



ROOSEVELT HIGH SCHOOL SELF-STUDY REPORT

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

Fresno Unified School District

March 26, 2017 – March 29, 2017

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2016 Edition**

Fresno Unified School District

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Ruth Quinto	Chief Financial Officer
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Roosevelt High School

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Brooke Archer	RSA Director
Gretchen Saldaña	Head Counselor
Dina Scambray	College and Career Coordinator

WASC Leadership Team

Anne Batard	Vice Principal (Chair)
Gina Jones	SPED Teacher (School Culture)
Jesica Jones	Teacher Librarian (Instruction)
Carlos Ortiz	Science Teacher (Curriculum)
Heather Rhodes	SPED Teacher (Organization)
Debbie Roberts	Social Science Teacher (Assessment)
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Preface

The school's 2016-17 self-study process began upon the departure of the 2013-14 visiting team's recommendations and reading of the team's critical areas for follow up. The school's stakeholders began revising the Single Plan for Student Achievement (SPSA) to incorporate the critical areas left for the school as well as those indicated in our school plan. As a staff, we continued this process twice, each of the following school years.

The school began preparing for the 2016-17 visitation at the beginning of the 2015 school year. To begin the 2016-17 process more fully, administration and the WASC Leadership Team met to review the process, calendar meetings, and outline the products for a full report and shared it with staff in early 2015. At this time, focus groups were formed with an initial task focused on reviewing our school programs in support of English Learners. We then revised our SLOs and mission and vision. All teachers were asked to participate in one of the five focus groups with an administrator in each group as well as one or two selected group leaders.

Beginning in 2016, the WASC Leadership Team was trained in the new self-study manual and prepared to begin the self-study process leading their respective groups through their area of study. The process of writing Chapter IV started during the Spring of 2016 by deconstructing the Self-Study prompts and enrolling in Focus Groups Google Classrooms under the direction of the WASC Leadership Team. During faculty training and meeting days at the beginning of the 2016-17 school year (Buy Back and Institute Days), the WASC Leadership Team and the WASC administrator gave an update on our progress thus far and shared a timeline for completion of the self-study. At the same time, the focus group/home groups continued the work of writing each section of Chapter IV. The lead teachers facilitated the work of the Focus Group members in examining and responding to the prompts and indicators, making sure teachers kept the idea of evaluating the program in mind while always considering the SLOs and the Critical Learning needs. The groups met 21 times during the self-study process and wrote and revised the bulk of each of the areas by the end of the second semester of 2016. From this point, the Self-Study writing committee took the teacher work and made sure all of the prompts and indicators were thoroughly answered, and made sure all stakeholders were represented in the review.

WASC Leadership Team meetings and writing workshops were held bi-weekly throughout the school year (see calendar). They monitored all the revisions from the focus groups in Google Classroom, and communicated regularly with the WASC Administrator who shared the revisions with the Administrative Team who finalized all the revisions and made sure the report was cohesive and aligned. The final version was reviewed by the principal for submission to ACS WASC and the WASC Visiting Committee.

We welcome you as visitors to our school community and are excited to learn from your various perspectives as well as examine suggestions for our future success and continued improvement.



Chapter I

Student/Community Profile and Supporting Data and Findings

GENERAL BACKGROUND AND HISTORY

Community

Fresno Unified School District

The Fresno Unified School District (FUSD) is the 4th-largest school district in California, serving more than 73,000 students. The area is distinguished by its diversity and tradition as one of the nation's largest agricultural regions. The history of FUSD is the story of consolidation over decades of growth. Currently, the district serves more than 73,000 students and operates 64 elementary schools, 15 middle schools, 8 high schools, 4 alternative schools and 3 special education schools. Nearby universities to the school district are Fresno City College, Reedley College, CSU Fresno, National University, University of Phoenix, and Fresno Pacific University.

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, Elizabeth Jonassen Rosas was elected to serve her first term on the FUSD School Board, representing the Roosevelt area. Board Policies and Administrative regulations are in accordance with the California Educational Code and govern the school district, located at 2309 Tulare St. in downtown Fresno. Michael E. Hanson led the district as Superintendent for 12 years until February 1, 2017. Robert Nelson, former Chief of Staff, was selected by the Board to serve as Interim Superintendent until the Board selects a successor.

Community Demographics

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 the state capitol, 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 (the 41 is Yosemite National Park's southern access road and the 99 branches east from Interstate 5 to serve the urban centers of the San Joaquin Valley), 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 2013, Fresno became the largest inland city in California as its population reached 509,000, and was estimated in 2015 around 520,000, making it the fifth-largest city in California, and the 34th-largest in the nation.

Median incomes in Fresno are currently about \$20,000 below the California state level. The average real per capita personal income in 2015 in Fresno was \$19,465 and the average median household income is \$41,531. Currently Fresno has 29.8% of the population living below poverty with 75.2% of the population is a high school graduate or higher and 20% of the population over 25 years of age hold a Bachelor's Degree or higher. Fresno falls behind the

state in all areas and identifiers. Recently Fresno County has been identified as one of the most socio-economically disadvantaged areas in the state of California, and the nation as well.

School/Community Profile

Theodore Roosevelt High School is a comprehensive high school situated in the southeast section of the city of Fresno, California. It was the third high school built to serve the southern portion of the district. The buildings are arranged around campus to support the academic program, including a new 12-classroom Science & Technology building that was completed in 2013 to replace existing bungalow classrooms. Near the heart of the campus is the Rough Rider Stable, a new open, park-style area with one main stage and two smaller side stages.

Construction of the Roosevelt High School Auditorium, which currently seats 2,100 people, began in 1952 and was completed in 1954. When the auditorium was originally built, it was funded with both district and community funds. 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. It also served other FUSD high schools as their performance venue of choice. Roosevelt is home of a performing arts magnet program, Roosevelt School of the Arts, 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, Mariachi, Latin Jazz, Steel Drum, and many more. 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. It remains one of the few auditoriums in the greater Central Valley that can seat over 2,000 people.

The schoolwide network supports the technology available to all administrative areas and teachers' work areas, all classrooms, seven mobile computer labs, four classrooms that are set up in a computer-lab style for consistent use with technology, one computer lab – as well as additional computer access – in the school library. The athletics and PE program is supported by one gymnasium, a wrestling room, weight room, track/soccer field, six tennis courts, outdoor basketball courts, a swimming pool, as well as varsity and practice softball and baseball fields. With funds from a previous bond measure, the Board has approved a new swimming pool complex, with construction set to begin in 2017. 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 poorest 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 or attend college.

Roosevelt continues to have one of the largest Title I programs in the district and is a Community Eligibility Provisional school with 100% of the students on campus qualifying for free and reduced lunch. Because of this status, all students are eligible to receive free breakfast and lunch each day and students can receive fee waivers for AP exams, SAT/ACT, and college application fees. The categorical budget supports parent and community outreach efforts, and is focused on supporting achievement, mastery of standards, tutorials, supplemental books, software and materials, and through professional development activities that revolve around

teacher collaboration to analyze student achievement and to institute effective, common instructional practices, including technology. Extracurricular activities are available to all students at Roosevelt. All students participate as ninth graders in the Link Crew transition program. Beginning in 2010, all high schools in the district including Roosevelt worked on developing a summer bridge program for incoming freshman with a particular focus on students who were identified as being at-risk for not graduating from high school based on grades, attendance, and behavior in the middle school grades. Students have a choice of a variety of extracurricular clubs and over twenty athletic teams to join.

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

Structures implemented to increase personalization in a large comprehensive urban high school include the development of career academies and Linked Learning pathways, a range of ROP and CTE classes, as well as a daily After School Program that provides tutoring and enrichment classes for all students. The special education program at Roosevelt, serving around 250 students (roughly 12% of the student population), includes orthopedically impaired, functional skills, autism inclusion, and a well-articulated mild to moderate and emotionally disturbed (ED) inclusion program.

Roosevelt High School is also home of one of the few Parent and Child Education (PACE) centers in the district. The purpose of the "PACE Lab" is to provide teen parents with a childcare setting for their children, allowing them to continue with their high school education, while simultaneously learning about parenting their own children. In 2015-16, the Roosevelt PACE Center completed a licensing process to become a certified Child Development Center. Licensing allows for students from all high schools in the district to use the services of the Roosevelt PACE Center while they attend school, even if they do not attend Roosevelt.

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

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. In 2014, Fresno Unified Parent University received the prestigious Golden Bell award by the California School Board Association.

School/Business Relationships

Barrios Unidos

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

Community Regional Medical Center (CRMC)

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

Community Media Access Collaborative (CMAC)

Beginning in the 2016-17 school year, Video Production students have worked with CMAC to gain valuable experience in television broadcasting. Students have operated cameras during live events, such as football games, and have had the opportunity to see production from beginning to end.

Fresno Art Hop

Beginning with the 2016-17 school year, Roosevelt High School became an official host location for a city-wide "Art Hop". The RSA Art Hop showcases work of students in art classes, including fashion design, and features live student performances.

Internal Revenue Service (IRS)

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

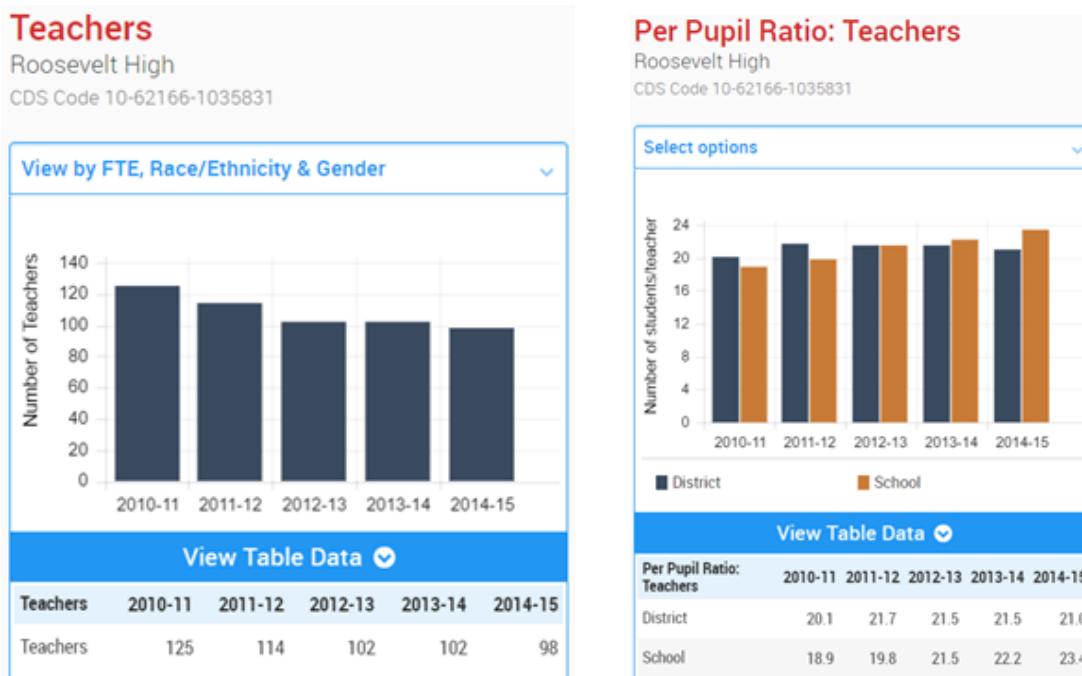
Staff Description

Faculty/Staff Demographics

In 2015-16, students at Roosevelt were served by a certificated teaching staff of 86 general education teachers, 13 special education teachers, 10 part-time RSA consultants, one principal, four vice principals, one manager (RSA Director), one college and career (pathway) coordinator,

one Head Counselor, and six counselors. Included in the certificated teaching staff are a library/media teacher, three PLUS teachers, one instructional coach, one athletic director, one activities director, and one teacher who oversees our Student Re-engagement Center (SRC). Classified support personnel is composed of one confidential employee, five full-time clericals, 12 other full-time classified staff members that includes six campus safety assistants and two Community Liaisons. We also have a school psychologist, a part time language and speech pathologist, and a full time Individual and Small Group Instruction (ISGI) educator, and 12 paraprofessionals who support the Special Education staff. In addition, the following personnel support special student services: a full-time teacher to work with emotionally disturbed (ED) learners; and 7 Regional Occupational Program (ROP) teachers.

During the week prior to the start of the 2015-16 school year, Roosevelt had three teachers accept positions at different schools, and the RSA Director accept a new position in a different city. In addition to these staffing changes, throughout the 2015-16 school year, Roosevelt lost, and had to replace, the RSA Office Assistant, one Vice Principal, and the Head Counselor. For the 2016-17 school year, Roosevelt replaced 11 teachers who left due to retirement, resignation, or voluntary transfer, with either veteran teachers from other schools or school districts, or new teachers to the profession.



As of the 2014-15 school year, the ethnicity breakdown of the certificated staff was 59.2% white, 26.5% Hispanic, 9.2% Asian and 5.1% African-American. Over the three years leading up to the 2014-15 school year, the ethnic makeup of the certificated staff has changed slightly, with an increase in the percentage of Hispanic/Latino, Asian, and African-American teachers on campus.

Roosevelt High School ACS WASC/CDE Self-Study Report

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8	272
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	67.2	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Additional support staff at Roosevelt includes full-time school psychologist, part-time speech/language and hearing specialists, a Hmong community consultant, and increased social-emotional support through Fresno County Mental Health.

Leadership and Staff Changes

Roosevelt High School has had some significant administrative, counseling, and staff changes over the past six years.

- Roosevelt benefitted from consistent leadership in the principal position for six years before the principal moved to a position at the district office after the 2014-2015 school year. The 2015-2016 school year began with a new principal, who had previously been a vice principal at Roosevelt.
- With a team of four vice principals, Roosevelt has had six different vice principal teams in the past six years, with nine different vice principals.
- Roosevelt has one administrator (RSA Director) who oversees the School of the Arts magnet program. Following the retirement of a Director who was in place for over a decade, including during the last self-study, Roosevelt School of the Arts had a new Director in place for one school year, and now has another new Director who is in her second school year at Roosevelt in 2016-17.
- Roosevelt has also had shifts in the academic counseling team, with the 2016-2017 school year marking the first year of the third Head Counselor at the school in the last six years.
- Most recently, the front office has seen new staff hired into the positions of Registrar and Financial Technician, with the retirement in June of 2016 of two staff members who had been at Roosevelt for more than two decades.

These staffing changes occurred in addition to recent economic challenges, including the loss of the school's QEIA funding in the 2011-12 school year.

ACS WASC Accreditation History

FUSD Mission, Vision, and District Goals

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

Fresno Unified School District Core Beliefs

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

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

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

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

Culture: Fresno Unified is a place where:

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

In addition to the Core Beliefs, the FUSD Board developed four district goals that define the path of success for all students:

Fresno Unified School District Goals

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

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

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

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

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

Roosevelt High School Regional Approach

Roosevelt Regional Approach: The Fresno Unified School District 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 together as elementary students are still together for middle and high school. Teams from each school began working together in regional configurations in 2012-13, and that work has continued.

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. For 2016-17, schools in the region committed to a common focus on “re-booting” the PLC process to continue improving the work being done in our Accountable Communities. This meant going back to the basics of forming the purpose of the ACs, developing goals and norms, and spending time learning about the elements that make for effective PLCs. The Roosevelt Regional goals are the combined work of 14 schools in the Roosevelt 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.

As Rough Riders, we accept... we belong... we connect...

2016-17 Roosevelt Regional Goals

SMART Goals using SQII Metrics

- By the end of the 2016-17 school year, the number and percentage of students in the Roosevelt Region scoring Standards Met or Standards Exceeded on the ELA District Interim Assessment will increase by 4%.
- By the end of the 2016-17 school year, the number and percentage of students in the Roosevelt Region scoring Standards Met or Standards Exceeded on the Math District Interim Assessment will increase by 6%.
- By the end of the 2016-17 school year, the number and percentage of English Learner students redesignated in the Roosevelt Region will increase by 2%.

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 Single Plan for Student Achievement, WASC action plan, Board Core Beliefs and Commitments, District Roadmap to Excellence, 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

In the fall of 2013, teachers and administrators used collaboration time to reflect on the Schoolwide Learner Outcomes (formerly ESLRs) and determined that the general concepts represented in the SLOs are still inclusive of the skills and attributes we hope students will attain throughout their four years at Roosevelt High School. This was once again affirmed in 2016.

Just as the Mission and Vision frame the teaching and learning environment, the Schoolwide Learner Outcomes provide students with the keys to becoming career ready graduates.

- 1) An Effective Communicator
 - Receives, interprets, and uses messages from a variety of sources in an effective manner
 - Conveys significant messages, verbally and in writing, to a variety of audiences and for a variety of purposes
 - Reads, writes, speaks, and listens reflectively and critically
 - Uses technology, when appropriate, to facilitate effective communication
- 2) A Complex Thinker
 - Identifies, analyzes, synthesizes, and uses available resources and information
 - Recognizes problems and designs and implements a plan of action
 - Anticipates and assesses complex problems and adapts to changing conditions
 - Considers multiple perspectives
 - Uses logical and effective decision making processes
 - Transfers learned skills to new situations and expresses ideas using different mediums
 - Reflects on his or her own thinking and learning processes
 - Produces meaningful evaluation
 - Uses technology, when appropriate, to facilitate and to express complex thinking
- 3) A Self-Directed Learner
 - Sets goals and reviews progress toward the goals
 - Manages time effectively
 - Establishes and uses quality standards to evaluate his or her own performance
 - Takes risks
 - Seeks to learn technological advances
 - Researches and uses appropriate technology to perform a task
- 4) A Collaborative Worker
 - Interacts and communicates well with members of all genders, all ages, and diverse cultural backgrounds, and those with special needs
 - Contributes and functions cooperatively as a team member in a variety of roles

- Demonstrates effective leadership and group skills while establishing and accomplishing significant goals
 - Coordinates tasks with team members and takes responsibility for a component of a team project
 - Uses technology, when appropriate, to achieve team goals
- 5) A Community Participant
- Contributes time, energy, and talents to improve the quality of life in school, community, state, nation, and world
 - Demonstrates positive and productive citizenship
 - Initiates action for the welfare of the community
 - Presents documentation of own participation in a community service, e.g., video, script, portfolio, authentic project
 - Uses technology, when appropriate, in community activities

WASC Accreditation History

Roosevelt High School was most recently visited for a full Focus on Learning self-study during March 27th - March 30th of 2011 and was awarded a six-year term accreditation with a 2-day mid-term visit in 2014. The 2011 visiting team identified the following as schoolwide critical areas for follow-up:

- Continue to expand and develop the use of assessment data to be used schoolwide to drive curriculum and instruction based on a cycle of continuous improvement.
- Continue to expand scaffolding and intervention strategies to be further refined in all classes as part of a vertically-aligned curriculum.
- Explore, design, and implement additional strategies to widen parent and community input into site decisions.
- Explore the current student placement philosophy and create a model that strikes a balance between meeting A-G requirements and skill readiness.
- Enhance alignment of course grades and assessment tools with subject mastery.
- Widen the implementation of all the elements of Three-Phase Lesson Design (3PLD) across the curriculum and by subject area.
- Explore and develop strategies to transform the current form of the Rough Rider Academy from an “intentional intervention” focus back to a Small Learning Communities to assist the academic and social/emotional needs of all incoming freshmen.

The WASC mid-term visit was conducted on April 7-8 of 2014. The team analyzed our progress report, acknowledged our progress, and identified the following priority and/or additional areas for improvement:

- Explore, design and implement additional strategies to widen parent and community input into site decisions.
- Sustain and formalize the robust two-way communication with parents.
- Expand opportunities for all students to participate in an educational experience that prepares them to be College and Career Ready.
- Continue implementing and using Common Core State Standards as a means to align curriculum and instruction and evaluate content mastery.
- Ensure consistent and full implementation of Fresno Unified School District’s “Classroom Foundations” with a focus on engaging and collaborative instructional activities for students (aligned to lesson objectives).
- Continue to develop and explore cross-curricular teaming with freshman cohort.

- Continue to work in Accountable Communities to drive school priorities and additional areas for improvement.

In the past few years since the full self-study in 2011, there have been many changes at Roosevelt High School and in Fresno Unified School District (FUSD), including changes in organization and leadership, curriculum and instructional focus, assessment and accountability, and campus culture.

Program Improvement Status of School

The rules applied in determining the PI status and placement year for 2016–17 differ from former years due to California’s transition from the Standardized Testing and Reporting (STAR) Program to the California Assessment of Student Performance and Progress (CAASPP) assessment system, which includes the new Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics. California Education Code (EC) Section 52052(e)(2)(F) prohibits the comparison of Smarter Balanced Summative Assessments results to STAR Program results. Therefore, safe harbor (a growth measure) cannot be used as an alternative method for meeting the Annual Measureable Objective (AMO) targets (100 percent proficiency targets). Without safe harbor, schools and LEAs will not have an opportunity to meet the AMO targets. Because of this consequence, the ED approved a one-year waiver allowing California to exclude ELA and Mathematics percent proficient or AMOs from AYP determinations for 2015. Instead, PI determinations will be made using only the ELA and Mathematics participation rates, attendance rate, and graduation rate for the 2016–17 school year.

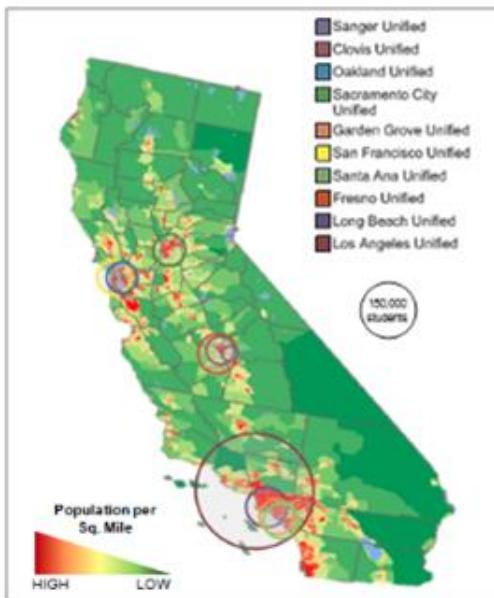
Roosevelt High School entered into what is now known as Program Improvement status in the 1998-1999 school year, and is designated as a Year 5 school. In the 2015 AYP report, Roosevelt met one of nine targets.

During the 2013-14 school year, FUSD joined nine other school districts in California to form the California Office to Reform Education (CORE, <http://coredistricts.org/>). CORE successfully submitted to the US Department of Education a waiver from the requirements of NCLB (8/6/13). This waiver was renewed (9/15/15) and is the current accountability model for FUSD.

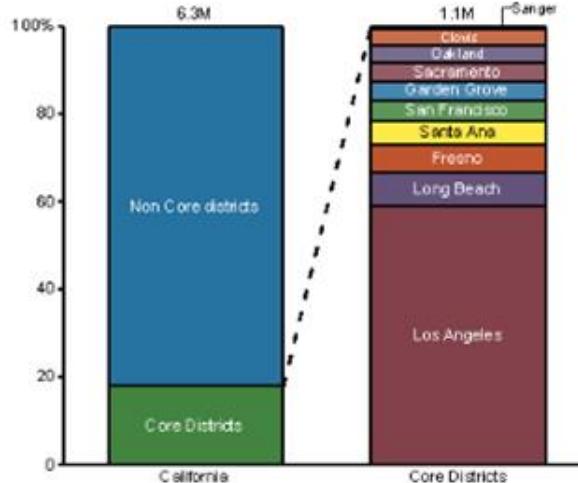
CORE District Overview

CORE districts represent ~20% of California students

CORE Districts



Number of Students CORE Waiver Districts SY 2011-2012



Note: High = 1000, Low = 100
Source: California Department of Education, NCES

Key to the CORE waiver's measure of accountability is the School Quality Improvement System (SQII), which is a "holistic approach to school improvement and accountability that focuses on academic preparedness, social-emotional skills, the culture and climate of a school, collaborative learning from each other, and supporting effective instruction."

The initial baseline SQII index from the 2014-2015 school year for Roosevelt High School was a 48/100 overall index ratio. In contrast to previous indexes (AYP, API, etc.), the SQII uses academic (60%) and non-academic (40%) measures of school quality. SQII also considers growth and disproportionality measures in the calculations. Significant subgroups are defined for groups of students numbering 20 or more, as opposed to the requirement from NCLB of 100 or more students for subgroup accountability.

Roosevelt High School ACS WASC/CDE Self-Study Report

Domain	Metric	Short Description
Academic Domain	Performance	Measures the percentage of students who meet grade level standards in English Language Arts and Math as measured by state standardized tests (e.g., the Smarter Balanced assessments starting in SY 2014-15).
	Growth*	Measures of academic growth examine individual student performance over time. For the purposes of the Index, the CORE Growth model will be designed to look at the extent to which schools have helped students move from point A to point B relative to students who started the school year in a similar place (e.g., in terms of prior achievement and potentially in terms of observable demographics like English Learner status or socioeconomic status).
	On Track to Graduate*	The on track to graduate indicator measures the percentage of eighth graders who meet a set of criteria that predict they are highly likely to graduate high school on time: <ul style="list-style-type: none"> • 8th grade GPA of 2.5 or better, AND • Attendance 96% or better in 8th grade, AND • No D's or F's in ELA or Math in 8th grade, AND • Never suspended in 8th grade.
	Graduation	Every student entering high school is automatically placed into a 4-year cohort. Students who transfer out are subtracted from the cohort. New enrollees are added to the cohort as they transfer in. The number of graduates four years later is used to calculate the 4-year cohort graduation rate (graduates divided by students in the cohort). Similarly, the number of cumulative graduates five and six years later is used to calculate the 5-year and 6-year cohort graduation rates, respectively.
Social-Emotional & Culture Climate Factors	Chronic Absenteeism	A student is considered to be chronically absent if that student has an attendance rate of less than 90%. The number of chronically absent students is then aggregated to the school level to determine the number and proportion of chronically absent students for each school.
	Student/ Staff/ Parent Culture-Climate Surveys	Students in grades five to twelve, teachers and staff, and parents, guardians and caregivers will participate in surveys to assess their perceptions of school culture-climate.
	Suspension/ Expulsion Rates	The percent of students suspended and/or expelled.

	Skills	series of behaviors (e.g., coming to class prepared, following directions) and beliefs (e.g., whether it is more important to be talented or to put forth a lot of effort), that, taken together, have been validated as indicators of social-emotional skills such as self-management and growth mindset.
	ELL Re-Designation Rate	The CORE districts have included a re-designation metric specifically to attend to the reclassification of English Learners as fluent English proficient before youth become Long-Term English-Learners. We are therefore examining re-designation rates in terms of number of students who redesignate in a given year divided by those students redesignated during the year in question plus any non-redesignated English Learners with five years or more of instruction in US schools.
	Disproportionality in Special Education Identification (information only)*	This indicator compares each subgroup's representation in the special education population at a particular school to that subgroup's representation in the overall school population, identifying cases where a particular subgroup is over-represented in special education at a level that is statistically meaningful (99% confidence level).

LCAP Identified Needs and Description of Goals that Apply to the School

Fresno Unified School District began the engagement process for the Local Control Accountability Plan (LCAP) by reaching out to various groups and developing a strategy early in the Fall semester. FUSD conducted over 73 meetings and workshops during the 2015-16 school year to engage with stakeholders on the LCAP. Meetings were held with administrators, parent groups, community based organizations, students, bargaining units, and community members. To “get the word out” on the District’s LCAP engagement, television, newspaper, email, website, student messenger phone messages, and flyers were all utilized as communication tools. Enhanced relationships with community organizations that focus on children and education also enriched the process.

In general, the methodology for engagement was based on the following outline:

- A review of the local control funding formula and LCAP
- A discussion of the eight state priority areas
- General information about the school district
- Updates on new investments for 2016-17
- A sharing of district data through the LCAP Data Dashboard
- Receiving input on new investments for 2017-18

Identified Needs from District LCAP that apply to the school

From the district LCAP, the following Identified Needs apply to Roosevelt High School. Included in the chart below are the metrics for measuring progress and a description of goals from the district LCAP. Indicator numbers in parenthesis refer to the district “Beta Tool” data dashboard.

Identified Need 1C: Fresno Unified School District needs to ensure students have the greatest number of postsecondary choices from the widest array of options

Metrics and Description of Goals

Advanced Placement (AP) Exams (Evidence of a Broad Course of Study)

- For the 2016-17 school year, more students will enroll in and complete AP (advanced placement) / IB (international baccalaureate) courses. (Indicator #3177)
 - For 2015-14 26.7% of students enrolled in AP or IB courses
 - For 2015-16 29.2% of students enrolled in AP or IB courses
- For the 2016-17 school year, more students will pass the AP exam with a score of 3 or better which allows them to receive college credit for a high school class. (Indicator # 3178)
 - For 2013-14 33% of students scored a 3 or better
 - For 2014-15 36% of students scored a 3 or better
- Every comprehensive high school offers AP or IB courses, totaling almost 300 for the 2014-15 school year (DataQuest). Enrollment increased from 7,138 in 2013-14 to 8,236 in 2014-15. For the 2016-17 school year, Fresno Unified School District will maintain or increase the amount of AP or IB course offerings.
- AP status will be monitored using the SQII Performance and Targeted Action Index (Element AP) in the following areas: AP eligibility pool, appropriate course placement, course retention, exams taken, and passing rate of AP exams.
- Participation rates for Advanced Placement and GATE classes will continue to increase for students living in poverty, foster youth and English learners.

A-G Requirements

- For the 2016-17 school year, 52% or more of students will complete A-G on track to enable them to apply to a four year college or university. (Indicator #3162). A-G status will be monitored using the SQII Performance and Targeted Action Index (Element A-G) in the following areas: on-track status, appropriate course placement, on track retention, and A-G rate.
 - For 2012-13, 33% of students were A-G on track
 - For 2013-14, 37% of students were A-G on track
- At every high school there is a wide array of courses offered that meet the A-G requirements (over 3,000 district-wide in 2014-15). For the 2016-17 school year, Fresno Unified will maintain or increase the amount of A-G course offerings.

Enrolling in an Institution of Higher Learning

- Fresno Unified School District seeks to increase options for students after high school. The District will continue to monitor the percentage of students applying to an institution of higher learning (Note: Data received for Fresno City College, Fresno State and UC Merced only) (Indicator #3164)
- It is expected that collaboration made possible by a recent grant opportunity from the College Futures Foundation will facilitate greater tracking and monitoring of student success.

(continued)

Grades

- Fresno Unified School District will continue to monitor and measure student grades, as all students need to understand class content and graduate from high school. (Indicator #3158)

Early Assessment Program

- It is the goal of Fresno Unified School District to have more students ready for college level English and math. To accomplish this goal, more students need to score “ready” on the Early Assessment Program to evaluate readiness for College Level English and Math. (Indicators # 430, 2048)

CAHSEE

- The CAHSEE exam is no longer given to high school students

Graduation Rates

- Fresno Unified School District has increased the graduation rate for students from 76% in 2012-13 to 79% in 2013-14. For 2014/15 the graduation rate increased to 83.8% which is above the state average.
- Also of importance is the graduation rate for African American and Hispanic youth, which is now above state and national averages. It is the expectation of the district that the graduation rate continues to grow so that more students have postsecondary choices from the widest array of options (Indicator #2523). Graduation rates for the district will be monitored by the SQII Performance and Targeted Action Index (Element Graduation) in the following areas: on-track status, on-track retention rate, off-track to on-track, and college and career readiness.

Drop Out Rates

- Fresno Unified School District has reduced high school dropout rates from 16% in 2012-13 to 14% in 2013-14. For 2014/15 the dropout rate decreased to 11.7%. Middle School dropout rates are currently at .7%.
- Fresno Unified School District will work diligently to improve academic achievement, school climate and social emotional factors for students to ensure less students drop out from school. (Indicator # 1299, 6046)

Identified Need 1D: Fresno Unified School District will work to ensure the acquisition of English language skills for all students for whom English is not the primary language spoken in their home.

Metrics and Description of Goals

Student progress towards English proficiency as reported in the Title III Accountability report was:

- In 2014-15, 54.3% of EL's made annual progress in learning English compared to 49.6% the prior year. It is the goal of Fresno Unified School District that more English language learners will make annual progress in learning English.

(continued)

- In 2013-14 24.2% of EL's in U.S. schools for less than five years, attained the English proficient level on the CELDT compared with 19.7% the prior year. Fresno Unified School District will continue to increase the percentage of students scoring "proficient" on the CELDT.
- In 2013-14, 34.7% of EL's in U.S. schools five years or more attained the English proficient level on CELDT compared with 33.2% the prior year. Long term English Learners decreased from 6,274 in 2013/14 to 5,611 in 2014/15. It is the goal of Fresno Unified that the time required to redesignate students be reduced so that students become proficient in English quickly.
- The Seal of Biliteracy, which is given to students graduating high school proficient in more than one language, increased from 350 students in 2013/14 to 450 students in 2014/15. Biliteracy increases postsecondary options for students. It is the goal of Fresno Unified School District to increase the number of students achieving the Seal of Biliteracy every year.

The redesignation rate of EL's in 2014-15 was 17.8% as measured by the District's School Quality Improvement Index (SQII). This differs from the percent in the State's LCAP snapshot report due to variation of timelines. The 17.8% is measured for students redesignated from August 2014 (first day of the school year) to June 2015. It is the goal that the District's redesignation rate continue to grow so that students become proficient in English early in their academic career.

Stated Vision of the English Learner Master Plan Redesign Committee:

- Students will receive rigorous, equitable, and engaging instruction in a supportive culture of learning with high expectations.
- Students will learn in environments where linguistic assets are valued, maintained, and protected.
- Students will graduate with the widest array of post-secondary options to be productive, global-minded citizens.

Identified Need 2A: Each student at Fresno Unified School District needs to engage in some form of art, activity or athletic extra or co-curricular opportunity.

Metrics and Description of Goals

Participation in arts, activities and athletics enhance each student's educational experience. It is the goal of this District that all students will participate in activities. To this end, student participation is monitored and actions and investments by the adults in the system are designed to promote student participation. In 2014-15, 62.1% of students participated in some form of art, activity or athletic school program. For the 2016-17 school year, the District will expect increased student participation. (Indicator # 2080) To ensure all students are encouraged to participate, disproportionality will be evaluated using the SQII Performance and Targeted Action Index.

Identified Need 3A: Fresno Unified School District needs to create an environment that will result in career-ready graduates.

Metrics and Description of Goals

Career Technical Education:

- In 2014-15, 38.1% of students were enrolled in a CTE pathway. This was an increase from 30% the prior year. Linked Learning pathways expose students to career skills, while also ensuring that classes taken also meet A-G requirements. In 2014-15, 31.9% of students were enrolled in a Linked Learning pathway. In 2015-16, that number increased to 48.5% of students. For the 2016-17 school year, it is the objective of Fresno Unified to continue to have more students participate in CTE and linked learning pathways. (Indicators # 3155, 2301)
- In order to give students the widest array of options the District continues to offer CTE and pathway courses that meet A-G requirements and also give valuable job skills. Fresno Unified School District will continue to monitor A-G, CTE courses and pathways.
- To evaluate participation effectively, and to decrease barriers to participation, the District will use the SQII Performance and Targeted Action Index to evaluate CTE and pathway enrollment, pathway retention, pathway completion, certification completion, graduation, and A-G completion.

Exposure to career skills and options:

- It is the objective of the district to ensure exposure to postsecondary college and career options begins in elementary school and continues through middle and high school. (Indicators # 711, 704, 705, 719)

Identified Need 4A: All students need to be in school, on time each day ready to learn.

Metrics and Description of Goals

Attendance

- It is expected that the attendance rate for Fresno Unified School District does not dip below 94.5%. (ADA Attendance Rate Indicator # 48). The attendance rate in 2014-15 was 94.6%, and increased to 94.9% in 2015-16.
- The rate of chronic absenteeism will be less than 15.2%. (Indicator # 5942). The percentage of students identified as Chronically Absent in 2014-15 was 15.4%.
- Fresno Unified will continue to work to reduce the number of truant students as defined by educational code. In 2014-15, 56.6% of students were truant.
- Attendance will be monitored using the SQII Performance and Targeted Action Index. The index will monitor the chronic absenteeism rate, attendance interventions, attendance growth, attendance retention and grade level on-track readiness.

(continued)

Suspensions and Expulsions

- Fresno Unified School District believes that students must be in school in order to learn. All efforts will be made to maximize the amount of time students receive high quality instruction. To this end, efforts will be made to minimize the use of both in and out of school suspensions and reduce the behaviors which often lead to suspension and expulsions (Indicator # 2001, 843, 528).
 - On-campus suspension incidents were 3% in 2014-15 which was a reduction from 3.8% the prior year
 - Off-campus suspension incidents were 11.8% of students in 2014-15 which was a decrease 12.6% the prior year
 - Expulsion incidents went from .3% in 2013-14 to .2% in 2014-15
- Suspensions and expulsions will be monitored using the SQII Performance and Targeted Action Index. Which will evaluate the suspension rate, disproportionality, appropriate behavior interventions, behavior growth and grade level / on track readiness.
- The District will continue to decrease disproportionality associated with suspensions and expulsions associated with homeless, foster and African American youth.

School Climate Survey

It is expected that the School Climate Survey will indicate continual improvement.

Parent Involvement

Parent Involvement will be evaluated based on the following:

- Number of course offerings for Parent University
- Participation in Parent University Courses
- Increase in Building Futures publication from quarterly to 10 times per year
- Parent Surveys

Identified Need 4B: Fresno Unified School District needs to provide a safe, clean and orderly learning and working environment.

Metrics and Description of Goals

Facilities Survey

- For the 2013-14 school year 81% of families rated school facilities as “good”. In 2014-15, 97.7% of families rated facilities as “good”. Investments in facilities to ensure a safe, clean and orderly working and learning environment continues to be a priority of the District. (Indicator # 2819)
- Schools are evaluated each year based on the Facility Inspection Tool or “FIT” report. While Fresno Unified facilities score well on this report, any deficiencies will be addressed immediately.

Williams Compliance Audit

- Per the District’s Williams Compliance audit, all students have access to standards-aligned materials
- It is expected that all students have access to clean and safe facilities and that they have access to required materials.

Identified Need 5A: Each school needs a Single Plan for Student Achievement (SPSA) that is aligned with school goals for improving student achievement and is based on verifiable data (AR 0420)

Metrics and Description of Goals

Each school will complete a Single Plan for Student Achievement (SPSA) that will include the following:

- Use of trend and current data to identify growth areas and improve achievement
- Involvement of the School Site Council (parents, staff, students)
- Targeted actions and expenditures to address identified needs in the following domains:
 - Academic – performance, growth, completion, retention and graduation rates
 - Social/Emotional – Absenteeism, suspension and expulsion rates
 - Culture and Climate – student and parent engagement, Special Education and EL designation

Identified Need 5B: The purpose of all Fresno Unified Goals is to improve outcomes for students. In keeping with our Theory of Action, profound and dramatic improvements are required at all levels of the District.

Metrics and Description of Goals

Base services are designed to ensure each student receives a quality education, customized to meet their needs. Fresno Unified School District will conduct Cycles of Review to ensure all students' progress in key academic, social-emotional, and culture and climate indicators.

Fresno Unified School District will monitor school performance using the School Quality Improvement Index.

SCHOOL PROGRAM DATA

Regular Program of Study

Graduation Requirements

230 units are required for high school graduation as established by the California Board of Education. Five (5) units are granted for successfully completing each semester of each course in which the students receive a D grade or better. Specific graduation requirements can be found in Appendix J.

For high school graduation, only one year of visual/performing arts or foreign language is required, however students are encouraged to complete both to meet A-G course requirements,

as displayed in the chart below. In addition, 9th and 10th grade students are required to complete the state-mandated Physical Education participation. Students also have multiple options for ROP and CTE experiences.

UC/CSU Eligibility Requirements

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

A-G SUBJECT AREAS		9th	10th	11th	12th
A	History/Social Sciences 2 years	AP Human Geography (optional)	Mod World Hist AP Euro	U.S. Hist AP U.S. Hist	Gov/Econ AP Gov
B	English 4 years	English I	English II	English III AP Lang/Comp	ERWC AP Literature
C	Mathematics 3 years/4 Recommended	Algebra I Geometry Algebra II	Geometry Algebra II Trigonometry	Algebra II Trigonometry AP Calculus	Trigonometry AP Calculus AP Statistics
D	Laboratory Science 2 years/4 Recommended	Biology	Chemistry Physics	Chemistry Physics Env Science	Chemistry Physics AP Physics AP Env Sci
E	Foreign Language 2 years/3 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, 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			

Roosevelt High School provides differentiated learning programs to give students the opportunity to participate in career, thematic and magnet academies. Four distinct academies/small learning communities exist on the campus of Roosevelt High School. The Business Academy and Health Academy are provided through a California Partnership Academy, the Health and Careers in Education Pathways were developed through Linked Learning, and the Roosevelt School of the Arts magnet attracts students from all over Fresno County and provides a unique arts curriculum to students.

Special Education

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

English Learners

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

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

- Daily English Language Development
- Content-based ELD
- Content area instruction using SDAIE methodologies

- Primary language is used to clarify and build understanding
- Bilingual instructional aides in content classrooms such as math, science, or history.

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

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

Migrant Education Program

The Migrant Education program is a national program that provides supplemental educational and support services to eligible migrant students at Roosevelt High School each year. These services help children of migrant workers overcome the disadvantages they face, one of which is disruption to their education due to mobility. The Migrant Education program meets after school, and currently serves 24 students at Roosevelt.

Homeless/Foster Youth

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

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

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

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

Instructional (Bell) Schedule

Roosevelt High School has a bell schedule that provides opportunities for students to gain deeper access to content through on block periods, but the schedule has changed slightly each year over the past five years to accommodate staff collaboration and to ensure that instructional minutes meet State requirements.

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. During the 2016-2017 school year, a change in requirements for allowable passing time minutes at the district level elicited another bell schedule change, this time requiring a change late in the summer before the start of the school year. It was determined that the reduction in passing time minutes would require that 22 block days during the calendar year be replaced with traditional days, in order to meet the State instructional minute requirements. The principal notified the staff of the need for a schedule adjustment, and the staff was surveyed to solicit feedback regarding thoughts on the best way to adjust the schedule.

It was apparent from staff feedback that any solution for the schedule adjustment needed to provide as much consistency as possible for students, and that the decision must have instructional purpose and rationale. The feedback from the staff indicated that full traditional weeks on the calendar would provide more consistency for students than modified block weeks (three traditional and two block days). Additionally, there was instructional rationale for when the full traditional weeks would be placed on the school calendar. Traditional weeks were added at the beginning of each semester, allowing daily face time with teachers at the beginning stages of classes, and to minimize impact if a student experienced a schedule change. Traditional weeks were also added prior to Final Exam weeks each semester, to allow for student preparation for the end of each semester and final exams. Lastly, traditional weeks were added for the final week of each quarter, allowing teachers to see students daily the week before quarter grades are finalized.

Class Meetings

The school calendar incorporated ten class meeting times during the 2015-2016 school year and six class meeting times throughout the 2016-2017 school year to focus on communicating important information, including but not limited to curriculum from Safe and Civil Schools, and to elicit student voice. The class meeting times provide students with an opportunity to discuss school issues and to reflect on their school experience, A-G progress, college and career plans, and social/emotional support for students.

Staff Collaboration

The bell schedule at Roosevelt also has built-in opportunities for teachers to collaborate, for one hour on Wednesday mornings prior to the start of a late-start school day. Additionally, meetings were added about every other Thursday from 2:50 to 3:30pm to focus on literacy during the fall semester of the 2015-16 school year, and WASC focus groups during the spring semester of the 2015-16 school year and the fall semester of the 2016-17 school year. Wednesday morning collaboration (Accountable Community) meetings are designed to allow teachers in subject area teams to focus on improving student learning by planning and calibrating around four guiding questions of Professional Learning Communities:

- 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?

Roosevelt has continued its focus on aligning the instructional system in all classes and embarked on an instructional renaissance including the development and implementation of a concrete action plan aligned to the Single Plan for Student Achievement and a schoolwide focus

on continuous improvement. There has been an emphasis on improving instruction, increasing the alignment of curriculum to the standards, and increasing the level of rigor in classroom based and subject area team assessments.

Specialized Programs

California Partnership Academies

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 partnership was approved in 1989 and the 1993 class was our first graduating class. 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 from the Business Academy 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 National Foundation for Teaching Entrepreneurship (NFTE) Program through the Lyles Center for Innovation and Entrepreneurship at California State University, Fresno. Students involved in the NFTE program participate in local, state and national business competitions that provide them the opportunity to craft a detailed business plan and product that has to be successfully marketed to a panel of industry experts. An additional component of the Business Academy is the Virtual Enterprise Academy (VI) which provides students with experience in writing business plans, experience in principles of entrepreneurship and participation in business plan competitions.

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 Pathways

Roosevelt also offers two Linked Learning career pathways to help personalize and differentiate students' experiences and educational choices. Roosevelt offers the following freshman Pathways: Health Pathway (which integrates the Health Academy), and a Careers in Education Pathway. With many graduates not leaving high school with the academic or professional skills necessary for success in college and career, Fresno Unified has implemented Linked Learning in all of their comprehensive high schools. This belief guides our pathway work, and Roosevelt High School has partnered with ConnectEd to transform education through Linked Learning pathways so that all students, regardless of background, are prepared to succeed in college, career, community, and life.

Districts that have partnered with ConnectEd have demonstrated significant increases in student credit accrual, college eligibility, and graduation rates compared to before Linked Learning was implemented. Linked Learning combines 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.

The Linked Learning Pathways at Roosevelt make high school more cohesive and engaging for students. Through Linked Learning, students choose a pathway theme that connects relevant course work and allows them to apply their knowledge in real-world settings through internships, externships and job shadows.

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.

Careers in Education Pathway

The Careers in Education pathway initial began as a Teacher pathway in the 2014-15 school year with our freshman class taking three courses. As we have moved through the past couple of years, those freshmen are now juniors and will be in the graduating class of 2018. The linked courses they follow are:

- 9th: English, Biology and Multimedia - the theme has been to educate others on a topic of choice.
- 10th: English, Modern World History and Cross Age PE - these students partner with our local elementary school teaching PE with a culminating Mini Olympics in the spring.
- 11th: English, US History and Child Development - a joint project has not been determined, however our students go to our nearby Head Start program to work with the students.

Health Pathway

The Health pathway, which has been in existence as a CPA (California Partnership Academy) for many years, began in 2015-16 as freshman and now we are offering classes at the sophomore level. The courses we have linked at this time are:

- 9th: English, Biology, Applied Medical Science - the theme for 2016-17 is "You Are What You Eat", where students are studying Nutrition and will be teaching nutritional topics to elementary students, and to parents in our Parent Center.
- 10th: English, Modern World History and Chemistry - they are doing a project that is entitled "Chemistry and Conflict". Once they have completed this project it will be put into a book, and excerpts will be shared with other students.
- As we move into our junior and senior year courses, we will be adding a Nutritional Science class along with Anatomy and Physiology. They will link with English and our CTE courses.
- Junior and Senior CTE Courses:
 - 11th: Medical Careers, where our students go to Community Regional Medical Center (CRMC) hospital to job shadow and intern.

- 12th: Allied Health or EMT (Emergency Medical Technician) - our students have the choice of returning to the hospital for a more in-depth internship or to take an EMT course.

These pathways are coordinated by a College and Career Readiness Coordinator that completed the Linked Learning Coaches training and attends professional development hosted by ConnectEd and Linked Learning throughout the year.

School of the Arts Magnet Program (RSA)

The Roosevelt School of the Arts 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. In 2001, RSA received the Kennedy Center Alliance for Arts in Education "Creative Ticket National School of Distinction Award" and the SMART Award from the Fresno County Office of Education in 2013. All students in the RSA magnet are expected to enroll in seven classes each school year. Of the seven classes, two must be RSA elective courses. The RSA program provides graduates the ability to pursue careers on Broadway, television acting, professional music and dancing careers, and work in film and theater, costuming and set design. All instructors within the RSA program are professionals in the field of dance, music, drama, visual or graphic arts, and remain active in the community to ensure that instruction maintains relevance within the arts community.

Concurrent Enrollment Opportunities

Center for Advanced Research and Technology (CART)

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

Dual Enrollment

Students enrolled in ROP Allied Health and ROP Medical Careers are currently dual enrolled in Pharmacology and Medical Terminology through Fresno City College.

Duncan Polytechnical Program

Students in the 11th or 12th grade who have interests in specialized CTE/ROP courses that are offered through Duncan Polytechnical High School have the opportunity to enroll in morning or afternoon courses off-site. These students are transported by bus between Roosevelt and Duncan each day. Courses of study accessible to Roosevelt students at Duncan include courses in nursing services, automotive systems, and construction technology. During the current 2016-17 school year, seven students from Roosevelt are concurrently enrolled in courses at Duncan Polytech.

Credit Recovery Opportunities

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

Roosevelt has a full summer program that includes a standard daytime classroom structure, as well as an online course option using Apex Learning during three separate times: during the day, afternoon, and evening. In addition to the summer program, students are now offered multiple opportunities to recover credits on campus during the school year, and within the framework of the school day. Beginning in 2015-16, J.E. Young began housing classrooms and teachers on all high school campuses in the district. This was a change from a model that required students to be dropped from their comprehensive high school and enrolled in a full independent study program to a model where students could remain enrolled in their classes on the campus of the comprehensive high school while still having access to credit recovery classes. These J.E. Young classes provide both standard instruction and online course models using Apex Learning and Edgenuity.

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

STUDENT DEMOGRAPHIC DATA

Socioeconomic Status

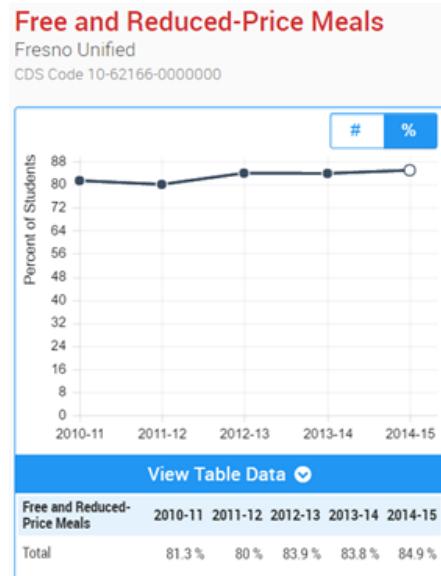
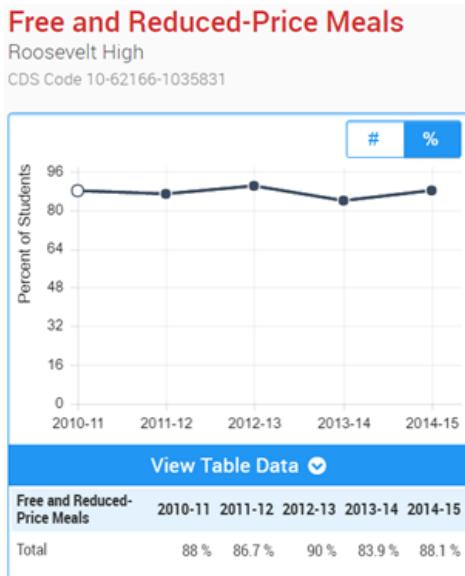
Parent Education Level

Parents of Roosevelt students self-report education levels when completing district surveys. According to the most recent parent education survey, Roosevelt has a significantly higher population of parents who are not high school graduates. From the survey, 21.2% of Roosevelt parents reported having education levels ranging from some college to graduate school or post-graduate training, while 23.7% of respondents graduated from high school and 36.9% of respondents did not graduate from high school. Approximately eighteen percent of respondents declined to state their education level when completing the survey.

Parent Education Level	n	%
College Graduate	56	2.9%
Declined to state	346	18.1%
Some College (Includes AA degree)	280	14.6%
Not a High School Graduate	706	36.9%
Graduate School / Post Graduate Training	70	3.7%
High School Graduate	454	23.7%

Students who Qualify for Free or Reduced Lunch

Roosevelt High School serves a large percentage of socio-economically disadvantaged students. In 2015-16, 89.1% of RHS students received a free or reduced price lunch. Although Roosevelt had been on status allowing 100% of students to participate in the National School Lunch Program, the entirety of Fresno Unified School District is now on a free breakfast and free lunch program. Since many of our students are experiencing financial stress at home, free breakfasts and lunches are crucial to the well-being of our students who must meet a challenging academic program.



Student Enrollment

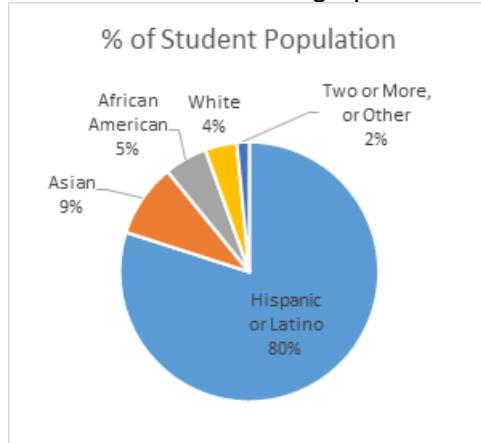
Enrollment at Roosevelt High School has held steady over the last six years. In 2015-16, student enrollment was 2,203 students, with 634 students in ninth grade, 608 students in tenth grade, 519 in eleventh grade, and 442 in twelfth grade. The student population at Roosevelt High School mirrors the ethnic and cultural diversity of our community. In 2015-16, the student population was 79.7% Hispanic or Latino, 9.2% Asian, 5.4% African-American, 4.0% White, and 1.5% two or more ethnicities or other ethnicities. Of the entire student population, 52.5% are female and 47.5% are male.

Roosevelt Enrollment by Grade

Grade	2012-13	2013-14	2014-15	2015-16
12 th	466	464	435	442
11 th	498	482	486	519
10 th	552	539	600	608
9 th	596	658	656	634
Total	2,112	2,143	2,177	2,203
District Total	73,689	73,353	73,543	

Roosevelt Enrollment by Ethnicity (from CDE DataQuest)

Ethnicity	2012-13	2013-14	2014-15	2015-16
Hispanic or Latino	1,676	1,699	1,739	1,761
American Indian or Alaska Native	11	14	18	15
Asian	218	213	199	202
Pacific Islander	3	6	5	4
Filipino	2	3	2	3
African American	98	105	124	118
White	100	96	80	88
Two or More Races	4	7	10	12
Total	2,112	2,143	2,177	2,203

2015-16 Student Demographics**Average Class Size and Class Size Distribution (Secondary)**

Grade Level	Avg Class Size	2012-13			Avg Class Size	2013-14			Avg Class Size	2014-15				
		Numer of Classes*				Numer of Classes*				Numer of Classes*				
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+		
English	26	30	27	35	27	23	22	37	28	19	26	38		
Mathematics	30	17	22	44	31	9	24	43	32	6	15	47		
Science	30	13	7	37	34	6	6	42	33	4	14	40		
Social Science	30	10	11	33	28	16	14	24	30	10	11	31		

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Language Proficiency Numbers**English Learners**

Schools within the Roosevelt regional attendance area have the highest concentration of English Learner students among all Fresno Unified schools. In the 2015-16 school year, 25.6% of students enrolled at Roosevelt were English Learners, and of those students who were EL, 79.1% were considered Long-Term English Learners (LTELs) because they were in schools for five consecutive years and were not yet redesignated. About 33.3% of Roosevelt students are redesignated as Fluent English Proficient, indicating that the total EL population at Roosevelt is

Roosevelt High School ACS WASC/CDE Self-Study Report

about 59%. English Learner students, not yet redesignated, include one in four students at Roosevelt, and one in three students have been redesignated Fluent English Proficient.

English Learner students at Roosevelt are supported through designated ELD (Beginning - Early Advanced), as well as integrating ELD standards into all courses. Three bilingual Instructional Assistants (BIAs) were scheduled into classes to support ELD students in core subjects. In developing the Single Plan for Student Achievement, the SSC voted to add a third BIA using categorical funding to provide additional support. EL students are also supported through the After School Program with tutoring and enrichment opportunities, as well as through Migrant Ed for identified students. Roosevelt also supports students who do not have English as a first language with accelerated classes to support literacy development in their native language. Roosevelt offers two levels of Spanish for Native Speakers classes, and two AP Spanish courses, including Language and Literature. Roosevelt also offers one section of Hmong for Native Speakers and, beginning in 2016-17, will have a dedicated teacher to provide multiple sections of two levels of classes for Hmong native speakers.

