student Voice: [English II LGBTQ PSA](#) *(Student: Trinity Fletcher)* [Student Voice: Ujima](#) (3.5)
Men's and Women's Alliance The Men's and Women's Alliance classes are designed to help students develop personal responsibility, self-respect, and social skills to improve themselves academically. The focus of these classes is to encourage our students to develop leadership skills, team-building skills, and to participate in a	

community service project by the end of the school year.

Ujima and Ujima Safe Space Cohort

African American students at Roosevelt have unique opportunities to voice their feelings and concerns.

- They have the opportunity to join a district-wide program called *Ujima Student Leadership Academy*. Through this program, they attend workshops and field trips where they learn about their history, and the important role they play in their community. One of the objectives of Ujima is to raise competent and engaged leaders and community members who know how to use their voice to promote positive change. A common feature of the workshops are writing prompts and activities where students are afforded the opportunity to share concerns and areas where they need support (see student writing samples linked above, in the right column)
- African American students at Roosevelt also have the opportunity to participate in a special "Ujima Safe Space Cohort." Students who are part of this cohort are paired with specially designated teachers during Homeroom and RST periods. There, students receive culturally relevant supports and participate in culturally relevant activities (examples include access to specially curated classroom libraries populated by the work of Black authors; gardening and mentor programs facilitated by the African American Farmers Association of California). This provides a safe space for this student demographic to voice their concerns, and know that their concerns are being heard and honored. Ujima Safe Space Cohort teachers coordinate their efforts through a special Google Classroom site (see screenshot linked)

House of Representatives

In the past, we have had House of Reps during 3rd Period class and that was our control period. This was prior to Distance Learning. Last year we tried to run House of Reps through our Home Room classes, but that did not work out due to the fact that the students could not return to class and present information right away. We tried moving House of Reps to 3rd period again and each 3rd period class had to choose two responsible students that could listen, take detailed notes and take that information back to share with their 3rd period class. These students were sent to the auditorium on the last

Ujima student writing samples

Ujima "Safe Space" during Homeroom

Thursday of each month. They were instructed to head to the auditorium via the All-Call PA System. The students returned to their 3rd period class right after the meeting was adjourned so that they could present their information to their peers. We made sure that we had the correct names and ID Numbers to the Atlas Engagement Tool. Students bring their ID card to meetings to log participation as ASB Senators.

We wanted many of our students to have the opportunity to get involved in school activities, so we did ask that if a student in the 3rd period class was either in Leadership, ASB or Link Crew, that they did not get elected for this position, as they were already aware of what was going on at RHS. Those students already involved, instead could help clarify items when the Reps needed help.

For this year (present time), we are working on bringing House of Reps back to the Homeroom (HR) classes as a control period, but in a more structured way. Each HR Class will have two student representatives that are responsible for contacting either our Campus Culture Director or any of our ASB Student Officers if their HR Class has a question or concern. These two representatives would be responsible for making sure that they review the ASB Activities Calendar and House of Reps Agenda for the upcoming month. Once the reps review it with their HR class, they will ask for student voice, whether they have a question about a current or past event and how we can better the event to better suit our student body and Roosevelt Community. It will serve as an Open Forum for Student Voice. Students can bring any agenda item or concern to the table for ASB to add to the following ASB meeting. After presenting the student feedback to ASB, we will make sure to send all HR Classes the feedback and meeting responses from the ASB meeting so that the student representatives can communicate that information to their designated HR classes. We are excited to start implementing this new process and we will make any changes needed so that the House of Representative meetings run smoothly each last week of each month.

Surveys

Developmental Relationships Survey: Freshmen complete a survey in the Fall that gives them the opportunity to express how connected they feel to adults on campus, and provide suggestions for how they might be better supported.

Climate and Culture Surveys: All students complete a Climate and Culture survey in the Spring, which asks them to rate

things like how connected they feel to their school, adults on campus, and other students.

Associated Student Body (ASB):

The Associated Student Body of Roosevelt High School is composed of student officers that are the voice of our school.

(1) ASB President, (2) ASB Vice-President, (3) ASB Secretary, (4) ASB Treasurer, (5) ASB Commissioners of: Athletics for Boys; Athletics for Girls; Activities (3 Positions); Link Crew; Rallies (3 Positions); and Roosevelt School of the Arts. This group meets weekly and focuses on voicing student concerns as well as approving events, fund-raising, and/or approving entities on our campus.