2015-16 (from CDE Data Quest)

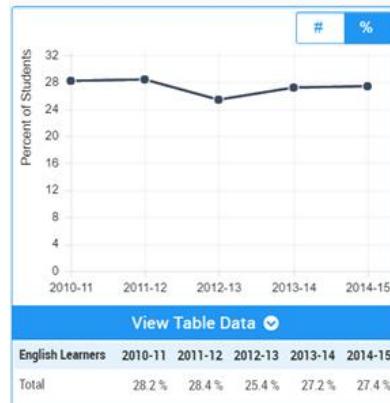
Grade	English Only (EO)		Initial Fluent English Proficient (IFEP)		English Learner (EL)		Reclassified Fluent English Proficient (RFEP)		To Be Determined (TBD)		Total
	N	%	N	%	N	%	N	%	N	%	
	09	264	41.6%	11	1.7%	153	24.1%	206	32.5%	0	0.0%
10	217	35.7%	20	3.3%	177	29.1%	193	31.7%	1	0.2%	608
11	196	37.8%	28	5.4%	126	24.3%	167	32.2%	2	0.4%	519
12	151	34.2%	28	6.3%	99	22.4%	164	37.1%	0	0.0%	442

Report Totals

Level	English Only (EO)		Initial Fluent English Proficient (IFEP)		English Learner (EL)		Reclassified Fluent English Proficient (RFEP)		To Be Determined (TBD)		Total
	N	%	N	%	N	%	N	%	N	%	
	Roosevelt High	828	37.6%	87	3.9%	555	25.2%	730	33.1%	3	0.1%
Fresno Unified	43,043	58.6%	1,928	2.6%	16,439	22.4%	11,675	15.9%	375	0.5%	73,460
Fresno	120,577	60.2%	5,728	2.9%	43,411	21.7%	30,145	15.0%	472	0.2%	200,333
Statewide	3,547,978	57.0%	294,019	4.7%	1,373,724	22.1%	997,178	16.0%	13,838	0.2%	6,226,737

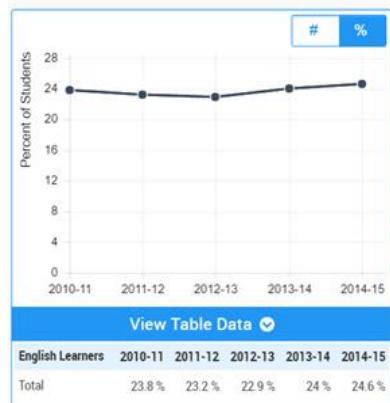
English Learners

Roosevelt High
CDS Code 10-62166-1035831



English Learners

Fresno Unified
CDS Code 10-62166-0000000



ADDRESSING THE EIGHT STATE PRIORITIES

Conditions of Learning

Teacher Certification

In addressing State Priority 1, it is the aim to have fully credentialed and appropriately assigned teachers in the subject areas for the pupils they are teaching at Roosevelt High School. Fresno Unified School District has ensured that all veteran teachers have certified for Cross-Cultural Language and Academic Development (CLAD). All new teachers have the CLAD requirement embedded in their required credential. All beginning teachers participate in the Beginning Teacher Support and Assessment (BTSA) program. Teachers who are classified as interns do not qualify for BTSA, but receive support through FUSD's Teacher Development program.

Teacher Credentials

Teachers	School	School	School	District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	94	91	94	3103
Without Full Credential	2	2	4	123
Teaching Outside Subject Area of Competence (with full credential)	0	2	1	2

Teacher Misassignments and Vacant Teacher Positions

Teachers	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	2	1
Vacant Teacher Position	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

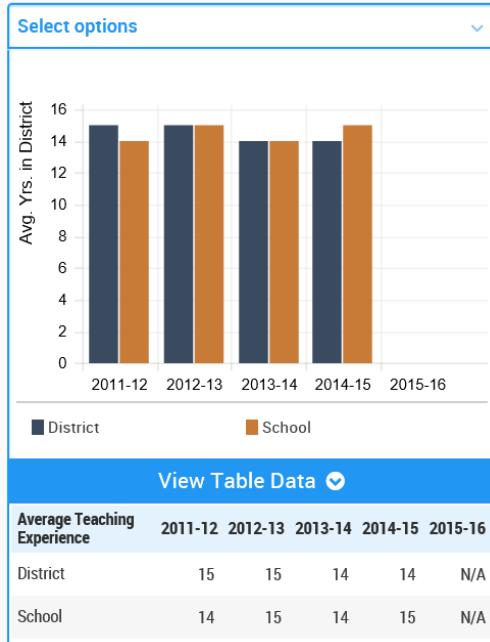
Location of Classes	Percent of Classes in Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes in Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98	2
All Schools in District	97	3
High-Poverty Schools in District	97	3
Low-Poverty Schools in District	99	1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Average Teaching Experience

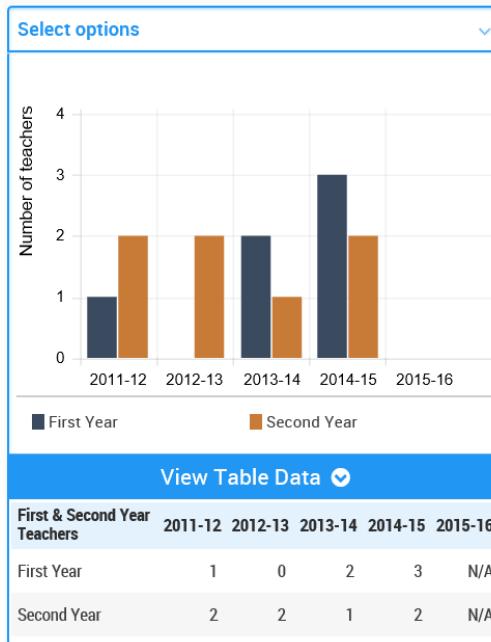
Roosevelt High

CDS Code 10-62166-1035831

**First & Second Year Teachers**

Roosevelt High

CDS Code 10-62166-1035831

Teacher Educational Levels

As of the 2016-17 school year, the Roosevelt teaching staff has 99% of teachers who have completed their BA, 95% of teachers have attained a BA plus 30 units, and 33% of teachers have attained a Master's Degree or PhD.

Years of Service

As of the 2016-17 school year, the Roosevelt teaching staff has about 12.9 years of experience on average, and the Roosevelt staff has spent an average of 11.2 years of service with the Fresno Unified School District. Additionally, some of our teachers have additional experience in the classroom that they gained as substitute teachers prior to earning their teaching credentials.

In 2015-16, Roosevelt added seven teachers to the staff who were either in their first year with a credential, in the process of working on a credential through an internship program, or preparing for an internship program while teaching under a Short Term Staff Permit (STSP) or Provisional Intern Permit (PIP). This included two teachers in Science, two in Social Science, two in World Languages, and one CTE teacher. For 2016-17, Roosevelt added six additional teachers in their first year with a credential or working towards full credentialing through an internship or STSP/PIP. This includes three teachers in Science, one ROP teacher, and two teachers in World Languages (one of which is credentialed in Social Science and is teaching new Hmong native speaker classes).

New teachers are supported by a full-time on-site Instructional Coach, additional support providers through their internship program - including on-site mentors, district-supported BTSA, and site administration.

Professional Development

The primary areas of focus for professional learning in FUSD were determined by student needs and designed in support of the Common Core State Standards (CCSS). Over the course of the past few years, teachers have been trained in the instructional shifts required to support the design and delivery of lessons aligned to the CCSS. This was determined as a need since the standards were new for all teachers, and data indicated that all FUSD students were in need of different experiences to be college and career ready.

Some of the professional learning focused on developing the capacity of groups to collaborate horizontally and vertically around utilizing student work and student data to drive decision-making and planning of instruction. Assessment literacy to support the use of ongoing formative assessment as well as the expectations of the new summative assessments were part of the district-led professional learning.

Delivery of district-led professional learning was designed within a cycle structure targeting all grade levels and subject area teachers. The design was intended to provide an opportunity to learn, apply, and receive feedback on the new learning. Instructional coaches and administrator professional learning content was aligned to teacher professional learning so that feedback to teachers was in support of the learning sessions. All professional learning is moving toward more job-embedded opportunities with the expectation that site-based professional learning is aligned to district-led learning.

All schools participate in 54 hours of professional learning as stipulated in the Collective Bargaining Agreement with the Fresno Teachers Association. Three “Buyback Days” are non-student days built into the school calendar focused on developing the capacity of teachers and adult teams (Accountable Communities).

Instructional coaches are assigned throughout the district with their area of emphasis each year being determined by student need. The coaching cycle consists of components of planning, co-teaching, and reflection. All new teachers work with a coach as part of the two-year Beginning Teacher Support and Assessment induction program.

Instructional Materials

In line with State Priority 1, all students at Roosevelt High School have access to standards-aligned instructional materials. Students in English (9th - 11th grade level) and Mathematics (Algebra I, Geometry, Algebra II) are in the first year with new course curriculum materials. English courses are using new SpringBoard curriculum; Math courses are using new Big Ideas curriculum. Each year, in accordance with the Williams' Act, Roosevelt High School completes an inventory of required texts and science materials to ensure all students have access to standards-aligned instructional materials.

Facilities

Easily one of the most dramatic changes to the school has been the upgrades to the physical plant. In the past five years, the school has added a new 12-classroom Science & Technology building that was completed in 2013 to replace existing bungalow classrooms. Additionally, near the heart of the campus is the Rough Rider Stable, a new open, park-style area with one main stage and two smaller side stages. With funds from a previous and new bond measures, the Board has approved a new swimming pool complex, a second gymnasium, and upgrades to the school cafeteria and library.

Roosevelt High School was last inspected in August 2016 in accordance with the Williams Act. The inspection determined the school was in good condition with no emergency insufficiencies. The school is in clean, safe, and functional condition.

Ongoing efforts continue to ensure that our facility is clean and functional. Improving and maintaining our facilities continues to be a priority at Roosevelt High School, where the grounds, buildings, and restrooms are in good repair. Regular facilities improvements occur as needed. Fresno Unified School District has a work order process in place to ensure orderly and timely repair to the required areas.

Safe School Plan

The school safety plan was developed in conjunction with the district safety plan. It is reviewed annually, with the last update occurring spring of 2016. The purpose of the plan is to provide prompt and orderly responses to a wide variety of potential emergency situations. These include fires, poisonous gas, intruders on campus, weapons, and medical emergencies, to name a few. The plan assigns specific personnel duties during such situations, and indicates what notifications are made to local authorities and emergency personnel. Drills are practiced at least every semester to insure proper preparation.

Additional resources that support safety at Roosevelt High School include 1 Fresno Police Department Student Resource Officer (SRO) and 1 Probation Officer. Roosevelt also has six Campus Safety Assistants (CAs) that have been trained by Fresno Unified School District. The CAs are assigned to duty zones around the Roosevelt High School campus, and regularly monitor the campus and check into classrooms to support staff and students.

Academic Standards

Roosevelt High School aligns its instruction in the core content areas around the Common Core State Standards. The state of California has currently adopted Common Core Standards in the areas of English Language Arts, Mathematics and English Language Development. The state of California currently has State Standards for the areas of History Social Science. With the adoption of the Next Generation Science Standards (NGSS), science teachers are planning for the implementation of instructional shifts.

Within the History Social Science, Science and Technical subjects, Roosevelt High School aligns its instruction around the Common Core State Standards for Literacy in Social Studies, Science and Technical Subjects.

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

A-G Completion

A-G on-track status is determined by the completion of the University of California (UC) and the California State University (CSU) minimum freshman admission requirements. Students must take a specific pattern of at least 15 "a-g" college-preparatory courses in the "a-g" subject areas and attain a grade of C or better in each course.

Graduates meeting A-G UC/CSU Requirements (from CDE)

	2011-12	2012-13	2013-14	2014-15	2015-2016
A-G Completion Rate	25.8%	36.8%	42.5%	46.3%	35.5%

The A-G completion rate improved in large part due to the Equity & Access Beta Tool used by counselors and the review of the all schedule changes done at the district level. Also, by expanding access to the Diploma Program, there are more opportunities for students to complete these requirements. As well, students who received a D or lower are automatically enrolled in summer school, and other credit recovery opportunities are made available, to improve their grades and qualify them for the admissions process. Decreases in the recent year could be attributed to a number of factors, including inconsistency within the counseling staff (Head Counselor left for another position in January 2016), and an increase in D/F grades in 12th grade level classes. Additionally, this downturn over the past year is a trend that is being felt district-wide at other comprehensive high schools.

Of the students who meet a-g requirements, students who complete 19 or more a-g courses and have a Grade Point Average of 3.0 or above meet A-G Competitive Eligibility criteria.

School Year	% 9th-12th Graders A-G On-Track	% 12 th Graders A-G On-Track	% of On-Track 12 th Graders who Meet A-G Competitive Eligibility Criteria
2013-14	26.61%	31.72%	No data available
2014-15	38.09%	39.29%	60.00%
2015-16	38.71%	40.29%	59.04%

Goal 2 Participation

Fresno Unified School District's Goal 2 states that "all students will engage in arts, activities, and athletics." Since 2013-14, Roosevelt engagement data has shown a steady participation rate above 70% for students participating in arts, activities and athletics. For the 2013-14 school year, 76.3% of students participated in Goal 2 activities. Data for this measurement reached a high of 79.0% for the 2014-15 school year before falling to 71.2% for the 2015-16 school year.

District Policies/School Financial Support

- Expenditures Per Pupil
 - 2016-17 expenditure per pupil is \$11,005
- Other Funding Sources (on-site allocations)
 - 3010 Title I - \$189,189
 - 7090 LCFF in lieu of EIA:SCE - \$409,304
 - 7091 LCFF in lieu of EIA:LEP - \$215,419
 - 7099 LCFF in lieu of EIA:SCE Library Materials - \$10,000
 - TOTAL 2016-17 On-Site Allocation - \$823,912

Pupil Achievement Outcomes

Standardized Tests

CAASPP

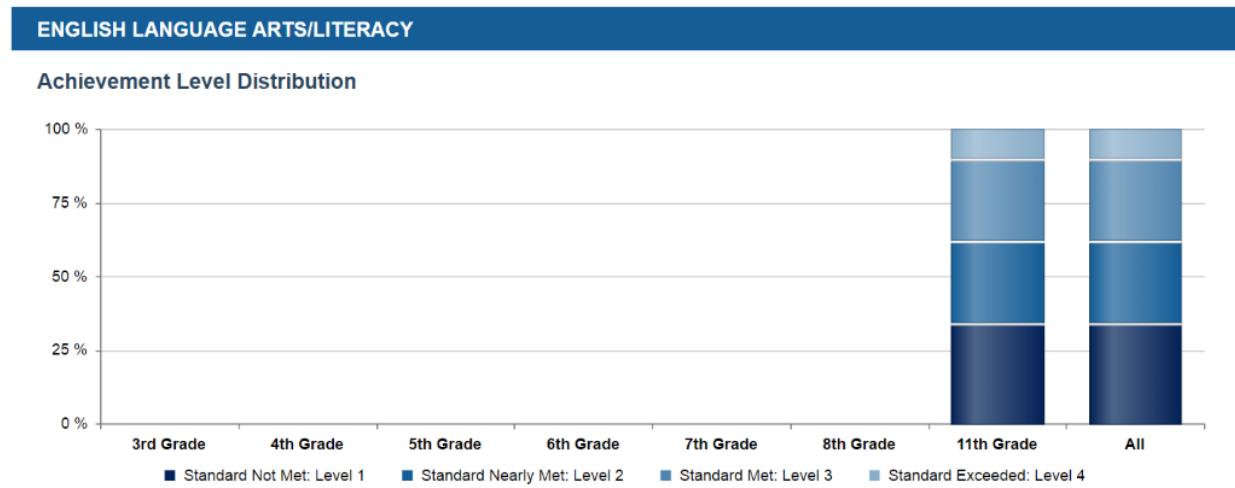
As the STAR program was being replaced by the California Assessment of Student Performance and Progress (CAASPP) in 2014-15, instructional focus shifted towards teaching new standards that emphasize analytical thinking, problem solving and communications skills. The SBAC percentage of students scoring Proficient/Advanced on the 2012-13 CST ELA exam increased by 12% for Met/Exceeded standards on the 2014-15 CAASPP ELA (an increase by 14% if only 11th grade students are considered from the 2012-13 ELA CST). The percentage of students who scored Met/Exceeded standards on the 2015-16 CAASPP ELA decreased by 4%. For math, the percentage of students scoring Proficient/Advanced on the 2012-13 CST Math exam increased by 2% for Met/Exceeded standards on the 2014-15 CAASPP Math (an increase by 3% if only 11th graders are considered from the 2012-13 Math CST). The percentage of students who scored Met/Exceeded standards on the 2015-16 CAASPP Math decreased by 1%.

Roosevelt recognizes the achievement gaps that are prevalent, as seen in CAASPP scores. On the 2015-16 ELA CAASPP, 78% of African-American students are not meeting standards, while the overall percentage of students not meeting standards is 66%. This is a gap of 12%, making one of Roosevelt's smallest student populations one of the biggest priorities for support. Of the students meeting or exceeding standards, there are only 21% of the African-American students, while 37% of the Asian students and 37% of the Hispanic students are exceeding or meeting standards. Although there was a 4% increase in African-American students who met or exceeded standards, there is a 16% gap that should not exist. There is also a 17% gap between male and female students who met or exceeded standards, with females scoring at 45% and males scoring at 28%. The percent of students that need support the most--students not meeting standards--are the African-American students, the English Learner students, and the Special Education students.

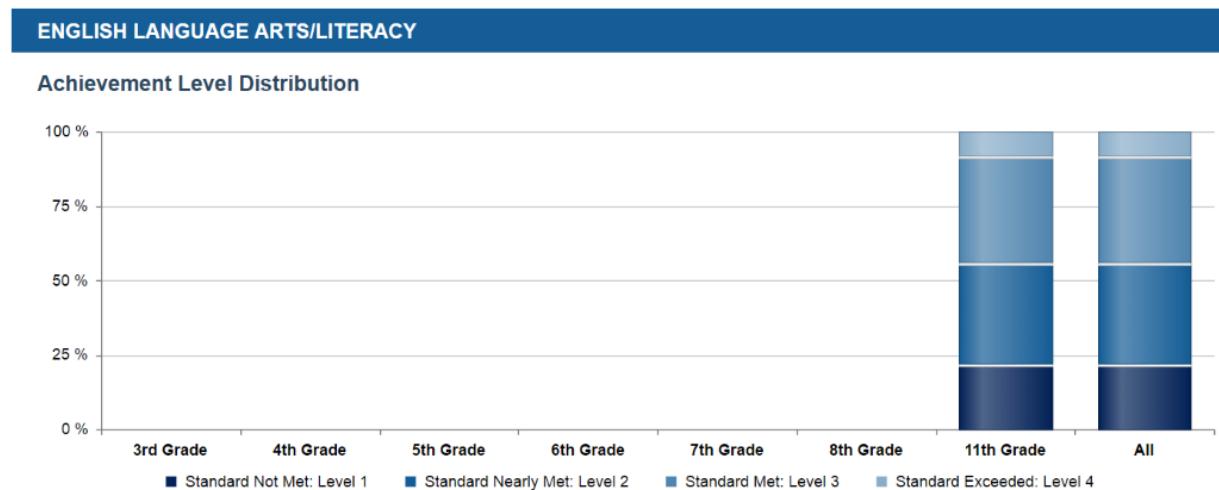
In math there is also a wide achievement gap. Seventy-two percent of Roosevelt juniors did not meet standards. Eighty-eight percent of our African-American students, and almost 3 out of 4 Hispanic/Latino students, did not meet standards in math. Also not meeting standards in math, 93% of our English Learner students, and 100% of our Special Education students. This is not acceptable and we must work on supporting these student towards success in math.

CAASPP ELA

Smarter Balanced Results (2016)



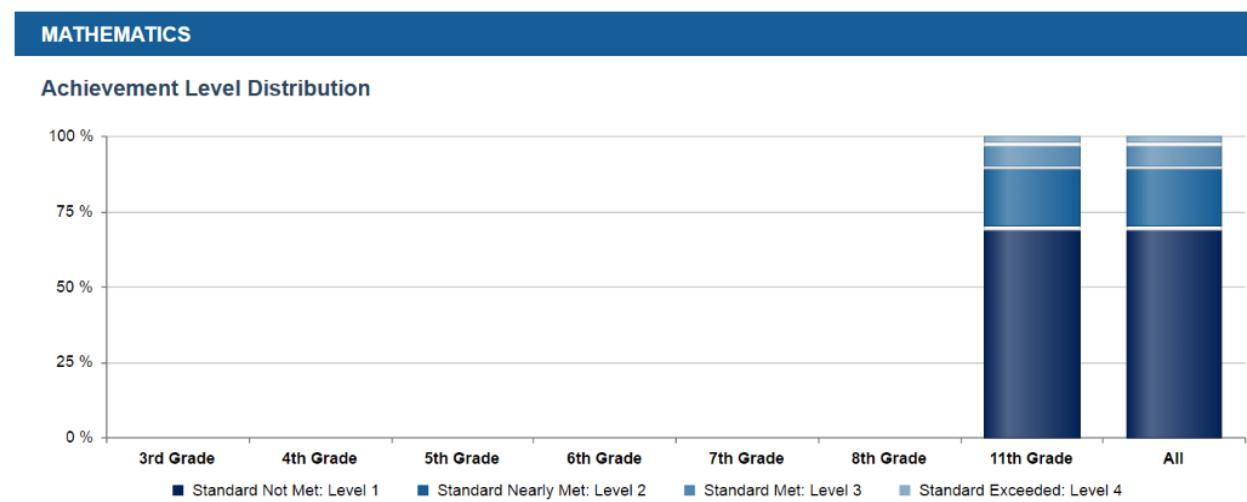
Smarter Balanced Results (2015)



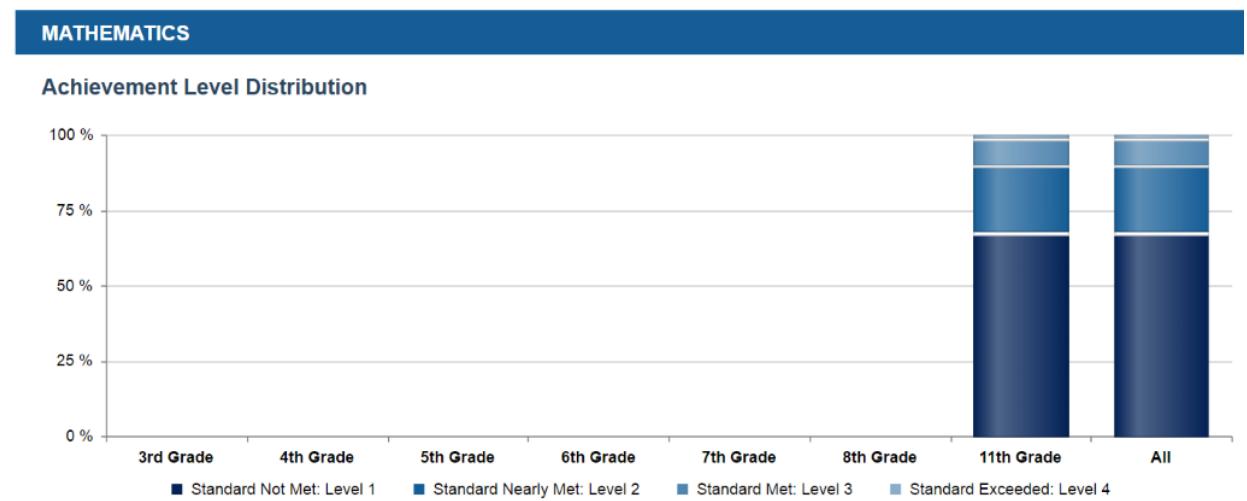
CAASPP ELA Scores by Ethnicity

Ethnicity	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Year	14-15	15-16	14-15	15-16
African American	0	4	17	17
Asian	2	5	49	32
Hispanic or Latino	6	9	35	28
White	58	33	33	0
English Learner	0	1	6	6
SPED	5	0	14	0
Female	7	14	38	31
Male	9	4	34	24

CAASPP Math 2016



CAASPP Math 2015



CAASPP Math Scores by Ethnicity

Ethnicity	% Standard Exceeded	% Standard Met	% Standard Nearly Met		% Standard Not Met	
Year	14-15	15-16	14-15	15-16	14-15	15-16
African American	0	0	0	0	0	12
Asian	5	3	16	12	37	27
Hispanic or Latino	1	1	6	6	19	19
White	0	7	63	20	55	13
English Learner	0	0	1	1	8	6
SPED	4	0	4	0	0	91
Female	1	2	6	7	23	23
Male	1	2	10	6	21	16

Roosevelt High School ACS WASC/CDE Self-Study Report

CST

The type of assessment data presented in this report has changed dramatically since the last WASC report with the introduction of Common Core. Our district did not participate in CST tests, except for the annual Life Science 10th grade assessment, during the 2013-2014 school year. This district wide change was made in order to allow our teachers time to build lessons that would look much more like Common Core. Other than the Life Science assessment, the last time we participated in full CST testing was the spring of 2013.

2015-16 CST and CMA Life Science Results

	Percentage in Each Proficiency Level						2015-16 Prof/Adv	2014-15 Prof/Adv
	# of Science Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced		
Roosevelt	503	19.9%	28.6%	35.2%	12.3%	4%	16.3%	24.6%

2014-15 CST and CMA Science Results

	Percentage in Each Proficiency Level						Prof/Adv
	# of Science Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced	
Roosevelt	484	21%	21%	34%	19%	5%	24%

2012-13 CST Data

English Language Arts

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
9th	8%	21%	42%	22%	8%
10th	9%	25%	42%	19%	6%
11th	12%	28%	37%	17%	7%

Mathematics

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
General Math	70%	30%	0%	0%	0%
Algebra I	26%	47%	21%	5%	0%
Geometry	28%	57%	12%	2%	0%
Algebra II	37%	32%	23%	6%	2%
Summative Math	19%	53%	18%	10%	0%

Roosevelt High School ACS WASC/CDE Self-Study Report

History

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
World History	34%	19%	33%	11%	3%
U.S. History	24%	19%	32%	19%	6%

Science

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Gr 10 Life Sci	16%	23%	33%	20%	8%
Biology	18%	23%	37%	17%	5%
Chemistry	16%	27%	48%	8%	1%
Earth Science	20%	21%	49%	8%	2%
Physics	3%	6%	52%	30%	9%
Int. Science	31%	24%	41%	4%	0%

AYP

In 2013-14, Fresno Unified became part of a consortium of districts who sought a waiver under NCLB. (See discussion in Section II). Using former criteria, however, Roosevelt would not have made AYP in this year, meeting only the Graduation Rate criteria. Fresno Unified is a Program Improvement District, and Roosevelt is in year 5 of PI.

The number of students scoring proficient or advanced decreased yearly between 2012 and 2014. Despite some improvements, not all subgroups met their AYP proficiency growth targets and Roosevelt is still considered a Program Improvement school with our English Learners and Special Education subgroups having the biggest gaps to proficiency.

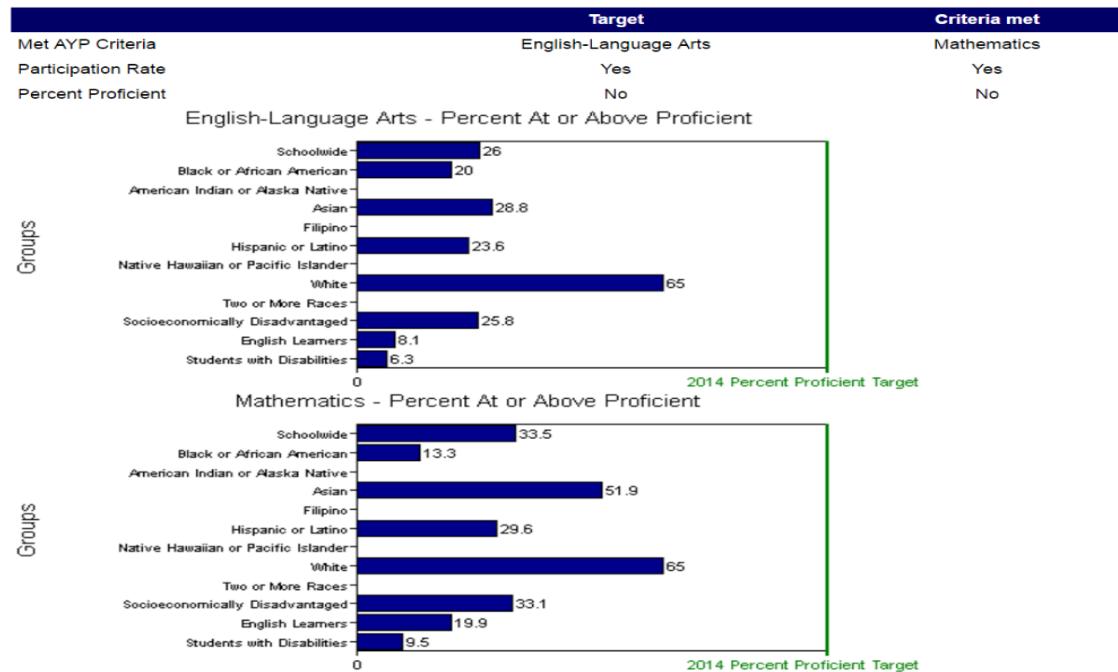
AYP Schoolwide Proficiency

	2012	2013	2014
ELA	30.5	25.8	26
MATH	40.6	32.4	33.5

Roosevelt High School ACS WASC/CDE Self-Study Report

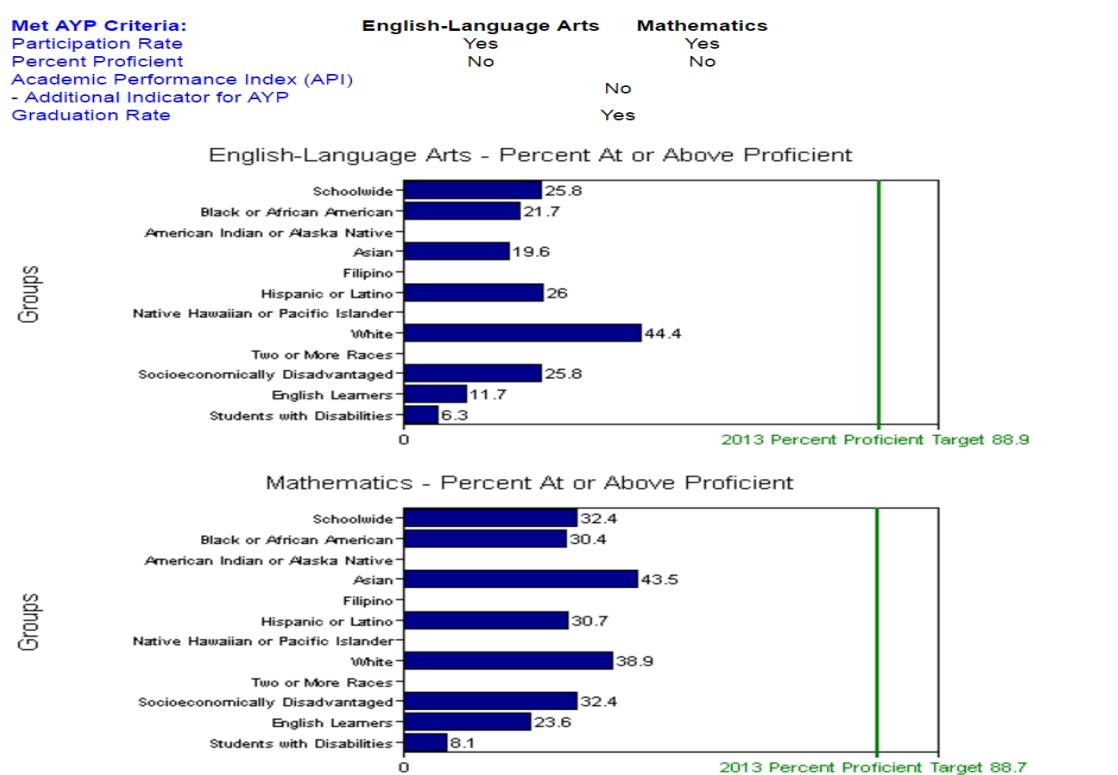
AYP 2014

Made AYP:

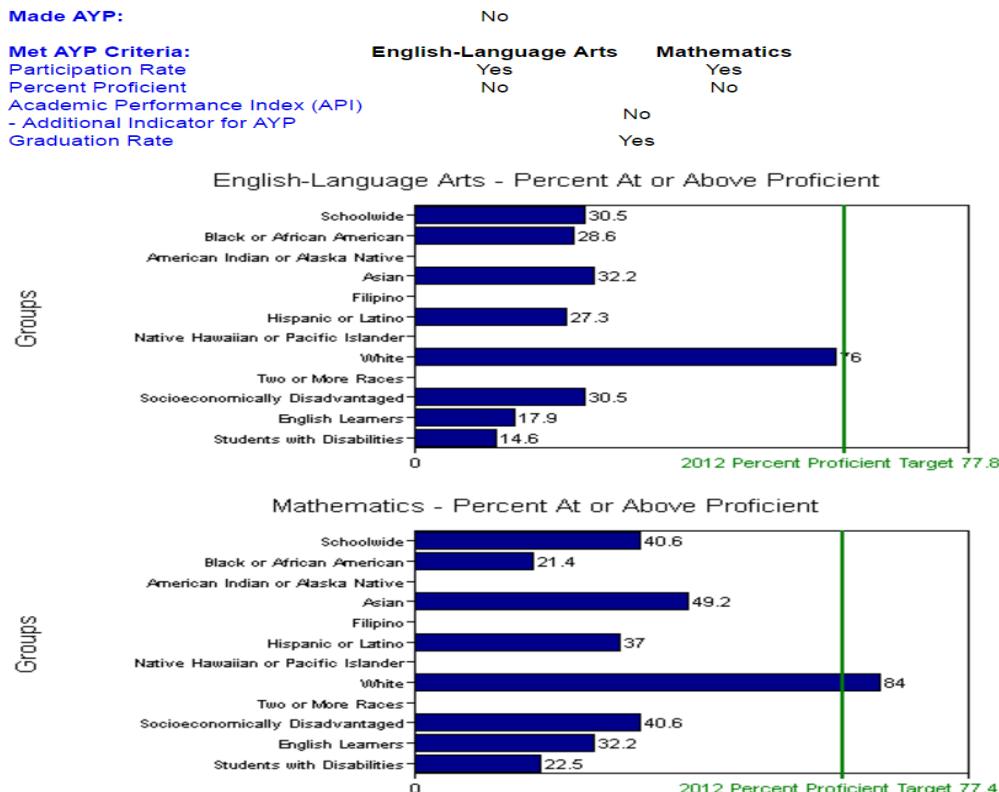


AYP 2013

Made AYP:



AYP 2012



College Scholastic Assessment Tests and EAP

Prior to the 2015-16 school year, Roosevelt students who wanted to take the SAT assessment, were required to register to take the test on a weekend, and were required to travel to a different school site for the test. Beginning with the 2015-16 school year, Fresno Unified made a commitment to provide access to all students to the SAT on their own high school campuses. In April 2016, 280 Roosevelt 11th grade students had the opportunity to take the SAT during a special administration on the campus at Roosevelt during the school day. In April 2017, Roosevelt will be testing 396 11th graders in the second year of on-site SAT testing.

To assist with preparations for the SAT, students have access to Khan Academy for free test prep. Students were able to link their PSAT scores to the College Board website, for personalized support and practice through Khan Academy.

Additionally, beginning with the 2016-17 school year, all 9th, 10th, and 11th grade students had the opportunity to take the PSAT during a special administration on the campus at Roosevelt during the school day in the fall.

Roosevelt High School ACS WASC/CDE Self-Study Report

2014-15 SAT Results:

Name	Grade 12 Enrollment*	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
Roosevelt High	435	217	377	384	379	17	7.83

Advanced Placement (AP)

In recent years there has been a school-wide focus to increase the number of underrepresented students, particularly Hispanic or Latino and African-American students, in every Advanced Placement course. An open enrollment process has increased access for all students to enroll in the school's most academically rigorous classes. Additional steps have been taken to increase enrollment and preparedness by increasing the percentage of students who meet AP Eligibility, which includes providing an on-campus PSAT exam for all 9th-11th grade students.

Roosevelt offers 14 AP classes in 2016-17, with the addition of new AP Physics 1 and AP Computer Science Principles courses in their first year. With a relatively similar overall student enrollment, there were about 70 more AP courses being taken than in the previous school year.

AP Enrollment Comparison by Course

Term	School	AP Art History	AP Biology	AP Calculus AB	AP Calculus BC	AP Chemistry	AP Computer Science	AP Computer Science Principles	AP English Language and Composition	AP English Literature and Composition	AP Environmental Science	AP European History	AP French Language and Culture	AP German Language and Culture	AP Gov and Politics Comparative (Econ Standards)	AP Government and Politics US	AP Human Geography	AP Macroeconomics (Econ Standards)	AP Microeconomics (Econ Standards)	AP Music Theory	AP Physics 1	AP Physics B	AP Physics C: Electricity and Magnetism	AP Physics C: Mechanics	AP Psychology	AP Seminar	AP Spanish Language	AP Spanish Literature	AP Statistics	AP Studio Art: 2-D Design	AP Studio Art: Drawing	AP United States History	Grand Total
2013-2014 Q1	Roosevelt High	11	39						18						83		65															689	
2013-2014 Q3	Roosevelt High	11	38						17	48	123				78		62														636		
2014-2015 Q1	Roosevelt High	16	49	5					48	27	16	98				59	66													660			
2014-2015 Q3	Roosevelt High	11	44	3					45	23	14	92				57	63													614			
2015-2016 Q1	Roosevelt High		48	3					63	50	45	103				54	89													713			
2015-2016 Q3	Roosevelt High		42	3					59	44	42	99				49	74													645			
2016-2017 Q1	Roosevelt High		35						5	86	83	49	86				62	74			31								799				

AP Enrollment Comparison (NOT Unique Student counts)

School	13-14				14-15				15-16				16-17				13-14 vs 14-15 1st Day		14-15 vs 15-16 1st Day		15-16 vs 16-17 1st Day	
	13-14 1st Day of School	14-15 1st Day of School	15-16 1st Day of School	16-17 1st Day of School	13-14 1st Day of School	14-15 1st Day of School	15-16 1st Day of School	16-17 1st Day of School	1 Year Change	%	1 Year Change	%	1 Year Change	%	1 Year Change	%	1 Year Change	%	1 Year Change	%		
Roosevelt High	787	815	811	882					28	4%	-4	0%			71	9%						
School	13-14 Quarter 1				14-15 Quarter 1				15-16 Quarter 1				16-17 Quarter 1				13-14 vs 14-15 Q1		14-15 vs 15-16 Q1		15-16 vs 16-17 Q1	
	689	660	713	799													1 Year Change	%	1 Year Change	%	1 Year Change	%
Roosevelt High																	-29	-4%	53	8%	86	12%
School	13-14 Quarter 3				14-15 Quarter 3				15-16 Quarter 3				16-17 Quarter 3				13-14 vs 14-15 Q3		14-15 vs 15-16 Q3		15-16 vs 16-17 Q3	
	636	614	645														1 Year Change	%	1 Year Change	%	1 Year Change	%
Roosevelt High																	-22	-3%	31	5%		

Roosevelt High School ACS WASC/CDE Self-Study Report

Unique Students Enrolled in AP

1st Day of School Comparison				16-17 Day 1 Enrollment % Total Enrollment		Day 1: 13-14 vs 14-15		Day 1: 14-15 vs 15-16		Day 1: 15-16 vs 16-17	
School	13-14 Day 1	14-15 Day 1	15-16 Day 1	16-17 Day 1			Day 1: 1 Year Change % Change				
Roosevelt High	563	557	562	565	2111	27%	-6	-1%	5	1%	
Q1 Comparison				16-17 Q1 Enrollment % Total Enrollment		Q1: 13-14 vs 14-15		Q1: 14-15 vs 15-16		Q1: 15-16 vs 16-17	
School	13-14 Q1	14-15 Q1	15-16 Q1	16-17 Q1			Q1: 1 Year Change % Change				
Roosevelt High	514	479	521	549	2143	26%	-35	-7%	42	9%	
Q3 Comparison				16-17 Q3 Enrollment % Total Enrollment		Q3: 13-14 vs 14-15		Q3: 14-15 vs 15-16		Q3: 15-16 vs 16-17	
School	13-14 Q3	14-15 Q3	15-16 Q3	16-17 Q3			Q3: 1 Year Change % Change				
Roosevelt High	477	451	480				-26	-5%	29	6%	

The Advanced Placement Enrollment by Ethnicity data for our school indicates that there has been strong progress in increasing the number of Hispanic or Latino students enrolled in AP courses, with an increase of more than 50 students enrolled on Day 1 in the last four years.

Unique AP Students by Ethnicity

3 Year Change (Unique Students)		Day 1				Q1				13-14 vs. 14-15		14-15 vs 15-16		15-16 vs 16-17		Q3											
		13-14	14-15	15-16	16-17	Day1	Day1	Day1	Day1	13-14	14-15	15-16	16-17	Q1: 1 Year Change	Q1: % Change	Q1: 1 Year Change	Q1: % Change	Q1: 1 Year Change	Q1: % Change	13-14	14-15	15-16	16-17	Q3	Q3	Q3	Q3
School	Ethnicity	13-14	14-15	15-16	16-17	Day1	Day1	Day1	Day1	Q1	Q1	Q1	Q1	Q1: 1 Year Change	Q1: % Change	Q1: 1 Year Change	Q1: % Change	Q1: 1 Year Change	Q1: % Change	13-14	14-15	15-16	16-17	Q3	Q3	Q3	Q3
Roosevelt High	African American/Black	16	18	21	19	13	16	18	18	3	23%	2	13%		0%					10	16	12					
Roosevelt High	Asian	77	58	64	59	67	46	55	58	-21	-31%	9	20%		0%					63	44	53					
Roosevelt High	Hispanic	393	389	426	445	355	335	403	435	-20	-6%	68	20%		0%					327	316	372					
Roosevelt High	Multiracial	26	35	9	10	24	32	9	8	8	33%	-23	-72%		0%					23	29	7					
Roosevelt High	Native American/Alaskan	2	3	2	2	1	1	2	2	0	0%	1	100%		0%					1	1	2					
Roosevelt High	NULL	6	20			15	23			8	53%	-23	-100%		0%					17	22						
Roosevelt High	White	41	32	38	29	39	25	32	27	-14	-36%	7	28%		0%					36	22	32					
Roosevelt High	Pacific Islander	2	2	2	1	0	1	2	1	1	100%	1	100%		#DIV/0!					0	1	2					
Roosevelt High	Total	563	557	562	565	514	479	521	549	-35	-7%	42	15%	0	0%					477	451	480	0				

Drop Students by Ethnicity (Unique Students)

School	Ethnicity	2013-14				2014-15				2015-16				2016-17				2015-16 Unique Student Drops by Ethnicity				2016-17 Unique Student Drops by Ethnicity					
		14	13-14	13-14	13-14	14-15	14-15	14-15	14-15	15-16	15-16	15-16	15-16	16	17	17	17	Day 1 to Q1 % Change	Day 1 to Q3 % Change	Q1 to Q3 % Change	Day 1 to Q1 % Change	Day 1 to Q3 % Change	Q1 to Q3 % Change				
Roosevelt High	African American/Black	16	13	10	18	16	16	21	18	12	19	18		3	14.29%	9	42.86%	6	33.33%		1	5.26%					
Roosevelt High	Asian	77	67	63	58	46	44	64	55	53	59	58		9	14.06%	11	17.19%	2	3.64%		1	1.69%					
Roosevelt High	Hispanic	393	355	327	389	335	316	426	403	372	445	435		23	5.40%	54	12.68%	31	7.69%		10	2.25%					
Roosevelt High	Multiracial	26	24	23	35	32	29	9	9	7	10	8		0	0.00%	2	22.22%	2	22.22%		2	20.00%					
Roosevelt High	Native American/Alaskan	2	1	1	3	1	1	2	2	2	2	2		0	0.00%	0	0.00%	0	0.00%		0	0.00%					
Roosevelt High	NULL	6	15	17	20	23	22							0	#DIV/0!	0	#DIV/0!	0	#DIV/0!		6	15.79%	6	15.79%	0	0.00%	
Roosevelt High	White	41	39	36	32	25	22	38	32	32	29	27		0	0.00%	0	0.00%	0	0.00%		2	6.90%			0	0.00%	
Roosevelt High	Pacific Islander	2	0	0	2	1	1	2	2	2	1	1		41	7.30%	82	14.59%	41	7.87%		16	2.83%					
Roosevelt High	Total	563	514	477	557	479	451	562	521	480	565	549															

AP Enrollment Changes within each Year (Not Unique Students)

School Year 2013-2014			
School	1st Day of School	Quarter 1	Quarter 3
Roosevelt High	787	689	636
School Year 2014-15			
School	1st Day of School	Quarter 1	Quarter 3
Roosevelt High	815	660	614
School Year 2015-16			
School	1st Day of School	Quarter 1	Quarter 3
Roosevelt High	811	713	645
School Year 2016-17			
School	1st Day of School	Quarter 1	Quarter 3
Roosevelt High	882	799	

During the 2016-17 school year, Roosevelt AP teachers developed a plan to increase retention of, and support provided to, students enrolled in AP classes. The plan includes elements of counseling, communication, teacher availability, additional resources, and developing an AP culture on campus. With the implementation of the plan, Roosevelt has one of the highest retention rates for AP students in the district.

API/School Accountability

CORE Waiver Accountability

The accountability model for Roosevelt High School has changed since the last full Self-Study. In August of 2013, the Fresno Unified School District became one of eight LEAs who collaborated to submit a waiver to the U.S. Department of Education, requesting flexibility and relief of requirements in the ESEA - a waiver from some of the No Child Left Behind components. These districts in California, representing more than one million students, formed a learning cooperative called the California Office to Reform Education (CORE). CORE districts have focused on learning and sharing practices in two critical areas: 1) effective implementation of the Common Core State Standards; and 2) building social capital.

In order to further their work, the districts collectively sought and obtained the CORE Waiver, which essentially created an alternate model of Accountability, the School Quality Improvement System (SQIS). The SQIS is described more fully in Chapter II of this report and involves a calculation of academic, personal/social, and culture/climate measures school-wide and among sub-groups. An important component of the accountability model is identification of schools for the purpose of overall system improvement, through a system of partnering schools. Based on the calculation of multiple measures, the CORE Accountability Model was initially set up to identify schools as Reward, Focus, or Priority schools for the purposes of setting up a partnering system. However, the labeling of schools as priority and reward schools is no longer part of the model. There are still Focus schools where, in Fresno Unified, partnering schools set goals and work within their region as a "Community of Practice" (COP). This allows teams from schools in the same region to work on similar issues that impact common issues, instead of being isolated and completing work that may no longer have a direct impact on the school.

School Quality Improvement Report Card for 2016 & Subgroup Performance

The Roosevelt School Quality Improvement Report Card (see Chapter 2 for more info on the SQIS) informs our School Action Plan. With the 2016 Fall SBAC data, Roosevelt finally has two

years of data for some categories, which allows for a more complete, albeit a short-term, picture of academic progress. This is the first time that achievement data recognizes growth in the overall model, and although Roosevelt has struggled to increase the percent of students earning Meets or Exceeds Standards in both ELA and Math, the growth model provides a slightly more positive outlook.

The academic performance of students on the ELA SBAC received a 4 out of 10 score and a 6 out of 10 for a 55% growth percentile. The academic performance of students on the Math SBAC received a 3 out of 10 score and a 5 out of 10 for a 47% growth percentile. Both areas will continue to be a focus for the school for improvement. The Report Card gives metrics to each score and the expected improvement in each domain, based on the percentage needed to move to the next index level. In both ELA and Math, the school needs to improve the percentage of students Meeting or Exceeding Standards by 3% to move to the next level.

2015-2016 Index Results

Roosevelt High

Number of Students: 2160	District Fresno Unified	Code 1035831	Address 4250 East Tulare Street Fresno, CA 93702	<table border="1"> <thead> <tr> <th></th><th>School %</th></tr> </thead> <tbody> <tr> <td>EL</td><td>32%</td></tr> <tr> <td>SD</td><td>85%</td></tr> <tr> <td>SWD</td><td>12%</td></tr> </tbody> </table>		School %	EL	32%	SD	85%	SWD	12%	<table border="1"> <thead> <tr> <th></th><th>School %</th></tr> </thead> <tbody> <tr> <td>AA</td><td>6%</td></tr> <tr> <td>AI</td><td>0%</td></tr> <tr> <td>AS</td><td>9%</td></tr> <tr> <td>H/L</td><td>79%</td></tr> </tbody> </table>		School %	AA	6%	AI	0%	AS	9%	H/L	79%	<table border="1"> <thead> <tr> <th></th><th>School %</th></tr> </thead> <tbody> <tr> <td>FI</td><td>0%</td></tr> <tr> <td>PI</td><td>0%</td></tr> <tr> <td>Two+</td><td>0%</td></tr> <tr> <td>WH</td><td>4%</td></tr> </tbody> </table>		School %	FI	0%	PI	0%	Two+	0%	WH	4%
	School %																																	
EL	32%																																	
SD	85%																																	
SWD	12%																																	
	School %																																	
AA	6%																																	
AI	0%																																	
AS	9%																																	
H/L	79%																																	
	School %																																	
FI	0%																																	
PI	0%																																	
Two+	0%																																	
WH	4%																																	

Green = above average (Index Levels 8, 9 and 10) **Orange** = average (Index Levels 4, 5, 6, 7) **Red** = below average (Index Levels 1, 2, 3)

Index Results: Academic Domain (All Students)					
	Metric result 2015	Metric result 2016	Change in Metric Performance from 2015 to 2016	Index Level 2016	Change in Index Level from 2015 to 2016
Academic Performance English Language Arts	38% MEET OR EXCEED STANDARDS	34% MEET OR EXCEED STANDARDS	-4%	4/10	
Academic Growth - English Language Arts		55% GROWTH PERCENTILE		6/10	
Academic Performance Math	8% MEET OR EXCEED STANDARDS	7% MEET OR EXCEED STANDARDS	-1%	3/10	
Academic Growth - Math		47% GROWTH PERCENTILE		5/10	
Four Year Cohort Graduation Rate	84% GRADUATED CLASS OF 2014	89% GRADUATED CLASS OF 2015	5%	8/10	
Five Year Cohort Graduation Rate	88% GRADUATED CLASS OF 2013				
Six Year Cohort Graduation Rate	86% GRADUATED CLASS OF 2012				

With the California Office to Reform Education (CORE) model, schools in the CORE districts include areas such as absenteeism, EL redesignation, culture and climate survey data, and social-emotional skills into the accountability measure. Indicators in both Culture and Climate and Social-Emotional Skills earned ratings of below average at Roosevelt. There were factors that went into lower ratings on surveys, such as a change in leadership, staffing instability, and some negative media attention following an incident on campus. Regardless, these measurements will be a focus of improvement at Roosevelt. Measurement of social-emotional skills is new data for Roosevelt.

Roosevelt High School ACS WASC/CDE Self-Study Report

Social-Emotional & Culture-Climate Domain (All Students)					
	Metric result 2015	Metric result 2016	Change in Metric Performance from 2015 to 2016	Index Level 2016	Change in Index Level from 2015 to 2016
Chronic Absenteeism	22% CHRONICALLY ABSENT	24% CHRONICALLY ABSENT	2%	3/10	↓1
English Learner Re-designation	11% RE-DESIGNATED	11% RE-DESIGNATED	0%	6/10	→0
Suspension Rates (includes students suspended and/or expelled)	5% SUSPENDED (AND/OR EXPELLED)	6% SUSPENDED (AND/OR EXPELLED)	1%	6/10	→0
Culture and Climate: Family Overall	89% PERCENT FAVORABLE			2/10	
Culture and Climate: Staff Overall	68% PERCENT FAVORABLE	66% PERCENT FAVORABLE	-2%	1/10	→0
Culture and Climate: Student Overall	64% PERCENT FAVORABLE	60% PERCENT FAVORABLE	-4%	2/10	↓2
Social-Emotional Skills: Growth Mindset	55% PERCENT POSITIVE	54% PERCENT POSITIVE	-1%	1/10	↓1
Social-Emotional Skills: Self-Efficacy	41% PERCENT POSITIVE	39% PERCENT POSITIVE	-2%	2/10	↓1
Social-Emotional Skills: Self-Management	75% PERCENT POSITIVE	74% PERCENT POSITIVE	-1%	5/10	↓1
Social-Emotional Skills: Social Awareness	56% PERCENT POSITIVE	57% PERCENT POSITIVE	1%	5/10	→0

The new CORE accountability model ensures that students are no longer invisible when it comes to data collection, as CORE reduced the size of student subgroups used in the new school accountability system from 100, the minimum the state currently requires, to 20. At Roosevelt, African-American students score well below the rest of the school in both ELA and Math, and no students in their subgroup Met or Exceeded Standards in Math. The school, as a whole, struggled on the Math SBAC, but there were multiple subgroups with no students Meeting or Exceeding Standards, including African-American students. Similar results are also seen in social-emotional measures.