Community Service: All graduating seniors are required to perform a minimum of 10 hours of community service prior to graduation. This provides students with the opportunity to seek out community service opportunities, coordinate that service, and serve the needs of their community.

Class Officers & Advisors:

Each of the four classes has a set of officers that focus on planning events and activities for their designated class. They are also the voice for their Student Body Class and bring any student voiced needs, ideas, and opinions to the table during the "Open Forum" section of our weekly ASB Meetings. Each Class holds five officer positions: (1) Class President, (2) Class Vice-President, (3) Class Secretary, (4) Class Treasurer, (5) Class School Site Council Representative/Historian

    A. Senior Class

    B. Junior Class

    C. Sophomore Class

    D. Freshman Class

Fresno Unified School District Student Advisory Board (SAB):

The SAB group is composed of 3 representatives from each of our 7 comprehensive high schools, 3 continuation high Schools, and 3 specialty high schools that come together every other Tuesday to discuss School Board agenda material as well as student voice, concerns, projects, and events for our district as a whole. The group is led by our District Campus Culture Manager and co-led by the 13 high school Campus Culture Directors.

State Seal of Civic Engagement	
Junior and senior students at Roosevelt, supported by their Social Science teachers, are working towards earning the recently established California State Seal of Civic Engagement. In order to receive the seal, students have to identify and study a problem in their community, and propose policies to address the problem. This promotes student engagement with the community and members of the community; a deeper understanding of the needs and challenges facing our community; an opportunity for students to develop their stance on the problem; and a platform for students to exercise their voice in bringing awareness and change to the problem.	

Synthesize Strengths and Growth Needs

Summary E1 Prompt

- Parents at Roosevelt have multiple opportunities to engage with teachers and staff. Numerous parent organizations and events occur to gather feedback and educate parents on resources to best support their student(s).

Summary E2 Prompt

- Roosevelt clearly communicates safety policies and procedures to staff and students in addition to school behavior expectations.
- Roosevelt provides multiple supports to encourage all students to do their best, including Ujima, GATE and AP, Pathways and CART. We build in multiple opportunities for SEL support throughout the school day including Homeroom/RST, our commitment to being a Restorative Practices School and our Re-Engagement Center.
- Restorative Practice provides positive space and support for students and staff to repair relationships inside and outside the classroom through formal and informal group mediations, as well as one on ones and reentry from suspension. The goal is to repair the relationship back to where it was originally with tools to process the harm and how to move forward in a positive direction. Supports include group counseling, one on ones, mediation and reentry from suspension.

Summary E3 Prompt

- In addition to the many scaffolds and strategies implemented on a district level, Roosevelt has also developed the following: a four-day-per-week class period that is jointly used as an opportunity for students to get one-on-one assistance from teachers on topics they are struggling with, as well as a homeroom for social-emotional learning/connection building; a student planner with the calendar and useful information; and weekly athletic and RSA conduct/grade check mechanisms.
- Roosevelt has intentionally established a Homeroom Cohort that provides curriculum that is culturally relevant and provides opportunities to apply leadership skills empower themselves as individuals.
- Roosevelt school leadership and staff routinely assess the effectiveness of EL Supports, SpEd supports, and the strength of our SEL system, and refine these supports in order to best improve student outcomes.
- Roosevelt provides many different opportunities for students to take part in extracurricular activities and programs in order to enhance their engagement, socialization, and active participation. With the experiences gained from these opportunities, students are able to learn and take away skills that they could incorporate into their academic, social, and personal lives.
- Students at Roosevelt are provided an opportunity to develop and exercise voice through programs like Men's and Women's Alliance, Ujima Safe Space Cohort, Ujima Student Leadership Academy, House of Reps, ASB, Surveys, FUSD Student Advisory Board, and the State Seal of Civic Engagement

Areas of Strength

Overall Strengths:

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*****

1. We utilize multiple modes of communication to parents, including apps, social media, and personal phone calls from staff, and mailers providing translation in Spanish & Hmong.
2. We provide multiple opportunities and options for students to become involved with athletics, arts, and clubs, and grade-checks encourage students to excel in academics as well as their interests.
3. We provide many options for students to recover credits within the school day and outside of the school day.
4. UJIMA and A4 target at-risk African American youth who need support and encouragement to maintain academic success and community involvement.

Areas of Growth

Overall areas for growth:

1. We need more opportunities for credit recovery to be provided in the students' primary language.
2. We need fully stocked computer carts on campus to ensure equitable access to a working device for classroom use and assessments.
3. Getting more parents involved in by infusing community resources into events such as Back to School Night and/or Open House.
4. We could do more to document the effectiveness of Homeroom supports and how this moves students to perform better academically and emotionally.
5. Students need a platform to advocate for change both for themselves and the campus at large.

Chapter IV: Summary from Analysis of Identified Major Student Learning Needs

Based on the preliminary discussions around student needs and the efforts of our focus groups, the following are what we have identified as our critical areas of follow up over the next several years.

1. **Restorative Practices and Social Emotional Learning**
    Supporting students through Restorative Practices strategies in classrooms is an ongoing need. As a site, Roosevelt needs to remain committed to learning, growing, and responding with Restorative Practice strategies in order to support students with school connectedness and reduce suspension and expulsion rates, as well. As a result of the impact of COVID and distance learning, we also need to provide ongoing explicit instruction for students focused on SEL opportunities that help students build skills and dispositions that are grounded in our Schoolwide Learner Outcomes (SLOs) and necessary for success at school and beyond.

2. **Data Driven PLCs**
    We are committed to continuing to build the capacity of our teachers through collaborative PLC time with data-driven decision making to improve quality first instruction and reduce the need for credit recovery.

3. **Equitable Grading Practices**
    To support equity for students, ongoing discussion needs to continue in order to establish department and/or school wide grading practices and consistent policies and expectations.

4. **Aligned Teaching Practices**
    In order to support students in accessing curriculum across various content areas, greater alignment in common teaching practices will provide greater consistency for students in classrooms and more opportunity for inter-departmental collaboration on literacy and student support. Examine and implement structures and practices that ensure increased urgency with the use of allotted instructional time.

5. **Student Voice and Engagement**
    Explore opportunities to ensure student voice is included during decision-making processes and feedback loops are used to encourage student perspective and advocacy regarding campus policies and culture. As a site, work to capture the heart of students through community building in order to increase attendance, engagement, and academic performance.

6. **Ongoing Evaluation of Programs**
    To ensure high quality instruction for every student and proper allocation of resources, we will develop a process to collect, disaggregate, analyze, and report student performance and growth in specialty programs such as Pathways and/or RSA both with regard to the program itself and the impact of overall learning as being a part of the program. We will develop a process to evaluate each program to determine effectiveness toward meeting schoolwide learner outcomes and the vision of the program.

Restorative Practices and Social Emotional Learning

Preliminary Action Steps
- Continue staff professional learning in restorative practices, conversations, and questions.
- Create a system for teachers and students to restore relationships before returning to class when they are sent out.
- Create a system to measure effectiveness of restorative practices implemented and impact upon students.
- Teach executive functioning (study skills, habits of mind, etc…) to meet classroom expectations and improve academic performance.
- Provide explicit opportunities for students to make connections between the content learning and the SLOs.
- Digital citizenship lessons will be embedded into each content area.

Data-Driven PLCs

Preliminary Action Steps
- Vertically aligned assessment model within each content area and on pacing calendars to include CFAs, RBAs, IABs, and final exams.
- Reteaching, intervention, and enrichment built into PLC discussion and data analysis.
- All RBA data will be analyzed in PLC to adjust instruction and inform reteaching/enrichment.
- Teachers will share pedagogies and best practices based on RBA findings.
- RBA data will be stored with ILT.
- Review and revise RBAs as needed to ensure assessment validity and reliability.
- Explore opportunities to have cross-curricular collaboration in support of students.

Equitable Grading Practices

Preliminary Action Steps
- Create site-wide "tight" policies for grading practices.
- Departments and PLCs create "tight" regarding grading system and scale used, assignments to be graded etc…
- Discuss PLC level consistency in grading practices, make up work, missing work, etc…
- Discuss how to align grading practices with RBAs, CFAs, IABs, etc…
- Continue with professional learning regarding equitable grading practices.
- Incorporate more frequent grade checks to build student ownership and support accountability of entering/updating grades.