Subgroup Performance - Academic Domain

Racial/Ethnic Subgroup Performance: Academic Domain								
	African-American (AA)	American Indian/Alaskan Native (AI/AN)	Asian (AS)	Hispanic/Latino (H/L)	Filipino (FI)	Pacific Islander (PI)	White (WH)	Two or More Races (Two+)
Academic Performance English Language Arts	17% MEET OR EXCEED STANDARDS		36% MEET OR EXCEED STANDARDS	34% MEET OR EXCEED STANDARDS				
Academic Growth - English Language Arts			70% GROWTH PERCENTILE	54% GROWTH PERCENTILE				
Academic Performance Math			14% MEET OR EXCEED STANDARDS	6% MEET OR EXCEED STANDARDS				
Academic Growth - Math			86% GROWTH PERCENTILE	42% GROWTH PERCENTILE				
Four Year Cohort Graduation Rate	73% GRADUATED CLASS OF 2015		85% GRADUATED CLASS OF 2015	91% GRADUATED CLASS OF 2015			94% GRADUATED CLASS OF 2015	

Roosevelt High School ACS WASC/CDE Self-Study Report

Subgroup Performance: Academic Domain					
	Metric result 2016	Lowest Performing Racial/Ethnic Subgroup	English Learners	Students with Disabilities	Socio-Economically Disadvantaged Students
Academic Performance English Language Arts	34% MEET OR EXCEED STANDARDS	17% (AA) MEET OR EXCEED STANDARDS	12% MEET OR EXCEED STANDARDS	0% MEET OR EXCEED STANDARDS	32% MEET OR EXCEED STANDARDS
Academic Growth - English Language Arts	55% GROWTH PERCENTILE	54% (H/L) GROWTH PERCENTILE	51% GROWTH PERCENTILE	15% GROWTH PERCENTILE	54% GROWTH PERCENTILE
Academic Performance Math	7% MEET OR EXCEED STANDARDS	6% (H/L) MEET OR EXCEED STANDARDS	1% MEET OR EXCEED STANDARDS	0% MEET OR EXCEED STANDARDS	7% MEET OR EXCEED STANDARDS
Academic Growth - Math	47% GROWTH PERCENTILE	42% (H/L) GROWTH PERCENTILE	48% GROWTH PERCENTILE	57% GROWTH PERCENTILE	47% GROWTH PERCENTILE
Four Year Cohort Graduation Rate	89% GRADUATED CLASS OF 2015	73% (AA) GRADUATED CLASS OF 2015	86% GRADUATED CLASS OF 2015	55% GRADUATED CLASS OF 2015	90% GRADUATED CLASS OF 2015

Subgroup Performance - Social-Emotional & Culture-Climate Domains

Racial/Ethnic Subgroup Performance: Social-Emotional & Culture-Climate Domain								
	African-American (AA)	American Indian/Alaskan Native (AI/AN)	Asian (AS)	Hispanic/Latino (H/L)	Filipino (FI)	Pacific Islander (PI)	White (WH)	Two or More Races (Two+)
Chronic Absenteeism	32% CHRONICALLY ABSENT		20% CHRONICALLY ABSENT	24% CHRONICALLY ABSENT			27% CHRONICALLY ABSENT	
English Learner Re-designation								
Suspension Rates (includes students suspended and/or expelled)	13% SUSPENDED (AND/OR EXPELLED)		2% SUSPENDED (AND/OR EXPELLED)	5% SUSPENDED (AND/OR EXPELLED)			7% SUSPENDED (AND/OR EXPELLED)	
Culture and Climate: Family Overall			92% PERCENT FAVORABLE	89% PERCENT FAVORABLE				
Culture and Climate: Student Overall	57% PERCENT FAVORABLE		59% PERCENT FAVORABLE	60% PERCENT FAVORABLE			56% PERCENT FAVORABLE	
Social-Emotional Skills: Growth Mindset	62% PERCENT POSITIVE		51% PERCENT POSITIVE	53% PERCENT POSITIVE			62% PERCENT POSITIVE	
Social-Emotional Skills: Self-Efficacy	48% PERCENT POSITIVE		35% PERCENT POSITIVE	39% PERCENT POSITIVE			41% PERCENT POSITIVE	
Social-Emotional Skills: Self-Management	68% PERCENT POSITIVE		75% PERCENT POSITIVE	75% PERCENT POSITIVE			74% PERCENT POSITIVE	
Social-Emotional Skills: Social Awareness	58% PERCENT POSITIVE		56% PERCENT POSITIVE	57% PERCENT POSITIVE			62% PERCENT POSITIVE	

Roosevelt High School ACS WASC/CDE Self-Study Report

Subgroup Performance: Social-Emotional & Culture Climate Domain					
	Metric result 2016	Lowest Performing Racial/Ethnic Subgroup	English Learners	Students with Disabilities	Socio-Economically Disadvantaged Students
Chronic Absenteeism	24% CHRONICALLY ABSENT	32% (AA) CHRONICALLY ABSENT	23% CHRONICALLY ABSENT	39% CHRONICALLY ABSENT	22% CHRONICALLY ABSENT
Suspension Rates (includes students suspended and/or expelled)	6% SUSPENDED (AND/OR EXPelled)	13% (AA) SUSPENDED (AND/OR EXPelled)	5% SUSPENDED (AND/OR EXPelled)	11% SUSPENDED (AND/OR EXPelled)	5% SUSPENDED (AND/OR EXPelled)
English Learner Re-designation	11% RE-DENIGNATED				
Culture and Climate: Family Overall	89% PERCENT FAVORABLE	89% (H/L) PERCENT FAVORABLE			
Culture and Climate: Staff Overall	66% PERCENT FAVORABLE				
Culture and Climate: Student Overall	60% PERCENT FAVORABLE	56% (WH) PERCENT FAVORABLE	61% PERCENT FAVORABLE	60% PERCENT FAVORABLE	60% PERCENT FAVORABLE
Social-Emotional Skills: Growth Mindset	54% PERCENT POSITIVE	51% (AS) PERCENT POSITIVE	41% PERCENT POSITIVE	46% PERCENT POSITIVE	54% PERCENT POSITIVE
Social-Emotional Skills: Self-Efficacy	39% PERCENT POSITIVE	35% (AS) PERCENT POSITIVE	36% PERCENT POSITIVE	38% PERCENT POSITIVE	39% PERCENT POSITIVE
Social-Emotional Skills: Self-Management	74% PERCENT POSITIVE	68% (AA) PERCENT POSITIVE	69% PERCENT POSITIVE	61% PERCENT POSITIVE	74% PERCENT POSITIVE
Social-Emotional Skills: Social Awareness	57% PERCENT POSITIVE	56% (AS) PERCENT POSITIVE	53% PERCENT POSITIVE	49% PERCENT POSITIVE	56% PERCENT POSITIVE

Amount of Improvement Needed to Advance Index levels:

The Report Card shows that for Roosevelt to move to the next level for math academic performance and chronic absenteeism indicators (both currently 3/10), specific percentage goals need to be obtained for each indicator. A move to the next level in math academic performance would require a 3% increase in students meeting or exceeding standards, and chronic absenteeism would need to decrease by 2% to move to the next level for that indicator. Also, the report shows the suspension rates as scoring a 6 out of 10. To move to the next index level for his indicator (7/10), the school will need to set a goal of a decrease of 2% in suspensions and expulsions. Particularly, there is disparity in suspensions when we analyze subgroup data, with our African-American students suspended at 13%, while being less than 6% of the school population.

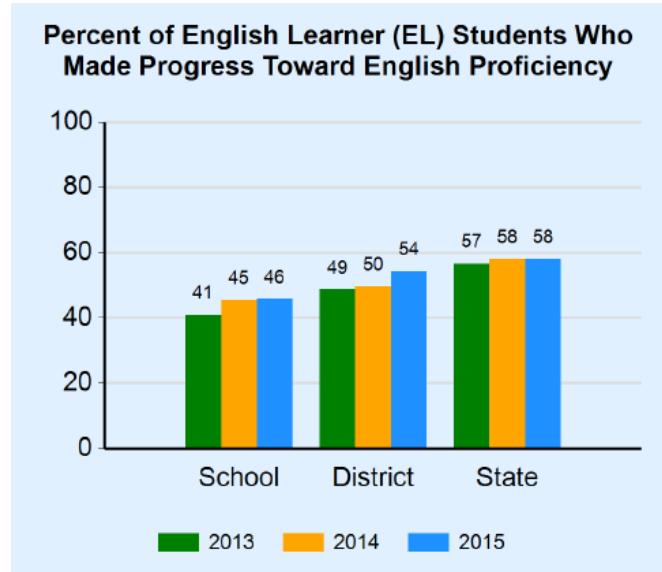
Amount of Improvement Needed to Advance Index Levels - Academic Domain					
	Index Level 2016	Metric result 2016	Change needed to improve 1 Index Level	Change needed to improve 2 Index Levels	Change needed to improve 3 Index Levels
Academic Performance English Language Arts	4/10	34% MEET OR EXCEED STANDARDS	3%	10%	16%
Academic Performance Math	3/10	7% MEET OR EXCEED STANDARDS	3%	5%	8%
Four Year Cohort Graduation Rate	8/10	89% GRADUATED CLASS OF 2015	3%	6%	

Amount of Improvement Needed to Advance Index Levels - Social-Emotional & Culture-Climate Domain					
	Index Level 2016	Metric result 2016	Change needed to improve 1 Index Level	Change needed to improve 2 Index Levels	Change needed to improve 3 Index Levels
Chronic Absenteeism	3/10	24% CHRONICALLY ABSENT	-2%	-4%	-7%
English Learner Re-designation	6/10	11% RE-DENIGNATED	2%	4%	6%
Suspension Rates (includes students suspended and/or expelled)	6/10	6% SUSPENDED (AND/OR EXPelled)	-2%	-3%	-4%

API 3-Year Average 2011-2013

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	1483	662	1432	653	1404	626	647	647
Black or African American	53	595	66	629	55	564	596	598
American Indian or Alaska Native	4		5		5			
Asian	180	694	166	682	150	650	675	677
Filipino	1		1		2			
Hispanic or Latino	1165	651	1121	641	1123	619	637	637
Native Hawaiian or Pacific Islander	2		1		2			
White	72	794	70	794	65	742	777	778
Two or More Races	0		0		2			
Socioeconomically Disadvantaged	1483	662	1432	653	1404	626	647	647
English Learners	831	632	820	618	724	571	607	609
Students with Disabilities	126	520	141	467	164	439	475	472

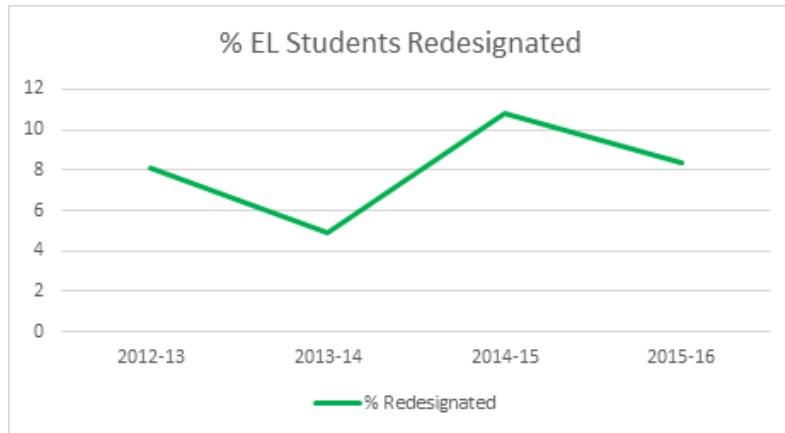
English Learners Progress Towards English Proficiency



During the 2015-16 school year, 15.4% of English Learners at Roosevelt met borderline criteria for redesignation, meaning they met at least one of the redesignation criteria through the CELDT, CAASPP, or PSAT Evidence-Based Reading and Writing. The percentage of English Learners who made progress toward English Proficiency is higher, since students may improve but still not meet borderline criteria for redesignation.

English Learner Redesignation

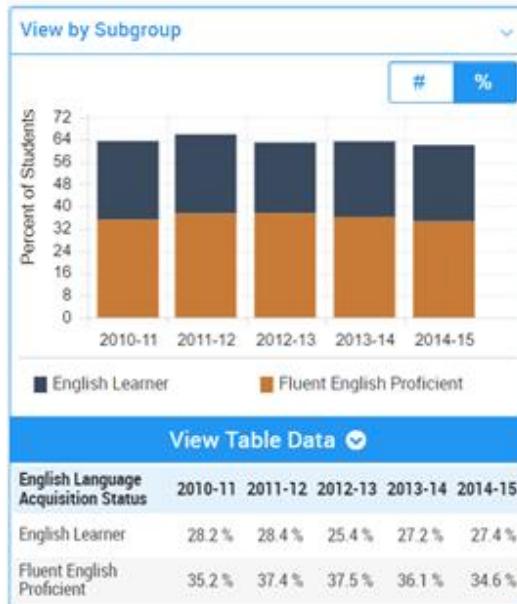
English Learner redesignation rates have fluctuated between 5-11% in the last four years. In this time, the criteria for redesignation has also changed due to the discontinuation of the ELA CST. The ELA CST was briefly replaced with the Degrees of Reading Power (DRP) assessment as one measureable criteria for redesignation. However, the DRP is no longer used and the district interim assessments in English Language Arts were incorporated using Illuminate and serve as measureable criteria for redesignation. Roosevelt students took the CELDT for the last time in the Fall of 2016, as they await the new English Language Proficiency Assessments for California (ELPAC) in 2018.



English Language Acquisition Status

Roosevelt High

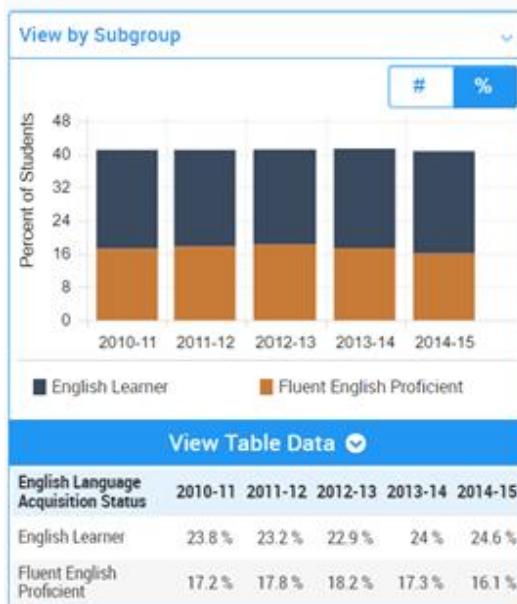
CDS Code 10-62166-1035831

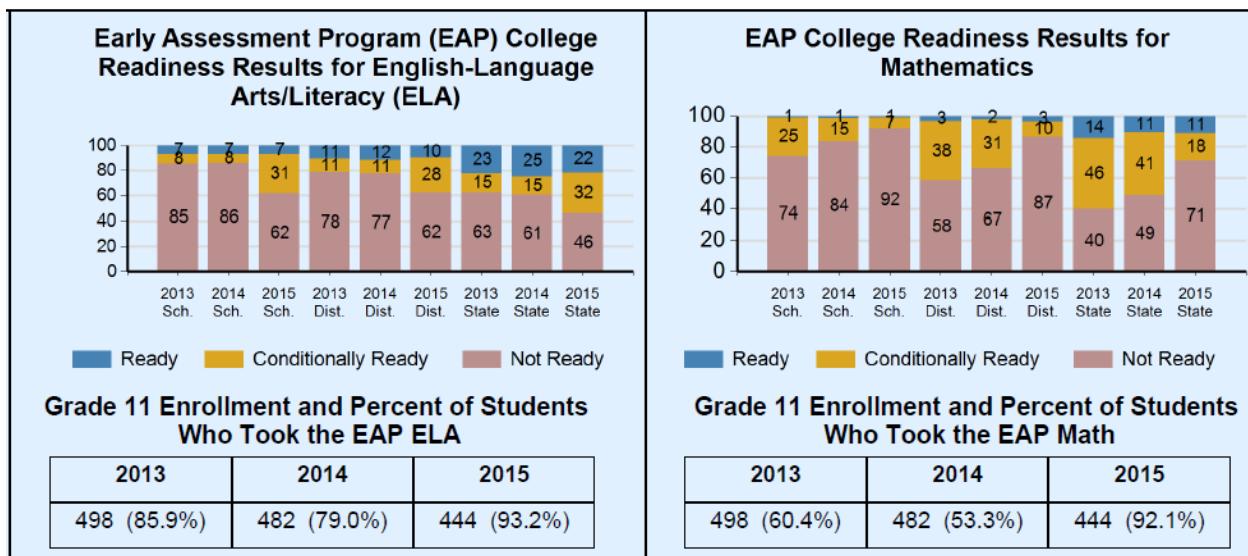


English Language Acquisition Status

Fresno Unified

CDS Code 10-62166-0000000



EAP**District/School Assessments**Interim Assessments

FUSD has incorporated District Interim Assessments two times each year in English and Mathematics using the online program Illuminate, beginning with the 2015-16 school year. However, due to the adoption of new curriculum materials, and adjustments to district scope and sequence documents, the assessment content changed for 2016-17. The results of the assessment are reported out in relation to mastery of the Common Core State Standards addressed on the test. Roosevelt High School teachers are still learning how to best use the results data to inform and guide their instruction.

District Interim Assessments

	Semester 1 Fall 2015		Semester 1 Fall 2016		Semester 2 Spring 2016		Semester 2 Spring 2017	
	% Correct	% Met Stds	% Correct	% Met Stds	% Correct	% Met Stds	% Correct	% Met Stds
English 9	38%	11%	44%	19%	34.5%	16.9%	35.0%	21.8%
English 10	40%	16%	43%	34%	37.1%	25.6%	42.5%	35.4%
English 11	44%	31%	45%	30%	42.4%	30.5%	41.9%	29.1%
Algebra I	12%	n/a	32%	12%	16.9%	n/a	31.8%	11.5%
Geometry	24%	n/a	27%	7%	18.3%	n/a	30.2%	8.7%
Algebra II	18%	n/a	25%	4%	14.5%	n/a	29.8%	3.6%

D/F Grades

Decreasing the number and percentage of students who have D or F grades has been a focus at Roosevelt High School, since this can affect both graduation and A-G completion status for our students. From the 2012-13 school year to the 2015-16 school year, the percentage of students with one or more D or F grade in Semester 2 has decreased from 63.0% to 60.9%. Despite this slight improvement, we believe that this percentage still needs to vastly decrease. Similarly, the percentage of students with one or more F grades has decreased from 40.3% to 39.3% in four years, but we see the need to improve this percentage, as well. The percentage of African-American and Hispanic/Latino students with one or more D or F grade, and one or more F grade, is higher than the overall school percentage. Additionally, the percentage of Male students exceeds that of Female students in both categories, with 14.4% more male students with one or more D or F grade and 12.2% more male students with one or more F grade in 2015-16.

Percentage of Students with 1 or More D or F Grade (by grade)

	2012-13	2013-14	2014-15	2015-16
Total	63.0	62.9	60.5	60.9
12th	49.6	45.6	48.9	51.7
11th	67.3	60.3	63.0	62.6
10th	67.8	73.4	62.4	65.1
9th	65.8	68.8	64.8	62.2

Percentage of Students with 1 or More D or F Grade (by subgroup)

	2012-13	2013-14	2014-15	2015-16
Male	67.9	69.0	67.2	68.5
Female	58.6	57.3	54.3	54.1
White	42.7	38.5	43.8	48.7
Hispanic	66.7	65.9	62.6	62.4
African-American	65.5	77.7	66.1	67.3
Asian	42.0	42.5	46.4	50.8
SWD	68.5	65.3	64.0	65.7
English Learners	70.6	72.8	69.9	71.8
Homeless	79.2	94.1	82.3	79.3

Engagement Indicators

Parent Input in Decision-Making

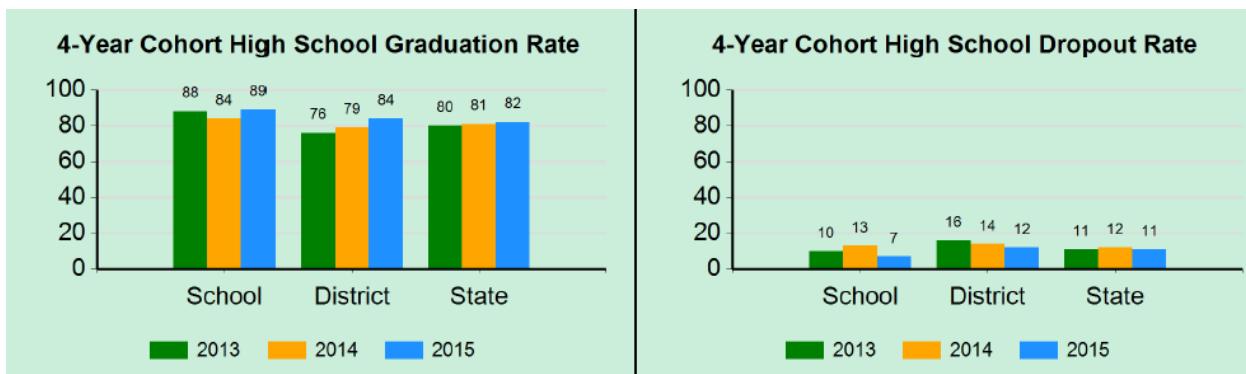
Parents at Roosevelt High School have opportunities to participate in decision-making processes through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and through parent groups such as Friends of Roosevelt School of the Arts (FRSA). Parents also meet about school issues with both administration and counselors, and also have an available link to the school through the Parent Center, which is staffed by two classified staff members who focus on parent outreach and support.

Parent Participation

Roosevelt reaches out to include parents in decision-making and involvement in the education of their children. The Roosevelt Parent Center is maintained by two staff members who regularly reach out to parents in multiple languages regarding information and opportunities to be involved at Roosevelt. Parents are encouraged to participate in parent education courses through Parent University, including courses on how to support their students' success in school. A weekly recorded telephone message goes out to parents to make sure they are informed about events at the school. Additionally, parents have regular access to their students' grades through a parent portal to ATLAS. Additionally, parents can sign up through EduText to receive daily text messages with updates on their students' grades and attendance.

Graduation/Dropout Rate

Roosevelt graduation rates have consistently mirrored, or surpassed, both the district and state graduation rates. Listed below are the four, five, and six-year cohort graduation rates for Roosevelt. The 2016 four-year cohort graduation rate improved 5% to 89%, although Roosevelt recognizes the need to improve graduation rates for specific subgroups of students, including African-American students (73%) and students with disabilities (55%).



Roosevelt High School ACS WASC/CDE Self-Study Report

2014-15 Subgroup Graduation Rate Data

	All Students	Lowest Performing Racial/Ethnic Subgroup	English Learners	Students with Disabilities	Socio-Economically Disadvantaged Students
ACADEMIC DOMAIN (see pages 12 & 13 for metric descriptions)					
Four Year Cohort Graduation Rate	84% GRADUATED CLASS OF 2014	83% (H/L) GRADUATED CLASS OF 2014	77% GRADUATED CLASS OF 2014		84% GRADUATED CLASS OF 2014
Five Year Cohort Graduation Rate	88% GRADUATED CLASS OF 2013	89% (H/L) GRADUATED CLASS OF 2013	81% GRADUATED CLASS OF 2013		89% GRADUATED CLASS OF 2013
Six Year Cohort Graduation Rate	86% GRADUATED CLASS OF 2012	87% (H/L) GRADUATED CLASS OF 2012	76% GRADUATED CLASS OF 2012	62% GRADUATED CLASS OF 2012	86% GRADUATED CLASS OF 2012

2015-16 Subgroup Graduation Rate Data

Subgroup Performance: Academic Domain					
	Metric result 2016	Lowest Performing Racial/Ethnic Subgroup	English Learners	Students with Disabilities	Socio-Economically Disadvantaged Students
Four Year Cohort Graduation Rate	89% GRADUATED CLASS OF 2015	73% (AA) GRADUATED CLASS OF 2015	86% GRADUATED CLASS OF 2015	55% GRADUATED CLASS OF 2015	90% GRADUATED CLASS OF 2015

Attendance

Students must be in school, on time and ready to learn, in order to be successful. Roosevelt's daily average attendance (ADA) has been consistent over the past six years, but is below the district target of 95%. The school monitors attendance rate reports on a weekly basis, and through the use of the School Messenger system, parents are notified by phone whenever their child is absent from school. Additionally, parents utilizing EduText receive text messages at the end of the school day to notify them of daily attendance and current grades.

Year	Roosevelt Attendance	FUSD Attendance (HS)
2015-16	92.50%	94.26%
2014-15	92.98%	94.35%
2013-14	92.84%	93.71%
2012-13	92.60%	93.40%

Chronic Absences

Students are considered chronically absent if they are enrolled for at least 45 days and have an attendance rate of 90% or less. For the 2013-14 school year, 18% of students at Roosevelt were chronically absent. The chronic absent percentage for the 2014-15 and 2015-16 school years were 22% and 24%, respectively.

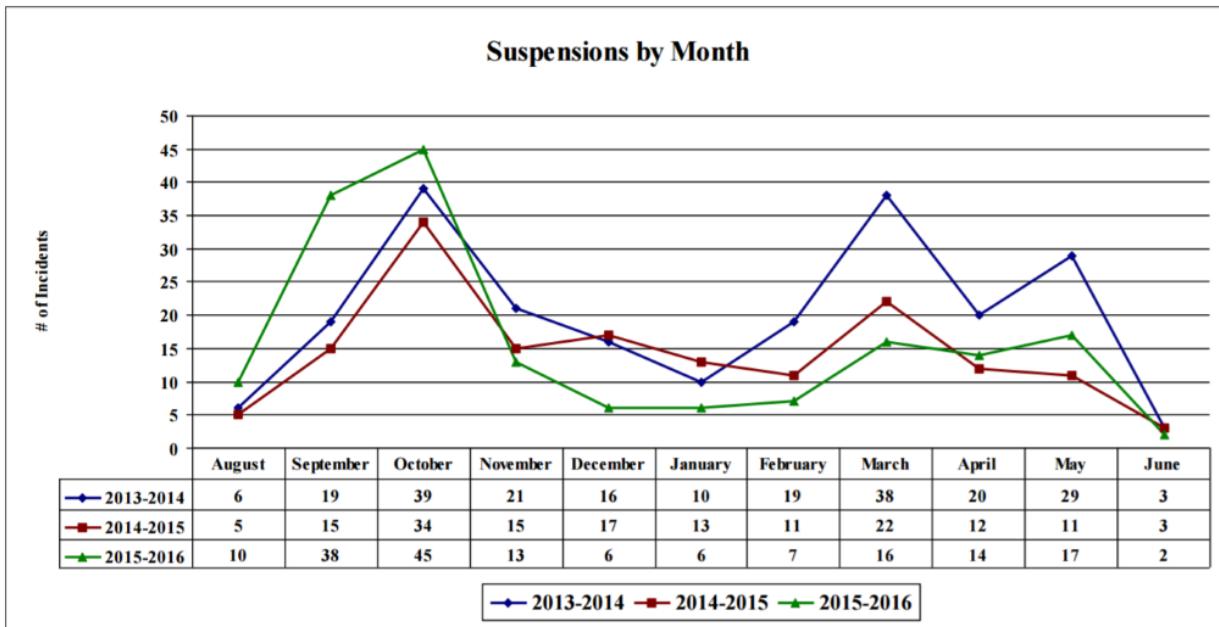
Suspensions and Expulsions

The Suspension/Expulsion rate is a calculation of the number and percentage of students who have been suspended and/or expelled, where the numerator is the number of students who have been suspended or expelled, and the denominator is the number of students enrolled. Three years of data were available in our SQII data system.

Year	Roosevelt	FUSD (HS)
2015-16	7.11%	8.49%
2014-15	6.04%	8.25%
2013-14	7.75%	10.70%

Number and Percent of Students Suspended				Number and Percent of Students Expelled			
Level	2013	2014	2015	Level	2013	2014	2015
School	184 (7.4%)	157 (6.3%)	123 (4.9%)	School	13 (0.52%)	11 (0.44%)	3 (0.12%)
District	6,166 (7.3%)	5,812 (7.3%)	5,200 (6.5%)	District	385 (0.45%)	206 (0.26%)	145 (0.18%)
State	329,370 (5.1%)	279,383 (4.4%)	243,603 (3.8%)	State	8,266 (0.13%)	6,611 (0.10%)	5,692 (0.09%)

**FRESNO UNIFIED SCHOOL DISTRICT
Summary Report of Suspension and Expulsion - EOY (August through June)
ROOSEVELT HIGH**



Disproportionality Rate

This is a calculation of the ratio of the percentage of students identified in a specific subgroup who were suspended and/or expelled to the percentage of enrollment at the school for that specific subgroup.

Subgroup Data (2015-16)	% of the Suspensions/ Expulsions	% of the Student Population	Disproportionality Rate
African American	15.49	5.56	2.79
Asian	2.82	9.11	0.31
Latino/Hispanic	74.65	79.73	0.94
White	5.63	3.90	1.44
English Learner	27.46	23.07	1.19
Special Education	26.06	12.51	2.08
Female	29.58	52.45	0.56
Male	70.42	47.55	1.48

FRESNO UNIFIED SCHOOL DISTRICT
Summary Report of Suspension and Expulsion - EOY (August through June)
ROOSEVELT HIGH

		White			Hispanic			African American			Asian			Other			Overall			EL			Special Ed		
		13/14	14/15	15/16	13/14	14/15	15/16	13/14	14/15	15/16	13/14	14/15	15/16	13/14	14/15	15/16	13/14	14/15	15/16	13/14	14/15	15/16	13/14	14/15	15/16
Enrollment	91	80	78	1603	1600	1592	92	107	111	192	191	179	35	41	37	2013	2019	1997	539	493	460	237	250	250	
# Students	8	3	8	104	76	105	34	29	22	3	3	5	5	3	3	154	114	143	39	23	39	46	32	37	
# Incidents	10	3	9	148	108	126	52	41	31	3	3	5	7	3	3	220	158	174	60	40	45	84	57	49	
# Students 5+**	1	1		23	17	28	15	8	8		1	2				41	26	37	10	2	8	12	6	11	
# Incidents 5+**	1	1		23	17	28	17	9	8		1	2				43	27	37	10	2	8	14	6	11	
Total Days	26	8	19	395	269	351	158	113	91	5	7	12	24	6	7	608	403	481	160	87	116	217	139	135	
IPIHS***	11	3.8	11.5	9.2	6.8	7.9	56.5	38.3	27.9	1.6	1.6	2.8	20	7.3	8.1	10.9	7.8	8.7	11.1	8.1	9.8	35.4	22.8	19.6	

*Note: Data as of EOY for all school years.
**# of Incidents with 5 or more days of Suspension
***Instances Per Hundred Students

SCHOOLWIDE LEARNER OUTCOMES

Complex Thinker and Self-Directed Learner

The instructional shifts of the new standards, as well as a focus on instructional elements through the district Instructional Practice Guide (IPG) have led to an attempted shift in ownership in classrooms from teacher to students. Although this practice is meant to guide and encourage student self-reflection and learning, a shift from passive to active learning for students has introduced a challenge of ensuring students that they are still being supported through the learning process.

Students are being asked to participate in higher-level rigorous activities in all of their courses, and we have focused on providing support for students in ways such as utilizing student planners campus-wide, and increasing the number of times they work with their academic counselor throughout their years of high school. We have increased participation in Advanced Placement courses at Roosevelt, while seeing a slight decrease in the percentage of students with at least one D or F grade and improving our 4-year cohort graduation rate to 89%. We have also, in turn, seen improvement in the demonstration of mastery by our students on the state assessment in English Language Arts (CAASPP). In the first year of the new assessment format, 46% of our assessed students met or exceeded standards.

We recognize that there is still much improvement needed in developing our students' ability to be complex thinkers and self-directed learners, specifically students in underrepresented subgroups. This is especially true in some academic areas, such as mathematics, where our students have continually struggled to demonstrate that they have met or exceeded standards on assessments, such as the CAASPP.

SCHOOL PERCEPTION DATA

School Climate Surveys: Students/Parents/Staff

As standard practice in FUSD to encourage the continuous cycle of improvement based on data various metrics are collected annually. Students, parents and staff are surveyed each year on their perceptions of school climate and safety. Results of the 2015-2016 surveys are summarized below.

Student Surveys

Roosevelt students responded less favorably in 2015-16 regarding having a sense of belonging at the school, with reductions in favorable responses for questions such as feeling safe at school. This could be attributed to two separate back-to-back incidents regarding student actions in classrooms that brought negative attention to our campus during the Fall semester. We recognize that we always need to improve students' sense of feeling like they are part of the school, as 47.2% of students responded favorably on this response. Over 58% of students feel there is an adult at school who cares about them. Although over 80% of students indicate that they think Roosevelt High School is a supportive and inviting place for students to learn, there are still a significant number of students the school needs to help feel more connected.

Roosevelt High School ACS WASC/CDE Self-Study Report

ROOSEVELT HIGH

Enrollment ¹	Surveys Returned						Participation Rate					
2014-15: 2,078	2014-15: 1,443						2014-15: 69.4%					
2015-16: 2,069	2015-16: 1,699						2015-16: 82.1%					

How strongly do you agree or disagree with the following statements?	Strongly disagree		Disagree		Neither disagree nor agree		Agree		Strongly agree		Favorable* responses	
	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516
36. I feel close to people at this school.	5.3% 75	5.5% 91	8.3% 117	9.9% 165	32.7% 463	34% 565	38.4% 544	35.2% 586	15.3% 216	15.4% 256	53.7% 760	50.6% 842
37. I am happy to be at this school.	4.9% 70	4.4% 74	4.4% 62	6.7% 111	27.8% 394	32.8% 547	41.6% 590	36.6% 611	21.3% 302	19.5% 326	62.9% 892	56.1% 937
38. I feel like I am part of this school.	5.1% 72	4.9% 81	7.8% 110	9.3% 156	32.9% 464	38.6% 644	39.1% 552	33.1% 553	15.2% 214	14.1% 235	54.3% 766	47.2% 788
39. The teachers at this school treat students fairly.	5.9% 83	4.3% 72	11.8% 167	10.9% 182	33.9% 480	39% 651	36.7% 519	35.7% 595	11.7% 166	10.1% 169	48.4% 685	45.8% 764
41. I feel safe in my school.	4% 57	3.1% 51	6% 85	5% 82	29.4% 414	44.7% 740	45.7% 644	33.2% 549	14.9% 210	14.1% 234	60.6% 854	47.3% 783
SENSE OF BELONGING (Q36-Q39, Q41)	5% 357	4.4% 369	7.7% 541	8.4% 696	31.3% 2215	37.8% 3147	40.3% 2849	34.8% 2894	15.7% 1108	14.7% 1220	56% 3957	49.4% 4114

How strongly do you agree or disagree with the following statements?	Strongly disagree		Disagree		Neither disagree nor agree		Agree		Strongly agree		Favorable* responses	
	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516
30. Adults at school encourage me to work hard so I can be successful in college or at the job I choose.	3.2% 45	2.7% 45	4.9% 70	4.8% 80	20.8% 295	25.8% 433	45.1% 641	45% 755	26% 370	21.8% 366	71.1% 1011	66.8% 1121
31. My teachers work hard to help me with my schoolwork when I need it.	3.2% 45	3.2% 53	6.4% 91	6.3% 106	24.5% 349	30.6% 514	46.9% 668	43.9% 739	19.1% 272	16.1% 270	66% 940	60% 1009
32. Teachers give students a chance to take part in classroom discussions or activities.	2.4% 34	1.6% 26	3.4% 48	3.9% 65	18.8% 266	21.1% 351	52.9% 748	54.3% 902	22.5% 318	19.1% 318	75.4% 1066	73.4% 1220
33. This school promotes academic success for all students.	2.7% 38	2.4% 41	4.6% 66	5.4% 90	21.6% 307	25.9% 435	48.6% 692	48.1% 807	22.5% 321	18.2% 306	71.1% 1013	66.3% 1113
34. This school is a supportive and inviting place for students to learn.	2.5% 36	1.8% 30	4% 57	5.5% 92	23.7% 336	28.8% 481	48.7% 689	47.5% 793	21% 298	16.3% 272	69.7% 987	63.8% 1065
35. Teachers go out of their way to help students.	3.3% 47	3.7% 61	6.6% 94	8.1% 135	34.1% 483	37.5% 627	41.5% 588	37.1% 619	14.5% 205	13.7% 228	56% 793	50.8% 847
CLIMATE OF SUPPORT FOR ACADEMIC LEARNING (Q30-Q35)	2.9% 245	2.5% 256	5% 426	5.7% 568	23.9% 2036	28.3% 2841	47.3% 4026	46% 4615	20.9% 1784	17.5% 1760	68.2% 5810	63.5% 6375

Roosevelt High School ACS WASC/CDE Self-Study Report

Parent Surveys

The annual district-wide Parent/Family Survey results for Roosevelt indicate that, of the parents who responded, most feel satisfied with the school (90%) and feel the school provides a high quality education to their child (93.6%).

2015-16 SCHOOL CULTURE/CLIMATE: PARENT SURVEYS

Response Summary

ROOSEVELT HIGH

<u>Enrollment</u> ¹	<u>Surveys Returned</u>				<u>Participation Rate</u>
2,069	476				23.0%
DOMAINS	Strongly disagree	Disagree	Agree	Strongly agree	Favorable* Responses
Climate of Support for Academic Learning (Q1 and Q2)	2.1% 20	5.8% 55	65.9% 626	26.2% 249	92.1% 875
Sense of Belonging (Q3-Q9)	2.8% 92	8.8% 293	60.2% 1997	28.2% 934	88.4% 2931
Knowledge and Fairness of Discipline, Rules and Norms (Q10 and Q11)	2.6% 25	9.3% 88	57.9% 548	30.2% 286	88.1% 834
Safety (Q12 and Q13)	3.8% 36	10.5% 99	61.7% 584	24% 227	85.7% 811
How strongly do you agree or disagree with the following statements about your experience with this school this year?	Strongly disagree	Disagree	Agree	Strongly agree	Favorable* Responses
1. This school provides high quality instruction to my child.	2.1% 10	4.2% 20	68.8% 327	24.8% 118	93.6% 445
2. This school has high expectations for all students.	2.1% 10	7.4% 35	62.9% 299	27.6% 131	90.5% 430
3. I feel welcome to participate at this school.	1.9% 9	6.3% 30	62.4% 297	29.4% 140	91.8% 437
4. School staff treats me with respect.	2.7% 13	5.5% 26	57.6% 273	34.2% 162	91.8% 435
23. I feel respected and welcomed at my child's school.	2.4% 11	5.4% 25	60.2% 281	32.1% 150	92.3% 431
24. I am satisfied with my child's school.	2.8% 13	7.1% 33	58% 268	32% 148	90% 416

Roosevelt High School ACS WASC/CDE Self-Study Report

Staff Surveys

A staff survey administered in late 2015-2016 school year indicates a level of dissatisfaction on the part of certificated staff regarding student behavior and discipline. Over 75% of teachers feel that it is a moderate to severe problem on campus, but this was a lower percentage of teachers than in the 2014-15 school year. There were also improvements in staff perception on how discipline problems were handled, although there is still room for improvement in this area.

SCHOOL CULTURE/CLIMATE: STAFF SURVEYS

Response Summary

ROOSEVELT HIGH

All Staff Count	Staff Count (>=.5 FTE)	Surveys Returned				All Participation Rate				FTE Participation Rate(>=.5)								
2014-15: 174	2014-15: 164	2014-15: 83				2014-15: 47.7%				2014-15: 50.6%								
2015-16: 189	2015-16: 180	2015-16: 132				2015-16: 69.8%				2015-16: 73.3%								
		Strongly disagree		Disagree		Agree		Strongly agree		Not applicable		Favorable* responses						
		1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516					
CLIMATE OF SUPPORT FOR ACADEMIC LEARNING (Q1 - Q6)		0.8% 4	1.7% 13	9.5% 47	12.5% 97	62.8% 312	58.1% 450	26.6% 132	26.4% 204	0.4% 2	1.3% 10	89.3% 444	84.5% 654					
For the following questions, please indicate how much you agree or disagree with the following statements about this school.																		
		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Favorable* responses						
		1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516					
SENSE OF BELONGING (Q7 - Q12)		1.2% 6	2% 16	7.8% 39	9.9% 78	25.4% 126	24.3% 191	46.5% 231	45.4% 357	19.1% 95	18.3% 144	65.6% 326	63.7% 501					
For the following questions, please indicate how much you agree or disagree with the following statements.																		
		Strongly disagree		Disagree		Agree		Strongly agree		Not applicable		Favorable* responses						
		1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516					
KNOWLEDGE AND FAIRNESS OF DISCIPLINE, RULES AND NORMS (Q17 - Q25)		2.5% 19	3.3% 39	7.6% 57	13.8% 161	25.2% 188	20.9% 244	52% 388	45.2% 528	12.6% 94	16.7% 195	64.6% 482	62% 723					
Please indicate how much of a problem you feel these issues are at this school.							Severe problem		Moderate problem		Mild problem		Insignificant problem					
		1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516					
SAFETY (Q34 - Q38)							16.9% 70	17.1% 110	35.3% 146	32.7% 210	37.9% 157	36.5% 235	9.9% 41	13.7% 88	47.8% 198	50.2% 323		
Please indicate how much of a problem you feel these issues are at this school.							Severe problem		Moderate problem		Mild problem		Insignificant problem					
		1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516					
36. How much of a problem you feel Disruptive student behavior at this school.							43.4% 36	38.3% 49	42.2% 35	38.3% 49	12% 10	19.5% 25	2.4% 2	3.9% 5	14.4% 12	23.4% 30		
37. How much of a problem you feel Racial/ethnic conflict among students at this school.							3.7% 3	3.9% 5	22% 18	14.8% 19	50% 41	51.6% 66	24.4% 20	29.7% 38	74.4% 61	81.3% 104		
38. How much of a problem you feel Lack of respect of staff by students at this school.							27.7% 23	27.1% 35	36.1% 30	36.4% 47	30.1% 25	22.5% 29	6% 5	14% 18	36.1% 30	36.5% 47		
39. How much of a problem you feel Lack of respect of staff by staff at this school.							0% 0	5.4% 7	13.3% 11	16.3% 21	31.3% 26	31.8% 41	55.4% 46	46.5% 60	86.7% 72	78.3% 101		
For the following questions, please indicate how much you agree or disagree with the following statements.							Strongly disagree		Disagree		Agree		Strongly agree		Not applicable			
		1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516			
22. This school handles discipline problems fairly.							9.6% 8	11.5% 15	27.7% 23	23.8% 31	44.6% 37	40% 52	10.8% 9	18.5% 24	7.2% 6	6.2% 8	55.4% 46	58.5% 76
23. This school effectively handles student discipline and behavioral problems.							10.8% 9	22.7% 29	41% 34	25.8% 33	36.1% 30	36.7% 47	8.4% 7	10.9% 14	3.6% 3	3.9% 5	44.5% 37	47.6% 61
24. Adults at this school treat all students with respect.							3.6% 3	4.7% 6	16.9% 14	11.7% 15	59% 49	60.2% 77	16.9% 14	18.8% 24	3.6% 3	4.7% 6	75.9% 63	79% 101



Chapter II

Progress Report

Key shareholders at Roosevelt High School understand the importance and value of reflection and collaboration as the impetus for improvement, and therefore take on the responsibility of ensuring the progress of the action plan and its implementation. The Roosevelt High School Single Plan for Student Achievement (SPSA) is the umbrella plan that includes the WASC Action Plan and the Core Waiver LCFF funding model.

Roosevelt High School shareholders worked diligently to make gains towards meeting the critical areas of need identified by the WASC visit six years ago. Roosevelt High School has also worked on recommendations left by the Visiting Committee's (VC) mid-term review three years ago. The action plan steps incorporated into the SPSA have been addressed and continue to be addressed schoolwide on a yearly basis.

Roosevelt High School WASC Accreditation Status

Roosevelt High School was visited by a team during March 27th - March 30th of 2011 and it was awarded a six-year term accreditation with a 2-day mid-term visit in 2014. The 2011 visiting team identified the following as schoolwide critical areas for follow-up:

- Continue to expand and develop the use of assessment data to be used schoolwide to drive curriculum and instruction based on a cycle of continuous improvement.
- Continue to expand scaffolding and intervention strategies to be further refined in all classes as part of a vertically-aligned curriculum.
- Explore, design, and implement additional strategies to widen parent and community input into site decisions.
- Explore the current student placement philosophy and create a model that strikes a balance between meeting A-G requirements and skill readiness.
- Enhance alignment of course grades and assessment tools with subject mastery.
- Widen the implementation of all the elements of Three-Phase Lesson Design (3PLD) across the curriculum and by subject area.
- Explore and develop strategies to transform the current form of the Rough Rider Academy from an “intentional intervention” focus back to a Small Learning Communities to assist the academic and social/emotional needs of all incoming freshmen.

The WASC mid-term visit was conducted on April 7-8 of 2014. The team analyzed our progress report, acknowledged our progress, and identified the following priority and/or additional areas for improvement:

- Explore, design and implement additional strategies to widen parent and community input into site decisions.
- Sustain and formalize the robust two-way communication with parents.
- Expand opportunities for all students to participate in an educational experience that prepares them to be College and Career Ready.
- Continue implementing and using Common Core State Standards as a means to align curriculum and instruction and evaluate content mastery.
- Ensure consistent and full implementation of Fresno Unified School District’s “Classroom Foundations” with a focus on engaging and collaborative instructional activities for students (aligned to lesson objectives).
- Continue to develop and explore cross-curricular teaming with freshman cohort.
- Continue to work in Accountable Communities to drive school priorities and additional areas for improvement.

In the past few years since the full self-study in 2011, there have been many changes at Roosevelt High School and in Fresno Unified School District (FUSD), including changes in

organization and leadership, curriculum and instructional focus, assessment and accountability, and campus culture.

ORGANIZATION AND LEADERSHIP

Administrative Staff Changes from 2011 WASC Visit

There have been quite a few changes at Roosevelt High School since the last full self-study at all levels of administrative and school leadership. Our previous Principal was promoted within the district, and we have had changes to the rest of the school leadership team, including Vice Principals, School of the Arts Director, and Head Counselor. Despite changes to school leadership, we have maintained a consistent focus on how our organization can help students' achieve their full potential academically, socially and emotionally.

Six members of the school leadership team have moved on to other schools and/or positions since the last full self-study.

Kristine Belcher, Vice Principal	Promoted to Principal in FUSD, June 2012
Lori Gambero, Vice Principal	Promoted to District Campus Culture Dir., June 2012
Sally Jimenez, Vice Principal	Assigned to different school in FUSD, June 2011
Alejandro Juarez, Head Counselor	Earned administrative position out-of-district, Aug 2014
Susan Sanders, RSA Director	Retired, June 2014
Bryan Wells, Principal	Promoted to Principal - Special Assignment in FUSD, June 2015

Roosevelt High School has had one consistent vice principal since the last self-study, and with a team of four vice principals, Roosevelt has had a five different vice principal teams in the past six year - with nine different vice principals. In July of 2011, Michael Allen was promoted from Instructional Coach to Vice Principal at Roosevelt. In August of 2012, Abril Garcia and Karen Streich-Rodgers were promoted to Vice Principal positions at Roosevelt, Ms. Garcia coming from a teaching position at another high school and Mrs. Streich-Rodgers from an administrative position at a middle school. During the past six years, there have also been multiple changes in both the RSA Director and Head Counselor positions. To replace the outgoing Head Counselor and retiring RSA Director, in August of 2014 Phoua Yang was promoted to the Head Counselor position and Lori Gambero returned to Roosevelt High School as the new RSA Director.

At the end of the 2014-15 school year, Bryan Wells was promoted to Principal on Special Assignment in the district, and Michael Allen was promoted from Vice Principal to Principal to begin the 2015-16 school year. To fill the open Vice Principal position, Rachel Quinto was placed at Roosevelt High School from Edison High School at the beginning of the school year. To support the college and career ready goals in the district, a new position of College and Career Ready Coordinator was created at the start of the 2015-16 school year, and Dina Scambray was hired from a similar position in Merced to take the position at Roosevelt. The 2015-16 school year was unique in the amount of leadership staffing changes. Prior to the start of the school year, Lori Gambero left after one year as RSA Director to accept a vice principal position at a performing arts high school in Los Angeles. Vice Principal Rachel Quinto decided to take a position with AVID Center in October of 2015, and Head Counselor Phoua Yang received an offer to take a position in January of 2016 that afforded her the opportunity to be closer to home - she was commuting over an hour each way. In November of 2015, Brooke Archer was hired to be the new School of the Arts Director, and Anne Batard was promoted

Roosevelt High School ACS WASC/CDE Self-Study Report

from Instructional Coach to Vice Principal in January 2016. One of the Roosevelt counselors served as Interim Head Counselor during the Spring 2015 semester, and Gretchen Saldaña was hired as Head Counselor to begin the 2016-17 school year. In addition to these changes to the administrative staff, the front office at Roosevelt has seen new staff hired into the key positions of Registrar and Financial Technician, with the retirement in June of 2016 of two staff members who had been at Roosevelt for more than two decades.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Principal	Bryan Wells				Michael Allen		
Vice Principals	Kristine Belcher	→	Abrial Garcia				
	Lori Gambero	→	Karen Rodgers				
	Sally Jimenez	Michael Allen		→	Rachel Quinto/ Anne Batard		Anne Batard
	Ray Vargas						
RSA Director	Susan Sanders		→	Lori Gambero	Brooke Archer		
Head Counselor	Alejandro Juarez		→	Phoua Yang		→	Gretchen Saldaña
College/Career Coordinator					Dina Scambray		→

Roosevelt Regional Plan

Fresno Unified has been working to create greater coherence and opportunity for collaboration on a regional level. Boundaries were adjusted to create stronger feeder patterns, a new middle school was built to break up a long-standing pattern of busing students to various middle schools across town, and programs were regionalized to make it far more likely that groups of students who attend together as elementary students are still together for middle and high school. Teams from each school began working together in regional configurations in 2012-13, and that work has continued: for example, whereas principal meetings would just have been held with high school principals together, now about half are structured by region, so that the Roosevelt region of principals from elementary through high school collaborate.

The School Quality Improvement Index (SQII) tool is designed to toggle back and forth between a single school view and a view of the whole region. The school recognizes that creating college and career ready graduates is a collaboration that benefits from consistency and coherence from pre-K through the 12th grade. Regional leaders participate in three Cycles of Review each year, where they analyze data found in the SQII tool, identify shared areas of focus for work based on this data, and develop plans both at individual sites and collectively across the region. The ability to view and track student involvement in clubs, athletics, and the arts, for example, has allowed for design strategies to keep students involved as they move into high school. The common regional goals are expected to be built into each of our site Single Plans for Student Achievement (SPSA).

In support of a district boundary change that created true feeder patterns for students from elementary through high school, teams of administrators and teachers from every school that feeds into the specific middle schools (from elementary sites), and to Roosevelt (from Sequoia Middle School and Tehipite Middle School) met in the fall of 2012 to develop common Regional Principles. There were nine (9) days of in-depth training that took place in order to assist us in establishing the mission, vision and core principles for our newly formed region. At the district Buy Back Day on November 12, 2013, the Roosevelt Region met in vertical teams (6th – 12th grade) by subject area to look at Depth of Knowledge level of sample lessons and attendant student work.

Below is a copy of the core principles that we as a region are committed to following:

- 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.

For 2016-17, schools in the region committed to a common focus on the Professional Learning Community process to continue improving the work being done by Accountable Communities. This meant going back to the basics of forming the purpose of the ACs, developing goals and norms, and spending time learning about the elements that make for effective PLCs. The Roosevelt Regional goals are the combined work of 14 schools in the Roosevelt region.

2016-17 Roosevelt Regional Goals:

- By the end of the 2016-17 school year, the number and percentage of students in the Roosevelt Region scoring Standards Met or Standards Exceeded on the ELA District Interim Assessment will increase by 4%.
- By the end of the 2016-17 school year, the number and percentage of students in the Roosevelt Region scoring Standards Met or Standards Exceeded on the Math District Interim Assessment will increase by 6%.
- By the end of the 2016-17 school year, the number and percentage of English Learner students redesignated in the Roosevelt Region will increase by 2%.

Roosevelt Region's Mission, & Beliefs:

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

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

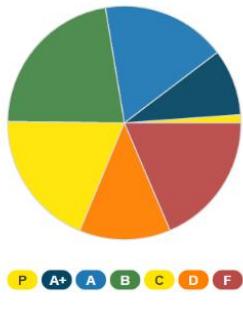
- Engage in challenging content focused on mastery learning through rigorous and relevant instruction.
- Ensure that students engage in productive struggle and demonstrate persistence and perseverance through a guaranteed and viable curriculum.
- Create a culture of learning and high expectations that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

ATLAS Mobile

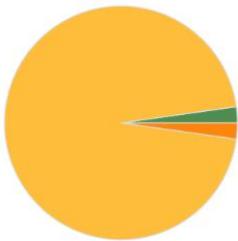
The FUSD developed student information and grading system called ATLAS has been upgraded recently. Some of the new features include: mobile responsive design, intuitive graphical user interface containing live student data dashboards, and the tracking of students' involvement in co-curricular and extra-curricular activities. Teachers and staff can access ATLAS Mobile from a laptop, tablet or smartphone. This allows teachers and staff untethered mobile access to ATLAS Mobile. Furthermore, teachers and administrators now have access to their student data in real time via their data dashboards. The visual data dashboards load up for each course and provide teachers with an awareness of student grade, behavior, and attendance at a glance.

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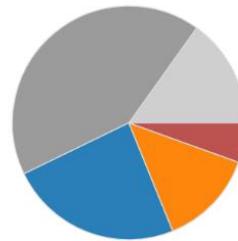
Grade Distribution
Gradebook as of 11/24/2016



Behavior
Last 2 Weeks



Daily Absenteeism
Last 365 Days



In addition, students' involvement in co-curricular and extra-curricular activities is now logged and tracked in a student's portfolio on ATLAS. Future student transcripts will contain more than academic information. They will document a student's involvement in school and community activities, thus providing a more accurate representation of the student's high school experience. Teachers now have the tools to easily access information about their students, which can help them identify student needs. We can also track the level of student engagement in co-curricular and extra-curricular activities. A new element to ATLAS is a section titled "Strides", which provides a point system and levels similar to gaming apps to encourage students to take strides in improving their academic performance and involvement.

The screenshot displays several sections of the ATLAS Student Portal:

- Quarter 2 - Daily Attendance:** Shows a current streak of 27 days from Oct 11 - Nov 18, represented by a yellow star icon. A progress bar shows 50% completion.
- Personal Leaderboard:** Shows the user is at Level 18, with 168 pts to level up. A vertical bar chart indicates progress towards the next level.
- Quarter 2 - Simple GPA:** Shows a current GPA of 3.67 (Nov 24) and a record GPA of 3.67 (Nov 08).
- Recent Points:** A list of recent activity points:
 - Simple GPA calculated at 3.67. (1d ago, +3.67 pts)
 - Simple GPA calculated at 3.67. (2d ago, +3.67 pts)
 - Simple GPA calculated at 3.67. (3d ago, +3.67 pts)
 - Simple GPA calculated at 3.67. (4d ago, +3.67 pts)
 - Simple GPA calculated at 3.67. (5d ago, +3.67 pts)
 - Simple GPA calculated at 3.67. (6d ago, +3.67 pts)
- Quarter 2 - Student Portal Activity:** Shows a current streak of 3 days from Nov 16 - Nov 18, represented by a donut chart showing 50% completion. A progress bar shows 50% completion.
- Recent Activity:** Shows a summary of recent visits:
 - [Redacted] visited her Summary profile page. (6d ago, +9 pts)

Bell Schedule Changes

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

ensure that instructional minutes meet State requirements. 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.

During the 2016-2017 school year, a change in requirements for allowable passing time minutes at the district level elicited another bell schedule change, this time requiring a change late in the summer before the start of the school year. It was determined that the reduction in passing time minutes would require that 22 block days during the calendar year be replaced with traditional days, in order to meet the State instructional minute requirements. The principal notified the staff of the need for a schedule adjustment, and the staff was surveyed to solicit feedback regarding thoughts on the best way to adjust the schedule.

It was apparent from staff feedback that the solution for the schedule adjustment needed to provide as much consistency as possible for students, and that the decision must have instructional purpose and rationale. The feedback from the staff indicated that full traditional weeks on the calendar would provide more consistency for students than modified block weeks (three traditional and two block days). Additionally, there was instructional rationale for when the full traditional weeks would be placed on the school calendar. Traditional weeks were added at the beginning of each semester, allowing daily face time with teachers at the beginning stages of classes, and to minimize impact if a student experienced a schedule change. Traditional weeks were also added prior to Final Exam weeks each semester, to allow for student preparation for the end of each semester and final exams. Lastly, traditional weeks were added for the final week of each quarter, allowing teachers to see students daily the week before quarter grades are finalized.

The school calendar incorporated ten class meeting times during the 2015-2016 school year and six class meeting times throughout the 2016-2017 school year to focus on communicating important information, including but not limited to curriculum from Safe and Civil Schools, and to elicit student voice. The class meeting times provide students with an opportunity to discuss school issues and to reflect on their school experience, A-G progress, college and career plans, and social/emotional support for students.

The bell schedule at Roosevelt also has built-in opportunities for teachers to collaborate in Accountable Communities, for one hour on Wednesday mornings prior to the start of a late-start school day. Additionally, meetings were added about every other Thursday from 2:50 to 3:30pm to focus on literacy during the fall semester of the 2015-16 school year, and WASC focus groups during the spring semester of the 2015-16 school year and the fall semester of the 2016-17 school year.

9th Grade Support

Prior to the 2012-13 school year, Roosevelt maintained a Rough Rider 9th Grade Academy until it was eventually eliminated due to a QEIA funding reduction and eventual loss of all funding during the 2011-12 school year. This led to a redesign of our fiscal allocation and resource that focuses on teacher placement. Potentially, 21 full time equivalencies (FTE's) could have been lost due to the loss of QEIA funding. These positions allowed class sizes to be reduced to 25-30 students per class, but also allowed all ELA and math classes to be double-blocked, one for core and the other course for intervention. However, due to the fiscal and focused approach for the allocation of personnel from our District, our reduction of staff was limited to only losing staff based upon a ratio that bases allocations on the projected enrollment trends. Fortunately,

Roosevelt High School only ended up losing 4 FTEs and the 9th grade activities director position as a result of the loss of QEIA funding.

CURRICULUM AND INSTRUCTION

Transition to Common Core State Standards

At the time of the last full self-study, California Content standards were the point of reference for curriculum and assessment. Now, the Common Core State Standards guide decision-making. Changes in the standards have required teachers to revamp curriculum, re-design assessments, and provide different instructional experiences for students. Schools in Fresno Unified have been supported by district resources and professional learning, and have utilized existing processes and structures to learn and implement shifts in practice. Making changes to curriculum, assessment, and instruction has been complex, so the foundations of Accountable Communities, FUSD Classroom Foundations as a common language for discussing instruction, the Cycle of Continuous Improvement process for planning and analysis, a focus on common assessments, and the use of data to drive decision-making have allowed staff processes for working on shifts in practice.

Following the FUSD Classroom Foundations, Fresno Unified has implemented a new district-wide instructional focus, Instructional Practice Guides (IPGs) in both Literacy and Mathematics that incorporates a focus on the following instructional areas:

- Culture of Learning
 - Is there a culture of learning and high expectations in the classroom?
- Challenging Content
 - Is the lesson focused on a high quality text(s)? (Literacy)
 - Does the lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning? (Literacy)
 - Does the instruction develop foundational skills in service of comprehension? (Literacy)
 - Does the content of this lesson reflect the shifts required by the CCSS for Mathematics (Math)
 - Does the lesson employ instructional practices that allow all students to learn the content of the lesson? (Math)
- Ownership
 - Are students responsible for doing the thinking in the classroom? (Literacy)
 - Are students responsible for doing the thinking in the classroom through the mathematical practices? (Math)
- Every Student
 - When students are working to overcome reading gaps, does the lesson address what students need? (Literacy)
 - When students are working to overcome gaps in skills or standards, does the lesson address what students need, not what they already know? (Math)
- Improving Every Day
 - Are students demonstrating their learning?

Roosevelt has been supported by Fresno Unified Curriculum and Professional Learning departments, who brought together groups of teachers to re-create Scope and Sequence documents for ELA, math, history, and is in the process of creating a scope and sequence for science, as well. These revised curriculum resources are used by Accountable Communities to design instructional sequences, create common assessments, and analyze the impact of instructional choices on student learning. Fresno Unified also recognized the need to support a culture of risk-taking and learning by suspending teacher evaluation cycles during the 2013-14 school year. The message was that implementation of the new Common Core State Standards involves a change in practice, risk-taking, and experimentation, so if evaluations would get in the way of that spirit, they needed to come off the table.

Roosevelt staff members have been supported to learn about the Common Core and implement Common-Core based instruction in a variety of ways, including:

For the past three years, teachers in the core areas of math, English, science, and social science have participated in three days per year of professional learning to implement the CCSS. This training has included:

- Developing an understanding of Webb's Depth of Knowledge (DoK) as a tool for analyzing and designing instructional sequences
- An emphasis on the need for students to ground assertions about text in evidence, with instructional strategies to help learn this skill
- Explicit work in curriculum design using new Scope and Sequence documents; 9th grade teams have been trained in the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) to plan high-quality assignments
- Experience with the new SBAC assessment formats, and what that implies for classroom-based assessments
- Work with Lexile levels to increase text complexity
- Strategies to help students engage in complex academic talk
- For mathematics, understanding of the 8 mathematical practices and accompanying shifts in instructional practice to help students gain conceptual understanding

Special Education teachers attend the subject-area CCSS trainings, and in addition, they attend three additional CCSS trainings specific to Special Education per year. The SPED-specific trainings follow the content-area trainings and provide resources and strategies for differentiating instruction to meet the needs of all students; there is time for the Special Education teachers to apply the content-specific CCSS trainings to their particular context.

Since 2012, administrators have engaged in professional learning about Common Core through monthly principal meetings, monthly Principal Learning Team (PLT) or Co-Administrator (CLT) meetings, and during side-by-side learning with subject-area teams of teachers.

Continued Focus on Accountable Communities

Accountable Communities are allocated time to design curriculum, plan instruction, and create assessments. The main way to learn about the Common Core State Standards is to *use* them in practice. Accountable Community work was already guided by FUSD's Accountable Community Foundations, including four questions that drive the work:

- 1) What do we want students to learn?
- 2) How will we know they have learned it?
- 3) What do we do if they do not learn it?
- 4) What do we do if they have already learned it?

These foundational questions and AC practices have provided a framework for staff to make the instructional shifts called for in the CCSS. Many Accountable Community teams are still in the process of revising common assessments to include more writing, reading, and performance tasks—it is a continued work in progress—but the fact that staff already has experienced the value of common assessments and the value of working with colleagues means that this work has progressed smoothly.

The belief in the power of Accountable Communities as the main vehicle of instructional change is so strongly entrenched in our system that protection of AC time has been written into the most recently adopted Collective Bargaining Agreement. In the “Hours” section of the agreement, 54 hours of AC time is articulated, with description of appropriate uses of the time. The agreement protects AC time from other types of “nuts and bolts” staff or department meeting; this time is to be used for teachers to come together to engage in a continuous cycle of inquiry to further student learning. In addition to the 54 hours articulated in the agreement, Roosevelt’s bell schedule has consistently provided built-in time for Accountable Community teams to collaborate. This dedicated time means that teams have the time to work together to break down the standards, design lessons, and look for new resources to best engage students in complex talk or tasks, create common assessments and rubrics, and analyze student work.

Accountable Communities in the core areas are supported with Lead Teachers. Fresno Unified supplies contracts for lead teachers at all sites. Lead teachers receive district-led professional learning to go deeper into standards, instruction, and assessment; facilitate and move teams using the Accountable Communities Foundations and principles from *Skillful Teacher* and *Learning by Doing*; learn and practice protocols for reviewing lessons and student work; and work with data. Lead Teachers also serve on Roosevelt’s Instructional Leadership Team. The ILT functions as its own Accountable Community of Lead Teachers, sharing best practices of collaboration and strategies for moving the work forward, as well as assisting in previewing and offering direction for staff-wide professional learning.

Common Language, Coherence, and Direction

In a district serving over 70,000 students with varying needs, it is a continual challenge to keep moving in one unified direction. Fresno Unified and Roosevelt have worked to focus and align efforts so that initiatives are seen as furthering overall goals of common core implementation and student success. In the 2013-14 school year, the Curriculum office provided Common Core Implementation Goals in the areas of curriculum, instruction, and assessment that were tied to the California Standards for the Teaching Profession (CSTPs), and gave direction for high-leverage focus areas for implementing CCSS: e.g., “Teachers will create, utilize and score assessments using standards-based rubrics.” This provided a common language and direction for what was meant by “implement the CCSS.” At Roosevelt, Accountable Communities used the Implementation Goals to set goals for the work in their AC’s.

Also introduced in the 2013-14 school year and continuing into the 2016-2017 school year are the Fresno Unified Instructional Commitments. These provide common language about Common Core in practice. The four commitments are:

- Increase complex talk and tasks through Reading, Writing, Listening, and Speaking in complex text.
- Engage students in CCSS grade level standards through the use of the Scope and Sequence in planning.
- Engage students in higher levels of thinking using Webb’s Depth of Knowledge (DoK), reaching levels 2, 3, and 4.

- Engage students in assessments that are standards based and SBAC aligned.

Each of these commitments has further descriptors of practice, making it easier to ground CCSS implementation in concrete choices and actions. All district-facilitated professional learning is aligned to building proficiency in one or more of these commitments. In addition to the FUSD Implementation Goals and Instructional Commitments as tools for providing common language and common direction, there has been a concerted effort to align the supervision and evaluation process with professional learning, as they are both focused on continued growth and learning.

Supervision and Evaluation

Fresno Unified recently moved its tools for supervision and evaluation to an online repository known as iAchieve. The goal of moving to iAchieve is to create an ongoing culture of learning, where supervision and evaluation are not isolated, but an ongoing process of growth - more of an online collection portfolio, with opportunities for staff and supervisors to share information, upload documents, set goals, and reflect on practice. Professional learning opportunities are now also moving into the iAchieve system. Eventually a teacher setting goals around a particular CSTP and instructional commitment will have direct links to professional learning opportunities, further aligning supervision/evaluation and professional learning under one large, aligned umbrella of continued growth in service of student learning.

Assessment

One of the new district wide assessment tools is Illuminate. The district began implementation of Illuminate during the 2015-2016 school year and it will be administered twice a year - once in the fall semester and once in the spring semester. Illuminate is an online formative/summative assessment that is aligned to the FUSD focus standards on the Scope and Sequence Anchor Chart, and is used for all grade levels. Teachers will use the online data system to measure student learning and align instruction with student performance and needs. Illuminate data will help teachers plan for re-teaching and deeper teaching of CCSS. The system allows teachers to use the data to build practice tests for students from a bank of test questions that are organized by CCSS. Teachers are in the beginning stages of learning how to use the system and are at different levels of implementation of using the online resource provided through the Illuminate website.

Instructional Shifts

Classroom instruction shows a gradual shift in lesson delivery, with less teacher talk and more student talk emphasized. Teachers attempt to use more structures that promote student discourse, such as group work, pair work, structures for class discussion, sentence frames taught to aid discussion, and Socratic Seminars. The use of writing across the curriculum has grown, especially as a formative assessment tool to make student thinking visible. Teachers have also reworked lessons to ensure that students spend more time with complex text. They search out articles and readings in addition to the textbook, they develop tools for teaching students to annotate and summarize, and they design close reading lessons to analyze specific key portions of text. The addition of tablets (due to SBAC testing on tablets) has increased access to technology, so more teachers are incorporating technology into lessons. The staff believes this is the right work, the AC structure gives them the time and energy and encouragement to do the work, and students experience a more rigorous and relevant curriculum.

Curriculum Resources

New curriculum for English (I, II, and III) and Mathematics (Algebra I, Geometry, Algebra II), adopted in the 2016-17 school year, have provided foundational guaranteed curriculum for all students in these classes for the first time since the implementation of the Common Core State Standards. In prior years, teachers were charged with researching and developing their own curriculum materials to support the new standards, which was work completed site-by-site in Accountable Community teams based on a district-level scope and sequence. With the implementation of new curriculum materials, including SpringBoard for English and Big Ideas for Mathematics, students across the district have access to the same curriculum and materials regardless of school or classroom.

Math Intervention

Math Intervention curriculum in the district was redesigned to utilize the ancillary materials from the board approved Algebra I curriculum for the purpose of preparing and supporting freshmen in Algebra I. The overarching goal of the Math Intervention course was to develop proficiency in four targeted practices adopted from the Standards for Mathematical Practices of the Common Core State Standards for Mathematics. The four targeted practices are: #1 Make sense of problems and persevere in solving them, #2 Model with mathematics, #3 Use appropriate tools strategically, and #4 Attend to precision.

In evaluating Math Intervention courses throughout the district, these separate math support courses were eliminated beginning in 2015-16 for a couple of reasons. First, improvements in success rates of students in these courses were negligible, questioning the effectiveness of the use of time and teacher resources. Additionally, students who were required to be enrolled in math intervention courses were also likely to be concurrently enrolled in English intervention courses as well, making up the bulk of their course schedule core subject areas with little or no room for elective classes. Following the loss of QEIA funding, which provided FTE support for intervention classes, it was also determined that FTE would be used to reduce class sizes in math classrooms across the board instead of maintaining intervention classes, and students would receive support through in-class intervention, the PLUS teacher model, and using after school program tutoring.

Plus and 9th Grade Support

Three teachers began serving the role of “PLUS Teachers” beginning in 2014-15. PLUS is an acronym for Professional Learning Updraft System, and it represents an effort to restructure and support the ninth grade. PLUS has two major strategies for positively affecting 9th grade outcomes:

- Professional learning and collaboration time for teachers. 9th graders need and deserve high quality, engaging instruction. With CCSS implementation, teachers need time to collaborate, learn, and try new strategies. The amount of time that is needed would negatively impact instruction if teachers were pulled out of classrooms too often - continuity of instruction and relationships would suffer. With PLUS, 9th grade English and Algebra teachers each had a day out of their classroom every other week for professional learning and collaboration until the 2016-17 school year when the model changed to decrease teacher time away from the classroom. During the weekly pull-outs, teachers met with teachers from other high schools and were trained in use of the

Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) planning processes for developing standards-based assignments and lessons. Attending these sessions every other week for a full day at each time gave teachers time to engage in analysis of the standards, writing of assignment prompts and rubrics, analysis of student work using protocols, and instructional strategies. While the ELA and math teachers were at their training, the PLUS teachers worked with the students. In Algebra classes, the Algebra PLUS teacher continued with a day of instruction. In English the PLUS teacher delivered a lesson either focused on general skills and knowledge to transition well to high school (e.g., a grade reflection and goal-setting activity, Hour of Coding) or a lesson to teach literacy skills within the content (e.g., teaching an annotation strategy for a biology article). In the new model that began in 2016-17, content teachers have more time in the classroom and PLUS teachers spend more time focused on direct support of teachers and 9th grade students, particularly in the adoption of the district-wide SpringBoard and Big Ideas texts.

- Direct support for students and teachers in the 9th grade classes where students have historically struggled. PLUS teachers provide direct support to designated 9th grade classrooms. Sometimes they function as a team teacher, work with smaller groups, offer analysis and feedback to the teacher, or pull students out to support make-up work or re-teaching a skill. Most often they work directly in the classrooms alongside the core teachers.

Science Course Sequence

Beginning in the 2015-16 school year, Roosevelt began phasing out Earth Science as a stand-alone 9th grade science course, as the Earth Science standards were included within the curriculum standards for the other science courses in the high school science sequence in the Next Generation Science Standards (NGSS) that will be implemented. Additionally, Earth Science did not meet “D” category (Laboratory Science) credits for students working towards meeting A-G requirements. Lastly, Earth Science as a 9th grade science course was not aligned with other schools in the district, who were requiring students in 9th grade to complete Biology. The challenges that come with this shift include concern that students’ readiness for higher-level science courses that may no longer directly line up with a supportive mathematics course sequence. In prior years, this meant 9th grade students were taking Earth Science concurrently with Algebra I; 10th grade students were taking Biology concurrently with Geometry; and 11th grade students were taking Chemistry concurrently with Algebra II. There has been some concern about students taking Chemistry without having taken, or at least not being enrolled concurrently in Algebra II, as there are skills and concepts in Algebra II that are needed for proficiency in Chemistry. With the new sequence, students may be taking Biology and Algebra I concurrently, which will lead to students being enrolled in either Physics or Chemistry without completion or concurrent enrollment in Algebra II.

In order to appropriately place students, the head counselor and the vice principal who oversees science met with district master schedule personnel to set criteria based on academic achievement in Math, Science, at times English, and state/district assessment results to determine the most appropriate science course for the following year. Science teachers work in their Accountable Communities to determine the most appropriate way to bridge any gaps in math skills. Students are offered additional help during lunch, after school and during the After School Program.

Beginning with the 2014-2015 school year, Roosevelt expanded its upper-division science course offerings by offering AP Environmental Science. During the 2016-2017 school year, students were provided with the opportunity to take AP Physics 1. This course was added to accommodate students who had met the prerequisites to take the course. The science offerings are soon to expand once more by offering Physiology next school year. This course will be offered to all students but will be a course in the Health Pathway.

Special Education

There has been a change in Special Education and the way schools use SPED teachers to support students. At the time of the 2011 full self-study, the school identified mainstreaming of Special Education students as a major goal. SPED teachers are now serving as co-teachers in general education classes. The purpose of a co-teaching model is to support the goal of Least Restrictive Environment. Students are no longer classified as “SDC” or “RSP” in a way that determines their entire academic program but rather Mild/Moderate students who have unique needs and abilities from course to course.

Case managers review multiple sources of data to determine appropriate placement in each class according to the level of support needed:

- 1) a self-contained section of that subject, taught by a Special Education teacher using modified curriculum (SDC);
- 2) a mainstream classroom with a co-teacher assigned to that classroom to provide direct support and coordination; or
- 3) a mainstream classroom without direct support, but with consultation.

Many students can access the general-education curriculum with adequate support. Placing Special Education teachers as co-teachers with general-education teachers provides multiple benefits:

- 1) The Special Education teacher can provide direct services and extra support to students in the classroom;
- 2) The general education teacher benefits from the Special Education teacher's knowledge of strategies for differentiation and adaptations to meet student needs; and
- 3) The Special Education teacher gains greater familiarity with the core curriculum, which potentially strengthens the SDC self-contained versions of the same subject.

Special Education teachers and their partner general education teachers attend off-site professional learning sessions in the co-teaching model.

Linked Learning Pathways

Fresno Unified has moved aggressively toward pathways using a Linked Learning model. Central to this theory of action is the idea that students will perform better in school if they are engaged, and relevant experiences promote engagement. The model also calls for connections, or links among content areas, so that students find a more cohesive educational experience. Each high school in Fresno Unified now has multiple Linked Learning pathways. The Career Technical Education (CTE) department, along with the new site College and Career Coordinator, provides support for program development, business and college partnerships, materials, staff, and professional development. The CTE department analyzes industry needs and opportunities in the area and assists in coordination among the sites; Fresno Unified may not need replicas of the same pathway at multiple sites, and area industry may not have capacity to support the same pathway at multiple sites. The College and Career

Coordinator's role is to support the continued development of successful pathways. She may be writing courses of study for CTE courses to seek A-G Doorways approval, directly supporting teachers, facilitating teacher collaboration to align curriculum and develop shared projects, or seeking grants and partnerships and field experiences for students. At Roosevelt, the CTE office also provides a full-time Job Developer to staff the Career Center and arrange for opportunities to develop career awareness among students. The Job Developer works closely with our College and Career Coordinator and our Guidance department.

The Linked Learning Pathways at Roosevelt make high school more cohesive and engaging for students. Through Linked Learning, students have the opportunity to choose a pathway theme that connects relevant course work and allows them to apply their knowledge in real-world settings through internships, externships and job shadows.

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.

Our Careers in Education pathway started in the 2014-15 school year with our freshman class taking three courses. As we have moved through the past couple of years, those freshmen are now juniors and will be in the graduating class of 2018. The linked courses they follow are:

- 9th: English, Biology and Multimedia - the theme has been to educate others on a topic of choice.
- 10th: English, Modern World History and Cross Age PE - these students partner with our local elementary school teaching PE with a culminating Mini Olympics in the spring.
- 11th: English, US History and Child Development - a joint project has not been determined, however our students go to our nearby Head Start program to work with the students.

The Health Pathway, which has been in existence as a CPA (California Partnership Academy) for many years, began in 2015-16 as freshman and now we are offering classes at the sophomore level. The courses we have linked at this time are:

- 9th: English, Biology, Applied Medical Science - the theme for 2016-17 is "You Are What You Eat", where students are studying Nutrition and will be teaching nutritional topics to elementary students, and to parents in our Parent Center.
- 10th: English, Modern World History and Chemistry - they are doing a project that is entitled "Chemistry and Conflict". Once they have completed this project it will be put into a book, and excerpts will be shared with other students.
- As we move into our junior and senior year courses, we will be adding a Nutritional Science class along with Anatomy and Physiology. They will link with English and our CTE courses.
- Junior and Senior CTE Courses:
 - 11th: Medical Careers, where our students go to Community Regional Medical Center (CRMC) hospital to job shadow and intern.

- 12th: Allied Health or EMT (Emergency Medical Technician) - our students have the choice of returning to the hospital for a more in-depth internship or to take an EMT course.

These pathways are coordinated by a College and Career Readiness Coordinator that completed the Linked Learning Coaches training and attends professional development hosted by ConnectEd and Linked Learning throughout the year.

ASSESSMENT AND ACCOUNTABILITY

CORE Waiver and Change in the Accountability Model

In August of 2013, Fresno Unified became one of eight LEAs who collaborated to submit a waiver to the U.S. Department of Education, requesting flexibility and relief of requirements in the ESEA - a waiver from some of the No Child Left Behind components. These districts in California, representing more than one million students, formed a learning cooperative called the California Office to Reform Education (CORE). CORE districts have focused on learning and sharing practices in two critical areas: 1) effective implementation of the Common Core State Standards; and 2) building social capital. In order to further their work, the districts collectively sought and obtained the Waiver, which essentially created an alternate model of Accountability.

From the CORE Waiver application:

"With this waiver, CORE does not seek to escape FROM accountability. Instead, CORE is asking for a waiver INTO a new system with a higher level of shared responsibility and accountability but propelled by the right drivers to achieve the system's ultimate purpose: all students prepared for college and careers, and the elimination of disparity and disproportionality on multiple critical measures of student success."

This plan is designed with recognition that the expectations for meeting students' needs has been too narrow for too long; LEAs have too often been chasing success in a system that does not define success in a comprehensive or rigorous way. CORE Districts are ready to be held to a more comprehensive and higher standard on a range of measures that are collectively believed to be superior indicators of students' college and career readiness, and more effective drivers of change.

The Accountability Model, known as the School Quality Improvement System (SQIS), under the CORE Waiver has several important features:

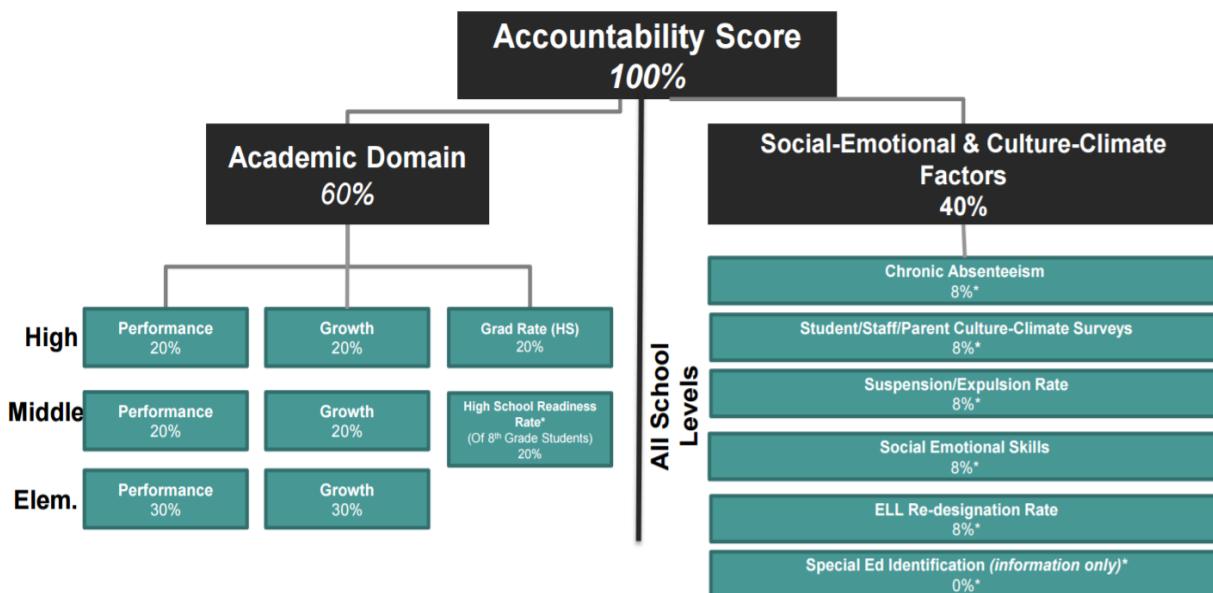
- Under the previous accountability model, for any student group to be considered "significant," the number of students in the group needed to equal or exceed 100. Under the CORE Waiver, that number is 20. This change makes it impossible to gloss over the needs of even small populations of students.
- A strong central mission that any accountability model's main goal should be to address and eliminate disparity and disproportionality. Including measures of disparity and disproportionality, participating districts ensure focused attention on issues of equity and access.
- The accountability model places academic performance, academic growth, and academic completion and retention at 60% of a school's accountability measure. 20% of the accountability measure is for social-emotional indicators, and 20% is for culture and

climate indicators. This recognizes a broader mission of what it means to meet the needs of students.

- There is a focus on collective responsibility, accountability, and action that emphasizes capacity-building over individual accountability. Schools are likely to be paired with others in Communities of Practice for support rather than face sanctions if they do not meet goals.

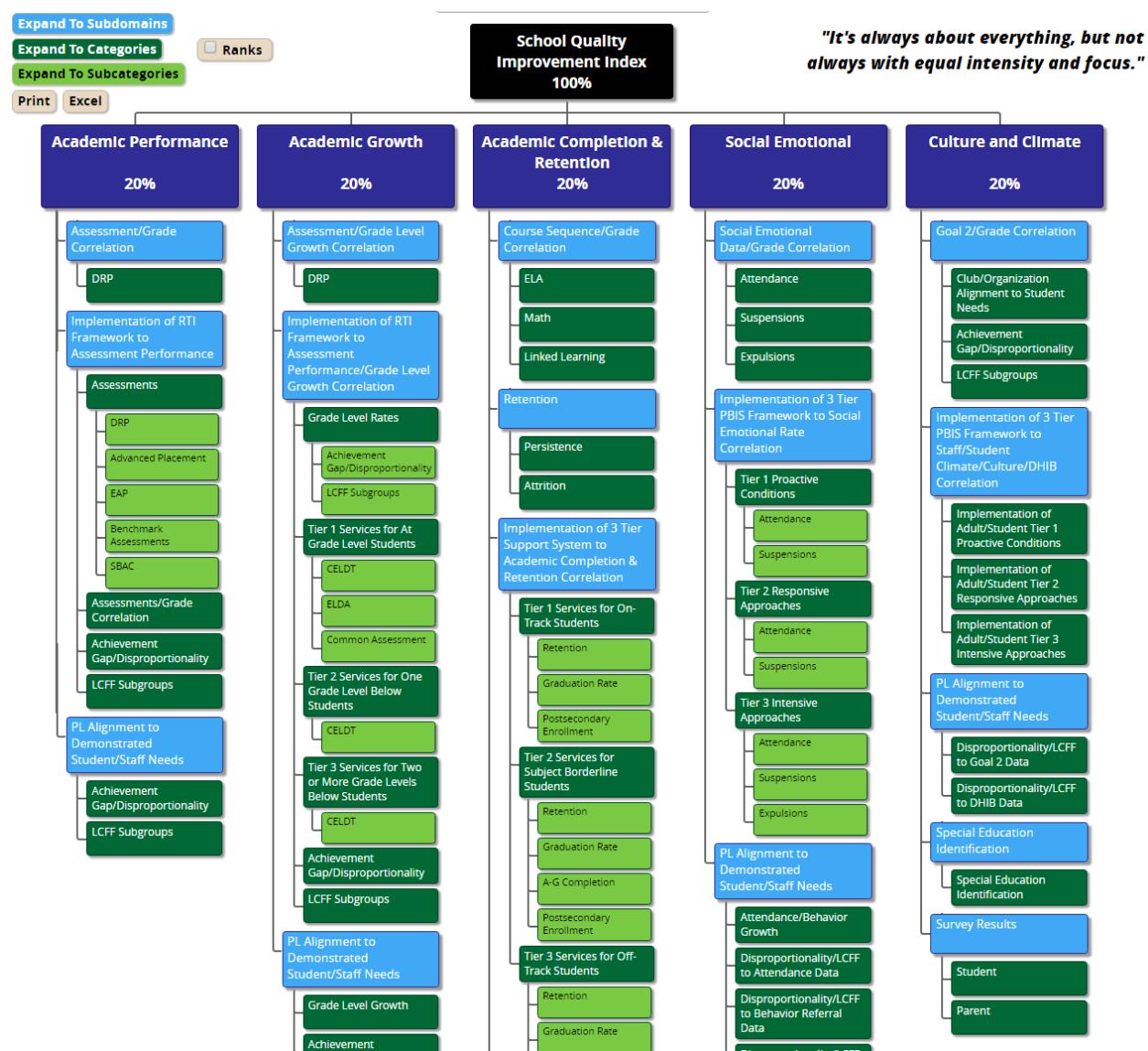
Along with the School Quality Improvement System of the CORE Waiver, the Local Control Funding Formula (LCFF) legislation was signed by the governor in July of 2013. LCFF's overarching goal is to break away from years of restrictive categorical funding in order to provide targeted funding that is responsive to the varying needs of students while increasing local flexibility and accountability for resource allocation. Under LCFF, districts receive a base grant per student as well as supplemental grants for English Language Learners, low-income students, and foster youth. Additionally, each LEA is responsible for creating a local control and accountability plan that sets annual goals and describes how districts will: implement CCSS; improve students' achievement, graduation rate, and school performance; improve academic outcomes; and meet the needs of English learners, low-income students, and children in foster care. This new funding structure is very aligned to the principles, accountability and commitments of the CORE waiver: LCFF aims to provide targeted interventions and support while allowing districts and schools - those closest to the students - the flexibility to determine how to do so. LCFF's commitment to improving outcomes for traditionally low-achieving subgroups is mirrored in the School Quality Improvement System, as subgroup performance accounts for approximately 60% of a school's overall score on the School Quality Improvement Index (SQII).

The School Quality Improvement Index of Fall 2016 and Beyond.



This diagram represents the School Quality Improvement Index, showing the main categories of accountability indicators. The Academic Domain accounts for 60% of the weight, with Social/Emotional and Culture/Climate domains accounting for 40%.

In practice, the CORE Waiver and LCFF have changed the SPSA planning process and the use of data and response to the data. Roosevelt knows how it will be measured, and has been working to develop and refine tools to monitor progress toward longer-term goals in real time. Fresno Unified has developed a live data tool, the SQII Tool, which allows leaders to review interim data in real time in order to make changes for students in the present. Rather than waiting for 11th grade SBAC results to populate a number in the Academic Performance section, for example, schools can monitor related data indicators that predict SBAC performance, illuminate performance and growth.



This SQII Data Tree, representing the five major “buckets” of the SQIS, contains links to continually updating data. For example, clicking on “Attendance” under the Social Emotional section opens several indicators of attendance. From there, a user can export the list of

students, dig into data more deeply using analytics (e.g., grade level, English Learner status, Special Education status), or view disproportionality ratios for any indicator. Further, all indicators provide rankings among the schools, not for competitive purposes but for collaborative ones. Viewable indicators in the SQII data tree change by quarter as well, to represent the data indicators that are most relevant at that point in the school year. Many of the indicators are designed to note correlations between data points - e.g., assessment and grade correlations.

The School Quality Improvement System is designed to be a more rigorous model of accountability, with a wider band of quality indicators and the lowering of the size of significant subgroups from 100 to 20. This accountability model, however, does not rely on accountability sanctions if schools do not meet targets. Instead, based on the calculation of multiple measures, the CORE Accountability Model was initially set up to identify schools as Reward, Focus, or Priority schools for the purposes of setting up a partnering system. However, the labeling of schools as priority and reward schools is no longer part of the model. There are still Focus schools where, in Fresno Unified, partnering schools set goals and work within their region as a "Community of Practice" (COP). This allows teams from schools in the same region to work on similar issues that impact common issues, instead of being isolated and completing work that may no longer have a direct impact on the school. Fresno Unified is working to build a culture of *learning* by supporting continued learning through professional development opportunities, investing in Accountable Communities, facilitating Cycles of Review, partnering with schools and districts across the CORE network, and building internal Communities of Practice around particular topics.

CAMPUS CULTURE

FUSD Goal 2: All students will engage in art, activities, and athletics

FUSD Goal 2 signifies a system in committing and assisting students to make intentional decisions about their in and out of class involvement for a more meaningful campus experience.

VISION: All students will engage in Arts, Activities and Athletics.

GOAL: Create a culture that engages students throughout their educational life (Pre K-12).

Effective beginning in the 2013-14 school year, a Goal 2 system was implemented at all K-12 school sites to track and monitor students engaged in arts, activities and athletics within the ATLAS Student Engagement Application. Dynamic and Static Reports are available to site administrators for analyzing which students are engaged or not engaged in arts, activities and athletics in an effort to increase student engagement in activities that keep them connected to school. Campus Culture Directors work with club advisors to input all student rosters and various club events including club meetings, and to enter student activity into the system. Athletic Directors are responsible for entering all student athletic engagements and student athletic rosters. Vice Principals and Designated Admin are responsible for entering all student visual and performing arts engagements and working with the Visual and Performing Arts Teachers in inputting student rosters and various Visual and Performing Arts events. The Goal 2 system allows sites to make purposeful and strategic decisions pertaining to students being involved and feeling a part of their school.

Student Engagement Reports

Various dynamic and static reports have been developed based on the data entered in the Student Engagement tool on ATLAS. The purpose and intent for the reports is to support data informed conversations and actions related to student and staff engagement and monitoring of Goal 2 implementation.

Reports are available in the reports tab in ATLAS and as indicators in the School Quality Improvement Index (SQII) Tool. These reports function to support the day to day decisions and actions of site teams, as well as planning long-term goals and needs through the School Site Plan. Examples of reports include: ASP Monthly Participation, Engagement List, Monthly Participation Sheet, Students Not Involved, Sponsor List, and Summary Report (shown below).



**Engagement Summary Report
by School Demographic**

Reference Date: 11/4/2016
All Engagements

Roosevelt High

School Goal 2 Participation		
Not Involved Count	Unique Student Count	Student Enrolled
1267	859	2126

Unique Participation by Subgroup											
Goal 2 Type	White	Hispanic	African American	Asian	Other	Special Ed	Project Access	Foster Youth	Male	Female	
Activities	53.33% (40)	33.78% (577)	41.22% (54)	40.48% (68)	31.82% (14)	26.10% (65)	24.14% (7)	15.38% (2)	291	462	
Athletics	4.00% (3)	8.20% (140)	16.03% (21)	7.74% (13)	9.09% (4)	6.43% (16)	17.24% (5)	7.69% (1)	100	81	

Student Engagement Detail															
Goal2Type	Engagement Name	Engaged Student Count	% Student Engaged	In-Active Student Count	Participation by Ethnicity					Subgroups			Gender		Event Count
					% White	% Hispanic	% African American	% Asian	% Other	Special Ed	Project Access	Foster Youth	Male	Female	
Activities	Anime Club 16-17	53	2.49%	2	4.00% (3)	1.93% (33)	6.11% (8)	4.76% (8)	2.27% (1)	10	0	0	27	26	13
	Associated Student Body Officers 16-17	22	1.03%		0.00% (0)	1.29% (22)	0.00% (0)	0.00% (0)	0.00% (0)	1	0	0	3	19	1
	Band 16-17	14	0.66%		2.67% (2)	0.47% (8)	0.76% (1)	1.79% (3)	0.00% (0)	1	1	0	5	9	0
	Bring Your Own Freshman to the Pool Party 16-17	75	3.53%	4	2.67% (2)	3.51% (60)	9.16% (12)	0.60% (1)	0.00% (0)	5	1	1	37	38	1
	California Scholarship Federation 16-17	4	0.19%		1.33% (1)	0.18% (3)	0.00% (0)	0.00% (0)	0.00% (0)	0	0	0	0	4	0
	CBS 47 Morning Match-up Rally 16-17	125	5.88%	2	9.33% (7)	6.21% (106)	3.82% (5)	1.79% (3)	9.09% (4)	6	1	0	35	90	1
	Dress-up Days - Week Activities. 2016-2017	185	8.70%		16.00% (12)	8.61% (147)	10.69% (14)	5.95% (10)	4.55% (2)	10	1	2	32	153	11
	Ecology Club 16-17	10	0.47%		0.00% (0)	0.47% (8)	1.53% (2)	0.00% (0)	0.00% (0)	0	0	0	2	8	0

School Climate and Culture Team

The School Climate and Culture Team is an interdisciplinary group of faculty members that meets as a team on a monthly basis, meets and meets once a semester for an all-day professional development with the Climate and Culture teams from the Roosevelt Region as well as meets once a semester for an all-day work session with district personnel. The team includes our Campus Culture Director, Vice Principal, Student Re-engagement Center Teacher, as well as other individuals (certificated and classified staff) on campus who have decided to participate on the team. This ongoing team continues to monitor student engagement on

campus and work to improve our school's support structures and communication with our parents and community.

The School Climate and Culture team works to monitor and improve the following proactive conditions:

- Creating and Maintaining Proactive Climate and Culture Conditions
 - Administrative Support
 - Team Process and Effectiveness
 - Data-Driven Decision Making
 - Archiving
 - Staff Belief and Vision
 - Staff Engagement
- Creating and Maintaining Proactive School-Wide Conditions
 - Guidelines for Success
 - Positive Relationships and Interactions
 - School Connectedness and Student Engagement
 - Common Areas and School-wide Expectations
 - Levels of Misbehavior
 - Responding to Misbehavior
 - Bullying Prevention and Intervention
 - Promoting Attendance
 - Parent and Family Engagement
- Creating and Maintaining Proactive Classroom Conditions
 - Setting Classroom Conditions
 - Class Meetings (Community Building)
 - Social Emotional Learning (non-cognitive skills)
 - Early-Stage Interventions for General Education Classrooms
 - Conflict Resolution

For the 2016-17 school year, the team has elected to focus on Staff Engagement, Guidelines for Success and Levels of Misbehavior.

Discipline and Restorative Practices

With the support of the Climate and Culture Team, Roosevelt has shifted disciplinary responses to student misbehaviors to align with principles of restorative practices. The intent has been to support a purpose of striving to meet the academic, social-emotional, and behavioral needs of students. Restorative practices consider the impact of behaviors on those that are harmed as well as the individual that inflicts harm. The premise for restorative practices 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.

Student Reengagement Center (SRC)

In order to support staff and students in building and repairing relationships, Roosevelt has implemented a reengagement center for students, giving them an opportunity to reflect on any interaction that caused a conflict or disruption. This process is necessary for the appropriate and effective reentry of the student to the classroom. While in the SRC, students are guided through the reflection process by a staff member who works with students to improve self-reflection and restorative practices.

Levels of Misbehavior

To support effectiveness of the SRC, and to support teachers in the classroom, Roosevelt went through the process of developing “Levels of Misbehaviors” as a staff to determine agreed upon student actions that warranted specific responses by adults.

- Level 1 offense - Minor misbehaviors that should be corrected at the time and in the setting they occur.
 - Inappropriate use of technology
 - Off-task behavior
 - Non-directed, non-intentional inappropriate language
 - Unprepared for class
 - Tardy
 - Misuse of “out-of-class” pass
 - Dress code
- Level 2 offense - Misbehaviors that should be corrected at the time and in the setting in which they occur, but additional staff is notified of developing pattern, teacher documents incident in ATLAS & parent is contacted.
 - Repeated level 1 offenses
 - Minor defiance - Refusal to follow reasonable adult direction
 - Prolonged absence from the class period, or walking out
 - Behaviors that may precede, or indicate, potential bullying behavior
 - Inappropriate play
- Level 3 offense - Serious misbehaviors that require immediate removal of student. Teacher calls an emergency line and immediately documents in ATLAS.
 - Fighting/injury to person
 - Profanity directed at teacher
 - Weapon or illegal substance (possession or suspected use)
 - Sexual harassment
 - Bullying
 - Safety concerns

Facilities Improvements

Through the use of Measure Q funds, Fresno Unified School District has made many improvements to our school site. The investments at this point have resulted in over \$8 million dollars. From this investment we have a new building that includes 12 new classrooms; including two new computer labs for video production, multimedia, and graphics design classes, new functional skills classrooms, a classroom with state-of-the art silk screening equipment and two new art classrooms. Wrought iron fencing was installed around the north perimeter of the campus, at a cost approaching \$1 million dollars, as a result of parental and community input that placed an emphasis on creating an atmosphere more reminiscent of other institutes of higher learning, and has transformed the ‘value’ of being a member of the Roosevelt family.

Recreational space for students in the form of an amphitheater, the Rough Rider Stable, was completed in December of 2013. This open-space area has added a park style atmosphere to the interior of the campus and allows our students not only to have a outdoor performance space, but will completes a campus make-over that increased our green space over 50%. Finally, upgrades have been made to our track and field/football/soccer/lacrosse fields. A renovated track, new irrigation system and 81,000 square feet of sod have been installed to bring all aspects of our school culture together.

Students, staff and community members are proud of the improvements to our facilities, which will lead to an increase in the involvement of students in the arts, activities and athletics. In 2016, the FUSD Board of Education approved funding for a new state-of-the-art pool facility that will begin construction sometime during the 2016-17 school year. With the approval of Measure X funding in November, Roosevelt has many upgrades and improvements in the plans, including renovations to the cafeteria and library, and improvements to athletic fields - including the installation of a second gymnasium.

PROGRESS ON SCHOOLWIDE ACTION PLAN

Ongoing School Improvement

Implementation and Monitoring of the Schoolwide Action Plan

After the 2011 WASC review, Roosevelt High School was granted three-year term accreditation with a 2 day visit in 2014. The Action Plan was revised based on the visiting committee's recommendations, and was incorporated into the Single Plan for Student Achievement (SPSA) to create one unified plan. Each year the action plan and follow-up areas identified as part of the self-study have been reviewed as part of the SPSA development process. The SPSA is reviewed by the entire Instructional Leadership Team composed of lead core content area teachers and the entire administration team. The SPSA development process also involves students, parents, and staff on the School Site Council. Development of the SPSA/Action Plan involves a review of data, both of overall data student performance indicators and data related to particular programs or action steps. The purpose of this review is to ensure identified actions are having intended results. The SSC and the English Learner Advisory Committee (ELAC) review data and provide feedback for modifications and/or additions to actions. This results in the updated SPSA, which is voted on by the SSC and shared with staff annually, and staff carry out actions identified in the SPSA to achieve the developed goals for the school.

Schoolwide Critical Areas for Follow-Up from 2011 WASC Visiting Committee

Critical Area #1:

Increase alignment of all core area courses to key content standards and continue to develop and refine interim assessments to monitor student progress toward proficiency.

Goal #1 (2011): RHS will continue to increase alignment of all core area courses to key content standards and continue to develop and refine interim assessments and analyze student performance on these assessments to monitor student progress toward proficiency.

In 2014, this goal was revised to read: RHS will develop and implement curriculum, instruction, and assessments based on the California Common Core Standards (CCSS), literacy standards, and instructional shifts so that all students will participate in standards – based learning.

Acceptable progress has been made in expanding the use of assessment data at Roosevelt. Until the spring of 2012, all core area teachers in grades 9 through 11 gave their students the Assessment of Critical Standards (ACS) tests developed by Fresno Unified School District. The ACS tests were designed to mirror the rigor and structure of the California Standards Tests (CST). The tests were given three times a year to all students enrolled in English 9, English 10, and English 11, Algebra 1, Geometry, Algebra 2, World History, U.S. History, Earth Science, Biology, and Chemistry. Some of the teachers used the ACS tests as their learning goal

assessments while other teachers created their own assessments of the learning goals. The district scored the tests and made the data available to the teachers through ATLAS. After the teachers received the results, they met by subject area to discuss student progress on the academic standards.

In addition to the ACS tests, many of the subject area teams developed their own interim assessments and discussed the results by looking at student work. The ACS tests were also one of the criteria used by counselors to identify and place students in GATE, Honors, and Advanced Placement courses. In the fall of 2012, the district began Phase One of implementing the Common Core State Standards (CCSS), which was Initiating Implementation. In the fall of 2013, the district began Phase Two, Developing Implementation. Phase Two included defining/refining formative, benchmark, and summative assessments, and establishing timelines for implementing curriculum and assessments.

During the 2015-16 school year, students in English and Math classes piloted new district assessments, using an online tool Illuminate. Roosevelt High School continued to develop and expand the use of assessment data to evaluate student progress towards the academic standards and to drive curriculum and instruction. Subject area teams have spent the past three years planning units of instruction based on the CCSS using the Scope and Sequence provided by the district. The teams design their own additional formative assessments beyond the district interim assessment given through Illuminate. Formative assessments reflect the literacy standards for all core areas and the depth and critical thinking of the new CAASPP assessments developed by the Smarter Balanced Assessment Consortium (SBAC).

Previously, the subject area teams used a Data Analysis Protocol in the Cycle of Continuous Improvement assessment stage. In 2012-13, the district restructured the subject area teams into "Accountable Communities" and introduced an Accountable Community Meeting Protocol to guide the teams in developing units of instruction and planning common formative and summative assessments, (culminating performance tasks and interim assessments) for evaluating student work. The Data Analysis Protocol was not in the Accountable Community Protocol and has not been formally used. Additionally, the scope of interim assessments has focused mostly on English and Math classrooms, and teachers and administrators are still in the process of developing methods for effective use of results, as specific data and trends are no longer provided.

Beginning with the implementation of new Scope and Sequence documents in both ELA and Mathematics, teachers used built-in common assignments and performance assessments to determine student achievement of core content standards. In the 2016-17 school year, ELA teachers began using a common curriculum, SpringBoard, aligned to the common core standards. The curriculum includes common Embedded Assessments as part of the curriculum and provide teachers with regular data on students' learning. Math teachers also have a new curriculum, Big Ideas, and a common Scope and Sequence, and continue to use common performance tasks in their classes.

Another area in which RHS is expanding the use of assessment data schoolwide is in reintroduction of a schoolwide write in the fall of 2016, with the intentions of developing a four-year plan for implementation and progress of the schoolwide writing activity. The fall initial write will be followed by a "post" schoolwide write in the spring of 2017, and will provide data for teachers.

Critical Area #2:

Improve processes for identifying students for acceleration and remediation courses to ensure that all students are enrolled in a rigorous course of study helping them progress toward completion of the UC/CSU A-G requirements.

Goal #2 (2011): RHS will improve its process for identifying students for acceleration and remediation courses to ensure that all students are enrolled in a rigorous course of study helping them progress toward completion of the UC/CSU A-G requirements.

In 2014, this goal was revised to read: RHS will enroll students in appropriate coursework to develop proficiency in critical thinking, reading, writing, and problem solving so that all students will be prepared for post-graduate learning, whether in college or career.

Acceptable progress has been made in the current student placement philosophy. The model currently in place matches skills and A-G requirements for students. Roosevelt counselors continue to meet with students and conduct A-G conferences on an individual and group basis to continue building a college going culture and increase the percentage of students completing the A-G requirements. Counselors utilize the UC Merced Beta Tool, which is a tool that helps track A-G completion and allows counselors to be strategic in meeting with cohorts of students who are deficient and on track to meet A-G requirements. The Individualized Academic Plan (IAP), a document generated by the Beta Tool outlines for students their progress in terms of A-G completion. The IAP document is reviewed with students so that they have a clear understanding of their current status with A-G and it allows them to self-monitor.

Roosevelt continues to provide and inform students and parents about multiple programs that offer credit recovery opportunities for students to get back on track to meet their A-G requirements. At Roosevelt, we offer after school credit recovery courses in all Core areas during the fall and spring semester, and beginning in the 2016-17 school year began the implementation of an after school “Learning Lab” which provides students with more flexible opportunities to recover credits online. Additionally, through access to JE Young teachers and classes on campus, students can now be enrolled concurrently in recovery classes in Math, English, and Social Science, while maintaining their regular schedule of classes at Roosevelt.

Students also have the opportunity to attend Cesar Chavez Adult School concurrently in the evenings during any of the three sessions during the regular academic school year. Sessions are offered on a quarterly basis and students can take up to two classes each session for 5 credits each, including online courses in English and Social Studies. During the summer, students have the opportunity to participate in Summer School at RHS during the morning session and/or an on-line mid-day session to make-up classes for A-G completion. In the evening, students can also attend an on-line course as well for an additional opportunity to recover credits. Furthermore, qualifying students at RHS also participate in the Upward Bound Program through CSU Fresno, which provides them with an opportunity to complete high school coursework at Fresno State.

Students are enrolled in core classes according to previous performance in enrolled classes, they have passed as well as teacher recommendation for advanced classes, and performance on district interim assessments.

Critical Area #3:

Increase the structure of tiered intervention support to provide systematic strategic and intensive interventions for all students.

Goal #3 (2011): RHS will increase the structure of tiered intervention support to provide systematic strategic and intensive interventions for all students.

In 2014, this goal was revised to read: RHS will develop a protocol and provide professional development for staff to effectively use the structure of student support so that all students will be connected to the appropriate academic and social – emotional support in a timely manner.

Acceptable progress has been made in expanding scaffolding and intervention strategies in all classes as part of a vertically-aligned curriculum. Roosevelt counselors continue to meet with students and conduct A-G conferences on an individual and group basis to continue building a college-going culture and increase the percentage of students completing the A-G requirements. Counselors utilize the UC Merced Beta Tool, which is a tool that helps track A-G completion and allows counselors to be strategic in meeting with cohorts of students who are deficient and on track to meet A-G requirements. The Individualized Academic Plan (IAP), a document generated by the Beta Tool, outlines for students their progress in terms of A-G completion. The IAP document is reviewed with students so that they have a clear understanding of their current status with A-G and it allows them to self-monitor.

Support through intensive Math and ELA Intervention classes were eliminated throughout the district beginning in 2015-16. This decision was made for a couple of reasons. First, improvements in success rates of students in these courses were negligible, questioning the effectiveness of the use of time and teacher resources. Additionally, students who were required to be enrolled in math and ELA intervention courses were also likely to be enrolled in both courses concurrently, making the bulk of their course schedule core subject areas with little or no room for elective classes. Following the loss of QEIA funding, which provided FTE support for intervention classes, it was also determined that FTE would be used to reduce class sizes in math classrooms across the board instead of maintaining intervention classes, and students would receive support through in-class intervention, the PLUS teacher model, and using after school program tutoring.

Three teachers began serving the role of “PLUS Teachers” beginning in 2014-15. PLUS is an acronym for Professional Learning Updraft System, and it represents an effort to restructure and support the ninth grade. PLUS has two major strategies for positively affecting 9th grade outcomes, as was described in the “Curriculum and Instruction” section above regarding significant changes to the school. Mainly, PLUS Teachers provide direct support for students and teachers in designated 9th grade classes where students have historically struggled. Sometimes they function as a team teacher, work with smaller groups, offer analysis and feedback to the teacher, or pull students out to support make-up work or re-teaching a skill. Most often they work directly in the classrooms alongside the core teacher.

There are six general models for collaborative team teaching to support Resource Specialist Program (RSP) students. The model currently in place at the school and in the district is “One Teach, One Assist” in which the general education teacher instructs the class while the special education (RSP) teacher manages behavior or assists individual students as needed. When this inclusion model was initially introduced, the teacher teams were given the opportunity for training by Roosevelt’s Individual Small Group Instruction (ISGI) teacher. The training was voluntary and one team participated in the training, which involved modeling in the classroom.

The district has not provided specific training for the inclusion model; however, RSP teachers attend subject-specific training that the general education teacher attends for mathematics (Algebra 1) and English Language Arts (English I, English II, and English III.) As teacher teams move toward the co-teaching model, there is on-site training available to them. Currently, the RSP teachers are expected to participate in their subject Accountable Community meetings.

The district is no longer providing professional development and implementation of the Three Phase Lesson Design. Instead, its key components of student support have been absorbed into the Instructional Practice Guide, which expands on FUSD Classroom Foundations (Objectives, Instructional Activities Aligned to Objectives, Closure, and Assessment) and focuses on Culture of Learning in the classroom, Challenging Content, Ownership, Every Student achieving, and Students Improving with Every Lesson. The Instructional Lead Teachers (subject area lead teachers), instructional coaches, and administrators continue to participate in Foundations Lead Teacher trainings throughout the school year, including four sessions planned for 2016-17 organized by region and focusing on effective PLC strategies.

Critical Area #4:

RHS will continue to improve school systems in the areas of equity and access to ensure that all students are provided the opportunity to engage in challenging learning experiences.

Goal #4 (2011): RHS will continue to improve school systems in the areas of equity and access to ensure that all students are provided the opportunity to engage in challenging learning experiences.

In 2014, this goal was revised to read: RHS will integrate school systems in the areas of equity and access to ensure that all students participate in a guaranteed and viable curriculum and experience all depths of knowledge levels in all classes.

Roosevelt's counseling team uses a multi-tiered approach to ensure all students are correctly identified and placed in their classes. At the start of the second semester the Head Counselor and Admin team meet with the Master Schedule team to set the placement criteria for each class and course sequence. Once criteria is set the student schedules are published for counselors to evaluate. Counselors spend the next few weeks completing a comprehensive transcript analysis for each student on their caseload. Using the Beta Tool and each student's Individual Academic Planning sheet, students are identified for credit recovery, original credit, and additional opportunities to recover or maintain the student's A-G progress. At the end of the second semester counselors re-evaluate each student's transcript and ensure correct course placement. Acceptable progress has been made in increasing the number of on-track A-G students, enrollment in AP courses, up-drafting students into Gate and Honors courses, and overall graduation completion rate. Scaffolding and intervention strategies in all classes as part of a vertically-aligned curriculum. Roosevelt counselors continue to meet with students and conduct A-G conferences on an individual and group basis to continue building a college-going culture and increase the percentage of students completing the A-G requirements. Counselors utilize the UC Merced Beta Tool, which is a tool that helps track A-G completion and allows counselors to be strategic in meeting with cohorts of students who are deficient and on track to meet A-G requirements. The Individualized Academic Plan (IAP), a document generated by the Beta Tool, outlines for students their progress in terms of A-G completion. The IAP document is reviewed with students so that they have a clear understanding of their current status with A-G and it allows them to self-monitor.

Roosevelt continues to have an open enrollment policy for students who would like to participate in Advanced Placement (AP) and Honors courses and also identifies and places students in AP/Honors courses using multiple achievement data that includes: GPA, grades, PSAT scores, previous courses taken, and teacher recommendation. Beginning in the 2013/14 school year, in the areas of ELA and Math, district leadership did initial identification and placement of students in AP/Honors district wide. Roosevelt is participating in a district wide initiative to identify, encourage, enroll, and prepare students in middle school to take AP Human Geography during their 9th grade year. Counselors and the AP Coordinator work to connect with students who are identified during their 8th grade year along with their parents and strongly encourage them to participate in a Summer AP Ramp Up course that will prepare them to have academic success in the AP Human Geography class they will take during the 9th grade year. High School counselors, Middle School counselors, and the AP Coordinator are working together to identify students and meet with them to share the importance of taking part in these programs.

Linked Learning pathways are a way that all students can participate in a cohort of courses that transforms education so that all students, regardless of background, are prepared to succeed in college, career, community and life. Linked Learning combines rigorous academics, demanding technical education, personalized student supports and real-world experience. Our linked learning pathways at Roosevelt are Careers in Education and Health. Each pathway allows students, by grade, to participate in work based learning opportunities, which is documented in the district beta activity tool provided by UC Merced.

Critical Area #5:

Improve collaborative structures within subject area teams to focus on student progress toward proficiency, and utilizing structured protocols to evaluate student progress, review student work, and refine common assessments.

Goal #5 (2011): RHS will improve collaborative structures within subject area teams to focus on student progress toward proficiency, and utilize structured protocols to evaluate student progress, review student work, and refine common assessments.

In 2014, this goal was revised to read: RHS will design collaboration around standards-based curriculum, instruction, and assessment and effective protocols so that all students are monitored on their progress in meeting academic and learning outcome goals.

The bell schedule at Roosevelt continues to have built-in opportunities for teachers to collaborate for one hour at least two times each month during Accountable Community meetings. Additionally, during the fall semester of the 2015-16 school year, one-hour meetings were added about every other Thursday to focus on literacy. Beginning in the spring semester of the 2015-16 school year, these meetings began to focus on collaborating for our WASC self-study. Collaboration during Accountable Community meetings are designed to allow teachers in subject area teams to focus on improving student learning by planning and calibrating around four guiding questions of Professional Learning Communities:

- 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?

Roosevelt has continued its focus on aligning the instructional system in all classes and embarked on an instructional renaissance including the development and implementation of a concrete action plan aligned to the Single Plan for Student Achievement and a schoolwide focus on continuous improvement. There has been an emphasis on improving instruction, increasing the alignment of curriculum to the standards, and increasing the level of rigor in classroom while using common assessments within subject area teams to monitor student achievement and intervene when necessary.

Critical Area #6:

Increase student engagement and social emotional support on campus through the development of a site action plan for increasing student engagement.

Goal #6 (2011): RHS will increase student engagement and social emotional support on campus and will develop a site action plan for increasing student engagement.

In 2014, this goal was revised to read: RHS will integrate academic, social-emotional, and culture and climate factors into the educational experience so that all students will develop a connection to the school in the areas of art, athletics, and activities beyond the classroom and will sustain the connection freshman through senior year.