Aligned Teaching Practices and Strategies

Preliminary Action Steps
- As a staff, collectively agree to a set of strategies that will be used in every content area every day.
- Instructional Coach and site admin will create a list of strategies for staff to review and select for site-wide implementation.
- PLCs will review quantitative and qualitative data, including observational feedback to refine strategy implementation.
- Embed SLOs into lesson design and connect to learning outcomes.
- Ensure objectives, success criteria, and expectations are clearly communicated and/or posted and connected to SLOs.
- Discuss interdepartmental PLCs to review how literacy/SLOs overlap.
- Develop strategies that align to and support bell-to-bell use of instructional minutes; and examine issues of urgency on campus.
- Analyze the master schedule to build more opportunities for teacher collaboration in departments and/or PLC.
- Implement a system for teachers to share best practices, and provide/solicit peer feedback.
- Create a system to elicit student feedback regarding instructional strategies and design.

Student Voice and Engagement

Preliminary Action Steps
- Conduct student interviews to determine what voice/avenue students want/need on campus.
- Schedule regular circle groups in Homerooms where a school-wide focus is presented for student feedback.
- Create additional opportunities for students to provide feedback and ideas such as the Principal Advisory Committee and House of Representatives and ensure that students from diverse backgrounds are represented.
- Continue with a focus on building and maintaining a strong relationship with students and providing options and voice in the classroom.
- Continue to provide opportunities beyond the classroom to engage in clubs, civic engagement, etc…
- Examine school culture from the student lens, solicit their feedback, and discuss ways to continue to meet the needs of our students.

Ongoing Evaluation of Programs

Preliminary Action Steps
- Evaluate rigor of the program and courses within the program.
- Evaluate expected outcomes for students as a result of participation in the program.
- Post-secondary connections such as work-based learning opportunities and adjudication.
- Providing ongoing feedback to students and families specific to the program and schoolwide learner outcomes.
- Solicit ongoing feedback from students and families about the effectiveness of the program.
- Process for reporting data to stakeholders.

<u>Chapter V: Schoolwide Action Plan/SPSA</u>

Link to 2022-2023 Roosevelt High School SPSA

Link to FUSD Local Control Accountability Plan (LCAP)

The Roosevelt High School SPSA is revised annually by multiple stakeholders represented in the School Site Council including teachers, classified staff, school administrators, parents, and students. Fresno Unified School District provides all sites with a comprehensive SPSA template that addresses all district goals. The annual cycle of review and revision for the Roosevelt SPSA is done in 4 steps:

1. Form SSC and elect officers (September/October)
   a. Elect officers and complete training
   b. Appoint chairperson and form committees
   c. Review and revise SSC bylaws
   d. Review and revise parent involvement policy and compact
2. Review previous year data for progress (November/December)
   a. Review student achievement and related data
   b. Review current SPSA implementation and timelines
   c. Approve any SPSA revisions
   d. Review school safety plan
   e. Review and revise dress code
3. Stakeholder input, feedback, and SPSA draft
   a. Review latest needs assessment
   b. Establish SPSA writing team and timelines
   c. Discuss proposed SPSA revisions
   d. Review budget priorities
   e. Feedback shared
4. SPSA revision and approval
   a. Document ELAC input
   b. Approve SPSA and budget for next school year
   c. Review proposed SPSA and budget for next year
   d. Secure required signatures for SPSA

The SPSA is aligned with the District LCAP (linked above) as it is reviewed annually by the School Site Council. This process allows for continuous monitoring of the school's progress to the LCAP goals while ensuring that SPSA revisions for the following school year are aligned with the goals of the district. The District LCAP Committee also includes staff, student and parent stakeholders from RHS who are also members of SCC. The SPSA also incorporates the WASC recommendations from the previous self-study and visiting committee report.