- ATLAS Engagement tracking system...
- Additional social-emotional support on campus...
- System of communication to provide continuous information to students regarding clubs, activities, and opportunities for involvement...
- Move-Up Days/Link Crew...
- Safe and Civil School team/Class meetings...
- Club/Goal 2 model
- Access to arts and other electives...

Schoolwide Action Plan Refinements

Since the last full WASC visit in 2011 and the revisit in 2014, the Roosevelt stakeholders have focused on making progress to address the additional identified critical areas. We are proud of our progress, especially in terms of the opportunities we are providing for students. However, Roosevelt staff still recognizes there is much work to be done. The action plan will address further work on these same critical areas while also addressing additional needs of our student population.

Priority and/or Additional Areas for Improvement from 2014 Visiting Committee:

1. Explore, design and implement additional strategies to widen parent and community input into site decisions.

Parents are included in site decision-making in a variety of ways, including:

- School Site Council and English Learner Advisory Committee, both of which have a role in the development of the school Single Plan for Student Achievement (SPSA)
- Friends of the Roosevelt School of the Arts (FRSA) regularly meet to discuss events and support for our RSA program and students.

- Parents and community members are also provided with additional opportunities to provide direct feedback through:
 - Title I parent meeting, where parents learn about Title I support for the school, including their rights and expectations for the school in meeting Title I requirements.
 - LCAP Regional Meetings and student meetings, where parents have input into planning on how monies will be spent
 - In anticipation of the approval of a new bond measure to support facilities improvements (Measure X), staff, parents and community were invited to participate in a meeting regarding the Roosevelt Facilities Master Plan and to discuss needs of the campus. Input from staff, parents and community members were provided both during discussions and through a survey of needs.
 - Surveys, such as Climate and Culture Surveys and Confidential Family Survey
- Parents have regular opportunities to interact with staff and provide input through:
 - Parent University organized and facilitated learning on campus for parents, including courses in Digital Literacy and community involvement. Most recently, parents participated in weekly meetings with the Fresno Police Department, to learn about issues important to the school and community, and to build relationships with law enforcement in the community.
 - Coffee hours in the Parent Center, which give parents an avenue to interact with staff and other parents
 - A2A meetings require parents to come to school to discuss attendance issues for their children. While they are on campus, they have direct access to support from the school Attendance Office and a Vice Principal. This provides an opportunity for parents to address other issues important to their child's education.
 - Parents are invited to sit on interview panels for management positions on campus, including Principal, Vice Principal, RSA Director, and Head Counselor.
 - Parents of Steve's Scholars students meet to celebrate success and interact with school staff, which provides an opportunity for parents to discuss issues important to them and their students.
 - Parents are welcome to attend FUSD Board Meetings, where they can express their thoughts regarding the functioning of the school and the district.
 - Beginning with the 2015-16 school year, the Board of Education voted to expand the Sex Education curriculum, to be taught through biology classes with support from Barrios Unidos. To seek input from parents on the curriculum, parents were offered a Preview Night, and the Barrios Unidos curriculum was available for review and input in the school main office.
- Providing Parents with the opportunity to interact with the counseling staff and provide input through:
 - Counseling Parent Nights, where parents and students receive information about the school program, including both registration for appropriate courses and knowledge of available supports. This includes separate meetings for each grade level to address specific concerns for each grade level.
 - Cash for College, Scholarship Night, and FAFSA workshops allow parents to receive information about funding for college, and provide an additional opportunity for parents to be in contact with their child's counselor.
 - AP Parent Night provides information about Advanced Placement course placement and expectations, and discusses available supports for students.

2. Sustain and formalize the robust two-way communication with parents.

- Roosevelt Parent Center is organized and run by School-Community Liaisons, who regularly reach out to parents in multiple languages regarding information and opportunities to be involved at Roosevelt.
- Hmong Community Consultant is available to meet with Hmong students and provide support for our Hmong families.
- FCOE Foster/Homeless Advocate works with students to help with communication between the school and foster/homeless students and their families.
- The shift to a new school website (<https://www.fresnou.org/schools/Roosevelt>) allows for the website to more easily be updated by school staff and accessed by parents. Information includes an updated events schedule and provides email addresses for staff members.
- Twitter is used for providing information about Roosevelt, and is another opportunity for “followers”, both students and parents, to communicate directly with the school.
- Roosevelt School of the Arts has a robust Facebook page that is used as an information opportunity, as well as to highlight programs and performances.
- School Messenger is used to send recorded messages home to parents of all students, or identified students, in one message. The system allows parents to leave a voice response after hearing the message.
- Remind 101 allows parents to receive and respond to information regarding student logistics and activities.
- Parent University is a district-wide department that works with schools to assist with communication with parents, and provides educational opportunities for parents to support their students’ success in school.
- Parents have access to, and are encouraged to set up, an EduText account, which allows parents to receive daily text messages with information about grades and attendance for their children. Counselors have been actively encouraging parents to set up accounts by making it a regular part of every conversation or meeting with parents. Information is also included in every mailing home from our counseling team.
- Teachers, administrators, and counselors have focused on maintaining consistent communication with parents about student progress with grades, attendance, and behavior.
- We have streamlined systems to identify gaps in parent contact information, and address those gaps to ensure that we are able to consistently communicate with parents. When phone contact is not successful, administrators, counselors, and School-Community Liaisons visit homes of students to speak with parents personally.

3. Expand opportunities for all students to participate in an educational experience that prepares them to be College and Career Ready.

- Roosevelt has maintained important CTE and ROP courses for students through California Partnership Academies (Business, Health), and began the process of developing Linked Learning Pathways (Health, Education) for students.
- Variety of CTE and ROP courses are available for students at Roosevelt, as well as opportunities to attend courses concurrently at the Center for Advanced Research and Technology (CART), Duncan Polytech, or ROP classes offered through Fresno County Office of Ed at nearby high schools.
- Job Developer position created in 2015-16, dedicated to College and Career Readiness
 - Guest Speaker Series every quarter
 - Worksite Tours
 - College Visits
 - College & Career Fair

- Work-based Learning Opportunities regularly available to students
 - CMAC - filming of sports and creating a broadcast
 - Slick Rock Film Festival - student created film adjudication and celebration
 - IRS - VITA - volunteer tax preparation for community members
 - CRMC - hands-on volunteer opportunities at the hospital
- Workability staff provide link to work opportunities for special education students
- Roosevelt Leadership class includes a unit on interview skills, resumes, students facilitate site and regional meetings and present to the Board. Recently, this unit of work led to job opportunities for students from local businesses.
- Guest speakers and learning opportunities in Men's and Women's Alliance classes
- Fresno County Office of Education works with district Project Access to support Foster Youth with transition to college and work.
- Work and volunteer opportunities are provided for students throughout the school year, including:
 - in the cafeteria
 - youth mentors working with students at Tehipite Middle School
 - working game management with Athletics (time clock, scoreboard)
 - shadowing and assisting our Athletic Trainer
 - assisting with the theater managers (paid)
 - greeting and guiding audience members for performances (auditorium ushers)
 - camp counselors (6th grade camp)
- Beginning in 2016-17, every 10th grade student at Roosevelt will visit a UC campus and the district will support every 12th grade student accepted into a 4-year UC/CSU/Private university in California with an opportunity to visit the campus in the Spring with their parents.
- Inspire Tomorrow Dinners - Roosevelt hosts a dinner for students accepted into Fresno State and includes recent graduates from Roosevelt who are already attending Fresno State. This provides an opportunity for students to converse with students currently attending college so they can learn about making an easier transition. During the 2015-16 school year, through the Inspire Tomorrow program, 10th grade students who have not been part of a group that goes on a college trip were identified and invited to participate in a college visit. This led to the district implementing a district-wide initiative where every 10th grade student has the opportunity to go on a college visit and for parents/students to visit colleges for which they received admission.
- Central Valley Women's Conference provides an opportunity for students to attend a conference to learn about school and career opportunities, attend break-out sessions, and hear keynote speeches from successful women that empower the students to be successful in their lives and community.
- Through specific programs, students participate in trips out of Fresno, including Ashland, OR (drama festival), New York (dance), RSA Career Day at Disneyland allows students to get exposure to work skills and opportunities that relate to the learning they are currently involved with in Roosevelt School of the Arts. The Roosevelt Danzantes team travels to Los Angeles each year to participate in Danzantes Unidos festival. Students in pathways and academies experience trips outside of Fresno, including trips to Monterey Bay Aquarium and Yosemite National Park.
- For the past two school years, students interested in STEM have had the opportunity to attend the STEM conference at Reedley Community College.
- Career Tech Expo exposes students and their parents to information from over 140 businesses/industry. The event provides students insight on various careers and educational opportunities available through the many trades and training facilities in our local community.

- Steve's Scholars community service, which allows students to learn about the world while assisting with a cause, including clean-up at the San Joaquin River and helping at the Community Food Bank
 - Fresno County Youth Health Leadership Conference provides an opportunity for students interested in pursuing a career in the health field to interact with health professionals and attend a college fair at California State University, Fresno.
 - Students in the business are connected with IRS Mentors and have the opportunity to shadow mentors in three areas of the IRS.
 - Fresno State Make A Difference TEACH Conference at California State University, Fresno is attended by students from our Careers in Education pathway to learn more about the Kremen School of Education and becoming a liberal studies student.
 - Teacher Academy Summer Internship provided opportunities for our students interested in becoming a teacher to work with teachers at several elementary schools as an intern (teaching and tutoring the children) during the summer.
 - Fresno Area College Expo is facilitated by the Fresno County Office of Education and exposes students to over 100 colleges and universities. Students learn about academic programs, admission requirements, and learn more about the schools.
 - Town Hall Meetings (Ted Talks) Guest -Counselors - each month take a male and female to town hall meetings/Ted Talks
 - Talented Tenth (public service and performance group)
 - Dual-enrollment (currently have 67 students participating in three classes)
 - ROP Medical Careers dual with Pharmacology (MA-2 at Fresno City College)
 - ROP Allied Health dual with Medical Terminology (HIT-10 at Fresno City College)
 - ROP Culinary Arts dual with Food Services (FSM-35 at Fresno City College)
4. Continue implementing and using Common Core State Standards as a means to align curriculum and instruction and evaluate content mastery. (*addressed under Critical Area #1 above*)
5. Ensure consistent and full implementation of Fresno Unified School District's "Classroom Foundations" with a focus on engaging and collaborative instructional activities for students (aligned to lesson objectives).
- The elements of Classroom Foundations are still referenced and discussed, but a focus began districtwide on instruction utilizing the Instructional Practice Guide (IPG). Tenet 2 of the IPG focuses on Challenging Content, including:
 - Literacy
 - Tenet 2a: Is the lesson focused on a high quality text(s)?
 - A majority of the lesson is spent listening to, reading, writing, and/or speaking about text(s).
 - The text(s) are at or above the complexity level expected for the grade and time in the school year. (Lexile level, levels of meaning or purpose, text structure, language, knowledge demands - life experiences, cultural/literary knowledge, content knowledge, and scaffolding provided by the teacher.
 - The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated. Consider if the text is part of a coherent sequence of readings that build students' understanding of the world.
 - Tenet 2b: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

- Questions and tasks integrate reading, writing, speaking and listening, and/or language standards to support students in building their understanding of the text and topics under consideration.
 - Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and/or details.
 - Questions and tasks require students to use evidence from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
 - Questions and tasks attend to the words, phrases and sentences within the text.
 - Questions and tasks are intentionally sequenced to build knowledge and deepen students' comprehension of the text.
- Mathematics
 - Tenet 2a: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?
 - Focus: The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
 - Coherence: The lesson intentionally connects content to appropriate mathematical concepts within and across grades.
 - Rigor: The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
 - Tenet 2b: Does this lesson employ instructional practices that allow all students to learn the content of the lesson?
 - The teacher provides opportunities for students to engage with grade-level problems, mathematical investigations, and/or tasks.
 - The teacher provides opportunities for students to engage in review, consolidation, and/or practice exercises.
 - The teacher makes the mathematics of the lesson explicit by using explanations, representations, and/or examples.
 - The teacher strengthens all students' understanding of the content by sharing a variety of students' representations and/or solution methods.
 - The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.
 - The teacher summarizes the mathematics with references to student work and/or discussion in order to reinforce the focus of the lesson.
6. Continue to develop and explore cross-curricular teaming with freshmen cohort.
 - Linked Learning teachers work together to create common cross-curricular products. Each member of a linked learning team has a common prep to facilitate discussion and collaboration.
 - PLUS teachers support 9th grade English and mathematics teachers by supporting in the classrooms and by maintaining a schedule of classroom coverage that allows teachers to attend trainings together in support of students.
 7. Continue to work in Accountable Communities to drive school priorities and additional areas for improvement. (*addressed under Critical Area #5 above*)



Chapter III

Student/Community Profile

Overall Summary from Analysis of Profile Data and Progress

Implications of Data for Student Performance

- English Learner redesignation rates increased slightly from around 5-7% in 2012 to 10.8% in 2015.
- The percentage of English Learners on our campus is about 27% of our student population.
- The attendance rate has been maintained around 92-93% since 2012.
- There has been an improvement in suspension rate from 7.75% in 2014 to 7.11% in 2016
- The number of teachers have decreased from 125 in 2010 to 98 in 2015 even though student population has increased in the same period of time.
- The AP enrollment has increased from 689 in 2013 to 799 in 2016
- After beginning to host an SAT Day on campus, 11th grade students taking the SAT at Roosevelt increased from 280 in Spring 2016 to an anticipated 396 in Spring 2017.
- The 2016 four-year cohort graduation rate improved 5% to 89%, while the rate is lower for African-American students (73%) and students with disabilities (55%).
- The percentage of 12th Graders who are On-Track for A-G has increased from 31.72% in 2014 to 40.29% in 2016.
- The percentage of students with one or more D or F grade in Semester 2 has decreased from 63.0% in 2013 to 60.9% in 2016.
- In 2016, 50.6% of students agree or strongly agree that they feel close to someone at the school.
- In 2016, 73.4% of students agree or strongly agree that teachers give them a chance to take part in classroom discussion or activities at the school.
- In 2016, 93.6% of parents agree or strongly agree that the school provides high quality instruction to their child.
- In 2016, 92.3% of parents agree or strongly agree that they feel respected and welcomed at the school.
- Preliminary 2016 results from the SBAC indicated average overall scores in both ELA academic performance (4/10) and ELA growth (6/10), with a 55% growth percentile.
- Although the preliminary 2016 results from the SBAC indicate a below average overall score in Math academic performance (3/10), results indicate average Math growth (5/10), with a 47% growth percentile.

Critical Learner Needs and Schoolwide Learner Outcomes

Critical Area #1: Focus on improving academic success for all sub-groups to close the achievement gap. Continue to focus on effective instructional and support strategies for all students, including opportunities for intervention and demonstration of learning.

Critical Area #2: A continued school-wide focus on long-term English Learners that includes professional learning to implement the ELD Standards through academic reading and writing skills into all classes leading to Redesignation.

Roosevelt Rough Riders are Critical Thinkers and Self-Directed Learners

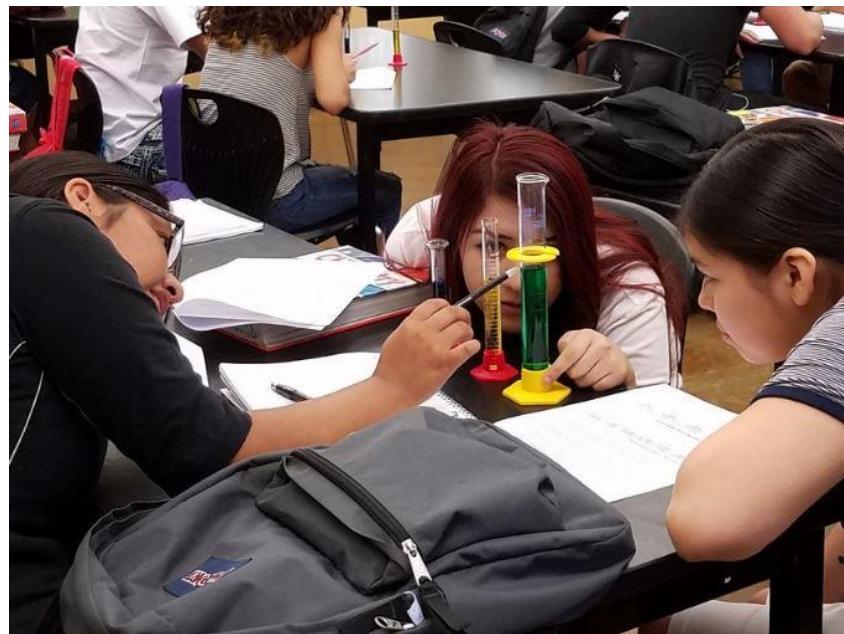
To be a critical thinker, students need to be adept at analyzing available resources, recognizing problems and adapting to changing conditions to design and implement a plan of action. They must be able to use logical decision-making processes and transfer skills to new situations. As self-directed learners, students will need to be able to set and assess progress towards goals,

manage their time effectively, and take risks while understanding that a wrong answer or misunderstanding is an opportunity for growth.

Since Roosevelt High School's last site WASC visit in 2014, there have been changes to standards, curriculum materials, and assessments. This includes the instructional shifts that became the focus through the implementation of the new Common Core State Standards. However, effective teaching practices and accountable adult learning communities to support student learning remain the primary focus. We are still learning to effectively analyze data from new assessments, but we continue to focus on improving collaboration of teacher teams around unpacking curriculum, discussing essential standards, implementing common formative assessments, and analyzing student work.

Questions

1. How much opportunity do students have to read grade level informational text in their classes?
2. How often do students participate in academic discourse in all of their classes?
3. What are the specific proficiency and knowledge needs of our long-term English Learners that keep them from Redesignation?
4. What type of professional development is needed to help teachers adapt instructional strategies to the needs of a diverse student population?
5. How can all stakeholders work to increase the achievement of our students?



Chapter IV

Self-Study Findings

Category A

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



Focus Group Lead: Heather Rhodes, SPED (Mild/Mod) Teacher

Focus Group Members

Mark Alatorre – Folkloric Dance Teacher
Antonio Albarran – Counselor
Michael Allen – Principal
Sergio Barajas – History Social Science Teacher
Jammie Barker – Spanish Teacher
Lily Benitez – English Teacher
Nathan Boldt – Math Teacher
Corey Brown – SPED (Mod/Sev) Teacher
Brian Burmeister – SPED (ED) Teacher
Christy Camacho – SPED (Mild/Mod) Teacher
Curtis Carlton – Multimedia/Technology Teacher
Joseph Dipirro – Science Teacher
Monte Garcia – English Teacher
Mark Gradoville – PE Teacher
Sandra Granum – Math Teacher
Roeun Hun – Math Teacher
Cara Hutton – Science Teacher
Kathy Koch – Drama Teacher
Angela Ramirez – SPED (Mild/Mod) Teacher
Tyler Revis – Science Teacher
Aurelio Reyes – English Teacher
Nicole Valentine – English Teacher
Ray Vargas – Vice Principal
Leslie Walbridge – Science Teacher

A1. Vision and Purpose Criterion

Prompt Facilitated by Focus Group Members: **Barker, Carlton, Garcia, Camacho**

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district 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.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: 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, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

Findings	Supporting Evidence
<p>Guided by the Fresno Unified School District (FUSD) Board of Education's Core Beliefs that all students can and must learn at grade level and beyond, FUSD's mission is to prepare college and career ready graduates. FUSD improvement initiatives are derived from the Fresno Unified School District Board of Education Core Beliefs and Commitments, adopted in 2008 and renewed in 2014. These Core Beliefs and Commitments guide our teaching at Roosevelt High School (RHS). They serve as a frame for our work and a reminder to hold high expectations for every student—and for ourselves. Roosevelt's work is guided by these commitments, beliefs, mission, and vision towards moving students at least one grade level per school year.</p>	<p>District website Posters in district office, School site offices & libraries that display the district's Core beliefs & commitments. I Am Ready posters</p>
<p>Roosevelt Mission Statement Roosevelt High School will prepare students to be productive citizens, ready to be successful in postsecondary education and the world of work.</p>	<p>School website</p>

<p>Roosevelt Vision Statement</p> <p>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.</p> <p>After reflecting on the previous vision statement, which reads "Roosevelt High School will provide and support a positive learning environment and culture of excellence that fosters student achievement," staff and students agreed the previous mission statement was too vague and not student friendly. Thusly, collaboration led to a more focused vision, that more closely aligned with the District's overarching goals and ideals.</p> <p>The Roosevelt High School vision statement was revised during the 2015-16 school year in partnership between the staff, administration, and the Roosevelt community. Staff and student input was used to create a statement which focused RHS on high expectations and standards in the classroom. This provided a path of total commitment to academic success for all students.</p> <p>In alignment with FUSD's Core Beliefs and Commitments in preparing college and career-ready graduates, the RHS vision statement was created in order to prepare all of the students with critical thinking skills by providing a well-rounded academic base for college and career readiness. Instilling a sense of personal growth along with perseverance towards graduation will encourage success in any future endeavors.</p> <p>Roosevelt High School's mission and vision are a beacon for the following feeder schools: Tehipite Middle School, Sequoia Middle School, and Anthony, Balderas, Calwa, Jackson, Jefferson, Lane, Lowell, Vang Pao, Webster, Winchell and Yokomi Elementary Schools.</p> <p>The schools in the regional also share a mission and core principles. The Roosevelt Region is committed to creating critical thinkers that collaboratively problem solve.</p> <p>Roosevelt Region Core Principles:</p> <ul style="list-style-type: none"> • 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. 	<p>Posters with the RHS mission & vision statement are displayed in classrooms & offices around campus</p> <p>Staff & Administration meetings, ILT, School Site Council meetings and students (leadership students' classes)</p> <p>District region maps, found on the website and admin offices throughout the district.</p>
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Pathways Roosevelt High School utilizes collaborative techniques to monitor student success. Integral to these processes are the use of Pathway programs. Pathway programs available to students at RHS are referred to as the Health Pathway and Careers in Education Pathway. These are based on the Linked Learning Pathways (PWs). Teachers within the Pathways at RHS are provided time to meet during common preparation periods and preparation time outside of the school day is provided to monitor their common students' behavior and grades within the pathways. These pathways provide students with opportunities to engage in cross-curricular projects and, by design, focuses three sets of eyes on each student over the course of year that collaborate on the student's grades and behavior.	Course catalog Master Schedule Pathway meeting agendas
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: 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.

A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
The development and refinement of the mission, vision, and schoolwide learner outcomes included input from staff and students, as well as parents on decision-making groups, including School Site Council. However, the regular refinement of these documents, and the communication of the purpose and expectations of utilizing the mission, vision, and schoolwide learner outcomes to guide the focus of the overall school program could be more inclusive of parents and outside entities.	Staff & Administration meetings, ILT, School Site Council meetings and students (leadership students' classes).

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
Roosevelt High School consistently communicates the mission and the schoolwide learner outcomes (SLO) to the students and staff, and is working to more directly and consistently communicate these	Student & faculty handbooks

<p>values and commitments to parents and community. Ways in which these are communicated include 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, and the RHS website.</p>	<p>Mission/Vision Statement & SLOs Posters throughout campus and the RHS website</p>
<p>RHS has devoted instructional time during the beginning of the year, by way of special schedules, to communicate priorities to our students as we review the student handbook together. Most recently, instead of special schedules, Vice Principals and Counselors have communicated expectations to students through a classroom rotation. These discussions offer an opportunity for focused time to review our expectations for academic achievement, character and citizenship. RHS Counselors, Pathway Director, and student Link Crew partner together to meet with the freshman class during Orientation, prior to the start of the school year, as well as in class-sized groups to reinforce the Rough Rider path to academic success.</p>	<p>Bell schedules</p>
<p>All staff members are expected to post, review, and connect teaching and learning to the mission statement, and schoolwide learner outcomes of Roosevelt High School. Roosevelt High School's commitment to the mission and vision is evident when teachers introduce a lesson to students, articulate the learning targets for the lesson, and use effective communication during instruction and activities; through both regular and special schedules, to provide clarity to students about expected learning.</p>	<p>Teacher lesson plans</p>
<p>The RHS leadership team makes sure to embed the academic mission during the facilitation of meetings for faculty, staff, students and parents by way of weekly communication, monthly staff meetings, Instructional Lead Teacher (ILT) meetings, and Regional Lead Teacher meetings.</p>	<p>Faculty meeting agendas and minutes</p>
<p>Roosevelt High School has also made an effort to ensure that the mission and vision of the school is posted throughout the campus, and is also available on the RHS Website. All teacher classrooms and school offices are expected to have the mission/vision, and SLO posters visible in order to make connections to the schoolwide outcomes on a daily basis. This approach gives students a visual reminder of the purpose of their learning, and the commitment of the school to their success and development.</p>	<p>Rough Rider Round-Up</p>
<p>Our staff continues to collaborate in different ways to ensure that students know the Rough Rider expectations and come to personalize the vision statement for themselves within the Roosevelt High community. As we are all fond of saying, "Once a Rough Rider, Always a Rough Rider!"</p>	<p>ILT meetings/Regional ILT</p> <p>Posters in every classroom & around campus</p> <p>PLC meeting agendas and notes</p>

A2. Governance Criterion

Prompt Facilitated by Focus Group Members: Allen, Rhodes, Ramirez, Brown, Albaran

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career 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 and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.

Findings	Supporting Evidence
The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career 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 and its relationship to the Local Control and Accountability Plan (LCAP).	RHS Website
The Fresno Unified School District (FUSD) School Board is an elected body of seven board members. Board members are elected by community members that live within the seven designated areas based on the High School Regions. During the November 2016 election, two new board members were elected to replace retiring or outgoing board members, including a new board member to represent the Roosevelt High School region, Elizabeth Jonassen Rosas.	FUSD Board Website

<p>The board members primary duty is to oversee the district through establishing and revising district policies and procedures, and creating an annual budget. The board members have the responsibility of overseeing a district of roughly 73,000 students and 10,000 employees. The Board meets twice monthly on the 2nd and 4th Wednesday of each month at the FUSD Education Center.</p>	<p>FUSD Board Meeting Schedule</p>
<p>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. 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 needed. The district established four district wide goals and core beliefs for the term of 2008-2013, and the goals were recently renewed for 2014-2017.</p>	<p>CBA</p>
<p>The second role of the Board is setting the overall structure for the district. These responsibilities include 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.</p>	
<p>The third major role of the Board is providing a voice of accountability for the surrounding community for district programs, fiscal services and personnel as needed.</p>	
<p>The fourth major role of the Board is providing community leadership and working 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. The Board has the power to provide duties to a designated individual or the Superintendent; however, the Board carries full responsibility for the outcomes of those delegated.</p>	
<p>The Fresno Unified School Board works with the Superintendent to assess the needs of the district and continually evaluate the effectiveness of initiatives that have been implemented. Additionally, the Board holds workshops where they review current data indicators to ensure that Fresno Unified goals are in line with students' educational needs.</p>	
<p>There are four key board policies that have been implemented to support decision-making at the school site and increased student achievement: aligned instructional system, theory of action, professional learning policy, and data dashboard. These are described in this section below; further discussion of how they inform our work at Roosevelt will follow.</p>	

Aligned Instructional System

The FUSD Board policy that focuses on creating an Aligned Instructional System is a comprehensive theory of action with a focus on the classroom. Foundational to this system is the alignment of student content standards and the California Standards for the Teaching Profession (CSTPs), purposeful assessments, intense and specific planning, and effective targeted instruction. The key elements of the FUSD aligned instructional system are:

- Standards-Based: this includes, but is not limited to, the California state content standards for students, CSTPs, and the Fresno Unified standards for leaders.
- Purposeful Assessments: all challenging district curriculum must be supported by classroom based assessments of and for learning.
- Intense and Specific Planning: based on assessment for learning, great attention must be paid to every student's unique learning needs.
- Effective Targeted Instruction: based on assessment and planning, powerful instructional approaches should be used, maximizing teacher expertise and creativity.

The Aligned Instructional System commitment outlines that all students will be supported in reaching their individual educational goals. Each and every student will learn the same standards but, when necessary, reach them using differentiated time, resources, and approaches. Leadership and accountability at all levels are essential, but is not attached to specific roles or official titles. Actions that demonstrate leadership are expected from everyone. We support risk-taking and learning from setbacks in our support of success. Accountability is defined as being responsible to peers and colleagues in the pursuit of learning. All learners are expected to take responsibility for their learning. This includes students, teachers, staff, administrators, parents, families, community, the superintendent and the Board. There are content and performance standards for all learners.

Theory of Action

The Theory of Action focuses on the need for a significant increase in support for all, through:

- Building capacity for all learners
- Professional development
- System capacity
- Infrastructure
- Engaging to collaborate
- Directing resources where required
- Piloting new ideas
- Empowering schools will follow demonstrated performance

The Board recognized the need for dramatic changes and improvements throughout the entire system and felt it necessary to increase the expectations of all learners. This work is about

Board Theory of Action

significantly improving opportunities for all learners and is outlined in the Fresno Unified Board Policy called the “Theory of Action.”

The Theory of Action specifies that change is deliberate and intentional. Establishing and operating an effective Aligned Instructional System is not simply making the current system work better. The roles and responsibilities of every Fresno Unified employee and community member and all processes related to our core business of teaching and learning will need to be continuously reviewed. Accordingly, effective change management leadership by all, supported by a comprehensive internal and external communication system, is required. It is the intention and commitment of the Board that the Theory of Action provides a stable, long-term framework for improving student achievement in the Fresno Unified School District.

Professional Learning

The purpose of this policy is to support the Fresno Unified Board Policies. Professional learning is centered on empowering employees to engage in continuous improvement and extend learning throughout the entire district. In a well-functioning school district, professional learning is part of a seamless process of tightly linked instruction and improvement for adults and students.

In order for professional learning to work as a cumulative learning process, it has to be connected to the practice of improvement, which requires focus, knowledge, persistence and consistency over time.

Data Dashboard-School Quality Improvement Index (SQII)

The purpose of the Fresno Unified data dashboard is to establish the strategic indicators that the Superintendent regularly uses to communicate progress and improvement to the Governing Board and public. These indicators provide a snapshot of the operational health of the District and progress towards the Boards strategic goals. The data dashboard enables stakeholders to monitor District performance.

The purpose of the data dashboard policy is to improve the oversight and communication of District performance. This is supported by the Board adopted policies on Core Beliefs and Commitments, Theory of Action and Management Oversight.

SQII

A2.1. Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	Supporting Evidence
<p>JE Young Academic Center (JEY) is an alternative education school centrally located in the Fresno Unified School District that serves students from 9th to 12th grade. JEY provides various academic programs and opportunities to meet the needs of the students and schools in FUSD. Although students have access to district-wide academic programs on the JEY campus, students also have access to JEY on the Roosevelt campus in programs such as Apex Learning and Edgenuity, while maintaining concurrent enrollment in Roosevelt classes. The on-site JE Young classes are for Roosevelt students who are deficient in credits and are at-risk of not meeting graduation requirements. JE Young teachers who are working with students who are concurrently enrolled at Roosevelt have classrooms on the Roosevelt campus, and are included in Roosevelt staff meetings and staff-wide communications. They also have a mailbox in the Roosevelt office, so they can receive paper communications and instructional items.</p>	JE Young Course Offerings at RHS
<p>Apex Learning is a credit recovery digital curriculum that is utilized at Roosevelt for 11th and 12th grade students who have failed a core content area course. The online program offers core content area courses that include English I, II, III, IV, Modern World History, US History, American Government, and Economics. The program has aided in Roosevelt's graduation rate and A-G ready Seniors over the past five years. Online courses are also provided through Edgenuity in both credit recovery and original credit advancement in some courses. Both Apex Learning and Edgenuity are offered during the school year and summer session.</p>	
<p>The Board Policy of Use of Technology in Instruction supports the programs utilized on-site. The policy states the following: The principal or designee shall oversee the management of each school's technological resources; All students using these resources will receive training in their proper use, as well as copies of related district Acceptable Use Policies (AUP) and regulations.</p>	Acceptable Use Policy
<p>The Board Policy supports these online programs through the following considerations: Ways for staff to address the needs of students with differing learning styles, languages, cultures and special needs; Technology delivered and managed instruction for extended and alternative learning opportunities; Technology tools aligned with and integrated into standards-based instruction to provide alternative instructional strategies and resources; Students</p>	

learn and practice technology skills required of the work force in the 21st century; Instructional/tutorial software, on-line information resources and multimedia software are used as learning tools.	
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Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

Findings	Supporting Evidence
<p>Professional staff support the goals of the Governing Board through the teacher evaluation process, walk-throughs, required attendance at meetings, and the iAchieve evaluation and professional development documentation system. The process is well-established and understood by stakeholders.</p> <p>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 build a community of learners. Through this process, the Board seeks to greatly strengthen 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. The goal is to enable 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.</p> <p>The Board believes professional learning is centered on empowering employees to engage in continuous improvement and extend learning throughout the entire district. In a well-functioning school district, professional learning is part of a seamless process of tightly-linked instruction and improvement for adults and children. This belief is found in the transition to Accountable Communities (ACs) and Classroom Foundations during the 2011-2012 school year to support the full implementation of Common Core standards in the 2014-15 school year. Accountable Communities is the district's version of Professional Learning Communities. This Board agreement was created to anchor all grade level, content area, and department collaboration.</p>	iAchieve AC Framework AC Meeting Agendas/Minutes

Lead Teachers, who are selected to facilitate each AC Group, attend training once a quarter at a Regional Lead Teacher meeting. The Lead teachers also meet about twenty times throughout the school year with school administration to provide input on areas of growth, areas of need, and successful collaboration that can be duplicated in other AC Groups. Beginning with the 2013-14 school year, all Core Content areas including a separate cohort for Special Education Teachers participated in quarterly Common Core Trainings with their current AC groups. CCSS Trainings have continued for core content areas, to provide additional learning to support implementation of new ELA and Math standards and curriculum.

The link between the professional learning and accountability policy will succeed to the degree that these policies engage all employees in acquiring the knowledge and skills that they need to solve problems and meet expectations for high performance. For the performance improvement that Fresno Unified expects from its employees, Fresno Unified has an equal responsibility to provide employees with the skills and capacity that they need to meet that expectation.

In support of the governing Board's Theory of Action articulating that instruction is based on assessment and planning, with teachers applying expertise and creativity to plan effective instruction, FUSD and the Fresno Teachers' Association (FTA) collaborated to develop "Foundations," which articulate broad categories of expectations in classrooms and in accountable communities. The Foundations contain "tight" elements that represent absolute expectations; at the same time, however, the Foundations are not meant to diminish teacher expertise and creativity or the ability to meet the needs of individual learners. For this reason, Foundations also contain "loose" elements—areas in which teacher decision-making comes into play.

The four Classroom Foundations, expectations for every classroom every day, are:

- Objective
- Instruction aligned to the objective
- Assessment
- Closure

The Accountable Community Foundations, expectations for every accountable community team meeting, are:

1. The focus is grounded in one or more of these four questions:
 - What do we want students to learn?
 - How will we know they have learned it?
 - How will we respond if they do not learn it?
 - How will we respond if they already know it?
2. A shared meeting agenda protocol is used.

ILT and RILT Meeting Agendas/Minutes

Lesson Plans

AC Framework

<p>3. The content focuses on student learning needs as defined by assessments.</p> <p>4. Intervention/Enrichment needs are addressed through a 3 tiered system of support with flexible grouping.</p> <p>5. Professional learning is pre-determined/pre-assessed by the teams and the leaders.</p>	
<p>The Foundations are the expectations of every classroom and accountable community—they are “tight.” Within each of these, however, are numerous decision points—“loose” elements. For example, it is a tight expectation that every lesson has an objective. But what is “loose” are all the decisions a teacher might make about how best to communicate the objective to students. Teachers have previously participated in various trainings about objectives—Marzano training, SIOP content and language objectives, and Skillful Teacher training - so it is not the intent of Foundations to imply that any practice is equal to any other in the classroom. Rather, these decision points are to be founded in research and continual examination of what is most effective with the students we serve. In this way, Foundations supports the district Core Belief that we expect and depend on individual responsibility, valuing the expertise and continued learning of everyone.</p>	Lesson Plans
<p>Fresno Unified continues to support the implementation of Foundations (and the board policies on which Foundations are based) with the allocation of resources, but recent development of an Instructional Practice Guide (IPG), which outlines instructional practices that will guide the expectation of providing a rigorous and supportive learning experience for all students, has continued to focus instruction to provide rigorous, grade-level content and support to all students. The IPG contains the following focus areas for instruction in Literacy and Math:</p> <ul style="list-style-type: none"> • Culture of Learning • Challenging Content • Ownership • Every Student • Students Improving Every Day 	Sample Instructional Coach Weekly Schedule
<p>An instructional coach at Roosevelt assists Accountable Community Teams with facilitating meetings based on the Accountable Community Foundations, as well as the various Guaranteed and Viable Curriculum adoptions, and supports individual teachers with implementation of classroom foundations and the elements of the IPG. Roosevelt is given funds to allow for twelve lead teachers to also support AC foundations as Lead Teachers, who are instrumental in focusing dialogue on decision-points about effective classroom practice, with meetings focused on everything from data analysis to sharing effective strategies.</p>	ILT Notes

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
<p>The Governing Board has a school site parent involvement policy; parents are expected to be active participants in the education of their children, and have the opportunity to participate in site decision-making by serving on the school English Learner Advisory Committee (ELAC) and the School Site Council (SSC). The Superintendent involves parents at the district level for hiring, academic improvement, facilities improvements, and technical improvement. Parents and community have had the opportunity to provide input in to decisions through community meetings held on the cam Interviews for management-level positions take place in front of panels of individuals, including parents.</p>	Parent Involvement Policy ELAC/SSC Rosters, Agendas, Minutes
<p>The Governing Board stipulates that School Site Council members must include the following: parents of students attending the school elected by such parents, or community members residing or working full time in the school attendance area and selected by parents of children attending the school, and students attending the school. The council shall be balanced with equal members of school staff (including the principal) and parent/student members, not including vacancies. Parent and community members have an important role on Roosevelt's School Site Council. SSC meetings are open to the community.</p>	
<p>Parent and community members are informed of the ways they can participate in governance of the school by becoming a member of the School Site Council or participating on ELAC, through the following methods:</p> <ul style="list-style-type: none"> • School Messenger and personal phone calls with the interpretation completed by the site School-Community Liaisons • Announcements at Parent University • Networking parents that volunteer to work with other parents and families • Communication provided through interpretation and translation • Marquis announcements, flyers (posted and sent home with students) and posters announcing events • School website and school calendar • During regular parent meetings, including Back to School Night, Title I Parent Meeting, and Open House 	School Messenger Log Parent University Announcements Parent Network Parent Meeting Agendas RHS Website Parent Liaison Call Logs

<p>Parents and community members have access to participate and have the opportunity to provide input on the school through membership on the School Site Council. They participate and vote on school rules and regulations, such as dress code, school safety plan, and provide input and approve the Single Plan for Student Achievement (SPSA) from draft to the final version in April. The SSC also participates in revisions of the SPSA in the fall of the next school year. Parents and community members meet on SSC on the first Tuesday of each month to give input, vote, and provide suggestions/areas of growth for the SSC to address. ELAC provides opportunities for parents and community members to advise staff, participate in the creation of, and provide input in the development and implementation of the school site plan for specific services and programs for English Learner students. The input that is provided is then submitted to the FUSD Governing Board for final approval. Participants have the opportunity to review the school's language census report and academic achievement results when developing the school's plan for English Learner services and programs.</p>	<p>SPSA ELAC Meeting Agendas</p>
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Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.

Findings	Supporting Evidence
<p>The Governing Board, based on Board policy, has a responsibility to continually reexamine district programs and practices to determine their effectiveness in serving all students. The Board conducts a yearly review and evaluation in order to provide accountability for parents/guardians and the community. Each July, the Board conducts this yearly review during a regularly scheduled meeting to discuss the results of each school's annual achievement data and annually reviews and approves the school's SPSA.</p>	SPSA
<p>The school and district are committed to monitoring of the Eight State Priorities. There are redundant procedures for collecting data concerning conditions for learning, pupil outcomes, and engagement.</p>	
<p>The Data Dashboard was created to provide strategic indicators for the Superintendent to communicate to the Governing Board and the public. The data dashboard was developed and implemented in the summer of 2008 with the first full year of implementation beginning</p>	Data Dashboard (SQII)

<p>the 2008-2009 school years. These indicators will provide a comprehensive snapshot of the operational health of the District and progress towards the Board's strategic goals. By enabling our various stakeholders to more easily monitor District performance, our objective is to create a focus among staff and the community to propel our students to higher achievement.</p> <p>The purpose of the data dashboard policy is to improve the oversight and communication of District performance. This is supported by the Board adopted policies on Core Beliefs and Commitments, Theory of Action and Management Oversight.</p> <p>All teachers, parents and community members are invited to participate in an online LCAP survey where concerns can be voiced. Additionally, multiple LCAP information and data-collecting sessions have been made available to staff and community, held on all of the high school campuses in Fresno Unified. The Governing Board has a firm conviction that the quality of the educational program will continue to improve when the district listens to complaints and suggestions, considers differences in opinion, and resolves disagreements through an established, objective process that promotes openness and a growth mindset. The entire process is well established by the governing board and district, but may not be quite as clear to other stakeholders.</p>	<p>LCAP Survey</p>
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Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.

Findings	Supporting Evidence
<p>The process for complaints and conflict resolution procedures is well established and information regarding the process is easily accessed by all stakeholders. The Governing Board invites criticism of school policies, programs, or personnel to furthering their goal of improving the quality of the educational process and to assist the schools in performing their tasks more effectively.</p> <p>The Board encourages Complainants to resolve problems early and informally whenever possible. If a problem remains unresolved, the individual should submit a formal complaint as early as possible in accordance with appropriate district procedures. Parents can submit complaints directly to the school or to Constituent Services. Any complaints provided to the school are forwarded to Constituent Services, and the school works to resolve the issue and maintain communication through Constituent Services. If the problem is not</p>	<p>FUSD Website</p> <p>Williams Act Notifications</p>

<p>resolved at a lower level, it shall be dealt with by the Board. District procedures shall be readily accessible to the public.</p>	
<p>When individual Board members are approached with a complaint, they should listen to the complaint and demonstrate their concern by identifying established procedures and channels through which the complaint may receive attention and by referring the complainant to the Superintendent or designee so that the problem may receive proper consideration.</p>	<p>Uniform Complaint Forms</p>
<p>The Governing Board accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.</p>	
<p>The Superintendent or designee shall develop regulations which permit the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties.</p>	
<p>The Board prohibits retaliation against complainants. The Superintendent or designee at his/her discretion may keep a Complainant's identity confidential, except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.</p>	
<p>Roosevelt's Parent Handbook outlines the complaint procedures for the school, which is aligned with Board policy. The Handbook reiterates the goal of the District to resolve most parents/guardians concerns or complaints informally and/or at the level closest to the concern/complaint as possible with the assistance of the school site administrators and the Ombudsperson, who is part of the Constituent Services Office. The Handbook has a directory of district employees where specific complaints can be directed to such as SPED, FUSD Employees, 504, constituent services, and other agencies. If a resolution is not possible, or if parents/guardians wish to file a written complaint about, an employee, or unlawful discrimination, or alleged violations of federal or state laws/regulations, or deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, a teacher vacancy or mis-assignment; parents/guardians may initiate the formal complaint process.</p>	<p>RHS Parent Handbook on RHS website</p>
<p>The district's office of Constituent Services provides a well-documented complaint process with communication in multiple languages.</p>	<p>Constituent Services Website</p>

Procedures for Filing Complaints	
<ol style="list-style-type: none"> 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 complaint is prohibited by law. 	

A3. Leadership: Continuous Planning and Monitoring Criterion

Prompt Facilitated by Focus Group Members: Walbridge, Benitez, Revis, Hun, Granum

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Indicators with Prompts**Broad-Based and Collaborative**

A3.1. Indicator: The school's broad-based, 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.

A3.1. Prompt: Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

Findings	Supporting Evidence
<p>1. Pathways, Community Partners</p> <p>Roosevelt High School (RHS) utilizes a variety of assessment strategies, collaborative techniques, and action plans to monitor student success. Integral to these processes are the use of Pathway programs and inclusion of community partners within the Pathway programs. Pathway programs available to students at RHS are the Health Pathway and Careers in Educational Pathway. These Linked Learning Pathways (PWs) are overseen and facilitated by a site-level Pathway Coordinator to ensure student achievement in college and career readiness. Teachers within the Pathways at RHS are provided time to meet during common prep periods, time outside of the school day, and summer time trainings. Preparation time is provided to monitor students' grades within the pathways, construct curriculum (including cross-curricular projects), assess student behavior, and hold parent conferences to address academic and behavioral concerns. Furthermore, PW Coordinators provide research, examples, and materials to enrich the program that a PW Coordinator has received from a training or previous experience.</p> <p>To ensure student competency in content area and provide relevant academic rigor, Pathway teachers and coordinators seek out community professionals that assist in the production of content and work-site experiences that will equip and educate students in their future endeavors.</p>	Pathway, Community Partners
<p>2. Buy Back Days</p> <p>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 Accountable Community (AC), and student intervention plans, as well as examination and discussion of data collected during classroom observations using the IPG. Buyback</p>	Buy Back Day Agendas

<p>Days occur at the beginning of the school year, during early November and during early February.</p> <p>3. Accountable Communities (AC)</p> <p>ACs are specified times for subject-area teachers to meet about student and teacher success. Common formative assessments are designed in ACs, and teachers agree upon a timeline for giving the common formative assessment (CFA) to their students. AC meeting time is also meant to focus on data analysis of student work on the CFA. 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 ACs forward. ILT members lead and facilitate AC meetings, which occur 2-3 times each month during a specific time in the schedule.</p> <p>4) Staff Meetings</p> <p>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.</p>	<p>Accountable Community Agendas</p> <p>Staff Meeting Agendas</p> <p>SLO Posters</p>
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Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

Findings	Supporting Evidence
<p>The objective of the Single Plan for Student Achievement (SPSA) is to create a continuous plan to improve student performance, and to ensure that all students succeed in reaching academic standards. The goals for SPSA are aligned with Local Control and Accountability Plan (LCAP). The LCAP focuses on eight areas identified as state priorities. The LCAP is measured according to eight priorities:</p> <ul style="list-style-type: none"> • Student Engagement • Parent Involvement • School Climate 	<p>SPSA</p>

<ul style="list-style-type: none"> • Student Outcomes • Student Achievement • Course Access • Implementation of State Standards • Basic Services <p>Roosevelt High School's Single Plan for Student Achievement evaluates data to align student's achievement success with LCAP priorities. The plan of action have designated owner's responsibility, such as the principal, teacher, academic and SAP counselors, pathway coordinator. Each owner uses data to measure the student's achievement success.</p> <p>The District has transitioned from the use of CST assessment, and the SPSA is based on a needs assessment that is determined through a review process of elements of the School Quality Improvement Index (SQII), which shows school performance on specific indicators. Indicators at a glance:</p> <p>Successes</p> <ul style="list-style-type: none"> • Sustained growth in graduation and A-G rates • Strong management of human and fiscal resources • Continued decline in the behaviors leading to suspension and expulsion <p>Challenges</p> <ul style="list-style-type: none"> • Achievement and behavior gaps remain across subgroups • Smarter Balanced test results remain lower than comparable districts • In the first year of implementing new student, family and staff social emotional surveys <p>Deeper into the Dashboard</p> <ul style="list-style-type: none"> • View latest results • View performance measures <p>The School Quality indicators are based on the CORE Waiver that FUSD is currently using as a measurement for the success of the District and school. The Core Waiver replaces the No Child Left Behind Act use of standardized testing as the measurement of school performance, and includes other elements into the new accountability formula. The new formula includes three main domains in the School Quality Index Improvement Scale:</p> <ul style="list-style-type: none"> • Academic performance • Social-emotional factors • School culture and climate factors 	SQII
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Roosevelt High Single School Plan for Student Achievement school year 2016-2017:

Academic Domain - Academic and Course Performance

- Effective first instruction, as observed using the Instructional Practice Guide (IPG) during classroom walkthroughs.
- Common assessments/student products discussed during Accountable Community meetings.
- Evidence of student demonstration of learning and through an increase in percentage of students who score Standards Met or Exceeded on Math interim assessments (SQII #6258).
- Evidence of student learning and engagement through a decrease in D/F rate in mathematics courses (SQII #3789 & SQII #4762)
- Attendance records for After School Program and other tutoring options outside of the classroom.
- Common assessments/prompts/student products discussed during Accountable Community meetings.
- Evidence of student demonstration of learning and through an increase in percentage of students who score Standards Met or Exceeded on ELA interim assessments (SQII #6256).
- Evidence of student learning and engagement through a decrease in D/F rate in English courses (SQII #4008)
- Evidence of improved reading level, through a decrease in students who score significantly below grade level on the DRP assessment
- Evidence of improved proficiency in writing through an increase in overall scores on the Schoolwide Write

SQII Indicators

Social/Emotional Domain - Attendance/Suspensions/ Expulsions

- ATLAS misbehavior entries to inform classroom and individual student needs
- SRC referrals and logs following suspension
- Behavior plans/contracts following suspension
- Out of school suspension incidents, as measured by SQII indicator #3949
- Logs of regular check-in meetings for students with a prior suspension
- Continue with class meetings to focus on specific guidance through instruction and discussion
- Celebrated positive behavior and student success
- Students will receive social-emotional supports in the Student Re-Engagement Center
- Continued support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects
- Guest speakers for targeted student audiences
- Field trips for targeted students to provide enrichment opportunities

<p>Culture and Climate Domain - Goal 2 Engagement/Involvement/ EL Services</p> <ul style="list-style-type: none"> • Goal 2 participation data • Club Rush participation by clubs, and monthly participation data • Athletics Rosters • Documentation of presentation and communication with regional schools 	
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Staff Actions/Accountability to Support Learning

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

A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

Findings	Supporting Evidence
<p>During Accountable Community meetings, and during Buyback Days, teachers look and discuss students' grades distribution. Teachers had a group discussion around the following questions:</p> <ul style="list-style-type: none"> • What students are learning? • How do we know they are learning it? • What do we do if they are not learning it? • What do we need to do to reduce the Ds and Fs rates? 	Meeting agendas
<p>After reading a relevant section in <i>Learning by Doing</i> by DuFour, et al, teachers came up with the systemic interventions. Examples of interventions implemented by teachers include:</p> <ol style="list-style-type: none"> 1) Many teachers offer lunch and after school tutoring daily. Lunch tutoring is for those students who could not make it after school due to family obligations. 2) Teachers give students opportunity to retake quizzes and tests after they have made the necessary corrections. 3) Teachers identify areas of student weaknesses and common misconceptions. Teachers then clarify them in the context of our daily lessons. Teachers also integrate and recycle them into the daily warm ups or homework quizzes. 4) Teachers may also identify students who may need extra assistance through a referral to the After School Program. 	<p>Teacher Sign-in Sheets</p> <p>After School Program Sign-in Sheets</p>
<p>School Climate and Culture Committee is comprised of one administrator, and includes both certificated and classified staff. The committee solicits staff input to create schoolwide protocol and</p>	Climate and Culture Committee reports

initiatives that create a culture where students can learn and teachers can teach.	
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Internal Communication and Planning

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

A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings	Supporting Evidence
Roosevelt has systems in place to support communication, planning, and resolving differences. These include meetings for ILT, AC, and department chairs for staff and Back to School Night/Open House, ELAC, parent university, and Friends of RSA for parents. SSC meetings include staff, parents and students.	Meeting agendas SSC and ELAC meeting agendas and minutes
Communication is also done through email, 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, Twitter, School Messenger, and the RHS Tipline. Some teachers share work in Sharepoint and OneDrive, and also in Google Docs and Google Classroom.	Back to School Night/Open House flyers School messenger PA announcements Remind 101 Edutext RHS website, Tipline
There is also the 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 with conflict resolution on site, and all staff have the option to submit formal complaints to ensure that the process is documented.	Activities Calendars Events Calendars
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.	Google Classroom

A4. Staff: Qualified and Professional Development Criterion

Prompt Facilitated by Focus Group Members: Boldt, Valentine, Reyes, DiPirro

A qualified staff facilitates 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.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback, and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.

Findings	Supporting Evidence
<p>Fresno Unified has clearly written policies, practices, and qualifications for employment related to all staffing positions in the district. The policies, practices, and qualifications are in alignment with California Education Code. FUSD is committed to recruiting, retaining, and growing a high performing workforce.</p>	<p>FUSD hiring procedures Ed Code 44250-44279 AR 4112 Personnel</p>
<p>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 is vetted by FUSD, Roosevelt is provided with a list of teachers, by subject area, who are eligible for interviews.</p>	
<p>When a candidate has been selected, HR contacts the applicant 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</p>	

<p>packet and sign a contract. Roosevelt administrators follow the FUSD HR hiring processes.</p> <p>FUSD offers programs to train teachers, such as internships and partnerships with various teacher colleges such as Cal State University Fresno and Fresno Pacific University to offer student teachers opportunities to practice with experienced teachers at the school. Short-Term Staff Permits and PIPs are considered in areas of teacher shortage within FUSD, such as mathematics and science. 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.</p>	
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Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
<p>The master schedule at Roosevelt is developed using multiple complex factors including student need, student achievement level, teacher credentialing, and classroom availability. The schedule is developed based on student need. 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 meeting, sections that need to be assigned are discussed. Taken into consideration during the assignment of sections are credential/authorization, prior experience, teacher requests, and what will be the best master schedule for our students. Regarding GATE and AP, that is part of the discussion as a whole. We discuss who is currently teaching it, how successful have students been in that class, who has been trained in AP (or will need training), and who is interested. Again, this discussion includes administration, counseling, and the department chair. ELD is also part of the discussion when we meet about English Language Arts assignments. In the past couple of years, we have had a teacher who was specifically interested in teaching ELD and who has done very well with the course/students. Final decisions about teaching assignments are determined by the Principal.</p>	<p>Master Schedule Teacher Questionnaire</p>

<p>Before the start of school every year, all teachers participate in Institute Days where they are trained/retrained in key aspects of Education from mandating reporting, to special education compliance. During Buy Back Days, staff have access to multiple professional development topics.</p>	<p>In-service/Buy Back day agendas</p>
<p>The Roosevelt School Climate and Culture Committee launched a New Teacher/New To RHS orientation process for incoming teachers. At the beginning of the school year, members of the committee introduced new teaching staff members to Roosevelt by providing a campus tour, an introduction to "Who's Who" on campus, and a How-To session on using ATLAS. New teachers also received a folder of important items to know, such as the school phone list, supervision teams and calendar, staff emergency card, and more. New staff members were also given a welcome basket filled with items for their classroom. In addition, there was an AP Institute held before the start of the school year. It was the first year for the institute and included AP teachers and administration.</p>	<p>Workshop Attendees/Agendas Accountable Communities agendas/minutes</p>
<p>Accountable 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 BTSA as they clear their credential. Our Instructional Coach meets with them regularly to work through this process and provide any support they may need.</p>	<p>Ongoing District provided Professional Learning (see iAchieve) BTSA teacher roster/sample schedule</p>
<p>In addition to BTSA, the District Teacher Development Department offers Saturday trainings to new teachers that deal with: Classroom Management, CHAMPS Trainings, Differentiation for students, EL/SIOP Strategies, etc.</p>	<p>New Teacher Saturday Trainings</p>
<p>Fresno Unified School District offers opportunities for ongoing professional development throughout the year. These opportunities include training in common core, subject specific topics, and discipline. The district is also offering professional development for salary increase for teachers already at the end of the salary scale. These opportunities are for teachers by teachers. There are also opportunities for professional development through the Fresno County Office of Education (FCOE). All of this professional development is tracked and advertised on the district iAchieve program. Each ILT Lead also facilitates AC meetings to involve orientating new staff, preparing and planning for the new year, staying current on best practices in their discipline, and collaborating on common assignments.</p>	
<p>The process of staff assignments and preparation has been evolving over the last few years and many improvements have been made to the opportunities available. With the onset of the SBAC testing, district formative assessment, Illuminate, and the use of iAchieve for professional development needs, some teachers feel the need for more training in the use of these on-line tools and testing formats.</p>	

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
<p>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.</p>	<p>RHS teacher handbook Meeting agendas RHS website</p>
<p>Staff is provided an electronic copy of an organizational phone list that also outlines the job titles of the non-teaching staff members.</p> <p>In addition, safety flipcharts are posted in each room. The safety flipchart 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.</p>	<p>Safety Flipchart FUSD Common Core website</p>
<p>The Roosevelt High website also hosts a link 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.</p>	<p>Rough Rider Roundup</p>
<p>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.</p>	<p>iAchieve</p>
<p>Also, on a yearly basis, administration and teachers who are being evaluated meet to go over evaluation procedures, job responsibilities, and professional goals.</p>	

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: 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.

A4.4. Prompt: Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning.

Findings	Supporting Evidence
<p>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 Schoolwide Learner Outcomes. Roosevelt has consistently built a schedule that allows for regular professional collaboration. Almost every Wednesday is a late start schedule, which allows subject-area alike teachers to meet in Accountable Communities for one hour before school starts.</p>	<p>RHS Calendar/Bell Schedule</p>
<p>Coaching and mentoring of beginning credentialed teachers is encouraged and practiced through the District's participation in the Beginning Teacher Support and Assessment program (BTSA). All new teachers participate in two years of BTSA, 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.</p>	<p>BTSA</p>
<p>Fresno Unified also offers additional district mandated professional development opportunities on a variety of topics, including learning to make sure that all teachers in core subjects are aware of teaching practices needed to insure that Common Core State Standards are addressed in every classroom.</p>	<p>Fresno Unified school calendar</p>
<p>Fresno Unified also offers voluntary professional development opportunities throughout the school year and summer. Beginning in school year 2014/15, FUSD, as negotiated with the local teachers' union (FTA), offered 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</p>	<p>Buyback agendas Institute Day agendas</p>

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.

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
Roosevelt High School does offer online courses on its campus; however, these courses are run through the JE Young Academic Center. Although these teachers attend staff meetings at Roosevelt, and receive the same communications from and about Roosevelt, supervision and evaluation of these teachers and professional development for these staff members is handled by JE Young.	

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: How effective are the school's supervision and evaluation procedures?

Findings	Supporting Evidence
The entire evaluation process is one year long and in accordance with the Collective Bargaining Agreement. Beginning teachers are evaluated annually, permanent teachers are evaluated every other year, and permanent teachers who have at least ten years of experience and a history of positive evaluations may be placed on a five-year evaluation cycle at the Principal's discretion.	Collective Bargaining Agreement
Teachers to be evaluated meet with a supervising administrator early in the school year to register on the iAchieve system and electronically sign their intent to be evaluated. This new electronic process was formed in the fall of 2013. Now, the entire evaluation process is done electronically. Currently, teachers meet with their assigned evaluator to discuss the evaluation process, and review the CSTPs and the Fresno Unified Continuum of the CSTPs, which provides a rubric describing performance expectations for each sub-element of the CSTPs.	iAchieve CSTP's
Within the first six weeks, teacher and evaluator meet in a preliminary conference to discuss a focus standard for the year, and discuss the entire evaluation plan. Goals are based on the teacher's self-evaluation required in the iAchieve system. Throughout the year, the evaluator collects evidence and provides feedback, with a minimum of two complete formal lesson observations followed by a	

<p>post-observation conference. Conferences are also held at the time of formative evaluation (the end of the fall semester) and during the summary evaluation (the end of the spring semester).</p> <p>Should the results of an evaluation indicate the need for further support, the Fresno Unified PAR program offers assistance. Teachers have the option of working with their administrator, or being assigned to partner with a Teacher Development Coach. Teacher Coaches are responsible for helping to facilitate meetings between evaluator and teacher to come to shared understanding about strategies recommended on the Teacher Development Plan, co-planning with the teacher, sharing instructional strategies to aid in addressing a standard, observing and providing feedback, and obtaining release time for the teacher to observe in other classes. Progress is reviewed at regular intervals.</p>	
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A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>Roosevelt High School does offer online courses on its campus, however these courses are run through the JE Young Academic Center. The evaluation of these programs and its instructors is not done by Roosevelt High School site administration, but by JEY administrators. JE Young is part of FUSD and therefore must meet all evaluation requirements set forth by our Collective Bargaining Agreement as described above.</p>	

A5. Resources Criterion

Prompt Facilitated by Focus Group Members: Rhodes, C. Brown, S. Barajas, Ramirez

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 academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings	Supporting Evidence
<p>Human, 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 Single Plan for Student Achievement.</p>	<p>SPSA SSC Minutes</p>
<p>The SPSA was created through and by our School Site Council, consisting of parents, teachers, students, administrators, and members of the community all providing a voice in the development of the SPSA, which guides resource allocation decisions. The School Site Council (SSC) meets regularly throughout the school year, on the first Tuesday of each month, to monitor the school budget, analyze assessment data, and develop a comprehensive plan to meet critical learner needs.</p>	
<p>The SPSA was created after review of school-wide data, site needs, and site allocations. Budget allocation forms and identified site needs were provided to all staff members for input on actions for the plan. Site administration, teachers, parents, and stakeholders, using the above resources, created the SPSA. The details of this plan, including the school budget and a comprehensive plan to meet the identified critical learner needs, were presented to and approved by the SSC.</p>	
<p>The SSC consists of elected representatives of parents, students, classified staff, credentialed staff, and administration. During regularly scheduled meetings that consisted of a quorum of members, the SSC reviewed the proposed SPSA, analyzed data, provided input and voted on the inclusion of this plan as the school's oversight document. The SPSA for the current year (2016/17) was approved through this process last year. The SPSA for the next school year (2017/18) will be approved by the SSC during 2016/17.</p>	

<p>Even though three-year plans are made, because of changes in the required document and unforeseen programmatic changes, the SPSA is approved every year, and reviewed regularly by SSC to approve any necessary changes throughout the school year.</p> <p>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.</p> <p>Our regional and school site emphasis has a focus on horizontal collaboration amongst our Accountable Communities to support the implementation of the newly adopted, viable curriculum in the areas of Algebra, Geometry, Algebra II, and English Language Arts.</p> <p>School leadership works with the attendance officers, counselors, and teachers to confer SST and/or 504 meetings to support struggling students.</p> <p>Students will 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 six academic counselors. Some of the many services the team provides to our students include the following:</p> <ul style="list-style-type: none"> • 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 • FCC and CSU Fresno Upward Bound programs to help disadvantaged students • Universal PSAT testing for 9th-11th graders <p>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 Common Core State 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</p>	<p>Counseling Logic Model</p>
	<p>ASP Brochure</p>

<p>students, and are supported by a Principal and team of four Vice-Principals and a Director of the School of the Arts.</p> <p>Like many districts in California, Fresno Unified has had multiple years of budget cuts and diminished resources. Fresno Unified has managed to preserve its fiscal health through well-planned reserves. Through careful allocation of resources to serve the most critical student needs, FUSD has even expanded some services. One such success has been summer school or “extended learning.” All high school students earning a D or F in an A-G course are automatically enrolled in a summer session, with the purpose of quickly providing opportunities for students to get back on track toward graduation and A-G qualification. Resources for credit recovery have been expanded to include credit recovery courses as part of the regular schedule during the school day, with on-site JE Young teachers, and after school credit recovery “Learning Labs” that connect students to online courses.</p> <p>Some of the new monies flowing into the district has been used in the creation of Linked Learning Pathways and the development of CTE and ROP courses. These programs have been formed, equipment provided, training supported, and staffing allocated in order to support college and career readiness.</p> <p>The Afterschool Program, which provides tutors, computer labs, bus tokens, and snacks is in partnership with the Fresno County Office of Education. The program serves to support a variety of afterschool activities: Daily Tutorial, Extended Library Hours, screenprinting, Anime Club, video production, Bass Fishing Club, B-boys dance, leadership, arts and crafts, athletics tutorial, resume and college application prep.</p>	
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Practices

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

A5.2. Prompt: Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>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</p>	<p>BP 300, 3100, 3400.2 Business and Non-instructional Operations</p>

<p>regular audits is set forth by Fresno Unified as based on the local, state and federal fiscal requirements of the school program.</p> <p>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.</p> <p>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.</p>	
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Facilities

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

A5.3. Prompt: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

Findings	Supporting Evidence
The facilities at Roosevelt High School support the district's core principles, including physical/emotional safety and collaboration. Classrooms are kept clean and there is adequate furniture for students and teachers.	School Map Custodial Schedule/Duties
There are six teacher workrooms on campus, and six copiers. A computer lab is located in the library and 7 mobile laptop carts are available for teachers to reserve for testing and projects. Science and art rooms have adequate space and equipment to conduct the classes appropriately. There is a Career Center, and a Health Center to help meet the student's health and future concerns.	
The campus has a soccer field with an all-weather track, baseball and softball diamonds for both varsity and JV, a pool, and a gymnasium with an attached weight room. The perimeter of the school is gated to promote the safety of everyone on campus.	
The library offers not only books, but computers and technological access and assistance for both students and teachers.	

<p>The academic counselors, psychologist, and therapists have offices on campus so students have a more personal relationship with the personnel that handle their attendance, counseling, discipline issues.</p> <p>The facilities have also undergone significant updates in some areas. Starting with a still new, state of the art science & technology building, which hosts science, art, functional skills, and technology-based classes. The gym has also been upgraded with air conditioning and new flooring for basketball games and other events involving our gym. 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. With recent community-approved bond measures, Roosevelt will benefit from more upgrades in the coming months, including a modernization of the school cafeteria, a new swimming pool complex, upgrades to the library, and necessary improvements to some athletics facilities, such as the baseball field.</p>	
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Findings	Supporting Evidence
<p>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.</p> <p>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 all core classes. At the beginning of the school year, the Roosevelt librarian schedules time for each class to come to the library and have 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.</p>	<p>Williams Act</p>

<p>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.</p> <p>The new acting science coordinator toured science facilities at Roosevelt, and new containers for broken glass and a safety glass sanitizer cabinet were added. Also, FUSD has recently purchased Vernier lab probes for all high schools, to support science education.</p> <p>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.</p> <p>Computer tablets and carts have been purchased to support instruction, expedite school-wide assessments, and support student access to post-secondary educational opportunities.</p> <p>Teachers are equipped with computers, document cameras, and data projectors in the classroom. Per district policy, teachers receive updated computers every 3 years.</p>	
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Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>Coaching and mentoring of beginning credentialed teachers is encouraged and practiced through the District's participation in Beginning Teacher Support and Assessment program (BTSA) or Induction program. All new teachers participate in two years of BTSA, in which they receive intensive support from experienced teachers who guide them in reflection, evaluation, peer observations, and goal setting. Veteran teachers, including ILT members and Department Chairs, provide additional support informally.</p>	BTSA Teacher List
<p>Fresno Unified offers additional district mandated professional development opportunities on a variety of topics. Topics include learning to make sure that all teachers in core subjects are aware of teaching practices needed to insure that Common Core State Standards are addressed in every classroom.</p>	iAchieve

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
<p>Roosevelt and FUSD's processes for regularly and effectively examining a long-range plan ensure the continual availability and coordination of appropriate resources. As part of the new Local Control Funding Formula (LCFF), FUSD develops, adopts, and annually updates a three-year Local Control and Accountability Plan (LCAP). As of July 1, 2014, schools and their districts use a template adopted by the California State Board of Education (SBE) to help formulate this plan.</p>	LCAP Information
<p>In addition, the SBE is required to adopt evaluation rubrics to assist Local Educational Agencies (LEAs) and other oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and warranted interventions. The evaluation rubrics shall reflect a holistic, multidimensional assessment of school district and individual school site performance, and shall include all of the state priorities. As part of the evaluation rubrics, the SBE shall adopt standards for school district and individual school site performance, and expectation for improvement in regard to each of the state priorities.</p>	
<p>Evaluation rubrics will serve as guides for districts in setting goals in their LCAPs, and for county offices of education, which review the LCAPs, in measuring progress. After the state board has established the rubrics, it will then move to the final phase: establishing timelines for schools and districts to meet the standards, and the consequences for failing to do so. That could take the form of partnering low- and high-performing schools, or ultimately for chronically failing schools, a state-directed takeover.</p>	
<p>At the site level, the RHS School Site Council meets once per month during the school year to review school data in order to give input, give suggestions, and vote on schoolwide plans that support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes. The SSC annually votes on allocation of resources through the Single Plan for Student Achievement, in accordance with the District LCFF. The SSC is constructed of community members, parents, teachers, administrators, and other staff members.</p>	SSC Agendas/Minutes

ACS WASC Category A.

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

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

A1:

- Roosevelt High School staff is committed to continuously implementing the vision, mission, and Schoolwide Learner Outcomes (SLOs). These statements are posted in every office and classroom with the goal of integrating the language into our conversations and instruction. The statements are reviewed annually in Leadership meetings and School Site Council meetings. Shareholders continue to collaborate on different ways to ensure students know the school's learner outcomes, and come to internalize them as participants in the school community. Communicating and informing all shareholders of the vision, mission and SLOs through a variety of ways and is critical to maintaining an open line of communication with the school and community.
- The clearly-stated vision, mission and SLOs help prepare and positively impact the school's ability to address one or more of the critical learner needs to help support all students to achieve higher standards. We prepare our students to be effective communicators, critical thinkers, self-directed learners, collaborative workers and participants in the community. Our goals align with assisting our students in being academically, socially, and emotionally successful, and graduating ready for college and career.

A2:

- The governing board, councils, and committees have policies and bylaws that are aligned with the school's purpose and support the achievement of the Schoolwide Learner Outcomes (SLOs), as well as academic standards-based on data-driven instructional decisions for the school. They delegate implementation of these policies to the professional staff, monitor results regularly, and approve the Single Plan for Student Achievement (SPSA) and its relationship to the LCAP. The school's governing board complaint and conflict resolution procedures are evident and in place for all shareholders to access efficiently.
- Fresno Unified School Board works closely with all stakeholders to provide high-quality education to all students. The overarching goals of FUSD's Board are:
 - All students will excel in reading, writing, and math.
 - All students will engage in arts, activities, and athletics.
 - All students will demonstrate the character and competencies for workplace success.
 - All student will stay in school on target to graduate.

These goals support Roosevelt High School's critical learner needs by increasing opportunities to for students to connect to school through multiple avenues, and by ensuring high quality instruction and the implementation of the California Common Core State Standards to prepare our students for college and career readiness.

A3:

- Roosevelt High School has a Single Plan for Student Achievement (SPSA) which was prepared through a data-driven collaborative effort to meet the needs of our students for both college and career readiness. This plan is reviewed annually by stakeholders through Leadership and School Site Council meetings for monitoring of accomplishments of goals and allocation of resources. Ideas and input from all members of the school community are appreciated and valued, and both administrative and educational policies and procedures are systematically reviewed and revised.
- Roosevelt High School's SPSA addresses the critical learning needs identified by our staff. Our critical learner needs are based on actions we need to take for our students to reach Roosevelt's schoolwide learning outcomes. Therefore, our SPSA emphasizes preparing our students for college and career readiness by emphasizing quality first instruction and support to develop students' academic social-emotional success.

A4:

- Roosevelt High School selectively assigns qualified staff to each responsibility to maximize the impact on student learning while providing continuous support to staff members through induction programs as well as professional development. Roosevelt and FUSD offer professional development opportunities based on student needs and effective instructional practices. The effectiveness of the professional development is measured by improvement in student achievement and the extent of effective implementation observed in classroom walk-throughs or during accountable community team meetings. Staff members are provided with yearly updates on policies and procedures. Our staff is also an essential part of monitoring student learning as they participate in cycles of continuous improvement individually and in accountable community teams.
- In order to address our critical learner needs of our school most effectively, Roosevelt High School hires and supports highly qualified teachers. Professional development programs offered to staff are aimed at equipping our teachers with effective instructional strategies to address critical learner needs. We also monitor our students' progress towards the critical learner needs by analyzing assessments and grades. Teachers use this data to make instructional decisions and counselors use this data for placement and academic support.

A5:

- Roosevelt High School, in conjunction with Fresno Unified School District, has procedures and policies in place in order to allocate funds based on the needs of our students and schoolwide learner outcomes. Local, state, and federal funds are available and budgeted for student achievement. At the same time, we strive to hire and nurture highly qualified teachers and provide them the necessary professional development to excel in their responsibilities. Both site and District work with all stakeholders to monitor and allocate the resources.

- Roosevelt also works in conjunction with FUSD to develop a sound budget to allocate funding for resources, materials, professional development, and facilities to deliver an instructional program aligned with our schoolwide learner outcomes and to meet the critical learning needs of students.

Prioritize the strengths and areas for growth for Category A.

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

- Roosevelt's Instructional Leadership Team is in constant collaboration with its respective Accountable Communities.
- Roosevelt exercises clear policies for hiring and evaluating staff.
- Roosevelt's mission, vision, and Schoolwide Learner Outcomes (SLOs) are communicated schoolwide and are consistently guiding instruction and opportunities for students.
- Roosevelt employs effective existing structures for communication between staff.
- Necessary resources are allocated to strategically address student needs and inclusion in all programs and extracurricular activities.

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

- More regularly inform parents and community of the school mission, vision and Schoolwide Learner Outcomes (SLOs). This would be effective as a means of communicating expectations and purpose of the school program to stakeholders outside of the school setting.
- Continue to build the collaborative partnership with our regional feeder schools to help bridge the gap between K-12 by advertising the many aspects of our school's campus culture and programs.
- Increase parental participation to include a more diverse representation of the demographics of our campus in SSC meetings, ELAC meetings and other parent involvement opportunities.

Category B

Standards-Based Student Learning: Curriculum



Focus Group Leads: May Siong, French Teacher
Carlos Ortiz, Science Teacher

Focus Group Members

Maris Almanza, SPED (Mild/Mod) Teacher

Steve Altschuler, Math Teacher

Daniel Barnett, Science Teacher

Oscar Barragan – Counselor

Vladimir Borshch, History Social Science Teacher

Derek Boucher, History Social Science Teacher

Chita Box, Math Teacher

Brandi Capuchino-Mendoza, Art Teacher

Luis Castellanos, Math Teacher

John Chang, Multimedia/Technology Teacher

Keo Chimm, Math Teacher

Joe Clerou, SPED (Mild/Mod) Teacher

Jamillah Finley, English Teacher

Sara Rios, Spanish Teacher

Joanne Rodriguez, SPED (Mild/Mod) Teacher

Dina Scambray – College and Career Coordinator

Scott Shropshire, Math Teacher

Valerie Silva, Science Teacher

Mike Spencer, English Teacher

Pajia Thao-Trevino, History Social Science Teacher

Saima Trillo, Dance Teacher

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 academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

Prompt Facilitated by Focus Group Members: **Capuchino-Mendoza, Rodriguez & Almanza**

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
<p>During ILT, AC's and staff meetings, Roosevelt certificated staff are focused on using current, reliable and viable research that aligns with common core curriculum state standards. Roosevelt administration uses current research to improve the effectiveness of how teachers instruct students. Teacher's work collaboratively and individually to implement the professional development to create lessons that are engaging and implement the California Common Core State Standards.</p>	Buy Back Agendas
<p>During the spring of 2016 staff meetings, teachers have taken part in professional development with an emphasis on how to use Google Classroom and how it benefits students and teachers. During WASC meetings, teacher, counselors and administrators have used Google Classroom to share ideas, compose the WASC report as well as share the capability and responsibility to edit. This experience has helped all stakeholders become more efficient in the use of such technology. Several English teachers have implemented Google Classroom; their students are now able to submit classroom assignments electronically to their teachers. Assignments include rough drafts and final draft of assigned essays.</p>	Staff Meeting Agendas
<p>During staff meetings, teachers continue to be updated on school and district performance data. Such data includes, SBAC performance, interim assessment scores, CELDT scores, Re-designation updates, A-G data, FAFSA completion rates, college</p>	

<p>application completion rates, and EPT/ELM data. This data is used to inform instruction and initiatives on campus.</p>	
<p>Roosevelt High School utilizes curricular scope and sequences that were developed and aligned with the Common Core State Standards by Fresno Unified School District. Accountable Communities utilize the scope and sequence to build lessons that incorporate technology to solve real world problems. This type of work provides opportunities and time for EL students to process, collaborate, implement the reading and writing of multiple texts, different complexity levels, structured activities, and using graphic organizers. Students engage in group projects, paired shared activities, jigsaw group work and oral group presentations to name a few. New SpringBoard curriculum is also placing a greater demand on students to produce critical thinking skills and more complex writing skills to help meet their needs in college.</p>	<p>FUSD Teacher Resource Page</p>
<p>To ensure our students graduate college and career ready, Roosevelt is committed to implementing a guaranteed and viable curriculum (GVC). A guaranteed and viable curriculum ensures that all students in Fresno Unified have the opportunity to learn challenging content. The newly adopted written curriculum provides clear guidance on what content must be addressed in specific courses at specific grade levels. In 7-11 Grade English Language Arts and English Language Development, the primary source used to address that content is College Board <i>SpringBoard</i>. In Algebra, Geometry, and Algebra 2, the primary source used to address that content is <i>Big Ideas AGA</i>.</p>	<p>AC Meeting agendas</p>
<p>While SpringBoard will serve as the primary resource for instructional materials in 7-11 Grade ELA/ELD, and Big Ideas AGA for instructional materials in Algebra, Geometry, and Algebra 2, teacher instructional decision making remains essential to ensure all students engage in excellent instruction that reflects the tenets of FUSD's Instructional Practice Guide (IPG) and the unique learning needs of all students.</p>	<p>SpringBoard training attendance rosters</p>
<p>Cohorts of teachers are involved in additional Accountable Community Meetings off-site to work with district instructional leaders on curriculum and instruction. Special Education Co-Teachers meet 3-4 times a month. Our Algebra I teachers and English 1 teachers meet monthly as part of the Innovative Professional Learning (iPL) and PLUS program. Algebra and Geometry teachers meet an additional 2-3 times a semester to plan and implement Common Core Based Instruction as they utilize the new Big Ideas curriculum resources in all Algebra I, Geometry, and Algebra II classrooms.</p>	<p>AC (Accountable Communities) Meeting agendas</p>
<p>As this is the first year of SpringBoard implementation in Fresno Unified School District, English 1 and English 1 Co-teachers attend monthly SpringBoard trainings to help them plan and implement</p>	

Common Core based instruction. English II and III also attend specialized trainings in implementing the new SpringBoard adoption. SpringBoard is a guaranteed and viable curriculum that helps to develop the knowledge and skills needed for Advanced Placement course work and college and beyond without remediation.

The Social Science courses offered at Roosevelt High School include freshmen classes in AP Human Geography, Sophomore classes in Modern World History or AP European History, junior classes in US History or US History AP, and senior classes Government/Economics or AP Government. Social Science teachers discuss regularly in their AC meetings how they are implementing Common Core strategies as they are analytical, corroborating, writing arguments, reading and responding to multiple texts within the History department. Social Science Teachers regularly share student examples among each other to reflect on their progress.

Fresno Unified has recently adopted a new Comprehensive Sexual Health Education program for implementation through all Biology classes. Positive Prevention PLUS is the highest rated Comprehensive Sexual Health Education program available and meets the expectations of the State of California, Ed code and Board policy. Positive Prevention PLUS builds on what was taught in HIV/AIDS education providing comprehensive instruction in four additional lessons taught by Barrios Unidos.

Academic and College- and Career-Readiness Standards for Each Area

Prompt Facilitated by Focus Group Members: Chang & Boucher

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

Findings	Supporting Evidence
<p>A-G courses for Roosevelt High School are located on the UC doorways website. Every year, the head counselor submits new and revised courses including the curriculum to our district office for approval.</p> <p>A-G requirements include:</p> <ul style="list-style-type: none"> • A (Social Science) 2 years • B (English) 4 years 	Articulation Web Site

<ul style="list-style-type: none"> • C (Math) 3 years *4 years recommended • D (Science) 2 years *3 years recommended • E (Foreign Language) 2 years • F (Visual and Performing Arts) 1 year • G (College Prep) 1 year <p>Students are automatically enrolled and encouraged to fulfill A-G standards concurrently with High School Graduation requirements.</p> <p>Students are recommended to complete the following to meet A-G requirements:</p> <ul style="list-style-type: none"> • 4 A-G units by the end of their freshmen year • 7 A-G units by the end of their sophomore year • 11 A-G units by the end of their junior year • 15 A-G units by the end of their senior year. • (All A-G requirement must be successfully passed with a letter grade of a "C" or better) <p>Roosevelt High School enforces the district graduation standards, which can be found in Appendix J. These standards exceed California's state requirements for graduation.</p>	
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B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
All online courses available to students through JE Young, including APEX and Edgenuity, meet state academic requirements to qualify for graduation credits and, for many classes, A-G credit requirements.	

Congruence

Prompt Facilitated by Focus Group Members: Ortiz & Barnett

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The alignment between 'actual concepts and skills taught' to the other (3) topics will be summarized below:	The following table will show the distribution of (13) teachers participating in a survey

<ul style="list-style-type: none"> In regards to 'academic standards', alignment was found within the district pacing guides, AP standards. Teachers utilize curricular scope and sequences that were developed and aligned with the Common Core State Standards by Fresno Unified School District. In regards to 'college and career readiness', alignment was found in students collaborating with each other through Socratic seminar, debates, pair-sharing and class discussions. The students also write arguments to support claims, using reasoning and evidence, and learn and practice proper spelling and grammar. In regards to the Schoolwide Learner Outcomes, this is a set of (5) main outcomes. The first (4) outcomes include 'an effective communicator', 'a complex thinker,' 'a self-directed learner,' and 'a collaborative worker', all of which are aligned to the previously-mentioned findings for college-and-career readiness and academic standards. The last outcome is to be a community participant, which was found to be in alignment with 'actual concepts and skills taught' in the following ways: Student clubs support the neighborhood through services such as preparing tax returns, picking up garbage, and helping neighborhood kids trick-or-treat. Students also serve the community by creating posters 	<p>regarding alignment to the (3) topics:</p> <table border="1"> <thead> <tr> <th>#</th><th>Agree</th><th>Neutral</th><th>Disagree</th></tr> </thead> <tbody> <tr> <td>1</td><td>77%</td><td>15%</td><td>8%</td></tr> <tr> <td>2</td><td>62%</td><td>23%</td><td>15%</td></tr> <tr> <td>3</td><td>70%</td><td>23%</td><td>8%</td></tr> </tbody> </table> <p>Topic #'s:</p> <ol style="list-style-type: none"> 1. Academic Standards 2. College and Career Readiness 3. Schoolwide-learner outcomes 	#	Agree	Neutral	Disagree	1	77%	15%	8%	2	62%	23%	15%	3	70%	23%	8%
#	Agree	Neutral	Disagree														
1	77%	15%	8%														
2	62%	23%	15%														
3	70%	23%	8%														

Integration Among Disciplines

Prompt Facilitated by Focus Group Members: **Box & Shropshire**

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
Within Fresno Unified, the expectation is that all students will be engaged in complex texts, complex talk, and complex tasks in all classes. Instruction is also being aligned to better help students understand overlapping, cross discipline topics.	IPG
Interdisciplinary integration is most obviously present in pathways and academies. Through the Linked Learning Careers in Education and Health pathways, students are focused on cross-curricular performance tasks that involve various strategies which include the use of technology. The pathways are being designed to implement project based learning and collaborative projects among the	Master Schedule

<p>students who are placed with the same three teachers. These pathways will carry students through their sophomore year, with options to continue into their junior and senior years.</p> <p>Roosevelt High teachers work collaboratively on a weekly basis within their ACs to align their respective curriculum areas, to share ideas on delivery, and to create assessment standards that are relevant to their content areas. These meetings are held on Wednesday mornings. They examine information that is relevant to student learning, the new or changed assessment schemes that are to be implemented, and a local scope and sequence for RHS instruction.</p> <p>Our Innovative Professional Learning Teams (iPL), work together to build literacy lessons and cross curricular lessons that deepen student understanding.</p> <p>All senior English students, except for those in AP Literature, take the senior Expository Reading and Writing Course (ERWC). This is an A-G senior English Course that is a rigorous, rhetorically based, full-year college preparatory English course for high school seniors designed to support college-readiness in English for California's diverse students. The ERWC aligns with the California Common Core State Standards for English Language Arts and Literacy, addresses critical academic literacy challenges identified by the CSU English Placement Test Committee and ICAS (the Intersegmental Committee of the Academic Senates of the three segments of public higher education in California), and successfully prepares students to meet the academic demands and expectations of college and university faculty. Roosevelt senior English teachers work together as an AC to make sure all students get the same rigorous instruction that is made available in the curriculum that was developed by CSU Faculty members to address the needs of students coming into the university systems.</p>	<p>AC Meeting Notes</p> <p>iPL schedule and agendas</p>
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Articulation and Follow-up Studies

Prompt Facilitated by Focus Group Members: **Borsch & Altschuler**

B1.5. Indicator: The school 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.

B1.5. Prompt: Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<p>Roosevelt High School engages incoming students, current students and graduating students several opportunities to be informed of curricular programs that are offered to them. Roosevelt offers a comprehensive A-G curriculum that equips and enables students to satisfy university entrance requirements.</p>	Regional ILT meetings
<p>Incoming freshmen become acquainted with Roosevelt course offerings and facilities through Move-Up Days and Recruitment Fairs. During Move-Up Day, 8th grade students visit Roosevelt to partake in an assembly that displays several course offerings. During Recruitment Fairs, our Pathways Coordinator presents our pathway offerings to the 8th graders. Our RSA Director and Athletic Director also present course offerings and engagement opportunities.</p>	Move up day info Recruitment fair/feeder school visits
<p>At risk 7th and 8th graders at Tehipite take part in our Peer Mentoring Program through the FUSD Department of Prevention and Intervention (DPI). Thirty of our 11th and 12th graders are employed through DPI in order to have weekly mentoring sessions with our feeder school Tehipite Middle School. Student mentors focus is to build relationships in order to motivate and improve the youth's academics. It is through this relationship that our middle school feeder students find out more about all that Roosevelt has to offer.</p>	Peer Mentoring Program--roster of participating students, pictures
<p>Current students meet with their academic counselors several times throughout the year to discuss academic progress towards graduations and mediation opportunities if needed. Counselors also present to students during Pre-Registration presentations to provide students with the FUSD Course Offering Guide and to explain next year's course offerings. Students then have an opportunity to go online to rank their desired electives for the following year. In addition, our current students are invited to hear presentations on courses offered at Patiño High School and CART (Center for Advance Research and Technology – this school is an enrichment program for concurrent 11th and 12th grade students interested in Career Tech Programs). Those who are interested in the academic programs at each school then take a field trip to the school to see the facilities and get a feel for whether or not the school is somewhere they would like to attend.</p>	Patiño and CART visit schedule – email of confirmation of visit List of CART students
<p>All current 10th grade students are scheduled to go on a college campus visit. Students explore the college campus, atmosphere and course offerings. These trips serve as a way to expose and encourage our students to stay on track to meet A-G requirement so that they are eligible to attend the college of their choice.</p>	List of participating students, pictures

<p>At-risk 11th and 12th grade students are taken to Fresno City to be exposed to their Career Tech Program. Programs include Nursing, Culinary Arts, Auto, Construction, etc.</p>	
<p>All students are offered the opportunity to attend College Making It Happen event at the start of the year free of cost and free transportation. This is the largest college and career expo in the valley. Students have an opportunity to visit college/career tech booths to discuss academic program and career training programs that are available to them after graduation. Roosevelt provide free transportation to this event.</p>	<p>College Night Flyer or search online for info</p>
<p>Students and Parents are also invited to a Career and CTE Expo event hosted by FCOE to explore additional post-high school opportunities. Roosevelt provides free transportation to this event.</p>	<p>Roster of participating students, pictures</p>
<p>Graduating senior who are part of Inspire Tomorrow are invited to the end of the year mentoring dinner where former Roosevelt students attending Fresno State dine with graduating seniors, many of who are first-time College bound students in their families, attending the university in the fall. During the dinner, they advise our students on how to navigate the university; this eases their transition as many are the first in their families to attend college and nervous about university expectations and work. The tone of the evening is set by our keynote speaker, a Roosevelt alumnus who holds a graduate degree and has overcome significant obstacles in attaining his/her success.</p>	<p>Inspire Tomorrow pictures</p>
<p>Prior to graduation, Roosevelt seniors take the Senior Survey which includes information that helps counselors track their post-high school progress. Roosevelt seniors are required to fill out three different surveys. The first survey dictates where the student will be applying. Second, where the student submitted an application. Lastly, where the student submitted their SIR (statement of Intent to register).</p>	<p>Senior Surveys</p>

B2. 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.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

Prompt Facilitated by Focus Group Members: Siong & Thao-Trevino

B2.1. Indicator: 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.

B2.1. Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
<p>1. Students (& Parents)</p> <ul style="list-style-type: none"> Parents and students have access to ATLAS, which tracks students' academic progress towards high school graduation and college readiness. Students earn strides and points for activities completed and times they log into ATLAS and monitor grades. Parent nights are held each semester for each grade level separately (9-12) aside from the Parent University Modules that parents are also invited to attend. Parents are allowed to attend all college trips with students as well. This year every 10th grade students will be given the chance to attend a four-year college visit by the end of the school year. Additionally, this year every student in grade 12 district wide received a personalized academic profile portfolio in the mail in both English and parent language. Included in the packet was a customized profile of the student's academic performance and colleges and programs that the student is eligible to apply for based on their academic profile. Students and Parents were given the option to request a 1:1 meeting with the counselor to review the packet. Also new this year every student in grades 9-11 were given the PSAT to ensure access to the college entrance standardized testing that students in other districts pay \$14.00 per PSAT Test, \$54.00 per SAT test, \$94.00 per 	<p>1. Student academic credits tracked on ATLAS, Counselors academic data logs on ATLAS Stride points on ATLAS Parent Center parent meeting agendas/attendance sheets</p> <p>2. Completed test prep courses/exams,</p> <p>3. Students' selected elective courses, completed, workshop attendance rosters.</p>

<p>AP test (Roosevelt students pay \$0.00) In each test a college and career profile is completed that then generates a report of College Majors and Careers the student shows potential to excel in based on their test scores. (AP Potential, FAFSA Forecaster, My College Quick Start, Get a Reality Check) are all sample programs that students have access to as a result of taking the PSAT, SAT, and AP test.</p> <ul style="list-style-type: none"> • Parents can set up meetings with counselors at any time. Parents can join Parent University. They can also attend college night presented by the district each fall. These approaches work only for motivated parents and students. • Students are given opportunities to fulfill course requirements that give more access and option to pursue higher education or career opportunities. All students are on a A-G Track. • We allow them to select their elective courses and join programs in which they have met criteria for, and join campus clubs. • Recently our entire student body experienced the process and actual test (i.e. PSAT), whereby freshmen, sophomores, juniors actually took the practice test, and seniors met with academic counselors to overview their current college application process. • In addition to annual beginning of the year transcript workshops with the counselors, students also meet individually with their counselors. All seniors received a customized college report that highlighted colleges that they are qualified to apply to. This was a district-wide initiative beginning with the 2016-2017 school year. 	<p>PSAT participation rates</p> <p>Transcript workshop student rosters</p> <p>Sample customized college report</p> <p>2. Student Credits; ATLAS data log; completed FAFSA applications; FCC completed applications; attendance records of college nights, career center, registrations, orientations, college and career presentations, workshops, student visits, parent contact, and IEP meetings.</p>
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<ul style="list-style-type: none"> • The Career Center always has representatives available from college and career fields. Seniors have access to English classes to explore their college options. • The Career Center has monthly College and Career Presentations to include the military, CHP Explorer program, all students were invited to attend College Making it happen event at the start of the year free of cost and free transportation. This is the largest college and career expo in the valley (64 students participated). Students and Parents were also invited to Career and CTE Expo event hosted by FCOE, which is also free to attend with free transportation from RHS (30 students recently participated). RHS also hosts a Career/RSA/Pathway showcase event hosted in the fall followed by Move up day in the spring. In between the two events in the school choice event where all school participate to showcase their programs. Every student also creates and completes various modules in Career Cruising and Khan Academy. • Financial Aid workshops - FAFSA ID workshops are provided through the district to provide parents and students crucial information to meet FAFSA deadlines and complete applications. • Students and their parents are contacted each semester with their current counselors as to their academic status and how it relates to college and or careers that are available and the process as to utilizing this information. • Students visit with their counselors and have a password to access their credits and grades. • Counselors are invited to IEP's. SPEC teachers and Admin at IEP's also discuss student progress with students and parents 	
<p>3. Career Academies and Pathways</p> <ul style="list-style-type: none"> • We are providing students with CTE career options. We have multiple College and Career Pathways such as: Teaching Pathway, Health Pathway, Business Pathway, EMT classes, Partnership with CRMC, Child Development classes, Culinary Arts classes, Theatre Arts classes, Music/Vocal classes, Dance classes, Costuming and fashion classes, Sports Medicine, CART, Duncan, Dual Enrollment with Fresno City College options, VITA (Virtual Enterprise). • Academies and pathways provides students access to explore colleges and career opportunities through college visits, trade shows, conferences, and guest speakers. • Academics and Pathways expose students to college trips, so they can become motivated to keep their grades up and meet A-G options. This year, our entire 10th grade class will take a field trip to a 4-year university that will emphasize the importance of A-G completion. • All students have access to the RSA program that prepares them for careers in the arts. 	<p>3. Career Academies and Pathway student enrollment rosters, student college enrollment and post-graduation enrollment in career training programs, rosters to reflect guest presentations, Academies and Pathways data to reflect college visits and career shadowing/experience.</p>

<p>4. Teachers/Staff</p> <ul style="list-style-type: none"> The Inspire Tomorrow Program, led by English teacher Yadira Gonzalez along with a team of counselors and teachers, focuses on Roosevelt students who are accepted and will be attending Fresno State. These seniors are invited to an annual mentoring dinner in the spring where they are able network with RHS alumni who are currently attending CSUF. This opportunity allows for outgoing Roosevelt seniors to build relationships with alumni who are currently attending CSUF, opportunities to ask questions, and heed advice in navigating the CSU system. Roosevelt Alumni who have lived in their same neighborhoods and have a similar background are able to share both their struggles and successes with our seniors and in turn acts as mentors as graduating seniors begin their college career. The Inspire Tomorrow program also exposes Roosevelt sophomores and juniors to Fresno State through college trips. Now that college trips are district-wide for all 10th graders, there is more of a school-wide focus on options after graduating high school. Our Beta tool data would show the impact this has had on A-G completion and college attendance rates. All staff members are making an effort to work together in discussing and exposing students to college/career options. Staff are trying to make the curriculum relevant, engaging and trying to show the students the bigger picture. Staff are integrating college/career options as a part of the school curriculum where students are thinking about this every year they are in high school. In American Government and Economics, students have been exposed to differing career options through guest speakers such as financial advisors, local elected officials, armed forces, etc. Our SPED students in 11th grade can take SDC Career Class and will write a report of their career of interest. Personal Management B also discusses students' transition choices after high school. We have clubs like CSF, BSU, Senior Legends, Young Hmong Scholars, which offer students the opportunity to go on college visits and have guest speakers. The School of the Arts provide a different avenue of career options for our students. <p>5. Community Partnerships/Organization</p> <ul style="list-style-type: none"> CART - The Center for Advanced Research and Technology is a high school that is operated by both Fresno Unified and Clovis Unified School Districts. Throughout the school boundaries of both districts, 11th and 12th grade students attend a half-day program of career-oriented classes. Roosevelt High students who choose to participate are bused to CART for either a morning or afternoon session. CART 	<p>4. Teachers/Staff</p> <p>Past and present student participant, student testimonies,</p> <p>Career, Pathway and RSA Lesson plans (focus on college and career)</p> <p>List of guest speakers/Community service involvement project in American Gov/Econ</p> <p>Inspire Tomorrow programs</p> <p>5. Community Partnership/Org.</p>
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<p>allows students to access career pathways that Roosevelt High does not offer, such as Biomedicine, Law and Order and Policy, Forensic Research, and Biotechnology and Product Management, among others. Roosevelt High currently has 25 students enrolled in CART programs.</p> <ul style="list-style-type: none"> • Duncan - Students in the 11th or 12th grade who have interests in specialized CTE/ROP courses that are offered through Duncan Polytechnical High School have the opportunity to enroll in morning or afternoon courses off-site. These students are transported by bus between Roosevelt and Duncan each day. Courses of study accessible to Roosevelt students at Duncan include courses in nursing services, automotive systems, and construction technology. During the current 2016-17 school year, seven students from Roosevelt are concurrently enrolled in courses at Duncan Polytech. • Field Trips, Job Shadowing, Guest Lecturers. • Career fair; counselor appointments and college (i.e. UC, CSU and private colleges) recruitment counselors are invited to our campus for students' information gathering and awareness. In my opinion they are very effective as an incentive for our students to plan their academic futures and goals for their future careers. • Workability gives SPED students the opportunity to experience real job interviews. Paid Jobs after school on a temporary basis. Student learn how to complete job applications and resumes. Students are provided with job training at no cost to the employer and the wages are paid through WorkAbility. Students receive up to 100 hours of training to learn job-related skills in real work environments. Students also have a chance to relate schoolwork to their experiences in the workplace while developing self-esteem, independence and employability and communication skills. A WorkAbility job placement specialist assists in placement, training, and monitoring student progress. 	
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Accessibility of All Students to Curriculum

Prompt Facilitated by Focus Group Members: **Silva & Clerou**

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Supporting Evidence
Roosevelt's curriculum is based on Common Core State Standards and teachers are implementing the standards in their instructional practices.	RHS Master Schedule

<p>Roosevelt High School's Curriculum is aligned to its Schoolwide Learner Outcomes (SLOs) which are to prepare students for success in college, career and life by being:</p> <ul style="list-style-type: none"> • An Effective Communicator • A Complex Thinker • A Self-Directed Learner • A Collaborative Worker • A Community Participant <p>Fresno Unified School District has recently adopted the SpringBoard curriculum for its English I-III courses and Big Ideas for its Algebra I-II and Geometry courses.</p> <p>The SpringBoard ELA grade-level materials include a robust set of instructions and scaffolds that are available for teachers to use to ensure EL students have access to the rigorous grade-level standards, texts, and tasks. This satisfies the requirements for an integrated approach to EL instruction as listed in the California ELA/ELD Frameworks. Supports in the ELA materials include:</p> <ul style="list-style-type: none"> • Scaffolded Text Dependent Questions, graphic organizers, Leveled Differentiated Instruction suggestions, ELD rubrics for embedded assessments. <p>The supplementary SpringBoard designated ELD materials were designed to use as an additional support to EL Students and addresses the principles of ELD Instruction as articulated in the California ELA/ELD Frameworks:</p> <ol style="list-style-type: none"> 1. How English Works 2. Interacting in Meaningful Ways 3. Foundational Skills Supports in the ELD materials include: <ul style="list-style-type: none"> • Additional graphic organizers, sentence/paragraph frames, rubrics aligned to EL proficiency levels, extended support of Embedded Assessments, and Differentiation suggestions <p>In Algebra, Geometry, and Algebra 2, the primary source we use as our guaranteed and viable curriculum is <i>Big Ideas AGA</i>. The Big Ideas curriculum includes differentiated instructional resources, including a wide variety of math student and teacher resources, math tools and manipulatives, assessment resources, intervention options, differentiated instructional tools, English Learner guide, and technology options that provide for the varying needs of students and support Accountable Communities in answering the four guiding questions.</p> <p>Four guiding questions:</p> <ul style="list-style-type: none"> • What do we want students to learn? • How will we know they learned it? • How will we respond when they don't learn? • How will we respond when they already learned it? 	<p>FUSD Guide to High School Courses</p> <p>SLOs</p> <p>AC agendas</p> <p>SPSA</p>
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In order to ensure a rigorous and relevant curriculum, teachers collaborate in Accountable Communities. ACs are based on research-based practices, which help teachers maintain a high quality instructional program for students. ACs follows pacing plans aligned to Common Core Standards, district interim assessments, and teacher-created formative and summative assessments in order to prepare students for high stakes exams such as PSAT, SAT and Smarter Balanced assessment.	
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B2.2. Additional Online Instruction Prompt: Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.

Findings	Supporting Evidence
All online courses available to students through JE Young, including APEX and Edgenuity, meet state academic requirements to qualify for graduation credits and, for many classes, A-G credit requirements.	

Student-Parent-Staff Collaboration

Prompt Facilitated by Focus Group Members: Rios & Chhim

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.

Findings	Supporting Evidence
The staff communicates with parents in a variety of manners, to discuss student learning and goals using formal and informal settings. During Back to School Night, Parents visit the classrooms of their child’s teachers. Each period is given a ten-minute block for parent-teacher collaboration. Some teachers may have a presentation while others speak directly with each family. In our IEP/504 meetings, special education, general education, counselors, administration, and parents meet to discuss a student’s progress and needs, depending upon the student’s specific situation. All aspects of the student’s education is considered and an agreement is made on what everyone needs to do in order to support the child best.	<ul style="list-style-type: none"> • Back to school night • IEP/504 Meetings • ATLAS student progress/behavior notes • Open House • Parent University • AP classes • Financial Aid for seniors

Counselors communicate with parents of each student a minimum of one time per quarter and more frequently for at-risk students. Notes from these meetings can be found on the ATLAS program that is used district-wide to identify and track anything significant that pertains to a student. Parents and students have access to ATLAS as well.

During the second semester, an Open House is arranged for parents to visit the classrooms of teachers and discuss student progress and learning. During these meetings, parents have the opportunity to see student work, discuss current grades and future college plans. In Native Spanish II classes, parents are informed of the benefits of having their child in AP classes and credits they could earn towards college.

Benefits: Students will learn and improve

- Academic behaviors such as time management, accuracy in all submitted work, meeting deadlines, and effective methods when asking for help
- Academic skills such as critical reading, writing, and thinking

Students who have taken AP classes have substantially increased their knowledge base, refined academic behaviors, and developed the intellectual skills necessary for college success. In addition, qualifying scores on AP exams will earn students college credit. College admission deans have determined through statistical analysis of incoming freshmen and graduating seniors that those students who have taken an AP class and the exam in the spring regardless of scores earned, are much more likely to graduate than those students who have not taken an AP course.

There are two ways that students are enrolled in an AP class:

1. RHS has open enrollment in all GATE, Honors, and AP classes. Any student who desires to be in a rigorous class, is welcome.
2. Students are identified each year as having "AP Potential". The district has developed a set of criteria to place students in AP courses that coordinate with the students' skills and abilities.

Counselors meet with students at least once a year to discuss grades and the completion of A-G requirements. In addition to this, they do presentations in English classes to review the information. As for seniors, they met with their counselors during the PSAT exam and are pulled out of classrooms on a regular basis to discuss graduation requirements, the college application process, FAFSA, and scholarships they could apply to.

Parent University is a district-wide program designed to create and expand parent involvement. Parent University empowers families by providing learning opportunities for parents to support their children and become their number one advocate.

Post High School Transitions

Prompt Facilitated by Focus Group Members: Spencer & Castellanos

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

B2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Supporting Evidence
<p>Roosevelt provides students with multiple opportunities to prepare for postsecondary high school opportunities. Four distinct academies/small learning communities exist on the campus of Roosevelt High School. The Business Academy and the Health Academy are provided through a California Partnership Academy; the Health and Careers in Education Pathways were developed through Linked Learning, and the Roosevelt School of the Arts magnet attracts students from all over Fresno County by providing a unique arts curriculum to students.</p> <p>As a part of the Health Academy, Careers in Education Pathway, or the Culinary Arts Class, students are able to participate in Dual Enrollment Classes earning college credit while attending high school and/or obtaining professional licenses allowing them to enter the workforce after graduation. In the Heath Academy, the Medical Careers class and Allied Health are both college credit courses and students can take the CNA License test before graduation. Students also have an opportunity to take a course to prepare them for the EMT Licenses Test so they can seek employment in the field after graduation if they choose. In the Careers in Education Pathway, a program has been developed in a Child Development Class where students can work toward their Paraeducators License to work in the district or prepare for the CBEST to take along with their college classes after graduation. And lastly, the Culinary Arts Program allows students to earn their Food Handler's Card to be more employable in the food industry if that is their goal.</p> <p>The Advanced Placement Enrollment by Ethnicity data for our school indicates that there has been strong progress in increasing the number of Hispanic or Latino students enrolled in AP courses (an increase of more than 50 Hispanic students enrolled on Day 1 in</p>	AP Enrollment by Ethnicity data

the last four years) with the goal of better preparing students for the transition to college. The increase in AP enrollment as a whole student population has also been increased with the same goal demonstrated by an increase in overall AP students of 139 since 2012-2013.

During the 2016-17 school year, Roosevelt AP teachers developed a plan to increase retention of, and support provided to, students enrolled in AP classes. The plan includes elements of counseling, communication, teacher availability, additional resources, and developing an AP culture on campus. With the implementation of the plan, Roosevelt has one of the highest retention rates for AP students in the district.

Roosevelt provides struggling students specific support to ensure every student has the best opportunity to graduate and transition to postsecondary education. Roosevelt High School has a full summer program including a standard daytime classroom structure, as well as an online course option using Apex Learning during three separate times during the morning, afternoon, and evening. In addition to the summer program, students are now offered multiple opportunities to recover credits on campus during the school year. Beginning in 2015-16, JE Young began housing classrooms and teachers on all high school campuses in the district. This was a change from a model that required students to be dropped from their comprehensive high school and enrolled in a full independent study program to a model where students could remain enrolled in their classes on the campus of the comprehensive high school while still having access to recovery classes. These JE Young classes provide both standard instruction and online course models using Apex Learning.

Roosevelt graduation rates have consistently mirrored, or surpassed, both the district and state graduation rates. The 2016 four-year cohort graduation rate improved 5% to 89%, although Roosevelt recognizes the need to improve graduation rates for specific subgroups of students, including African-American students (73%) and students with disabilities (55%).

Roosevelt has made progress over the last three years in seniors meeting A-G requirements for admission into CSU and UC colleges. In 2013, only 31.72 percent of seniors were considered A-G On Track. Of that number no data was available for seniors who meet A-G Competitive Eligibility Criteria. In 2016, 40.22% of seniors were considered A-G On Track- and increase of almost 10%. Of those students, 59.04% met A-G Competitive Eligibility Criteria.

AP Retention Plan

Apex Learning enrollment and completion data

ACS WASC Category B. Standards-based Student Learning: Curriculum

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

B 1: Rigorous Relevant Standards-Based Curriculum Criterion

- Accountability Community work, site and district professional development are based on current research for effective instruction of the common core. New curriculum for mathematics and ELA was just adopted last year and this year for mathematics and ELA respectively. Social Science and Science will soon follow in the 2018-2018 and 2019-2020 school years.
- All college prep courses meet the A-G requirements and all AP courses have been successfully audited with approved AP Central syllabi.
- Teachers collaboratively and individually develop units and lessons that address the academic and college and career standards and student learner outcomes. We discovered as we addressed our student learner outcomes how well they connected to and mirror the academic and college and career standards and the focus of the essential common core literacy standards. This year and from now on we will be explicit with our students about our student learner outcomes in every lesson and activity.
- Our academies, pathways, and School of the Arts are adept at interdisciplinary planning. However, cross curricular planning on a consistent basis has not yet happened systematically school wide. Nevertheless, the common core essential standards for literacy are supposed to be the foundation of lesson planning within all disciplines.
- Vertical articulation has begun with district sponsored Regional meetings of lead teachers from elementary, middle school, and Roosevelt High School. Fresno City College and CSU Fresno conduct outreach and Upward Bound programs.

B 2: Access to Curriculum Criterion

- The district has provided funding for all 10th grade students to attend a college field trip; all seniors have received a personalized academic profile with optional counselor meeting; and all college eligible 11th graders will take the SAT at RHS on a designated day this spring. All students in grades 9-11 take the PSAT in the fall which connects them to a variety of college and career based programs for student success. All 9-11 students just completed pre-registration and in two weeks will meet one on one with their counselor to discuss their schedule and their academic future at RHS and beyond.