Proposed revisions to the SPSA

Goal 1: **Improve academic performances at challenging levels.**
Rationale: Data indicates that students are performing below grade level and failing courses.
Growth Targets:
1. iReady ELA Diagnostic - percentage of students on/above   20%
2. iReady Math Diagnostic - percentage of students on/above   6%
3. Passed all Semester 1 courses with C grade or better   35%

Schoolwide Learner Outcomes Addressed: Productive and Resilient Problem Solver, Self Directed and Adaptable Learner
Critical Areas of Follow Up Addressed: Data-Driven PLCs, Aligned Teaching Practices, Student Voice and Engagement, Equitable Grading Practices, Ongoing Evaluation of Programs
Impact on Student Learning: Using common teaching strategies to engage students at grade level in the content and routinely evaluating data and student work will support every learner on campus to perform at challenging levels.

Monitor Progress Tools:	Report Progress:
- Semi-annual RBA data - CFA data - PLC meeting notes - Additional curriculum embedded assessments	- Semi-annual data analysis of RBA - Ongoing analysis of CFA data - Semester reporting of grades - Annual SBAC results and disaggregated data analysis

Action Items	Responsibility	Resources	Timeline	Assessment
Successful completion of Literacy and mathematics coursework Student learning will be demonstrated through successful completion of literacy and mathematics coursework, resulting in a reduction in the D/Frate in those courses and an increase in the number of students scoring "meets or exceeds standards" on the CAASPP. Additionally, students will show improved performance on site-level formative and interim assessments, as well as benchmark assessments.	All RHS staff	After School Program Credit Recovery A4 Support Saturday Academy	Ongoing Weekly PLC Semi-annual RBA, ongoing CFA data	CFA/RBA Graduation rates EL redesignation rates CAASPP data PLC data analysis and evidence of reteaching

A-G offerings and completion 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-GCompetitive 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.	Admin Instructional Coach ILT PLC	After School Program Credit Recovery A4 Support Saturday Academy	Ongoing Weekly PLC	Student grade monitoring D/F reports Evidence of common teaching practices Students in class bell-to-bell Evaluate rigor of the program and courses within the program
EL Redesignation Focus on fully supporting English Learners in their language acquisition process, through effective instructional practices, and close monitoring of redesignation data and growth in language acquisition. Ensure the enhancement of teachers' understanding, implementation and planning of Integrated and Designated ELDin all content areas to support learning and language acquisition for all English Learner students.	Classroom teachers Admin	Instructional materials BIAs ELD instruction Teachers trained in supporting EL students Incentives for redesignation ELPAC assessors	Ongoing Quarterly progress reports	D/F reports CFA/RBA data CAASPP and SAT scores ELPAC progress Evidence of common teaching practices Students in class and engaged bell-to-bell

Goal 2: Expand student centered and real-world learning experiences.
Rationale: Data indicates that students would benefit from real-world learning that is student centered, including increased A-G completion and College and Career Indicators.
Growth Targets:
1. CCI - percentage of students who are prepared   20%
2. Fall Climate & Culture survey - percent favorable in student-centered domain   74.55%
3. Graduation Rate   88.87%

Schoolwide Learner Outcomes Addressed: Proactive and Respectful Community Participant, Responsible and Resourceful Digital User, Skilled Communicator and Collaborator
Critical Areas of Follow Up Addressed: Restorative Practices and Social Emotional Learning, Student Voice and Engagement, Data-Driven PLCs, Ongoing Evaluation of Programs
Impact on Student Learning: Providing avenues for student voice and making changes on campus as a result of their voice will positively benefit student centered learning.

Monitor Progress Tools:	**Progress Report**:
- Fall Climate and Culture survey - Spring Climate and Culture survey 9th Grade Developmental Relationships survey - PLC notes and agendas	- Disaggregated data analysis following each survey window - Quarterly PLC data analysis reports

Action Items	Responsibility	Resources	Timeline	Assessment
Revised Schoolwide Learner Outcomes Students will demonstrate knowledge of the School-wide LearnerOutcomes and practice of lifelong skills, including. The School-wide LearnerOutcomes are under review this school year, and will be updated prior to the start of the 22-23 school year.	All RHS staff Students	Men's and Women's Alliance Instructional coach REC teacher Tier 2 Specialist Restorative Practices Professional Learning	Beginning August 2022 Ongoing PL Beginning August 2022, October 2022, February 2022	Enrollment A-G completion AP enrollment Dual Enrollment CTE enrollment Evidence of common

				teaching practices
				Students in class and engaged bell-to-bell
				SEL instruction connected to SLOs
Advanced Placement 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 APcourses and pass the corresponding APexam with a score of 3 or higher. This will require an increase in the number of students who meet the District ELA/Math placement criteria by demonstrating success in prior courses, requiring a focus on effective first instruction, and necessary support models for ELAand Math, as well as the development of a preparation and support plan for current APstudents.	Classroom teachers AP Coordinator	Access to Pre-AP coursework Best first instruction After School Program Summer Bridge for incoming 9th AP coordinator	Ongoing	A-G completion AP enrollment AP courses offered AP pass rate Evaluate rigor of the program and courses within the program Providing ongoing feedback to students and families specific to the program and schoolwide learner outcomes
College and Career Ready Students will have opportunities to be involved in pathways, both Linked Learning (LL) and CTE, that provide students with career exploration and preparation. Students will have opportunities to be involved in the Roosevelt School of the Arts and electives embedded in that program to provide students with career exploration, preparation for the	Counselors Bilingual Home School Liaisons CTE/ Pathway teachers Students (advocacy and feedback groups)	CTE Pathways A4 BIAs Restorative Practices Professional Learning	Ongoing Quarterly progress reports PL Beginning August 2022, October 2022, February 2022	Annual enrollment Course grades Attendance rates Graduation rates Pathway completion

workforce, and exposure to experiences not offered in other academic areas.				Student participation in feedback loops SEL instruction connected to SLOs Evaluate rigor of the program and courses within the program Providing ongoing feedback to students and families specific to the program and schoolwide learner outcomes

Goal 3: Increase student engagement in their school and community.
Rationale: Data indicates that students are chronically absent at increased rates as well as increases in the rate of student out of class suspension.
Growth Targets:
1. Chronic Absenteeism - Semester 1   25%
2. Suspension Rate - Semester 1   6.44%

Schoolwide Learner Outcomes Addressed: Proactive and Respectful Community Participant, Skilled Communicator and Collaborator
Critical Areas of Follow Up Addressed: Restorative Practices and Social Emotional Learning, Student Voice and Engagement
Impact on Student Learning: Providing avenues for student voice and making changes on campus as a result of their voice will positively benefit student centered learning.

Monitor Progress Tools:	**Progress Report:**
● Daily and weekly attendance reports ● Daily and weekly ATLAS entries ● Power BI ● 9th grade Developmental Relationships survey ● Fall Climate and Culture survey	● Attendance in Homeroom period ● Weekly attendance report review - focus on chronic absenteeism ● Disaggregate data from "school belonging" domain of Fall Climate and Culture student survey

Action Items	Responsibility	Resources	Timeline	Assessment
Student involvement Student Leadership classes and clubs will be in place to support student involvement in non-academic school activities. Staff and students will provide opportunities and encouragement for all students to participate in a multitude of Goal 3 activities including clubs, athletics, arts, co-curricular activities, class sponsored and school wide events, and transition from middle to high school as well as transition from high school to college and career.	Campus Culture Director Admin Campus Safety Students (advocacy and feedback groups)	Leadership course offerings BTSC ReEngagement Center Link Crew Teacher release for PL	Ongoing Quarterly progress reports	Student leadership class enrollment Club participation Homeroom involvement Student participation in feedback loops SEL instruction connected to SLOs
SEL Learning and Connection to school	Classroom teachers	Homeroom calendar	Ongoing	Student homeroom

All students will participate in regularly scheduled Homeroom periods to support social emotional learning, growth, and positive connections to school.	Attendance office Bilingual Home School Liaisons	Restorative Practices Professional Learning Updated SLOs	Quarterly progress reports Weekly homeroom lessons	attendance rates Out of class referrals Student participation in feedback loops SEL instruction connected to SLOs
Attendance Students considered chronically absent will be reduced to 12.5% or less, and the overall school attendance rate will improve to 95%.	Attendance office Administration Counselors Bilingual Home School Liaisons Tier 2 Specialist Saturday Academy Lead	Recognition and incentives for attendance Required attendance meetings for chronic absenteeism and truancy Saturday Academy invitations	Ongoing Quarterly progress reports Weekly attendance lists	Attendance records Saturday Academy participation Students in class and engaged bell-to-bell
Discipline Maintain consistent use of restorative practices and ensure the percentage of students who are suspended is less than 5%.	Attendance office Administration Counselors Bilingual Home School Liaisons Tier 2 Specialist	A4 BIAs Behavior Intervention Plans Bilingual Home School Liaisons Restorative Practices Professional Learning	Ongoing Quarterly progress reports Weekly Power BI reports	Suspension rate Out of class referrals ATLAS log entries Power BI reports Student participation in feedback loops SEL instruction connected to SLOs