- In addition to our counseling department and their plan for strategic counseling for each student, RHS operates a college and career center which provides guest speakers and opportunities to explore colleges and career options. We provide career academies and pathways which offer dual enrollment opportunities and experience in potential career choices. We have many clubs and extra-curricular activities to expose students to colleges and to possible careers. We provide access to many community partnerships and organizations.
- Our student learner outcomes reflect the skills necessary to be successful in college and in students' chosen careers.
- Our staff communicates with parents and students in a variety of ways and venues to discuss student learning.
- RHS provides struggling students specific support to ensure every student has the best opportunity to graduate and transition to post-secondary education through summer programs, credit recovery options during the school year, and the J E Young independent study program on campus.
- Our graduation rates have mirrored or surpassed the district and state graduation rates. In 2016, 40% of our seniors met the A-G track criteria, and of those seniors, 59% met the A-G Competitive Eligibility Criteria, an increase of almost 10% from the year before.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- All adopted curriculum satisfies the California ELA/ELD Frameworks requirements.
- Roosevelt implements a guaranteed and viable curriculum (GVC) through *SpringBoard* for English I-III and through *Big Ideas* in Algebra, Geometry, and Algebra 2. The senior Expository Reading and Writing Course (ERWC) also addresses critical academic literacy challenges identified by the CSU English Placement Test Committee and ICAS.
- Many course options are available to students including career pathways
- Many of our seniors meet the A-G requirements
- Many juniors are now meeting SAT requirements
- Many of our juniors are subject borderline (2 units deficiency in A-G) or on track
- AP retention is improving

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Increase opportunities for cross-curricular collaboration
- Communicate and share the progress in each department with respect to effort made aligning instruction with academic standards and CCSS
- Increase parents' involvement
- Increase the opportunities for students, especially those in Pathways and RSA, to earn original credit by taking summer school classes or other online courses in order to increase space in their schedule for more specialized courses that relate to their career field.
- Continue to expand career pathway opportunities for students

Category C

Standards-Based Student Learning: Instruction



Focus Group Lead: Jesica Jones, Teacher/Librarian

Focus Group Members

Diana Alford, SPED (Mild/Mod) Teacher
Eileen Boland, English Teacher
Chelsea Bonilla, PLUS Teacher
Cecilia Brumana, PE Teacher
Anthony Civello, PE Teacher
Craig Cleveland, History Social Science Teacher
Evangelina Galaviz, Counselor
Jose Galaviz, Spanish Teacher
Yadira Gonzalez, English Teacher
Dianna Googooian, Art Teacher
Jeff Hopkins, Multimedia/Technology Teacher
Ramona Munoz, Counselor
Sophia Norman, English Teacher
James Obermire, CTE/Science Teacher
Krystal Rivera, PLUS Teacher
Niki Ruffin, SPED (Autism) Teacher
Andriana Scherrer, Instructional Coach
Karen Streich-Rodgers, Vice Principal
Alejandro Trevino, English Teacher
Patrick Tromborg, Drama Teacher
Mayia Yang, Hmong Language Teacher

C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

Prompt Facilitated by Focus Group Members: **Gonzalez & Norman**

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Following the FUSD Classroom Foundations, Fresno Unified has implemented a new district-wide instructional focus, Instructional Practice Guides (IPGs) in both Literacy and Mathematics. The second tenet of the IPG deals directly with challenging content and is evaluated regularly through classroom walkthroughs.</p> <p>IPG, Tenet 2: Challenging Content:</p> <ul style="list-style-type: none"> ○ Is the lesson focused on a high quality text(s)? (Literacy) ○ Does the lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning? (Literacy) ○ Does the instruction develop foundational skills in service of comprehension? (Literacy) ○ Does the content of this lesson reflect the shifts required by the CCSS for Mathematics (Math) ○ Does the lesson employ instructional practices that allow all students to learn the content of the lesson? (Math) <p>School-wide, our focus has been on shifting our classrooms to being focused on student driven, inquiry based instruction, which means instruction is not entirely focused on what the teacher is doing, but rather on what the students are doing and how are they processing the material. A focus on the cognitive demands of the lesson is measured by Webb's Depth of Knowledge (DOK), which aligns with the CCSS and NGSS. Within Fresno Unified, the expectation is that all students will be engaged in complex texts, complex talk, and complex tasks in all classes.</p>	<p>IPG</p> <p>Sample work provided in each teacher's classroom, physically and online.</p> <p>Syllabi are kept by school Administration</p>

<p>The implementation of the English Language Arts Common Core Standards in all subjects has created an avenue of use to adopt a school-wide focus on annotation. This focus has aided in our shift to prepare students for the rigors of college reading as annotating is a crucial skill to comprehending texts. In order to assist teachers in the implementation of our school-wide annotation strategy, Roosevelt High School has created an annotation rubric for teachers to use as a guide for students and for teachers to use when they grade annotations.</p>	<p>Performance tasks, assessments by ACs Master Schedule Afterschool Program tutorial/programs Enrollment data Student work and projects</p>
<p><u>Virtual Enterprise/Small Business Pathway</u> Roosevelt High School Virtual Enterprise shows that we provide a relevant, rigorous curriculum to all 10-12 grade. Students know the standards and expected performance levels through the use of teacher-created rubrics and the feedback the teachers provide.</p>	<p>20-page Business Plan Comprehensive Portfolio Presentation/Delivery at Trade Shows</p>
<p>Instruction in VE courses is differentiated effectively through the use of video, authentic materials, realia, internet research using computers, tablets. Students are expected to write a comprehensive 20-page Business Plan. Create a Comprehensive Portfolio – both hard copy and electronic which includes 4 Work Samples needed as evidence to obtain employment.</p>	
<p>VE/Small Business courses incorporate complex talk through ongoing practice of job interview skills. Students also have the opportunity to give presentations and compete with other schools in the areas of: marketing, human resources, web site creation, catalog sales.</p>	
<p><u>Health Academy</u> In addition to the Business Pathway, Roosevelt also offers the Health Academy to students who are interested in Health Careers. As a part of their course of study, they are grouped together in courses that connect core subjects to health. As seniors, they have the option of taking a course that prepares them for the state CNA exam. They also volunteer their time at Fresno Community Regional Hospital where they assist several departments at the hospital as a part of an internship.</p>	<p>Minutes of Staff Academy Meetings</p>
<p>Lastly, Roosevelt High School also offers the Careers in Education Pathway as an option for students who are interested in the field of education. Students take courses in a cohort and have the opportunity to participate in an internship at our feeder elementary schools.</p>	
<p>In all of our academies, students see the connection of their pathway and the courses they take as a cohort. Academy and Pathway teachers participate in pull-out days where they collaborate on</p>	

<p>Linked Learning assignments or projects for the students that connect different subject areas into an assignment or project.</p>	
<p>Fresno Unified School District, recently adopted the SpringBoard curriculum at the 7-11 grade levels which is aligned to CCSS. The program contains all grade-level texts and is backwards mapped, so students know the final assessment known as an Embedded Assessment. When they begin every unit, students work on deconstructing the prompt in groups and with their group they must come up with a visual representation of the unit. Students then present their visual representations. Every Embedded Assessment in the SpringBoard program requires students to write a final essay where they use evidence from the texts they read throughout the unit as support for their thesis. When students submit their final drafts, English teachers are using the rubrics from the SpringBoard book to evaluate them on the Embedded Assessment.</p>	<p>SpringBoard grade-level texts SpringBoard ELA Program Embedded Assessments - English I Unit #2, EA #2</p>
<p>Students who require additional help to be successful and complete assignments are able to attend our Roosevelt Afterschool Program. Mondays through Fridays from 3 p.m. to 6 p.m., students can participate in the program, held in the library, to receive tutorial support from college student/Teaching Fellows and our library/media teacher in order to complete work and receive some instruction. Our Afterschool Program has a daily average of 80-85 students participating in the homework tutorial, and an overall rate in the entire program 180-200 students.</p>	<p>District Scope and Sequence - English I - English II - English III</p>
<p>AP/Honors AP/Honors pathway is a college-level program that introduces students to a wide range of expository prose in order to broaden their scope of rhetorical ideas and deepen their awareness of the power of language. The course is designed to meet the rigorous requirements include expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. These works provide examples of prose writings that students can emulate in their own writing experiences as they discover and create their own style and voice. The AP program has an open entry policy.</p>	<p>Completed Student Embedded Assessments - English 9 Example</p>
<p>These courses provide students with the information necessary to read analytically, formulate theories and arguments based on the readings, and respond by composing articulate essays that utilize advanced elements of sentence structure, syntax, style, purpose, and tone. Using rhetorical principles, students will learn how to become critical thinkers, and apply that knowledge to their writing by revising and improving their essays, as well as critiquing and editing peer essays. In addition, students will be required to thoroughly research relevant topics, synthesize information from a variety of sources, and document their knowledge in a cogent well written report using proper cite notations such as MLA or APA.</p>	<p>Accountable Community Meeting Minutes DBQ (Data-Base Questions) Annotations Summaries Journaling</p>

<p>Students are encouraged to research topics of interest based on prior readings or current events and develop and support a thesis. Students will be required to submit a rough draft for peer editing, and a subsequent draft for individual assessment with the teacher before turning in the final research paper. Students are also encouraged to self-select editorials or articles from newspaper or other forms of periodicals to, synthesize the message, identify key rhetorical elements, and discuss the tone and audience.</p>	<p>Research PowerPoints Response Essays Color-coded Analysis Says/Does Analysis</p>
<p>Participation encompasses, vocabulary exercises, and dialectic text analysis. During class discussions, students are encouraged to offer comments and critiques to support or refute claims by giving concrete details for support. Students are to model correct interaction and argumentation techniques during class discussions. To be successful a student needs to be in class each day because information builds upon prior information.</p>	<p>SOAPSTONE</p>
<p>Roosevelt High's English language learners are supported through the best practices that teachers are implementing in their classes. One such best practice is sentence frames for complex talk and writing, which supports not only the English learners but also struggling students. The emphasis on collaboration and discussion through CCSS ELD standards supports our English learners providing a safe academic setting for language development.</p>	
<p>Our 9th Grade Team teachers, PLUS teachers, and counselors dedicated to only 9th graders focus on ways to coach students as they transition to high school. Support focuses on keeping 9th graders on track for graduation. During 9th grade team meetings, teachers are able to discuss solutions related to 9th grade learning experiences, attendance, behavior and academics.</p>	
<p>Roosevelt High School offers Apex Learning online courses during periods 2 – 6. Course choices include the following:</p> <ul style="list-style-type: none"> ● English I ● English II ● English III ● English IV (Spring Only) ● Modern World History ● US History ● Government (Spring Only) ● Economics (Spring Only) ● Modern World History ● US History ● Elective(s) <p>Apex Learning classes are scheduled in classrooms with a credentialed teacher to support students as they move through the course. The teacher counsels students who are moving at a pace</p>	

that does not allow them to complete the course in the allotted time. This sets the students up for success and able to gain credits through the online learning model.

Edgenuity is an online option offered to students who need to recover credits or would like to take original credit. The courses are offered after school on campus from 3-5pm Monday- Wednesday.

- English I
- English II
- English III
- English IV
- Modern World History
- US History
- Government
- Economics
- Modern World History
- US History
- Art Appreciation

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<u>Google Classroom</u>	Journal Assignment
RHS instructors have found utilizing an online Google Classroom to be highly effective because it is accessible from all computers, mobile phones, and tablets. Instructors are able to create documents to manage assignments and announcements, post YouTube videos, add links, or attach files from Google Drive. Once Logins are created and students have been invited into classrooms, they find it simple to receive and turn in assignments.	Essays
Naturally, Google Classroom complements exceptionally with Google through their Google Drive as long as it is shared.	PowerPoints
Furthermore, Google Docs are easily organized. These documents are saved online and can be shared with other students not only for communication, but more so for collaboration.	
Google Classroom gives RHS students the opportunity to receive immediate online support with clear commentary located in specific areas where students need to make revisions. The outcome has resulted in level of engagement and quality of work. This has also been effective with the challenge of absenteeism. Students are constantly informed of assignment calendars, deadlines, clear accessible work samples for different learning, yet maintain a great sense of independence.	SpringBoard Online resources
In addition to Google Classroom, SpringBoard provides online resources teachers can use in their classroom instruction.	

<p>Resources include online assessments, gradebooks, and a SpringBoard Community where teachers can collaborate with other instructors.</p> <p>English teachers also use the Turnitin.com online program as a formative assessment and summative assessment for student writing. Students will submit rough drafts to receive grammatical feedback and teachers will comment on the content of their writing, so students can make corrections before they submit a final draft. This allows students to view the comments and make corrections for their final drafts. All essays contain rubrics used as a guide for grading essays.</p> <p>Math teachers have access to online versions of the new Big Ideas curriculum, which can be accessed by students both in the classroom and online outside of class time. Math teachers also use programs, such as Desmos, which is a graphing application to support student learning.</p>	
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Student Understanding of Learning Expectations

Prompt Facilitated by Focus Group Members: Civiello & Obermire

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

Findings	Supporting Evidence
<p>Teachers throughout Roosevelt High School create standard-based curriculum. Teachers structure lessons around the standards that coincide with that content. It can be seen in the classroom under the heading "SWBAT" acronym (students will be able to). With daily reinforcement of lesson objectives, our students make the connections between learning and competency based standards. Students are able to move from the high school setting to college and career readiness through the standards that are in place and practiced daily.</p>	<p>CNA certifications First Aid/CPR/AED certifications Standard 10.5 Health Science and Medical Technology</p>
<p>Teacher AC groups are at varying levels of proficiency in this practice; however, all are moving forward in this practice. Through this process, data is disaggregated in order to discuss and reflect on successful teaching and learning strategies. Upon reflection, teachers revise and adjust instruction to meet student needs and standards.</p>	<p>Volunteer and Job Internships- Business Academy Partnership with the IRS- Career Planning and Management Common Core State Standards</p>

All core content teachers are currently attending professional development provided through the district to deepen our collective understanding of the CCSS and Webb's DOK. This is the fourth year of district-wide training. Each area, English, math, science, and social studies, is delving into their individual content standards, as well as the literacy standards.

Standards (more specific)

- ASP for help to be proficient (add info from ASP)
- Rubrics, Embedded Assessments (for English)
- Performance Tasks (for Math)
- Illuminate assessments
- Credit Recovery – Alg. 1
- Apex Learning – Eng. 1-4, US History, MWH
- Edgenuity – Eng. 1-4, US History, MWH, Econ, Gov
- Summer School (ELSP)
- Fresno Adult School (All non-lab classes, plus Bio w/ lab)
- Each has collaboratively developed rubrics to ensure consistency in expectations and progress monitoring
- PLUS

Differentiation of Instruction

Prompt Facilitated by Focus Group Members: **Hopkins & Googooian**

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.

Findings	Supporting Evidence
<p>RHS teachers differentiate their instruction to meet the needs of all students including: English Learners, SPED, and 504</p> <p>Designated. RHS teachers choose and use several of the following techniques in order to meet the needs of all students. That list includes but, is not limited to:</p> <ul style="list-style-type: none"> • Tiered Lessons • Scaffolding (Chunking) • Guided Instructions • Graphic Organizers • Word Walls • Outlining • Cornell Note Taking • Project Based Assignments • Demonstrations 	<p>Sample lesson plans</p>

- | | |
|---|--|
| <ul style="list-style-type: none"> • Video Presentations • Visual Aides • Physical Aides • Front of Class Seating • Google Translator • Use of Computer Technology • Use of Cellphone Technology • High/Low Student Pairing • Cooperative Learning (group) • 1 to 1 (individual instruction) • Learning Stations • Learning Contracts • Google Classroom | |
|---|--|

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

Prompt Facilitated by Focus Group Members: **Trevino & Cleveland**

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
Roosevelt High School teachers effectively use a variety of strategies which include multimedia and other technology in the delivery of their curriculum.	Personal Learning Initiative (PLI) "online classrooms"
Teachers on Roosevelt campus are focused on student driven instruction that is inquiry based. Instruction in these classes is differentiated effectively through the use of video, authentic	Kahoot quizzes

<p>materials, realia, internet research using computers, tablets, or cell phones, and the use of document cameras and LCD projectors. Students use this technology for both everyday classroom assignments and projects.</p> <p>Many teachers on campus also utilize Google Classroom to deliver, support, and organize their curriculum. Students and teachers have access inside and outside of school on a cell phone or computer. Computers are available to use in classrooms, the library and the career center. Through Google Classroom, teachers can support students with their writing as they complete it in real time. Teachers also provide additional supports through Google Classroom such as videos, links to websites, and supplemental texts.</p> <p>Teachers develop a variety of instructional strategies in their ACs, including activities where students think, reason, and debate. ACs develop unit plans which include various learning strategies and the use of multimedia and technology.</p>	<p>Turnitin.com usage Zinc Learning Assignments Google Classroom Assignments SpringBoard Online Assessments <u>ELA Lesson Plan Integrating Technology</u></p>
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C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>Roosevelt High's Principal, Vice Principals, and Head Counselor take staffing very seriously for all classes. The best match for assignments is as important as appropriate credentialing.</p> <p>The teacher(s) assigned to teach our online courses must be credentialed in the online subject that they are teaching, have proficient technological skills, and most importantly, have a very positive and encouraging rapport with students. The teachers must help students set goals, must track progress, and help students be self-directed in their online learning. Students use the on-line Apex Learning program while they are in attendance in a classroom on site at Roosevelt High School for credit recovery. Students can also take for credit recovery and original credit.</p> <p>Fresno Unified School District provides ongoing annual training for all online teachers. In this training, they are given information on the software, processes and procedures, and how to support students to completion. For technological support that is outside the scope of the teacher's troubleshooting skills, there is a district identified support technician that can remotely intervene on the screen or physically come to the site.</p>	

Teachers as Coaches

Prompt Facilitated by Focus Group Members: Alford & Tromborg

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Supporting Evidence
<p>Teachers at Roosevelt understand that they are not merely lecturers, but they are coaches that come along side students to assist in their learning. This is accomplished through many different programs, pathways, positions, and daily activities.</p>	
<p>Co-teaching and team teaching both in courses with designated Special Education students and 9th grade core classes allow for individualized instruction and coaching. Tutorial/instructional coaching is available through the after school program.</p>	
<p>There are a number of programs on campus that coach students both academically as well as personally. Men's and Women's Alliance are classes that focus on supporting students personally, emotionally and academically. We also have a Social/Emotional staff on campus where students can receive counseling for personal issues, as referred by a vice principal.</p>	
<p>Our academies and pathways are centered around coaching students to become better. Students in these pathways share the same teachers, which allows teachers to focus on specific students who may be struggling.</p>	
<p>The RSA program at Roosevelt encourages performance based learning, coaching students to reach new heights in their performances.</p>	
<p>Every 3rd Period teacher on campus conduct Class Meetings six times a year, where students have opportunities to reflect on their progress and establish goals for the future. They encourage and support students to achieve their maximum potential. Teachers also coach students through campus clubs and activities.</p>	

Examination of Student Work

Prompt Facilitated by Focus Group Members: Brumana & Ruffin

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<p>Teachers use a variety of methods to help students organize and apply their knowledge. Whether by annotating passages, summarizing notes, diagramming/explaining on white boards, pair-share activities or using graphic organizers; students learn to order, process and apply information.</p> <p>Students are given various tools to gather knowledge through our extensive online library databases, primary sources available through library and classroom collections, and through research activities using either their own device or the on-campus computer labs. Students also have opportunities to gather and create knowledge through inquiry and experimentation in science classes.</p> <p>Roosevelt Students demonstrate their new knowledge through various assignments. Students communicate their knowledge through creating short videos, PSA's, posters, research papers, performance tasks, answering critical thinking questions, annotating and analyzing a variety of documents, group projects, group presentations, class discussions, and quiz/gaming apps i.e., Kahoot. Knowledge is also demonstrated through exams and free response questions.</p> <p>Accountable Communities meetings, teachers collaborate with other teachers from their department and also break down into grade level or subject matter (example Algebra I, Geometry, Algebra II or 9th grade English, 10th grade English). In these meetings, staff share students' work samples, discuss units and create lessons, assessments, etc. for the unit.</p>	<p>AC minutes</p> <p>Sample of student work</p> <p>School Wide Write</p> <p>PLUS model</p> <p>Interventions for 9th graders in English and Algebra I</p>

C2.3. Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

Findings	Supporting Evidence
<p>Students have Apex Learning and Edgenuity. Apex Learning allows students during the school day to take credit recovery courses. The</p>	<p>Samples of student work</p>

certificated teacher monitors progress and grades. Edgenuity allows student to take credit recovery or original credit.

Students also use Google Classroom and Turnitin.com to share a variety of materials that they have completed. Students can also access both SpringBoard (English) and Big Ideas (Math) curriculum online.

Prompt Facilitated by Focus Group Members: Boland & Bonilla

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Supporting Evidence
<p>Roosevelt High School students daily demonstrate their ability to think, reason and problem solve in their classes. These processes vary in each subject area so a selective sampling is included below.</p> <ul style="list-style-type: none"> a. Freshmen students write questions in order to elicit a “coming of age” narrative from an individual who has attended a postsecondary institution. They must then craft a narrative detailing that person’s journey while showing their character and “voice.” The steps leading up to the final product of a narrative essay show students’ thinking, reasoning and problem solving through the analysis of other “coming of age” narratives and interviews and later by drafting their own open-ended questions. b. All 9th-11th graders produce writing aligned to our newly adopted ELA SpringBoard curriculum similar to the previously included Freshmen example. c. Students are asked to complete Math tasks where they collaborate in groups to solve problems using processes and equations they previously learned. d. Each pathway asks students to complete cross-curricular projects that include collaboration, processing information, critical thinking, and communication. e. Full class discussion often happens in both English and social science classes, which requires students to read primary sources and textual evidence and then use the information for debates and discussion. f. Many classes ask students to work collaboratively to complete projects related to the subject matter. These projects require students to delegate tasks, work together as a team, apply knowledge, and communicate knowledge through power point, video or poster boards. 	SpringBoard Grade 9 EA Unit 1 #1

Prompt Facilitated by Focus Group Members: Galaviz & Rivera**C2.5. Indicator: Students use technology to support their learning.**

C2.5. Prompt: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Our Schoolwide Learner Outcomes ask students to process information, think critically, communicate knowledge, and collaborate. These skills are evident through student work in a myriad of ways.</p>	<p>ATLAS portal, digital portfolios, Google Classroom accounts, online textbook assignments, Office 365 accounts</p>
<p>At Roosevelt High School teachers use a variety of technology resources to assist them in achieving the academic standards and the schoolwide learner outcomes. For example, teachers have access to student tablets, projectors, document cameras, laptops, digital lab sensors, a computer lab, Vernier probes and other science equipment for labs and demonstrations, and personal cell phones. These resources are used in a variety of ways. For example, In Algebra 1, students use the available tablets to complete assignments on the Big Ideas website as well as use apps that are available to them, such as the Desmos graphing calculator.</p>	
<p>Students must be able to effectively use online based tools to complete their work in the class. The work is built around achieving or exceeding academic standards. Students also research, gather data, analyze data and share findings. Students type their Embedded Assessment Essays for English 1 as well as accessing their SpringBoard textbook online. All students at Roosevelt have a Google Classroom account created as well as an Office 365 account in order to create a digital portfolio. English Teachers access the digital portfolios from past years through one or both of these platforms.</p>	
<p>PLUS Teachers have two classroom sets of tablet carts which are used to support all 9th grade English and Algebra 1 classes. In some English III and Expository Reading and Writing Curriculum courses, students complete daily assignments on Google Classroom and submit writing assignments to Turnitin.com. Students in Business and Health Academies have more access to technology based on recent expenditures to support these academies.</p>	
<p>All classroom assignments assigned are aligned to the California Common State Standards and address schoolwide learner outcomes. Student products do reflect consistent use of technology even when students do not have daily access to technology resources in every classroom. Those products include, but are not limited to, presentations, essays, PowerPoints, and group projects.</p>	

The SLOs are evident in work posted in classrooms, gallery walks, group dissections, lab experiments and class discussion. They are also evident in written work in all classes through the formatting and structure of essays, lab reports, and explanations of procedures, which require students to make claims supported by relevant evidence.	
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Prompt Facilitated by Focus Group Members: Scherrer & Revis**C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.**

C2.6. Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
<p>At Roosevelt High School, each department has access to resources beyond the textbook by reserving the library, the computer lab, or a computer cart. In addition, all classrooms are equipped with digital projectors to display any online resource. Using these tools, teachers provide opportunities to our students to analyze and view primary source documents and artwork, practice online exercises, create digital projects, listen to speeches, research and cite documents, check out class set or individual novels, print their essays, and access print resources</p>	<p>SpringBoard Embedded Assessments and student results</p> <p>Student work samples</p>
<p>Since the new curriculum adoption in two core classes—English Language Arts and Mathematics—there is a plethora of student samples available for analysis towards understanding the depth and information that can be learned from said samples. For example, using student samples from the Embedded Assessments in the SpringBoard curriculum showcases use of source documentation and real-world situations and activities. Utilization of the SpringBoard Digital platform is one example of use of and exploration of computer information networks within the adopted curriculum since there is various opportunity for finding and using resources.</p>	
<p>Furthermore, teachers adept at using the SpringBoard and other curriculum across the campus refine the materials to include those available at both the library on campus, as well as the databases made accessible online and through the school website. Beyond the English Language Arts curriculum, mathematics and other core content areas showcase student work through a variety of avenues that illustrate the availability and opportunities to access materials they need to be successful and have real-world applications. For example, the Big Ideas curriculum embeds QR codes that are meant to allow students the ability to search for videos that are catalogued</p>	

by applicability to standards throughout the curriculum. These videos are based in computer information networks and can be called upon by teacher or student in order to harness more in-depth learning.

Real World Experiences

Prompt Facilitated by Focus Group Members: **Jones & Yang**

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

Findings	Supporting Evidence
<p>Roosevelt offers many opportunities for students to be involved in programs that give students experience in a particular job.</p> <ul style="list-style-type: none"> • Allied Health (ROP) • Medical Careers (ROP) • Business Pathway Academy • Health Pathway Academy • Teacher Pathway Academy • Students can participate in the CNA program at Duncan Polytechnical • Child Development (ROP) • SPED Career Exploration • Peer Helpers in SPED PE class • Youth Court Jurors • Workability for SPED to help place them in paid jobs • Career Center • Career cruising • Guest Speaker for Linked Learning Pathways • Foreign Language Fair <p>The Center for Advanced Research and Technology (CART) is a high school that is operated by both Fresno Unified and Clovis Unified school districts. Throughout the school boundaries of both districts, 11th and 12th grade students attend a half-day program of career oriented classes. Roosevelt High students who choose to participate are bused to CART for either a morning or afternoon session. CART allows students to access career pathways that Roosevelt High does not offer such as Biomedicine, Law and Order and Policy, Forensic Research and Biotechnology and Product Management, among others.</p>	<p>Enrollment in all programs, clubs, pathways</p>

BSU meets every Tuesday and talks about the latest issues that are going on in the African American community.

Ujima meets once a month as regional members and they talk about what the needs are on campus (7-12). They talk about how to be a leader on your own campus. There is a trip in the Spring to Washington D.C. and New York to see colleges and the new African American Museum, as well as, the Harlem school zone.

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Career Cruising can create resumes and answer questions to see what careers would be best with their interests.	

ACS WASC Category C. Standards-Based Student Learning: Instruction

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

C 1: Challenging and Relevant Learning Experiences Criterion

- Following the FUSD Classroom Foundations, Fresno Unified has implemented a new district-wide instructional focus, Instructional Practice Guides (IPGs) in both Literacy and Mathematics. The second tenet of the IPG deals directly with challenging content and is evaluated regularly through classroom walkthroughs.
- School wide focus has shifted to student driven inquiry based instruction which means instruction is focused on what students are doing and how they are processing material. The district expectation is that all students will be engaged in complex texts, complex talk, and complex tasks. The implementation of ELA Common Core standards in all subjects created an avenue to adopt a school wide focus on annotation to prepare students for the rigors of college reading, writing, and thinking. There are several exemplars of project-based instruction at our school. The Virtual Enterprise/Business Academy pathway provides students with real world relevant instruction and production. Our Health Academy pathway connects core subjects to health, offers volunteer opportunities at Fresno Community Regional Hospital, and the option to obtain CNA certification. Our AP program develops the intellect, academic skills and behaviors necessary for success in college level work. In all academies, students see the connection of their pathway and the courses they take. SpringBoard is the district adopted ELA curriculum and Big Ideas the mathematics curriculum which are aligned to CCSS. For students requiring additional help, they can attend our RHS After School Program each and every day of the week until 6:00 p.m. We offer APEX for credit recovery and Edgenuity for both credit recovery and original credit.
- Roosevelt High's English language learners are supported through the best practices that teachers are implementing in their classes. The emphasis on collaboration and discussion through CCSS ELD standards supports our English learners providing a safe academic setting for language development.
- Our 9th Grade Team teachers, PLUS teachers, and counselors dedicated to only 9th graders focus on ways to coach students as they transition to high school. Support focuses on keeping 9th graders on track for graduation. During 9th grade team meetings, teachers are able to discuss solutions related to 9th grade learning experiences, attendance, behavior and academics.
- All teachers create standards-based curriculum. Lesson objectives are shown, stated, and referred to. All core content teachers attend district professional development to

deepen collective understanding of CCSS and Webb's DOK. Teachers use a variety of techniques to differentiate instruction to meet the needs of all learners.

C 2: Student Engagement Criterion

- RHS teachers effectively use a variety of strategies which include multimedia and other technology in the delivery of their curriculum. Many teachers use Google Classroom to deliver support and organize curriculum. Accountable Communities develop unit plans which include various strategies and use of media and technology.
- RHS students daily demonstrate their ability to think, reason and problem solve in their classes. RHS students deliver a variety of products. With the IPG and a school wide focus on complex text, talk, and task, we are finding that more students attempt and complete assignments and projects and that more students complete the task with greater depth of critical thinking.
- RHS teachers use a variety of technology resources to assist them in achieving academic success for students in the school wide learning outcomes. Use of technology varies among teachers and is not due to teachers choosing not to incorporate technology, but rather the availability of technology to use.
- Since the new curriculum adoption in two core classes, ELA and mathematics, there is a plethora of original primary and secondary sources from a variety of locations. Social science utilizes primary sources frequently in DBQ writing and to develop skills of making assumptions, drawing conclusions, and determining point of view. Science classes are project-based, use many different types of sources, and involve students in real world experiences. RHS offers many opportunities for students to be involved in programs that give them career/experience in the real world.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

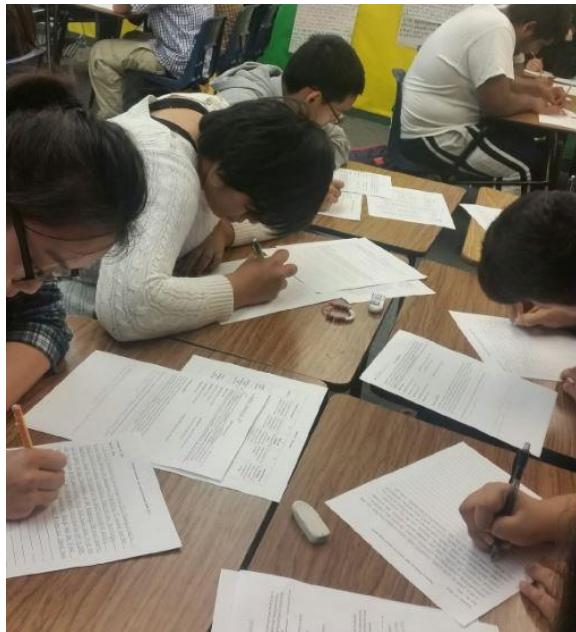
- Involvement of all 9th grade students in PLUS work
- Accountable Communities
- Academies/Pathways provide students focus and specialized study opportunities
- The Instructional Practice Guides (IPGs) in both Literacy and Mathematics is employed by all Math and English teachers and to ensure high-quality instruction.
- Focus on culture of learning with high expectations in classrooms

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Need intentional focus on language development
- Need more technology to support students in assessments and access to online resources on a consistent basis
- Continued tech support and resources for staff
- Increase focus on Visual and Performing Arts Frameworks (content standards) and Career Technical Education standards embedded within lessons in VAPA and CTE courses.

Category D

Standards-Based Student Learning: Assessment and Accountability



Focus Group Lead: Debbie Roberts, History Social Science Teacher/AP Coordinator

Focus Group Members

Rhianna Beaumont-Lamb, English Teacher

Matthew Brown, Math Teacher

Adriana Cadenas, Spanish Teacher

Pablo Ceja Del Toro, Spanish Teacher

Kimberley Clarke, Counselor

Rebekah Esau, PLUS Teacher

Rochelle Flores, PE Teacher

Abrial Garcia, Vice Principal

Reid Gromis, Science Teacher

Theresa Kasner, English Teacher

Joel Munoz, SPED (Mild/Mod) Teacher

Ruben Velez, Math Teacher

Matt Roberts, History Social Science Teacher

Maria Salinas, Child Development Teacher

Jairo Sanchez, Science Teacher

Christopher Sarantos, History Social Science Teacher

Liliana Trejo, Spanish Teacher

John Vertson, ISGI

Deborah Williams, JE Young

Richard Woods, Choir Teacher

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Prompt Facilitated by Focus Group Members: **Matt, Theresa, Rebekah, Rhianna, Maria**

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Roosevelt High School testing procedures vary by assessment; however, vice principals and the head counselor share the test coordinator responsibilities. Other Roosevelt High School staff act as support for preparing materials and troubleshooting issues as they arise. The Coordinator communicates with the Fresno Unified REA (Research Evaluation and Assessment) department and attends the coordinators training session for the particular assessment. Staff is given information on the assessments window and procedures via email and face-to-face meetings. During the administration of the assessment, the coordinator and support staff act as liaison between teachers or proctors and REA. They also ensure that issues are dealt with quickly, whether it is technical support or adding new students to rosters, etc. The coordinator assists teachers and staff in the interpretation of and access to the assessment results.</p>	<p>GPA Reports Sample Counseling Plans for test administration REA Website</p>
<p>In the Spring of 2015, Roosevelt High School administered the Smarter Balanced Assessment Consortium (SBAC) in English and Math to 11th graders with a 92% participation rate. Students were tested for the ELA assessment during their English III classes as well as pull out sessions following AP testing. Since math classes are not pure 11th grade courses, the math section of the SBAC was administered in U.S. History courses in the same manner as the ELA section (combination of traditional and block periods over the course of two weeks and during pullout sessions).</p> <p>As the STAR program was being replaced by the California Assessment of Student Performance and Progress (CAASPP) in 2014-15, instructional focus shifted towards teaching new standards</p>	<p>SBAC scores on ATLAS California Department of Education website:</p>

<p>that emphasize analytical thinking, problem solving and communications skills. The SBAC percentage of students scoring Proficient/Advanced on the 2012-13 CST ELA exam increased by 12% for Met/Exceeded standards on the 2014-15 CAASPP ELA (an increase by 14% if only 11th grade students are considered from the 2012-13 ELA CST). The percentage of students who scored Met/Exceeded standards on the 2015-16 CAASPP ELA decreased by 4%. For math, the percentage of students scoring Proficient/Advanced on the 2012-13 CST Math exam increased by 2% for Met/Exceeded standards on the 2014-15 CAASPP Math (an increase by 3% if only 11th graders are considered from the 2012-13 Math CST). The percentage of students who scored Met/Exceeded standards on the 2015-16 CAASPP Math decreased by 1%.</p> <p>Each content assessment consisted of two parts, a Computer Adaptive Test (CAT) and a Performance Task (PT). The overall ELA results show 38% of the 11th grade students met or exceeded proficiency. 28% of the 11th grade students nearly met proficiency. 35% of the 11th grade students did not meet proficiency. The overall Math results show 9% of the 11th grade student met or exceeded proficiency. 20% of the 11th grade students nearly met proficiency. 72% of the 11th grade students did not meet proficiency.</p>	<p>CAASP Portal http://www.caaspp.org/</p>
<p>All 9th through 11th-grade students took the PSAT on October 19th, 2016. PSAT data will be utilized for general education course placement, AP course placement, and EL redesignation. National Merit Scholarship is also awarded to students who meet the national standards. All 9th-11th grade students take the PSAT test at no charge. Fresno Unified School District pays the testing fees for all Fresno Unified Students grades 8 - 11 high schools.</p>	<p>PSAT scores are posted on ATLAS</p>
<p>FUSD's Common Assessment was given for the first time in October 2014. This was a multi-day writing assessment that was given in classes to measure growth in the Common Core Literacy Standards and content standards. The assessment was given in English I, II, and III; Modern World History, US History, Algebra I, Geometry, and Algebra II. Teachers used a district provided rubric to score the common assessments; the scoring data was provided to REA. Teachers utilized the scoring data to identify gaps and trends during a Common Core Training session. The remainder of the assessments were put on hold awaiting logistical changes due to new curricular adoption.</p> <p>In 2015-16, Fresno Unified School District has implemented common District Interim Assessments in ELA and Math (Algebra, Geometry, and Algebra II) called Illuminate. These assessments were administered on computer tablets two times during the 2015-2016 school year (October and February), and will continue to be administered twice in 2016-2017.</p>	<p>District Interim Assessment Scores on ATLAS</p>

The results are reported out as mastery level on specific Common Core State Standards. Interim data will also be used as a marker for EL redesignation.

FUSD has incorporated District Interim Assessments two times each year in English and Mathematics using the online program Illuminate, beginning with the 2015-16 school year. However, due to the adoption of new curriculum materials, and adjustments to district scope and sequence documents, the assessment content changed for 2016-17. The results of the assessment are reported out in relation to mastery of the Common Core State Standards addressed on the test. Roosevelt High School teachers are still learning how to best use the results data to inform and guide their instruction.

Semester 1 District Interim Assessments

	Fall 2015		Fall 2016	
	% Correct	% Met Stds	% Correct	% Met Stds
English 9	38%	11%	44%	19%
English 10	40%	16%	43%	34%
English 11	44%	31%	45%	30%
Algebra I	12%	n/a	32%	12%
Geometry	24%	n/a	27%	7%
Algebra II	18%	n/a	25%	4%

Semester 2 District Interim Assessments

Subject	Spring 2016		Spring 2017	
	% Correct	% Met Stds	% Correct	% Met Stds
English 9	34.5%	16.9%	35.0%	21.8%
English 10	37.1%	25.6%	42.5%	35.4%
English 11	42.4%	30.5%	41.9%	29.1%
Algebra I	16.9%	n/a	31.8%	11.5%
Geometry	18.3%	n/a	30.2%	8.7%
Algebra II	14.5%	n/a	29.8%	3.6%

<p>Through the 2016 administration, all English Learners are assessed on the CELDT exam until they are redesignated. Starting in 2017, school sites will no longer be administering the CELDT exam.</p> <p>Roosevelt High's CELDT process begins prior to the test through preparation of the students. Staff received a CELDT Review 2016 PowerPoint and were encouraged to review this with their 3rd-period classes. Students are tested in classrooms of 15–30 students, by grade level. Make ups are completed later in the testing window. This process is proving to be successful for several reasons. Students are more at ease taking the assessment in groups of 15–30, as opposed to all students in the auditorium which was the protocol up until the 2016 testing administration. Additionally, students are now more aware of their own progress toward re-designation and understand the criteria for the process. The district assessors support our site and make up sessions. This brings our testing participation rate to approximately 97%. Student proficiency levels are increasing annually as expected, and our re-designation rate is also increasing. Between 2010-2015, after CELDT administration, our RHS EL re-designation rate increased from 7% in 2011-2012 to 11% in 2014-15. This signals students' improvements and ability to accomplish grade level assignments and demands.</p> <p>Parents attending the ELAC Meeting February 7th were given their student's results report and results were interpreted for parents. All other CELDT takers and parents received the results via US mail with a letter attached in three languages, English, Spanish, and Hmong, explaining how to interpret the results.</p>	<p>CELDT Scores on ATLAS (last administration completed October 2016)</p> <p><u>CELDT Review 2016 PowerPoint</u></p> <p>ELAC Agenda</p>
<p>The ELDA Test is a local assessment that closely resembles the CELDT. There is a much shorter window for this English Learner Assessment than both the CELDT and DRP. The 2013–14 school year was the first administration of the assessment and initially was planned to be administered three times per year. After careful consideration, it was determined by the Assessment Council for Fresno Unified that it would only be administered one time in 2014-15. The ELDA was discontinued for the 2015-16 school year.</p>	<p>ELDA data on ATLAS</p>
<p>The DRP, or Degrees of Reading Power assessment, was administered three times per year to students in 2014-15, but was discontinued at the high school level for 2016-17. The assessment measured reading comprehension with seven paragraphs missing a total of 63 words, each paragraph becoming increasingly difficult.</p> <p>The assessment windows fell in September, January, and May. In 2014-15 it was administered in September, January, and April. For the 2015-16 school year the test was administered in September and February.</p>	<p>DRP data on ATLAS</p>

<p>The DRP was administered on computer tablets. The first administration of this assessment in May 2014 experienced a number of technical issues across the district. The September administration of the school year was also difficult in that it fell within the same time as the CELDT, ELDA, and CAHSEE. Each teacher had carts of computers brought to their classes for 2 to 3 days to administer the test. This was based on the assessment company's estimation that a student would be able to complete the test in approximately 60 minutes. What we found was that in actuality, most students needed closer to 100 minutes to complete the items.</p> <p>DRP results were provided to teachers for each class period. Students also received results that compare reading levels with examples from the text. The DRP was also administered to see if students were below grade level, at grade level, or above grade level literacy standards in English. The DRP is no longer used at the high school level in the district.</p>	
<p>Every subject borderline and on-track junior and senior takes the SAT prior to December of their graduation year</p>	<p>Assessment Results reported by College Board</p>
<p>Teachers utilize ATLAS Gradebook to post summative results (Embedded Assessments in SpringBoard textbooks for ELA and Performance Tasks for Big Ideas for math)</p>	<p>Embedded Assessment scores on ATLAS</p>
<p>Teachers utilize ATLAS Gradebook to post formative assessment results (based on SpringBoard textbooks for ELA and Big Ideas for math).</p>	<p>Formative assessment scores on ATLAS</p>
<p>Within Accountable Community meetings, all teachers review formative and Interim Assessment data and discuss the four Foundational Guiding Questions in order to assess learning and plan for teaching.</p>	<p>Various AC meeting notes by department</p>
<p>Administrators utilize Fresno Unified District and UC Merced joint data analysis program to provide student performance data</p>	<p>BETA Tool</p>
<p>Teachers examined D-F rates during November 7th, 2016 Buyback meeting. Teachers analyzed this data to determine grade trends, grade distribution among other grade level team members, areas where students excelled and areas students need to improve, and identified intervention strategies in an Action Plan to improve these grades across the department.</p>	<p>Q1 grade printouts Questionnaire/Action Plan (Google Chrome recommended)</p>
<p>Physical Education teachers assess:</p> <ul style="list-style-type: none"> • Aerobic Capacity <ul style="list-style-type: none"> ◦ The Mile Run 	<p>Personal Fitness Testing scores on ATLAS</p>

<ul style="list-style-type: none"> • Abdominal Strength and Endurance <ul style="list-style-type: none"> ◦ Curl-Ups • Upper Body Strength and Endurance <ul style="list-style-type: none"> ◦ Push-Ups • Body Composition through Body Mass Index levels <ul style="list-style-type: none"> ◦ BMI formula measuring weight and height • Trunk Extensor Strength and Flexibility <ul style="list-style-type: none"> ◦ Trunk Lift • Flexibility <ul style="list-style-type: none"> ◦ Back-Saver Sit and Reach <p>Personal Fitness Assessments take place between February and April, usually concluding around Spring Break. All teachers complete a pre-assessment starting at the beginning of the school year and completing around the end of September. Mid-year assessments take place at the end of 1st semester prior to Winter Break.</p>	
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Monitoring and Reporting Student Progress

Prompt Facilitated by Focus Group Members: **Matt, Theresa, Rebekah, Rhianna, Maria**

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
Our school site is effective in communicating with all stakeholders. Parents and students have 24-hour access to the ATLAS System with a personal login and password. Parents may also activate the EDUtext service that automatically texts the student's attendance and grades to the parent on a daily basis.	ATLAS EDUtext
Teachers and sites were able to access data on the Power School grading system in the past, which was replaced by the ATLAS grading system, developed for Fresno Unified by Microsoft in the 2012–13 school year. ATLAS also replaced assessment information system, AIS, which allowed teachers and administration to gather multiple sources of data regarding the site placement or individual student. As of the 2014–15 school year, all remaining AIS and REA data was moved to the ATLAS system. The ATLAS system also monitors student engagement or extracurricular involvement, such as sports, music, competitions, and clubs.	Student and Parent Passwords for ATLAS are listed on all schedules, progress reports, and final grade reports

Progress reports are given to students every five weeks, and semester grade reports are mailed home. School Messenger, which allows the user to customize a message to inform parents that grades are current and posted, is also used. Counselors and teachers are available at Grade Distribution Night to provide parents and students with information about grades as well as different extracurricular programs available on campus.	Progress Reports School Messenger Back to School Sign-ins School Accountability Report Card (SARC)
Roosevelt High parents, faculty and students have a number of opportunities to view assessment results, such as Individual student CELDT, DRP and assessment results are mailed home to parents for review.	SARC CELDT DRP
Along with ATLAS, Counselors use the Equity and Access BETA tool to monitor the extent to which students are progressing towards graduation, and are meeting A – G requirements. The BETA tool was developed by Fresno Unified in partnership with UC Merced, as a data information system. Its purpose is to better monitor student progress toward A-G eligibility. Our counselors continually review students' progress towards graduation and organize parent-teacher and Student Study Team (SST) meetings when necessary.	Beta Tool
College Board sends home the PSAT and SAT results to inform students and parents about student progress towards achieving the academic Standards	College Board mailouts College Board access codes in counseling office
School Site Council members review student data with all stakeholders (parents, students, teachers, administrators): <ul style="list-style-type: none"> • Academic performance • Academic Growth • Academic completion and retention • Social Emotional • Culture and Climate 	Beta Tool Data Dashboard - Principal access
During the fall semester, Fresno Unified School District sent home a college-readiness packet to every senior in the district. In this packet, students and parents were made aware of each senior's progress towards graduation and the colleges that they are eligible to apply for.	District college-readiness packet
Special Education case managers also have regular communication with teachers and parents concerning the progress of students with IEPs.	Signed IEP forms
Another measure Roosevelt High School uses to evaluate student performance and keep the school accountable is the graduation rate. Between 2010 and 2016, the graduation rate increased from 76.8% in 2009/10 to 89.2% in 2014/15	California Department of Education: DataQuest

Board members are able to access performance data on the California Department of Education's Dataquest website, and the School Accountability Report Card (SARC), which is found on the FUSD website.	SARC California Department of Education: DataQuest
Business/Industry members are able to access performance data on the California Department of Education's Dataquest website, and the School Accountability Report Card (SARC), which is found on the FUSD website.	SARC California Department of Education: DataQuest

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
Along with ATLAS, Counselors use the Equity and Access BETA tool to monitor the extent to which students are progressing towards graduation and are meeting A – G requirements. The BETA tool was developed by Fresno Unified in partnership with UC Merced, as a data information system. Its purpose is to better monitor student progress toward A-G eligibility. Our counselors continually review students' progress towards graduation and organize parent-teacher and Student Study Team (SST) meetings when necessary. RHS students meeting A-G college requirements has increased between 2010 and 2014 from X% to X%.	Counseling reports BETA tool A-G monitoring One-on-one progress chats recorded on ATLAS ATLAS access 24 hours for both parent and student
The administration team sends out weekly data reports to teachers and counselors which include D and F rates by grade level. A flowchart is provided to see the progress of our students. In addition, suggested academic strategies are provided for teachers use with students, and to further our collaborative effort.	Progress Reports Report Cards
Progress reports are given to students every five weeks, and semester grade reports are mailed home. School Messenger, which allows the user to customize a message to inform parents that grades are current and posted, is also used. Counselors and teachers are available at Grade Distribution Night to provide parents and students with information about grades as well as different extracurricular programs available on campus.	Back to School and Open House Night (Grade Distribution Night) sign-in sheets
For formal summative local and district assessments, the performance levels are provided to teachers through ATLAS and the Illuminate site. These results are analyzed and used in site planning for areas such as placement, re-designation, or progress toward	

graduation. Instructional decisions from teachers and ACs are also considered in assessment results. Analyzed data shows where student knowledge has gaps. Strategies and lessons are designed to bridge these and move students forward.

Roosevelt High parents, faculty, and students have a number of opportunities to view assessment results such as the School Accountability Report Card (SARC), which is found on the FUSD website. Individual student CELDT, DRP and assessment results are mailed home to parents for review.

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>Students enrolled in Apex Learning and complete the majority of their work online, but within the classroom. In this way the teacher is still able to monitor and assist. Weekly one-on-one conferences are scheduled between teacher and student for the purposes of goal setting and progress monitoring. Grading is conducted both electronically and manually. For example, the work that is multiple-choice and short answer is scored by the computer, while longer written components are scored by the teacher. Teachers are able to determine if the student is truly mastering the course content by evaluating the longer written components in more detail.</p> <p>In addition to Apex Learning, we now offer Edgenuity online credit recovery after school for:</p> <ul style="list-style-type: none"> • Online English I and English II are variable credit (worth credit less than 5). Please only enroll students in one credit at a time. English III is a full semester (5 credits) at a time. • History/Social Science could be credit recovery or could be original credit. However, these courses are only worth 5 credits. • We have three electives (World Regional Geography, Art History I, Psychology). Psychology is a two-semester course, but students could only take the first semester. The others are single semesters. 	<p>Apex Learning Reports</p> <p>Edgenuity Reports from instructors Mr. Boucher and Ms. Rhodes</p>

<p>Edgenuity schedule: Ms. Rhodes' lab is from 3:30 - 5:30 Mondays and Wednesdays, and Derek Boucher has lab from 3:30 - 5:30 Mondays and Tuesdays.</p> <p>Algebra classes utilize Big Ideas for assignments that are standards-based and gives immediate feedback to students. Students are able to watch videos on the specific subject matter in either English or Spanish. Tests and quizzes can be assigned and completed either in class or at home according to the teacher's discretion. Teachers can also choose which problems from the text are to be assigned for either the class as a whole or individual students. The textbook Big Ideas is also online so students can access either in class, on portable devices or phones, and at home.</p>	
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

Prompt Facilitated by Focus Group Members: **Matt, Adriana, Reid, Pablo, Liliana**

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>Teachers utilize a variety of both formative and summative assessments. For formative assessments, the use of quick writes, tickets out the door, quizzes, vocabulary cards, etc. are common throughout all departments.</p> <p>In the fall of 2016, English Language Arts began implementing the district-adopted SpringBoard curriculum. All ELA instructors utilize</p>	<p>Archived assessments from teachers in all subject areas</p>

<p>SpringBoard formative and summative assessments to evaluate student performance.</p> <p>ELA instructors follow the district SpringBoard pacing guide that outlines the units and projected dates students will be administering summative assessments (Embedded Assessments). Since this is a learning year, ELA instructors are receiving on-going training from SpringBoard and FUSD Instructional coaches on how to implement the new curriculum and pacing guide.</p> <p>In Social Science teachers utilize both content assessments that could be in the form of quizzes, quickwrites, tickets out the door, etc., as well as assessments that combine content questions with assessments that deal with common core issues. Along with these the department has assessments that incorporate analysis skills such as DBQs that assess the student's ability to analyze written documents - letters, reports, speeches, etc.- for bias, POV, opinion, etc.; along with charts, graphs, political cartoons that students must incorporate into their answers. This level of assessment was taken from the Advance Placement program, but was simplified for general students.</p> <p>For summative assessments we use standard content tests, DBQs, FRQs, unit tests. Physics classes are using common mastery tests to check understanding at the end of each unit. Biology developed common quarterly assignments and assessment.</p> <p>The World Languages Department uses a variety of assessments that are used to check understanding in all four areas of communication: listening, writing, speaking and reading. Assessments are given on quizzes, unit test, oral presentations, and oral tests. Other forms of evaluation are essays, written short stories, skits and dialogues all presented in the target language.</p> <p>Algebra uses a common standards based summative assessment for each unit and for semester final exams. Algebra also uses tickets out the door, individual white board evaluations, individual vocal mini-checks, elbow-partner pair-shares, small group 1-2 question mini-checks, along with individual note-taking. All teachers utilize Illuminate and Big Ideas for assessing and remediation.</p>	
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D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Advanced Placement teachers regularly review AP test results from last year's test to approximate possible areas for future assessments.	Archived AP test results College Board Records

Demonstration of Student Achievement

Prompt Facilitated by Focus Group Members: **Matt, Adriana, Reid, Pablo, Liliana**

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Teachers work in ACs to analyze common assessments and create and modify classroom activities in support of student success. They also share student work to determine the effectiveness of lesson design. Teachers also share individual teacher assignments not connected with a 'common assessment or assignment.'	PLC Meeting Notes Common Assessment Results
Portions of every AC meeting in science are used to discuss assessment results and discuss what worked in instruction and potential adjustments to future instruction.	Examples of student work Science AC notes
In the World Languages Department we look at end of year goals and curriculum goals in order to determine and design lesson planning, assessments, and projects that will support students learning goals.	
Algebra AC uses common formal and summative assessments to analyze which standards have been appropriately taught and which standards need to have continued growth or remediation as a whole or for individual students.	

Student Feedback

Prompt Facilitated by Focus Group Members: Matt, Adriana, Reid, Pablo, Liliana

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

Findings	Supporting Evidence
<p>All Fresno Unified School District instruction must include an objective, lesson/instruction that is aligned with the objective, assessment, and closure. Roosevelt High School teachers are also expected to include Common Core Literacy Standards and design units that support critical thinking, with the incorporation of technology. One of our FUSD Foundations is Assessment. This is not as much summative as formative in nature. Teachers are encouraged to utilize checking for understanding strategies at key junctures of the lesson to ensure students understand each part of the lesson. Additionally, the lesson Closure should be an indication of where the students' current level of mastery is for that specific lesson. The information gathered from the checking for understanding and closure informs the direction the lesson goes next: Continue, reteach, additional practice, or accelerate instruction. Student work samples reflect movement toward mastery of content standards.</p> <p>The assessments and assignments from our teachers, district and state, all reflect our Schoolwide Learner Outcomes as effective communicators, problem solvers, critical thinkers, and collaborative innovators which are all part of the Rough Rider Way. We believe these are the necessary skills for success in the 21st century workplace.</p> <p>Rough Riders are:</p> <ol style="list-style-type: none"> 1. Effective Communicators 2. Complex Thinkers 3. Self-Directed Learners 4. Collaborative Workers 5. Community Participants <p>Students' work shows assignments aligned to standards and indicates the growth toward mastery of the grade level content</p>	<p>Archived assessments from teachers in all subject areas</p>

standards. Students are assessed in a variety of ways to demonstrate their understanding of academic standards and preparedness for college and career readiness. Across the board, student participate in hands-on projects, presentations, academic writing, and critical reading.

Some student work samples include the following:

- Homework samples given to reinforce the assignment that day or something students have learned in previous years to refresh their memory for the next day. Homework can be used to catch up the students who need extra time, so they are on track with the rest of the class the next day. Homework is used to reinforce skills and give practice, as well as reinforce college skill of reading and studying independently. Some teachers use homework to complete steps for a large class project.
- Student portfolios are utilized in some courses. Portfolios are a representative sampling of a student's work either by teacher or student selection. The portfolio aims at showing the growth of a student in their standards through work on significant assignments. Many portfolios require a student reflection explaining their choice in assignments and the rationale behind each choice. Courses which utilize portfolios vary.

Students also participate in California State Physical Fitness Testing and receive daily practice in their PE classes.

Student with an Individualized Education Plan receive additional support during assessments. Based on their IEP plan, they receive alternate testing sites, extended time, preferential seating, reduced amount of problems, or testing in small groups.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

Prompt Facilitated by Focus Group Members: **Richard, Chris, Debbie**

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
The District Cabinet, Board, and Roosevelt High's Administration and Counseling Department use many assessment tools to monitor student progress towards meeting graduation and A-G requirements to be CSU/UC eligible. The equity and access BETA tool and cabinet dashboard allow for quick data gathering around graduation progress, A-G progress, 12th grade SAT/ACT test registration, CSU/UC application completion, FAFSA completion, and college acceptance. [When Administrators or Counselors see a student who is not meeting his/her goals, the student is called in so counselors can address the issue and make the necessary adjustments to correct the problem.]	Staff Assignments BETA tool Data Dashboard
Part of the Core Waiver agreement was the establishment of a School Quality Improvement Index (SQII). SQII uses academic (60%) and non-academic (40%) measures of school quality. The Academic Domain includes Performance, Growth, On Track to Graduate and Graduation Rates. The Social Emotional and Culture/Climate Domains include Chronic Absenteeism, Student/Staff/Parent Culture/Climate Surveys, Suspension/Expulsion rates, Social Emotional Skills, ELL Re-designation rates, Disproportionality in Special Education Identification and AP Enrollment, Retention, and Pass Rates. SQII also considers growth and disproportionality measures in the calculations. Significant subgroups are defined for groups of students numbering 20 or more, as opposed to the requirement from	SQII

<p>NCLB of 100 or more students for subgroup accountability. The data for each of these indicators is located on the BETA tool.</p> <p>ATLAS shows progress for the whole student, displaying academics, attendance, behaviors, and student engagement/activities. The student engagement tool is available to allow stakeholders to monitor student participation in afterschool activities, clubs, and/or sports. The data provided by ATLAS mobile is accessible to students, parents, and teachers. Administration and the use of ATLAS allows all stakeholders (school personnel, parents, students, district administrators) to analyze student progress not just in academics, but also in other areas that have an impact on student achievement. The system is continually developing, but there is already evidence that it will be used to evaluate programs. An example of this is the 2015-2016 report released by administration highlighting the number of D's and F's in the school. The report was taken back to the accountable communities to discuss interventions for students. This report is delivered via email weekly to administration.</p> <p>The BETA tool identifies "at risk" students in the areas of grades, attendance, and behavior. A color-coded system identifies which students need early intervention, and who may need intensive intervention. The BETA tool is consistently updated and used by the academic counselors and administration to evaluate students and use information toward planning program. The SSC also uses the identified target areas for growth in developing the single plan for student achievement including the budget and personnel allocations for the school year.</p>	<p>ATLAS</p> <p>BETA Tool</p>
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D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Students enrolled through JE Young online programs are concurrently enrolled in a regular on-site core academic program. Those students access state-mandated tests through their core academic program.	

Curriculum-Embedded Assessments

Prompt Facilitated by Focus Group Members: Richard, Chris, Debbie

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAPA, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.