Goal 4: Increase recruitment and retention of staff reflecting on the diversity of our community.
Rationale: The staff and faculty of the school should be a representation of the students that we serve.
Growth Targets:
1. Fall Climate and Culture Survey - percent favorable in culture domain   79.45%

Schoolwide Learner Outcomes Addressed: Proactive and Respectful Community Participant, Self-Directed and Adaptable Learner
Critical Areas of Follow Up Addressed: Restorative Practices and Social Emotional Learning, Data Driven PLCs, Aligned Teaching Practices, Equitable Grading
Impact on Student Learning: Students learn best from a variety of perspectives, and providing appropriate support to retain diverse staff will positively impact students both from perspectives and retention of highly qualified teachers.

Monitor Progress Tools:	Progress Report:
- Attendance sheets at staff PL and Buyback days - PLC meetings notes - RBA results - ILT notes - Hours spent with PLUS supports or Instructional Coach - Homeroom attendance	Quarterly RBA data analysis

Action Items	Responsibility	Resources	Timeline	Assessment
Continue work in Professional Learning Communities Continue to use data to drive PLCs, instructional decisions and practices that affect student learning. Instructional Leadership Team members facilitate site PLCs and participate in regional ILT meetings to discuss regional goals and implementation through site PLCs. Teachers work in subject area PLCs, focused on building collective teacher efficacy. PLC teams meet to discuss curriculum and student support, focused on school and regional goals, and	ILT members Admin team Teachers PLC members	PL from EL services PL from admin and district office Access to Professional Learning Conferences Restorative Practices Professional Learning	Weekly Ongoing	PLC meeting notes RBA, CFA data analysis Evidence of agreed upon reteaching

develop a plan of action to address an agreed-upon problem of practice.		Equitable grading book study and PL Updated SLOs		
Opportunities for staff learning both onsite and offsite Continue providing staff professional learning through utilization of time during BuybackDays and Staff PL Meetings, focused on district and site-level goals. Provide opportunities for teachers to attend off-site learning conferences, so they can continue to seek out and participate in professional development focused on the improved academic environment of the students.	Department chairs ILT Administration	Funding for tech programs (NearPod, GimKit, EdPuzzle, Padlet, TurnItIn, etc…) Access to instructional coach Funding for PL opportunities Restorative Practices Professional Learning Equitable grading book study and PL	Ongoing PL Beginning August 2022, October 2022, February 2022	Staff attendance at Buyback Staff attendance during staff PL Staff attendance at Restorative Practices professional learning sessions
Ensure appropriate support for teacher success Ensure teachers have adequate supplies for learning, including technology, and technology programs (such as Nearpod, Padlet, TurnItIn, etc), to support student engagement and learning. On site Instructional Coach will provide ongoing support to new teachers, newer teachers completing	Administration PLUS teachers Instructional Coach PLC	Funding for tech programs (NearPod, GimKit, EdPuzzle, Padlet, TurnItIn, etc…) Access to instructional coach	Ongoing PL Beginning August 2022, October 2022, February 2022	Staff attendance at Buyback Staff attendance during staff PL Staff attendance at Restorative Practices professional learning

the induction process, as well as any teachers who request assistance. PLUS Teachers support with success in our 9 grade and Special Education SDCclassrooms. Continue to provide more guidance for teachers with regards to restorative practices.		Funding for PL opportunities Restorative Practices Professional Learning Equitable grading book study and PL		sessions PLC data analysis and collaborative discussions
Encourage teacher/student connections through Homeroom Utilize a built-in homeroom period, focused on providing time for teachers and students to build positive connections outside of class time and content.Homeroom is also a focus for helping students develop in the SEL competencies. Continue implementing a build-in Rider Success Time period, to allow for teachers to connect with students and allow additional time for students to experience success with their work for classes.	Teachers Administration Attendance office SEL team	Funding for tech programs (NearPod, GimKit, EdPuzzle, Padlet, TurnItIn, etc…) Access to instructional coach Funding for PL opportunities	Ongoing Quarterly progress reports	Staff attendance at Buyback Staff attendance during staff PL

Goal 5: Increase inclusive opportunities for families to engage in their students' education.
Rationale:
Growth Targets:
1. Fall Climate and Culture Survey - percent favorable in family engagement domain   88.44%

Schoolwide Learner Outcomes Addressed: Proactive and Respectful Community Participant
Critical Areas of Follow Up Addressed: Student Voice and Engagement, Ongoing Evaluation of Programs
Impact on Student Learning: Families are an important support structure for student academic success. Reviewing and encouraging opportunities for families to be more involved will ensure a comprehensive support structure for student academic success.

Monitor Progress Tools:	**Progress Report**:
● Home School Liaison call and home visit logs ● Back to School Night and Open House sign in sheets ● Parent information night sign in sheets ● Parent participation in parent groups such as SSC, ELAC, FRSA, etc…	● Disaggregated data analysis from Fall Climate and Culture parent survey in "family engagement" domain

Action Items	Responsibility	Resources	Timeline	Assessment
Ensure consistent communication to families in 3 languages Parents will receive consistent communication from the school regarding information about their child's learning, as well as opportunities to be connected to the school. Parents will also have opportunities to communicate with the school, regarding questions, concerns, or feedback, ensuring two-way communication both in-person and through phone, email, Peachjar, and school online accounts.	Home School Liaisons Administration Academic Counselors Support Staff	Funding for 3 Bilingual Home School Liaisons	Ongoing Quarterly And progress reports	Home school liaison logs IEP translations Event attendance logs Phone call logs Home visit logs
Provide opportunities for parents to connect with school	Home School Liaisons	Parents are provided translation and	Ongoing	Parenting Classes

Under the guidance of our Parent Involvement Policy, parents will have opportunities to participate events that connect them to the school and provide information to support the success of their child. These include opportunities to participate in shared decision-making, such as SSCand ELAC, and also specific events to connect them to the school, such as Back to School Night andOpen House.	Administration Academic Counselors Campus Culture Director Pathway Coordinator RSA Director Support Staff	translation devices (whisperers) for school events. During IEP's, parents are provided translation in their home language	Quarterly And progress reports	Coffee Hour TEAMS Live events Meet andGreets with specific staff/resources on campus Evaluate rigor of the program and courses within the program Providing ongoing feedback to students and families specific to the program and schoolwide learner outcomes
Host parent information and learning sessions Ongoing learning and interactive opportunities will be available for parents, to assist them in supporting the success of their child at school and providing feedback about how the school can better support their child. These would include sessions facilitated through the ParentCenter, ParentUniversity, or school staff, such as counseling and administration.	Home School Liaisons Administration Academic Counselors Support Staff	Funding for 3 bilingual home school liaisons Fund safety assistant Coffee hour meetings	Ongoing Quarterly and progress reports	Parent Center sponsored activities Back To School Night Open House Title I Meeting Night School Site Council Meetings ELAC Meetings Grade Level

				Presentations hosted by the academic counselors FAFSA Night College Application Night Athletic Events PathwayEvents School of the Arts Events
Support a safe campus via a Comprehensive School Safety Plan The school will maintain an updated school safety plan, to ensure that protocol is in place to ensure safety staff are in place for a safe campus and appropriate response to emergency situations.	Climate and Culture Team Administration Students (advocacy and feedback groups)	Home school liaisons will provide translation support. Home School Liaisons will use their rapport with parents to encourage families to attend informational meetings and parent classes.	Fall - October Spring - February and April Fall - August Spring - January	School Climate Survey Responses Meet and Greet Event for families Student participation in feedback loops

Appendices

A. Local Control and Accountability Plan (LCAP)
B. Results of student questionnaire/interviews
C. Results of parent/community questionnaire/interviews
D. Results of classified staff questionnaire/interviews
E. The most recent California Healthy Kids Survey
F. Master schedule
G. Approved AP course list
H. UC A-G approved course list
I. Additional details of school programs: Pathways, Dual Enrollment, AP
J. California School Dashboard performance indicators
K. School accountability report card (SARC)
L. CBEDS school information form
M. Graduation requirements
N. Budgetary information, including school budget