Findings	Supporting Evidence
<p>The School Site Council analyzes data including SBAC, SAT, and EAP to determine budgetary and personnel decisions that reflect student areas of need. At the beginning of the school year, staff review the standardized test results with our principal to determine student academic needs and then how each subject area can support those academic needs.</p> <p>Our departments have developed and are developing common formative assessments (CFAs) based on the common core literacy standards and/or math standards. We have returned to the School Wide Write to work together on grade level academic goals. The academic goals are based on the four skills that students should practice every day and in every class. In their ninth grade year, students will focus on summary and writing a claim with supporting argument using evidence in a letter format. Tenth grade students will summarize several sources, and then draw Inferences and conclusions in a newspaper article format. Reaching their eleventh grade year, students will summarize and analyze conflicting source documents in a report (i.e., legal brief, science paper, election analysis, etc.) format. Finally, in twelfth grade, students will summarize, then collaborate to solve problems with no obvious solutions in a how-to-article. The School Wide Write will be administered twice, early in the fall semester and after the all the testing in the spring semester. The School Wide Write will be scored and analyzed by all RHS staff to inform instructional decisions for the next school year.</p> <p>In the fall of 2015, our entire staff was divided into five cross-curricular groups to address ELL issues and instruction. We met every two weeks and discussed who our ELLs are, the CELDT test and what students need to be able to do to be successful on the test, the most effective instructional practice for our EL students, and the ELL Framework.</p>	<p>SSC agendas/minutes SPSA CFAs from departments School Wide Write Four Year Plan 2017-2018 Master Calendar School Wide Write AC Agendas/Minutes</p> <p>ELL agendas/minutes</p>

Schoolwide Modifications Based on Assessment Results

Prompt Facilitated by Focus Group Members: J. Munoz, Flores & Sanchez

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
This is done in AC communities/Teachers share ideas and lessons. Teachers align curriculum and assessment by subject.	AC meetings agendas/minutes
Roosevelt High School uses many forms of assessment to drive our school's programs. Departments use the results of these assessments to inform instruction to increase student growth toward academic mastery. Roosevelt High School staff employs a number of resources to target the specific needs of students as identified by assessment results. (See list in supporting evidence.)	Examples of assessments ATLAS reports section BETA Tool
In the past, CST, ACS, and CAHSEE results were used address weaknesses and to monitor student progress. Those assessments have been replaced by SBAC and district interim assessments for English and Mathematics using the Illuminate assessment platform.	ATLAS Reports
At the end of the 11th grade English and Math CST, there were an additional 15–20 questions that assessed students' college readiness in those courses at the CSU. The Early Assessment Program (EAP) was used to help guide 12th grade students' placement in English and Math. Now SBAC results can be submitted for EAP. Although our district requires only three years of math to graduate, the results from the EAP are a salient data point to offer a fourth year of math. Additionally, in 2013, the results led to a decision to eliminate the traditional English IV senior course in favor of ERWC (Expository Reading Writing Curriculum). This was accomplished through a partnership with CSU Fresno and Fresno Unified. Students who scored "conditionally ready" on the SBAC and earn a C or better in the class can be placed in a non-remediated CSU or community college English class.	Master Schedule
As of the 2014–15 school year, our district has committed to providing each comprehensive high school a full-time Career Technical Education Coordinator to manage and monitor the career technical education pathway. The Coordinator tracks the progress of	

<p>students enrolled in academics and ensures a consistent course sequence that supports the transfer of knowledge into all pathway courses.</p>	
<p>The student data taken from BETA tools and assessment results, has led to the implementation of programs to help struggling students get back on track. This includes the use of Apex Learning (an online credit recovery program for English, math and social studies) as well as automatic enrollment in summer school classes for students receiving D's and F's. Roosevelt High School has also established the Men's and Women's Alliance which targets at risk students and offers a class that supports their academic progress and behavioral issues which impact their success.</p>	<p>Credit Recovery enrollment Summer School enrollment Men's and Women's Alliance enrollment</p>
<p>Roosevelt High School assesses and monitors student attendance closely. The district and school use a program called Attention to Attendance (A2A) to identify students with chronic attendance issues. The Community-School Liaison, attendance clerk, and vice principals meet with the students and parents to counsel them in an attempt to correct the problem. Parents are able to keep abreast of student progress through a number of technical and personal means. Parents and students have a unique ATLAS login and password where they can access grades, missing assignments, and attendance from any computer, 24 hours a day. In addition, School Messenger sends out pertinent information regarding grade reporting, progress reports, and other important school related messages. Personal contact with parents include Back to School Night, Open House, IEP meetings, parent conferences, and parent phone calls.</p>	<p>A2A data ATLAS Hits from students and parents</p>
<p>Roosevelt High School also offers a 9th grade parent night, 10th parent night, 11th grade parent night, and 12th grade parent night. These meetings are held with parents only. They are led by the academic counseling staff and administration. The purpose of the meeting is to inform parents of the support available to them, the intervention programs, and the specific progress their students need to be making towards graduation.</p>	<p>Agendas/Information Flyers</p>
<p>With all Fresno Unified online tools, as well as a host of personal telephone contact protocols and systems, it is easier than at any other time to be fully informed on the progress of a single student, as well as the entire student body. Along with the traditional progress reports and report cards, parents and students are able to receive live data through the ATLAS portal, and daily Edutext text messages showing both grades and attendance information.</p>	
<p>During Back To School Night and Open House, and other parent meetings, parents are encouraged to sign up for Edutext, and taught how to access these valuable tools. We receive many more</p>	

<p>proactive phone calls and visits from parents that reference something they accessed from their student's ATLAS or EduText. This confirms that parents are better informed by using these tools. An area of growth is to find ways to reach even more parents and train them how to stay up to date on their student's grades and attendance. We must find additional methods to reach even more parents and continue the momentum towards our goal of having greater parent involvement and more knowledge of their student's performances.</p>	<p>Agendas/Information Flyers</p>
<p>Students have a login for ATLAS where they can monitor their grades and missing assignments at any time. Progress reports are distributed approximately every five weeks, and report cards are distributed at the end of semesters. Students are encouraged to approach their teachers to ask questions regarding their progress and plan their success.</p>	
<p>The student assessment data is gathered from both formative and summative results. This provides us valuable information regarding the progress and needs of our students. Starting at the accountable community level, teachers are expected to work together to analyze the achievement data on all students and respond by creating opportunities to either reteach, revise, or reinforce specific knowledge and skills. Some of our accountable communities work more effectively than others, but all are moving in the direction of responding to data with appropriate planning.</p>	<p>Agendas/Minutes</p>
<p>Professional development activities are created in response to feedback from accountable communities. Lead teachers communicate this information at bimonthly meetings. Our Buyback days the in the 2016-2017 school year have been focused on "what should students learn" and "how do we know they have learned it", two of the four foundations of accountable community meetings.</p>	<p>Master Schedule</p>
<p>In the past, our master schedule has reflected the specific needs of our students, such as placement in mathematics, English, AP classes, and specific pathway classes and electives. Every other week, ELA/Science teachers work [with the 9th grade Intervention counselor to meet with struggling students and hold parent conferences. Our SPSA reflects areas of need as identified by data, such as number of Ds and Fs in core classes.</p>	
<p>As a district, Fresno Unified implemented the Cycle of Continuous Improvement and Foundations to develop a district culture of data driven instruction. While many of our pathways and some of our accountable communities are at the place of using the data to change instruction, others are moving in that direction with support. The district provides professional development for us throughout the district and region. At the site, we continue to work in the direction of</p>	

differentiating professional learning based on student-teacher need. Time for in depth training is difficult, and for the most part, has been confined to institute days and the three buyback days. We do, however, continue to make progress.

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>Teachers share grading scales by department-including weight by categories. Also, the ATLAS system already has a predefined grading scale by district, although teachers may opt to change it.</p> <p>Each year, the School Site Council, analyzes data from a variety of site, district, and state sources to determine the effectiveness of each its program areas to determine the focus for budget allocations. The administration and the counseling staff continually utilize the BETA tool which identifies and places student academic, social-emotional, and extra-curricular data into categories of doing well, falling behind, and critical. This is differentiated among grade levels, programs, subject areas, and individual students. SQII provides growth gains, deficits, and targets for the district Common CORE indicators and goals. Teachers review pertinent data at the beginning of each school year and periodically throughout the year to continue to provide a relevant and challenging curriculum.</p>	<p>ATLAS</p> <p>BETA Tool SQII SSC Minutes</p>

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Findings	Supporting Evidence
<p>All proctors receive training prior to the administration of the assessment and are required to sign a document attesting to the fact. PSAT and SBAC assessments are proctored by Roosevelt teachers. AP tests are proctored by the counseling staff. The CELDT test is administered by experienced CELDT proctors provided by the district. Every effort is made to assess students in familiar surroundings with desks and proper lighting.</p> <p>For the SBAC test, students must log on to a secure web browser with their first name and CASID number. A designated proctor must also log on and create a test session and accept the student into the</p>	<p>http://www.caaspp.org/</p>

test. There are uniform systems in place for technology use, room disturbances, late-comers, the checking in and returning materials process, and administration of the assessments.

Paper testing documents are secured in a room where only 3 keys exist. Key holders are: The principal, office manager and the person who oversees that particular test. Teachers do not receive their materials until the morning of the assessment and must return it to the secure testing room at the conclusion of each day's assessment.

ACS WASC Category D. Standards-Based Student Learning: Assessment and Accountability:

Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

D 1: Using Assessments to Analyze Monitoring and Report Student Progress Criterion

- RHS testing procedures vary by assessment. We use SBAC for determining growth in learning for ELA and mathematics. The PSAT results are used for general education placement, AP course placement, and EL re-designation. The District Interim Assessments on Illuminate are used to determine mastery in ELA and mathematics and for EL re-designation. Common formative assessments and checking for understanding are used to determine if and how instruction needs to be modified for the next lesson. D and F rates were analyzed in November 2016 to determine strengths in classroom instruction, what needs to be improved, and to identify interventions.
- Parents and students have 24 hour access to ATLAS. Student engagement and extra-curricular involvement is also monitored on ATLAS. Edutext informs parents of attendance and grades on a daily basis. The community and business partnerships can receive information through Dataquest and SARC.
- The BETA tool is used by counselors to monitor student progress toward graduation and A-G requirements and to determine when intervention is necessary for the student's success and well-being. Teachers have access to student assessment data through ATLAS and Illuminate.

D 2: Using Assessment to monitor and modify learning in the Classroom Criterion

- Teachers utilize a variety of both formative and summative assessments. For formative assessments, the use of quick writes, tickets out the door, quizzes, vocabulary cards, etc. are common throughout all departments.
- Teachers work in PLCs to analyze common assessments and create and modify classroom activities in support of student success. They also share student work to determine the effectiveness of lesson design. Teachers also share individual teacher assignments not connected with a 'common assessment or assignment.'
- All Fresno Unified School District instruction must include an objective, lesson/instruction that is aligned with the objective, checking for understanding, and closure. Roosevelt High School teachers are also expected to include Common Core Literacy Standards and design units that support critical thinking, with the incorporation of technology. One of our FUSD Foundations is Assessment. Teachers utilize checking for understanding strategies at key junctures of the lesson to ensure students understand each part of the lesson. Additionally, the lesson Closure should be an indication of where the students' current level of mastery is for that specific lesson. The information gathered from the checking for understanding and closure informs the direction the lesson goes next: Student work samples reflect movement toward mastery of content standards.
- The assessments and assignments from our teachers, district and state, all reflect our School-Wide Learner Outcomes as effective communicators, critical thinkers, self-directed learners, and collaborative workers. We believe these are the necessary skills for success in the 21st century workplace.
- Students' work shows assignments aligned to standards and indicates the growth toward mastery of the grade level content standards. Students are assessed in a variety of ways to demonstrate their understanding of academic standards and preparedness for college and career readiness. Across the board, student participate in hands-on projects, presentations, academic writing, and critical reading.

D 3: Using Assessments to Monitor and Modify the Program School-wide Criterion

- The District Cabinet, Board, and Roosevelt High's Administration and Counseling Department use many assessment tools to monitor student progress towards meeting graduation and A-G requirements to be CSU/UC eligible. The equity and access BETA tool and cabinet dashboard allow for quick data gathering around graduation progress, A-G progress, 12th grade SAT/ACT test registration, CSU/UC application completion, FAFSA completion, and college acceptance. When Administrators or Counselors see a student who is not meeting his/her goals, the student is called in so counselors can address the issue and make the necessary adjustments to correct the problem.
- Part of the Core Waiver agreement was the establishment of a School Quality Improvement Index (SQII). SQII uses academic (60%) and non-academic (40%) measures of school quality.

- ATLAS shows progress for the whole student, displaying academics, attendance, behaviors, and student engagement/activities and is available to students, parents, and teachers.
- The BETA tool identifies "at risk" students in the areas of grades, attendance, and behavior. A color-coded system identifies which students need early intervention, and who may need intensive intervention.
- These tools are used consistently and strategically by the administration team, counseling staff, and teachers.
- The SSC also uses the identified target areas for growth in developing the single plan for student achievement including the budget and personnel allocations for the school year. The School Site Council analyzes data including SBAC, SAT, and EAP to determine budgetary and personnel decisions that reflect student areas of need.
- At the beginning of the school year, staff review the standardized test results with our principal to determine student academic needs and then how each subject area can support those academic needs. Our departments have developed and are developing common formative assessments (CFAs) based on the common core literacy standards and/or math standards. We have returned to the school wide write to work together on grade level academic goals.
- In the fall of 2015, our entire staff was divided into five cross-curricular groups to address ELL issues and instruction.

Prioritize the strengths and areas for growth for Category D.

**Category D: Standards-based Student Learning: Assessment and Accountability:
Areas of Strength**

- All students in grades 9-12 have equal access to multiple formative and summative assessments.
- Assessment data is accessible on ATLAS. In addition, administration and counseling have access to the district wide BETA tool, DATA Dashboard and SQIII that is constantly updated so that strategic interventions can be implemented in a timely manner.
- Implementation of new curriculum in ELA and math enables consistent instruction, ease for transfer students, and authentic collaboration.

**Category D: Standards-based Student Learning: Assessment and Accountability:
Areas of Growth**

- Increase regular, systematic analysis of ELA and Math data schoolwide.
- During Accountable Community meetings, all departments need to be evaluating assessment results.
- Due to limited number of computer carts, teachers have to follow a rotation schedule and are not able to administer assessments at the same time.
- Find ways to reach even more parents and train them how to stay up to date on their student's grades and attendance. We must find additional methods to reach even more parents and continue the momentum towards our goal of having greater parent involvement and more knowledge of their student's performances.

Category E

School Culture and Support for Student Personal and Academic Growth



Focus Group Lead: Gina Jones, SPED (Mild/Mod) Teacher

Focus Group Members

Shama Abdelhadi, Science Teacher
Brooke Archer, Director – Roosevelt School of the Arts
Elia Barajas, Art Teacher
Aimee Bagna, History Social Science Teacher
Andrew Bressette, Math Teacher
Lisa Bundy, English Teacher
Nestor Cerda, Campus Culture Director
Janel Davis, School Psychologist
Esmeralda Garcia, Counselor
Simranjeet Grover, Science Teacher
Joseph Ingram, Math/Social Science Teacher
Larry Lopez, Athletic Director
Gerardo Lopez, Math Teacher
Roger Lynn, History Social Science Teacher
Kelly McLain, Science Teacher
Howard McNair, PE Teacher
Samuel Ruiz, Video Production Teacher
Gretchen Saldana, Head Counselor
Yvette Vasquez, English Teacher
Jess Watson III, Student Re-engagement Center Teacher

E1. Parent and Community Engagement Criterion

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

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their student's educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<p>Roosevelt High School strives to build a strong school community where families feel connected, engaged, and supported. Roosevelt employs a wide range of strategies to encourage the learning and teaching process. An important component to supporting academic success is fostering meaningful partnerships between the home and the school to ensure all stakeholders are equally invested.</p> <p>Parent University: One component of the parent involvement program is our partnership with Parent University. Since its launch in 2010, Fresno Unified Parent University Module has successfully been replicated in urban and rural school districts in California. In 2014, Fresno Unified Parent University received the prestigious Golden Bell award by the California School Board Association.</p> <p>Parent University is based on three key foundational strategies: Empower, Engage, and Connect Families to Support Student Achievement</p> <ul style="list-style-type: none"> • 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 	<p>Parent University participation, attendance and graduation data</p>

<p>Through the use of modules, parents are educated on various topics that explore how to support their child's academic success. For example, the 11th Grade Module focuses on topics related to parents of high school Juniors, including what to expect as a junior, behavior and discipline, SAT/ACT exams and the UC/CSU college systems. Also included is information about AP courses, financial aid (FAFSA) and scholarships. The 12th Grade Module focuses on topics related to parents of Seniors, including what to expect as a senior, post-secondary options, information about college fees, applications and admission requirements (CSU, UC and private college systems), exam dates and support services. Parent University provides free Enriched Childcare to support adult attendance and participation in parent trainings. Although Parent University is open to all parents, it has been very effective in engaging parents of non-English speaking students in the Roosevelt community.</p>	<p>Digital Literacy Nutrition</p>
<p>Counseling: In addition to Parent University, the academic counselors at Roosevelt High School invite parents to attend grade-level parent nights held both the first and second semester. Translators are available at each event in both Spanish & Hmong. Information covered includes; A-G college entrance requirements, High School graduation requirements, attendance expectations, EduText/ATLAS/ academic supports and resources, transcripts and Individual Academic Plan Analysis/ evaluation, career center services, post-secondary options, and how parents can connect to community partners and support resources including: Upward bound, UC Talent Search and the Educational Leadership Foundation.</p>	<p>Parent Night (grade level) (counselor run) Back to School Night Open house</p>
<p>FAFSA/Dream Act Workshops: Roosevelt's academic counselors support parents as they navigate through applying for and understanding the financial aid process. These events are hosted at both RHS and at the various comprehensive high schools to ensure parents are given multiple opportunities to complete and correctly file their FAFSA applications. In addition to the evening workshops counselors also host multiple FAFSA/DREAM ACT workshops throughout the school day.</p>	<p>FAFSA/Dream Act workshops agendas & sign-in sheets</p>
<p>Facilities/Budget Meetings: To gain input from parents and community regarding the needs of the campus with regards to facilities upgrades, and how funds are allocated, community meetings are held to connect families to district and site leadership. With the anticipation of potential approval of the recent Measure X bond measure, district facilities in partnership with Roosevelt held a parent community meeting to seek input on necessary and desired projects to address. Additionally, parents and community have input on the focus of budgets through an annual LCAP community meeting on site.</p>	<p>Monthly attendance A2A meetings (monthly) Facilities planning meetings schedule</p>

Field Trips:

Throughout the year students are identified and invited to attend informational trips to varying California State and University of California schools. Parents are strategically targeted based on where their student applied and are encouraged to attend the informational college tours to ease fears and concerns about allowing their child to leave home for college. Aside from college tours, special populations are invited to attend college and career exploration fairs and events including: Fresno Area College Night, Career Tech Expo Night, Historical Black College University Leadership Conference, Latino College Expo, and the Asian Pacific Islander College Tour. These events are free to all parents and students and are paid for by the college and career readiness office.

State Mandated Sex Ed Lessons:

New State-mandated lesson on sex education is implemented through biology classes, in partnership with Barrios Unidos. Parents had the opportunity to attend a meeting in the school library, and were given access to the curriculum binder, prior to the implementation of the lessons.

Fresno Adult School Classes:

Roosevelt High School hosts adult education courses on-site, to support educational opportunities for the surrounding community. Courses have been delivered in both English and Spanish and include courses to prepare individuals for passing the GED, gaining citizenship, and learning English.

RHS Parent Center:

The parent center is in partnership with Parent University to provide workshops on high school graduation/A-G requirements. Parent involvement workshops are offered throughout the school year. Topics include seminars such as family communication, and drug and gang safety. Resources provided to parents within our campus and our community.

Advanced Placement Program/Parent Night:

The Advanced Placement (AP) program provides the opportunity for all students to enroll in college level courses at Roosevelt High School. Colleges evaluate, acknowledge, and encourage this accomplishment by granting appropriate college credit and/or placement for successful scores on a corresponding AP exam. Exams are administered at the school site once a year during the second and third weeks in May. The advanced placement program at Roosevelt High School has at times left parents and staff members having a difficult time understanding how the AP program at the site level connects into the broader strategic direction of the district. To address this concern Roosevelt High School has a new AP Coordinator position, the coordinator serves as the AP Liaison for parents, staff, and students. The AP Coordinator facilitates

Sex Education Curriculum Binder (available in all biology classrooms, S-3, S-8, S-105, and S-106, as well as in the front office)

Fresno Adult School Class Schedule

Parent Center (sample monthly calendar)

AP Parent Night

academic tutorials, Saturday workshops, parent informational nights, student academic support meetings, and staff

Our first AP Parent Night after an absence of several years will be held this spring. Parents will learn about the overall benefits of the AP program, courses offered, the work requirements and rigor expected of an AP course. Parents and students will have the opportunity to meet with the AP Coordinator and their AP teachers. Although we are currently in the development stage of the AP program, overall AP enrollment has increased as well as AP retention.

School Site Council:

The school site council annually reviews and updates the Single Plan for Student Achievement (SPSA) including proposed expenditure of funds allocated to the school through the Consolidated Application. Comprised of a group of teachers, parents, classified employees, and students (at the middle and high school level) together, they work with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers. For example, parents elect the parent representatives and teachers elect teachers. Roosevelt strives to have diverse representation on the school site council as well as increased parent participation.

SSC Agendas

English Learner Advisory Council (ELAC):

RHS has a DELAC comprised of parents who meet regularly and follow these practices:

The ELAC must elect two representatives to the District English Learner Advisory Committee (DELAC) who may be Title I parents, community members, and/or parents of English Learner (EL) students who are not district employees. The ELAC must keep all English Learner parents informed of their work.

The ELAC has the following responsibilities:

1. Consult with the School Site Council and school administrators in the development and implementation of the school site plan for services and programs for English Learners that is submitted to the governing board.
2. Advise on the development of the school's needs assessment.
3. Review the school's annual Language and Service Report in developing the school's site plan for English Learners.
4. Make efforts to inform parents about the importance of regular school attendance.

ELAC/DLAC agendas/sign-in sheets

IEP meetings (parents) sample schedule

Parents and members of the community may attend the meetings of the ELAC. All parents of EL students are automatically ELAC members with voting rights.

ELAC leaders with the representative Vice Principal develop ELAC agendas. They are provided in the parents' languages, in an understandable format, and are made available for all parents.

Associated Student Body (ASB): The Roosevelt High School ASB is a group of students that is elected by our student body to take office within our student council. These officers and commissioners work closely with our freshman, sophomore, junior and senior class advisors (RHS Staff), our Financial Secretary, our Principal and our community so that activities, budgets, projects and other campus culture events can be approved to take place on our campus. The officers and commissioners are the voice of the student body and their role is to also network not only with our Roosevelt families, but also with our Roosevelt community. Within ASB, we have commissioners that represent different groups on our campus. There are also four Student Advisory Board (SAB) Representatives that meet bi-monthly with our other high schools in our District to voice their opinions, concerns and plans. This information is then shared with our FUSD School Board as a means to have student voice at district-level meetings.	
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members' expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	Supporting Evidence
<p>Roosevelt High School has partnered with several businesses in the community in order to support teachers and students.</p> <p>Roosevelt School of Arts (RSA): RSA focuses on educating student in the field of visual and performing arts. RSA employs outside agencies, alumni and professionals in the community to work with our students and provide equity and access to the array of opportunities that are available in the realm of visual and performing arts.</p> <p>Student in the RSA program are offered opportunities to broaden their art education by participating in field study trips such as Disneyland career workshops, the Shakespeare Festival and workshops in Ashland, Oregon and the New York Dance trip. Students attended the Broadway Dance Center to learn from renowned educators and choreographers and to engage in workshops and master classes. Other organizations and learning opportunities include: Jerry Paladino, Curtain5 - lead script writing classes; CMAC/Video Production Classes; Paul Mitchell - works with Roosevelt Students from Paul Mitchell work with Roosevelt</p>	<p>Facilitator Schedule</p> <ul style="list-style-type: none"> • RSA Juilliard Dance classes • Latin Jazz master classes <p>RSA Showcase</p> <p>School messenger: All communications (mail/text/phone) sent home in English, Spanish & Hmong</p> <p>Individual teacher guest speakers</p>

<p>students and perform beauty services (hair & makeup) in preparations for the show; Valley Performing Arts Council (VPAC - led master classes in the dance room, 2/29/16).</p>	<p>RSA trips and workshops pictures</p>
<p><u>Pathways:</u> Roosevelt High School has a College and Career Readiness Coordinator that works closely with the district's Work Based Learning Coordinator and Business Engagement coordinator to foster the relationships with industry partners in order to successfully implement real world learning in and out of the classroom.</p> <p>Roosevelt High School has 3 pathways for our students. Careers in Education, Health and a Business Academy. These pathways are advised by business partnerships, which allows our students invaluable feedback and guidance in the working world.</p> <p>Careers in Education and the Health Pathway are Linked Learning pathways. These pathways integrate rigorous A-G academics sequenced with career technical education. The curriculum is organized around industry sector themes and teachers collaborate across subject area creating projects with input from industry partners and reinforced by work based learning opportunities.</p>	<p>Virtual Enterprise (taxes for the community) schedule</p>
<p>The Business Academy is a California Partnership Academy which is partnered with the Internal Revenue Service. Students in the academy job shadow at the IRS their junior year and are VITA (volunteer income tax assistance) trained and then offer their services to the community. Students greet, interpret, and prepare income taxes for the community for about 12 Saturdays from January to April. During job shadowing, 11th grade students go every Wednesday to the IRS - they go to 3 different sites during the year - during class. This has been an invaluable experience for them. At the last visit at each site they do a mock interview with their mentor. They are prepared for real interviews by the end of the year!</p>	<p>Job shadowing schedule and list of student participants</p>
<p>As our students progress through the pathway and gain knowledge in employability skills, job shadowing and internships become available. Our Education pathway begins in the 10th grade where our students go to Jackson Elementary school two times a week to teach PE. As an 11th grader they go to early education centers to work with younger children and then as a Senior they return to the elementary schools to assist teachers in the classroom in teaching and mentoring.</p>	
<p>In our Health pathway our students in 9th grade gain skills in CPR, First Aide and teach the elementary school students about nutrition. As they progress in the pathway they are able to job shadow as a junior at Community Medical Regional Center and then as a Senior, there are several choices – a CNA (Certified Nursing Assistant) program offering clinical at an assisted living home, EMT (Emergency Medical Technician), job shadowing at American</p>	

<p>Ambulance or return to the hospital for more in-depth behind the scene internship.</p> <p>A job developer is located in our Career Center which assists with scheduling work based learning activities, such as guest speakers, job fairs and field trips to local businesses. Every quarter there are four guest speakers centered around an industry theme.</p> <p>These opportunities for our students ensure that when they graduate from Roosevelt High School they are College and Career ready.</p> <p><u>College and Career Fair:</u> Each Spring, various community members/organizations/businesses come to Roosevelt to present to, and meet, our students. Last year, over 40 businesses/colleges/organizations provided information on college program, a variety of careers, and military options to all 9th, 10th, 11th, and 12th grade students.</p> <p><u>Men's & Women's Alliance:</u> Students in the men's and women's alliance classes at Roosevelt have had the opportunity to interact with inspirational individuals and speakers.</p> <p><u>State Mandated Sex Ed Lessons:</u> Our biology teachers attend a district led professional development on how to facilitate state mandated Sex Ed lessons. The biology lead teacher coordinates with our community partner, Barrios Unidos, in order to coordinate dates when teachers will teach mandated lessons and when Barrios Unidos facilitators will facilitate the remainder of the lessons.</p> <p><u>Senior Class:</u> College and career guest speakers; community service</p> <p><u>Steve's Scholars:</u> Steve's Scholars is an endowed scholarship fund for students at Tehipite Middle School, which is a feeder school to Roosevelt. The fund is from the Farber family and comes from the estate of their late son, Steven. He was an entrepreneur who believed in the value of education. The first cohort of Steve's Scholars who started as Steve's Scholars at Tehipite Middle School in 7th grade will graduate in June 2018.</p> <p><i>Scholarship eligibility</i></p> <ol style="list-style-type: none"> 1. Attendance/Enrollment: <ul style="list-style-type: none"> • Students must maintain a 95% cumulative • Students must be enrolled in at least 75% of the time at Tehipite Middle School (270 days), including the last semester of 8th grade at Tehipite • Students must graduate from a Fresno Unified high school 2. Maintain a cumulative GPA of 3.0 	<p>College and Career Fair Participant List</p> <p>Men's/Women's Alliance guest speakers</p> <p>Sex Ed. curriculum binders</p> <p>Lists of Guests and Speakers</p> <p>Steve's Scholars newsletter</p> <p>Steve's Scholars Website</p>
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<p>3. Complete all A-G college course requirements 4. Participate in community service activities annually</p> <p>Scholarship award Eligible students will receive a \$1,000 scholarship for each of the first two years of college. Students must be enrolled at an accredited college to receive funds.</p> <p>Annual program highlights</p> <ul style="list-style-type: none">• Steve's Scholars luncheon• Participation in Cultural Arts activities• Community service opportunities• Certificate of recognition for being "on track"• Special recognition at high school graduation <p>Clubs: Roosevelt High School provides our students with a wide array of clubs, organizations and sports. When students show interest in a club that does not already exist, 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 paper work, found in the Student Activities Handbook, to ASB for final approval.</p> <p>The ASB currently has a little over thirty approved clubs and organizations that are listed on our student council minutes. Each ASB entity is required to have one service learning project per semester that benefits our community. At the beginning of each semester we offer a week long Club Rush so that our students have the ability to learn about the different clubs and organizations. They also have the opportunity to sign-up for the clubs and/or organizations.</p> <p>Campus Communication & Networking through Social Media: Roosevelt High School offers a variety of ways to communicate with our students and families. We have a district-wide <i>School Messenger</i> that allows us to contact our students' homes to notify them of upcoming meetings, events, projects and/or activities that are taking place within the Roosevelt Campus or in the area. <i>Remind</i> is another tool that we use to communicate with both students and parents to send quick reminders or messages. We have set-up <i>Remind</i> accounts for the freshman, sophomore, junior and senior classes. Our counselors have set a <i>Remind</i> account for their office and our Principal has also set-up a school-wide account. Some of our teachers and coaches also use <i>Remind</i> as a way to communicate with their classes and sports teams.</p> <p>We also have social media accounts that help keep our Rough Rider families and the community informed. Our Facebook account is Roosevelt Fresno (Roosevelt-Activities) and within the account we have opened a variety of groups that allow our students to join for</p>	List of Clubs and meeting times schedule
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pertinent information (Class of 2017, Class of 2018, Link Crew, etc...). This account is run by our Campus Culture Director and ASB President. Our Twitter account, @TheRHSRiders, is run by our Principal, Vice-Principal and Campus Culture Director and we also use it as a means to inform and give kudos to our student body and/or Roosevelt Region. Our Instagram account, @rhs_roughrideractivities, is another media outlet that allows us to provide important updates and campus information as well and it is run by our Campus Culture Director and ASB President.

After School Program (ASP):

The mission of the After School Program is to serve the academic and enrichment needs of the students at Roosevelt High School through academic tutoring and enrichment classes. Students are provided opportunities to flourish academically and creatively.

Roosevelt's After School Program ("The Velt") is free for all students in the library at Roosevelt High School. It is open Monday through Friday after school until 6:30 pm. Tutors (college and current staff members) are available so that students can get help with homework as well as enjoy enrichment classes and a daily snack. Tutorial help is offered in English, Spanish and Hmong.

Counseling Staff:

In keeping with district's goals, it is expected that all students will be in school, on time and ready to learn every day. Roosevelt High School's counseling department continually develops and evaluates comprehensive guidance plans that measure the effectiveness of site counseling systems and procedures. Increasing A-G awareness and completion has been an area of focus the last few years. Counselors continually identify, support, and track groups of students through various indicators and initiatives. Targeting intentional groups allows counselors to be data driven and focused. Additional site goals include: supporting the transition from middle school to high school, high school to college/career and beyond, connecting students with industry partners that expose students to both college and career preparation and experiences. This year every sophomore student will be invited to a college tour free of charge. Exposing students early on to Institutes of Higher Education enable students to identify and connect with a four year university before their senior year.

Starting with the 2015-16 school year, students who take the SAT, PSAT/NMSQT, PSAT 10, or PSAT 8/9 have access to personalized SAT study resources. Khan Academy's world-class practice tools are free for all students and include:

- Thousands of practice questions, reviewed and approved by the College Board
- Four official SAT Practice Tests written by the College Board
- Personalized recommendations for instruction and practice to help students fill their knowledge gaps

ASP Brochure

Sample Guidance Plan

Participation for 10th grade field trip/pictures

The official SAT Practice on Khan Academy's website links to classroom learning, the best preparation for the SAT. To ensure that as many students as possible can take advantage of these resources, RHS counselors ensured every student linked their PSAT scores with the Khan Academy test prep resource. In addition, Roosevelt is also a test site for the SAT test. The SAT is given during the school day to maximize the number of students who take advantage of this free resource.

Special Education:

At Roosevelt High School we offer special education programs in the following areas: Mild to Moderate Resource Specialty and Special Day Class programs, an Autism Inclusion program, a Social Emotional program, a Moderate to Severe Functional Skills program, Speech Language services, Adaptive Physical Education and counseling services.

Our Special Education services provide support for students with an IEP throughout their learning day in the classroom and through such activities as guest speakers, motivational speakers, job fairs, field trips to local employers, community events, STEPS career exploration, workability, business partnerships and Special Olympics participation. These activities provide real-world applications and experience that assist our special education students in obtaining the necessary skills to live in a post-secondary world.

At present, our social emotional students are involved in activities such as landscaping at the home and garden show in March, accessing the workability program to gain employment and starting this spring, the program will be working with the Fresno County SPCA performing community service at the shelter and learning to care for stray animals and facility maintenance.

Our autism and functional skills students participate and compete every year in the Special Olympics in basketball, track, soccer, volleyball and softball. These two programs also frequently combine and take field trips together to the Fresno Fair, Vintage days at California State University Fresno, the Chaffee Zoological Gardens, and to community businesses such as the Target store, the movies, the mall and local museums. The students from these two programs are taught daily living skills by frequenting businesses like McDonald's, Burger King, the Dollar Store and governmental agencies such as the Department of Motor Vehicles, the Fresno Area Express bus system and the Amtrak train. The two programs also participate yearly in the disability awareness fair at Fresno Community College.

Our mild to moderate RSP and SDC students frequently take advantage of our workability program and steps career exploration classes. They are also required to perform community service and participate in community productions of concerts and performances

as required in their academic and elective classes. Our students have created projects in art and ceramics that have been entered and displayed at the county fair every year. The students also frequently participate in field trips to a variety of public places as required by teachers in their academic and elective classes.

All special education students at Roosevelt High School are introduced to motivational speakers and programs along with job fairs and special community events arranged by the school throughout the year. Our special education students are frequently linked with employers in the community through our workability program, which places them in paid and nonpaid part-time positions.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: 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.

E2.1. Prompt: Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

Findings	Supporting Evidence
Roosevelt High School consistently and effectively implements policies and commits resources to ensure safety, cleanliness and order as the means for fostering a salubrious environment. From administration and counselors to both classified and certificated staff and student leadership, all segments of Roosevelt's population have played an integral role in the development, delivery or implementation of these policies. Campus safety is quintessential	

<p>and an extensive amount of planning and resources have been focused to ensure the safety of all staff and students at Roosevelt. Complementary to campus safety, a multitude of policies and practices have been installed to maintain cleanliness and order.</p>	<p>Campus Safety Plan</p>
<p>In order to discuss Roosevelt policies and procedures pertaining to campus safety, it is useful to consider two categories of safety: environmental/facilities safety and interpersonal safety. Environmental safety concerns are those relating to acts of nature and campus buildings/facilities including internet use. Interpersonal safety is in regard to student-to-student and student-to-faculty interactions.</p>	
<p>Environmental Safety</p>	
<p><i>Internet/Electronics Policy</i></p>	<p>Student enrollment packet</p>
<p>In the summer, prior to the beginning of each school year, each student receives an enrollment packet which includes Roosevelt's Internet safety procedures. This form is to be reviewed by both the students and their parents/guardians, signed and then returned to administration.</p>	<p>Signed copies of internet safety/procedures</p>
<p>Beyond this initial introduction to internet safety procedures, it is general policy for teachers to review both campus-wide internet usage policy and rules specific to that classroom. To ensure these lessons are taking place and to aid in aligning policy at a school-site level, Electronic Policy posters were created to be posted in each classroom on campus. Each poster details the school-wide policies concerning technology and allows each teacher to indicate the current, acceptable usage level in the classroom. These posters were created by the Climate and Culture Committee after several staff-wide meetings took place to solicit staff ideas and buy in. The poster serves as a compromise between the staff's desire for homogeneity concerning electronics usage by students and the need differences in policy between teachers.</p>	<p>Electronic Policy Posters</p>
<p>Once a month, Roosevelt High School holds classroom meetings during third period. During Cyber Safety month, one of these classroom meetings was devoted to creating meaningful conversations between students and teachers concerning responsible use of technology both on and off campus. This topic has been discussed annually for the past several years. The conversation starter is the story of a woman who believes she was refused a job because of a picture she posted using social media.</p>	<p>PowerPoint presentation of classroom meeting regarding internet safety</p> <p>Lesson plans</p> <p>"Drunken Pirate" story</p>
<p><i>Evacuation/Natural Disaster Procedures</i></p>	
<p>At the beginning of the year, teachers are instructed to review with their students the correct exit route and meet-up location in case of an evacuation. Each teacher is given a folder with a red and green side, which is to contain and up-to-date copy of classroom rosters for each class. Once outside, the teacher can hold up either the red</p>	<p>Example red/green folder</p>

<p>or green side of the folder to indicate if any students are missing or if all are present. In addition, each classroom has a posted map of exit routes/meet-up places for each classroom on campus. Large placards indicate where each classroom is to meet-up outside.</p>	
<p>Roosevelt High School has one planned fire/evacuation drill each semester in order to ensure a safe and timely evacuation in case of a fire or any other emergency. Prior to each drill, teachers are instructed to review all appropriate procedures for a safe evacuation. In addition to a practice evacuation for students and teachers, administration practices checking each building/classroom for complete vacancy and quickly reporting results before the drill is complete and students are instructed to return to their classes.</p>	<p>Exit routes map Fire drill schedule</p>
<p>The Great American Shakeout is a national program for the review and practice of safety procedures in case of an earthquake. Roosevelt High School is an annual participant in this program. Prior to the drill, the pertinent information is presented by VP Mr. Vargas during a staff meeting. Teachers are instructed to discuss the necessary procedures with their students prior to the school-wide intercom announcement of the drill. During the announcement, a quick review of procedures is given and then the sounds of an earthquake are played in order to allow students to practice. Roosevelt has been a participant in the Great American Shakeout for many years.</p>	<p>Great American Shakeout information</p>
<p>While some emergencies require an evacuation of campus, many require a lockdown of the campus. Roosevelt High School employs a Student Resource Officer who monitors police activity in the area so a lockdown can be called in timely manner if necessary. Lockdown procedures are discussed during the buy-back day prior to the beginning of school by VP Mr. Vargas who is in charge of campus safety and security. Roosevelt High School has one planned lockdown per semester in a similar fashion to the planned evacuations. Once again, teachers are to review lockdown procedures with students prior to the drill. If a lockdown is initiated, a School Messenger is sent home to parents/guardians to keep them informed concerning the status of the lockdown.</p>	<p>Records of school messenger usage</p>
<p><i>Facilities Safety</i> The facilities at Roosevelt High School include not only the buildings containing classrooms but the office, cafeteria, gymnasium and exterior lighting. Roosevelt has developed the School Building Committee to oversee the general maintenance of the facilities. Prior to the beginning of the 2016-2017 academic school year, additional exterior lights were installed around campus. In addition, extra security cameras were installed throughout campus, including inside the gymnasium and cafeteria.</p>	

Fresno Unified School District maintenance crews visit classrooms annually, document and later fix any facility concerns. One concern that continues to be mentioned but has yet to be fixed is a lack of handicap access to the second floor of West Hall. While there is a wheelchair lift system currently in place, it has not worked for many years.

Interpersonal Safety

Prevention

In the same enrollment packet that contains the Internet/Electronics Policy, Roosevelt's zero tolerance policy against bullying is clearly described. Both the student and his parent/guardian must review, sign and return the document to administration.

Roosevelt also 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 the cell phone of our principal, Mr. Allen and Vice Principal Karen Rodgers and Vice Principal Abril Garcia.

During School Hours

To help ensure student safety during school hours, Student Safety Assistants (CAs – formerly called campus assistants, so the acronym stuck) are strategically placed to support teachers, guest teachers (substitutes), administration and students. For example, during class hours, CAs are assigned to specific areas in order to respond reports of classroom disturbances in a timely manner.

During the passing period between classes, CAs shift to the common areas between buildings. At lunch, two CAs are positioned in the cafeteria, along with two vice principals (VPs) and one counselor. In addition to Principal Mr. Allen, all VPs and counselors have supervision duty during lunch. The location of CAs for supervision is regularly reviewed and modified as additional safety concerns are discovered. For example, a need for additional supervision at the bus pickup areas was identified and now a CA is positioned there during student drop off in the morning and pick up in the afternoon.

Jess Watson works in the Student Resource Center (SRC) fulltime as a conflict resolution specialist. This non-punitive resource for students is available at any time during school hours.

After School Hours

Roosevelt High School hosts an After School Program (ASP) and credit recovery classes outside of the teacher duty day. To ensure student safety after traditional school hours, CA coverage was extended from the 6am - 4pm to now 6am – 6:30pm, daily.

After school sporting events, both on- and off-site are supported by Student Safety Assistants (CAs), administrators, counselors and

Sample Supervision
Weekly Schedule

teachers. The number of staff members required to supervise each event is based on the anticipated attendance. The largest events are the football games which are typically held at the stadium at Sunnyside High School, as well as select home boys basketball games. For these events all four VPs, the principal, all counselors, four teachers, and all CAs are required. Supervision schedules are setup to ensure all teachers share the responsibility of supervising after school events.

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
A primary goal for Roosevelt High is to provide an effective learning community, in part by improving how students feel about themselves, about others, and about learning. Roosevelt High provides an atmosphere of caring, concern, and high expectations for its students in an environment that honors individual differences, through a vast array of programs, strategies, and policies.	SPSA
<p>RHS has high expectations for their students in terms of academics and behavior. The School Climate and Culture Committee has established a school-wide, "Proactive Conditions" plan. The goal of this plan is to create and maintain proactive conditions in three areas: (1) climate and culture, (2) school-wide and (3) classrooms. A major focus of the school climate and culture team is the establishment of school-wide policies to provide structure, consistency and high expectations for student conduct. The number of misbehaviors has decreased from last year. Examples of such policies are the following:</p> <ol style="list-style-type: none"> 1. Rough Riders Levels of Misbehavior: <ul style="list-style-type: none"> • Sets expectations for student conduct • Created and agreed upon by teachers and administration • School-wide implementation • Three-tiered level of specific behaviors provides clear expectations for students and equitable consistency in staff response • Policy includes documenting misbehaviors which provides administration with data on repeating problem 	<p>School Climate and Culture documents</p> <p>Discipline data: Misbehaviors by Month/Year</p> <p>Equitable Discipline: Level 1, 2, 3 behavior document</p>

<p>behaviors for specific students and/or classes and thus, the opportunity to respond with appropriate interventions and support</p> <ul style="list-style-type: none"> • Reduces disproportional discipline rates • Helps establish more conducive learning environment in classrooms <p>2. School-wide Electronics Use Policy</p> <ul style="list-style-type: none"> • Consistent school-wide policy provides clear expectations for students • Policy includes 3 different electronics (specifically, cell phone) usage levels • Individual classroom teacher chooses level <p>3. Student Re-engagement Center (SRC):</p> <ul style="list-style-type: none"> • Center on school grounds for disengaged students • Consistently staffed by two educators: <ul style="list-style-type: none"> ◦ a rotating Vice Principal who handles discipline ◦ one permanent SRC staff member who serves to support students • Students are greeted and fill out a reflection handout that provides the SRC staff with information • SRC staff identify the student's needs and provide appropriate support or disciplinary action: SAP counselor, mental/emotional health counselor, return to class, suspension, etc. • Student attendance and reflections are archived, put into ATLAS and provide data for admin on patterns of misbehaviors <p>4. Restorative justice practices:</p> <ul style="list-style-type: none"> • Youth Court <ul style="list-style-type: none"> ◦ Comprised by students who are trained as jurors to make fair decisions regarding the punishments of offending peers ◦ Provides an alternative to the juvenile justice system for youth who have committed first-time, non-violent offenses and have admitted guilt ◦ provides early intervention/prevention for at risk youth ◦ Holds youth accountable for their actions in front of their peers but prevents them from getting jail time and a criminal record ◦ Offenders practice restorative justice by reconciling or making amends with their victims ◦ Increases engagement in learning by reducing suspensions/expulsions for offenders ◦ Students play active role in promoting acceptable behaviors for peers on their campus ◦ Offenders and volunteers get opportunity to learn about the justice system and practice good citizenship • Staff <ul style="list-style-type: none"> ◦ employ positive behavior strategies to reengage students 	<p>Copy of School-wide Cell Phone Policy</p> <p>SRC (Student Re-engagement Center) Student Handout</p> <p>Youth Court Schedule</p>
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<ul style="list-style-type: none"> ○ Most have attended positive classroom behavior management trainings such as CHAMPS and Capturing Kids Hearts ○ Encouraged to work with parents <p>5. Other Documents: Student Code of Conduct, Progress Reports, Posters displaying rules and policies posted in classrooms and library.</p> <p>RHS cares about student learning and takes a proactive approach by providing many avenues of academic and emotional support for students.</p> <p>1. Tutoring:</p> <ul style="list-style-type: none"> • After-school program provides daily tutoring in all subjects and grades in the school library • Many teachers provide before school, lunch, and after school tutoring in their classroom • Specific student population tutoring: <ul style="list-style-type: none"> ○ Health Pathway students ○ AP students ○ Student-athletes <p>2. Credit recovery opportunities:</p> <ul style="list-style-type: none"> • Apex Learning • Zero and seventh period classes • Edgenuity <p>3. All students are provided with an agenda to keep track of school work and activities</p> <p>4. On-site counseling services</p> <ul style="list-style-type: none"> • SAP counselors • Social workers • Mental health • Migrant student counselor • Foster and homeless advocate <p>5. PACE Lab provides teenage parents to continue their education at RHS by providing child care services on campus</p> <p>6. Teacher training:</p> <ul style="list-style-type: none"> • LGBT sensitivity training • Mandated reporting • Research-based teaching strategies • English Learner support <p>RHS has a variety of activities, programs and clubs that promote a sense of community, but still honor the diversity and individuality of our student population.</p> <p>1. School-wide Assemblies:</p> <ul style="list-style-type: none"> • Breaking Down the Walls • Champions for Tomorrow • Academic Awards Assembly (Fall & Spring) • School Rallies, led by leadership students for the students, to celebrate student involvement in sports, cheer, band, and other activities 	Staff Survey
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<p>2. Class Meetings that help promote good citizenship, such as anti-bullying and correct use of technology</p> <p>3. Diverse Student Clubs/Activities:</p> <ul style="list-style-type: none"> • Associated Student Body • Anime Club • Band • California Scholarship Foundation • Cross Country • Daisy Chain & Ushers • Ecology Club • Ex Libri Book Club • French Culture Club • Freshman Class (20/20 Club) • Girls' Volleyball • Helping Hands • Junior Class • Lacrosse • Leadership • Link Crew • Latin Jazz Band • Steel Drum Band • Mariachi • Los Danzantes de Roosevelt • Pep & Cheer Club • RHS Community Partners in Art • Roosevelt High School Bass Fishing Club • Senior Class • Senior Vocational Education • Teen Parent Club • Travelers Club • Junior Class • Sophomore Class • Steve's Scholars Club • Studio "D" • The Vocal Music Department Club • Fashion and Costuming Department • Stagecraft Department • Space-4-Rent (improv club) • Hmong Club • Black Student Union • Folklorico • Hmong New Year Celebration • Mexican Independence Day Celebration • Art Hop • Unity Days (3 days of student/staff activities) • Canned Food Drive • Spirit of Giving Clothes and Toys Drive • Breast Cancer Awareness Month • Autism Awareness • Pennies for Patients (Month) 	<p>Tutorial schedule and fliers</p> <p>Credit Recovery Schedule</p> <p>Sample Student Agenda</p> <p>RHS monthly activity calendars and other documents</p> <p>Pictures from Assemblies/Rallies</p> <p>Class Meeting Schedule and sample lesson plan/PPT</p> <p>Master Schedule</p> <p>Pictures</p>
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<p>4. RHS provide a wide range of elective classes in dance, music, acting, stage craft, video production, cooking, art, and clothing design to meet students wide range of interests</p> <p>5. RHS provides different exploration of career paths and real-life job experiences through its Health pathway, Careers in Education pathway, and Business academies</p> <p>6. Student Recognition and Motivation for academics, athletics, school spirit, citizenship and extracurricular activities such as:</p> <ul style="list-style-type: none"> • Athletic Awards • Roosevelt School of the Arts Teddy Awards • Theo Awards (1 Senior per department) • Academic Awards: <ul style="list-style-type: none"> ◦ Honor Roll: 3.0 – 3.49 ◦ High Honor Roll: 3.5 – 3.99 ◦ Honor Society 4.0 ◦ Academic R: 3 semesters of 3.5 GPA or higher ◦ Knowledge Lamp Patches for every 3.5 GPA per semester after the first 3 semesters of 3.5 GPA or higher ◦ Principal’s “R” Award (1 Male & 1 Female) ◦ Perfect Attendance • Off campus passes • Free entrance to activities • Field trips • Awards for top classes/students that participate in food drives, donations or other humanitarian services • PE male and female students of the month 	
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Findings	Supporting Evidence
<p>Important items established through communication and collaboration between administration and staff:</p> <ul style="list-style-type: none"> • School-wide policy for Equitable Discipline • School-wide policy on students' electronics usage 	Various admin-staff, staff-admin, and staff-staff communication
<p>Administration and campus guests (stakeholders) collect observational data on elements of the RHS Instructional Practice Guide and Schoolwide Learner Outcomes. The data is shared between administration and staff and serves as a guide to improving instructional practices and student learning.</p>	

RHS staff have shown professionalism by attending various trainings on Common Core implementation, Next Generation Science Standards, campus safety, pathway programs, etc. Staff has also been included in the SPSA, as needs assessments have been presented to staff for input prior to the development of the SPSA and drafts are available for staff for feedback. Staff also have opportunities to participate in meetings about facilities (including planning around funds from Measure X) and plans that include how funds are allocated to support students (LCAP).	
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E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

Findings	Supporting Evidence
Roosevelt High School counseling staff provide academic and personal support services through meetings with individual students 3-5 times per semester for each of the 380-410 students on their caseload. Academic progress, scheduling of classes and behavioral	Student Academic and Support Services Counseling Schedules

<p>concerns are all addressed as part of the academic counseling services.</p>	
<p>It is our goal at RHS to know students “by name and by need.” Through a system of academic and social-emotional supports, students are supported through personalized learning plans and for those that have demonstrated social-emotional needs, they are supported through a personalized behavior support or wellness plan.</p>	<p>Sample personalized learning plan and sample behavior support or wellness plan</p>
<p>The RHS guidance team works individually and in teams with administrators and teachers or other school personnel (i.e. school psychologist, nurse...) to identify students who are at risk and establish interventions regarding night school, credit recovery, migrant program, tutoring and behavior supports. Our counselors target “at risk students” and provide specific services for students who fall under the “at risk” counseling guidelines. At Roosevelt High School, we have extended these same services across the entire student body to ensure that equity and access to counseling services exists for all. Student are identified, monitored, and supported both individually and in groups. Each semester the counseling team must complete a comprehensive review of each student’s academic progress documenting a detailed plan for every student who is off track for graduation and or college readiness. All information is stored in ATLAS and the district Equity and Access BETA TOOL. The BETA TOOL provides real time data that tracks and provides each comprehensive site a snapshot of their progress. The RHS counseling team reviews this data weekly during their counseling meetings. As grade level teams, the counselors then develop system to complete the tasks or initiatives at hand.</p>	<p>Sample 4 year plan</p>
<p>The counseling department has established standard counseling practices for each grade level to ensure that all students are provided support to develop a 4-year plan and explore career interests. Counselors are paired into teams to partner on big initiatives and projects. This ensures that all counselors are equally exposed to all initiatives and as a team we build capacity and grow our team’s skillsets. Although we have a mixed team of veteran and newly hired counselors, we worked together cohesively to ensure all students needs are met in a timely and professional manner.</p>	<p>AIS October results CELDT Chats Redesignation Certificate Copy of RHS student transcript</p>
<p>Grade Level Counseling (including but not limited to):</p> <ul style="list-style-type: none"> • Review 4 year plan, analyze A-G completion, and provide academic intervention enrollment to get students on track for A-G completion • EIIS At-risk student counseling • SAT counseling to prepare fee waivers for students and assist them in signing up for the SAT • D & F targeted counseling and enrollment in ACCESS/Apex Learning/Edgenuity, Summer School, or Night School at Fresno Adult School 	<p>Student Study Team forms 504 documents SAP counseling referral forms On-Site counseling referral forms IEP documents Workability forms Career assessments, scholarship information,</p>

<ul style="list-style-type: none"> • At-risk counseling on a daily basis--Counselors monitor caseloads for students with excessive absences/tardies, for D's and F's, and for negative behaviors in class • Pre-registration for all students transitioning to the next grade level, students receive a 1:1 counseling conference to ensure the student is correctly placed • Review SAT results, link to Khan academy, provide guidance in analyzing scores, reviewing post-secondary education options, and guidance in signing up for the ACT • Financial Aid workshops (FAFSA) including assisting students and parents one-on-one and in small groups to complete FAFSA • Placement testing including the ELM/EPT, and placement tests for placement at community colleges • Coordinate student meetings with representatives from colleges and universities <p>Roosevelt High School supports for students with physical and mental health needs/disabilities through the Student Study Team/Section 504 process. The 504 team monitors progress at least one time per year and each academic counselor is the 504 coordinator for the students on their caseload.</p> <p>RHS is committed to providing mental health services to all students, both general education students and those with special needs.</p> <p>RHS provides academic supports and services for students with documented disabilities, through the IEP process, including Workability, a vocational skills program.</p> <p>RHS has a full-time job developer who supports students in the college application process, scholarships, work permits, volunteer opportunities. The job developer also brings in representatives from colleges and branches of the military.</p> <p>Health services are available five days a week through the school nurse, which includes vision and hearing screenings, immunizations for staff, emergency response, daily health concerns, updating health information for special education students, and, referrals to community health providers</p>	<p>Special education master schedule Special ed. instructional coach schedule</p> <p>Volunteer information, work permit applications, resume outlines, SAT/ACT sign-ups.</p> <p>Nurse referral forms Nurse handouts</p>
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Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
Students are enrolled concurrently in online courses, and have regular access to academic counselors, social-emotional counselors, and the school nurse.	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

Findings	Supporting Evidence
<p>Roosevelt High School utilizes Apex Learning (credit recovery) and Edgenuity (online original credit) programs as alternative learning options.</p> <p>The JE Young program offers ACCESS credit recovery options for Algebra, English I, and English II. Freshman students who fail their Algebra I or English I class are immediately put back into credit recovery the following year to recover the credits lost and not have gaps in the students learning. When looking at the D/F data and talking with individual students it was apparent that as a site we needed to create additional credit recovery options that were in addition to the already existing options. The first was Apex Learning, this is an online program that allows students to know at any point in time where they stand in terms of progress and performance.</p> <p>Teachers have real-time data at their fingertips to inform instruction. And administrators can easily see the results of a program.</p> <p>Actionable data provides everyone the information needed to ensure student success.</p> <p>Another digital program that has shown success is Edgenuity, students can work at their own pace and like Apex Learning they do not have to be at school to access the work. Aside from the credit recovery option, students can use Edgenuity to complete original credit course work allowing them to accelerate into AP classes or open up space in their schedule to take additional pathway or elective courses. Students who work, have responsibilities that do not allow them to stay after school prefer this option because it is flexible and supports student's needs.</p> <p>Aside from the digital learning experiences struggling students can also take advantage of the Access classes offered throughout the school day. Access is a credit recovery program that is aimed at supporting students in recovering English I/II and Algebra I credits. At the end of each semester students who are missing credits in English I/II or Algebra I are identified and dropped from an elective or pathway course to enroll into the credit recovery Access course needed. The goal of the Access program is to recover credits immediately and not wait until the summer to recover credits from the fall semester. Students have responded positively to this support</p>	<p>Apex Learning/Edgenuity schedules/student enrollment/attendance</p> <p>List of RHS students enrolled in JE Young</p>

and as a result we have helped students get back on track with A-G and graduation requirements.	
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E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
The Student Study Team process allows students with learning differences to be referred, evaluated, and identified as students with special needs. Service options range from co-taught classes (one general education teacher/one special education teacher) to self-contained academic classes, to programs that offer specialized support for students with autism, emotional disturbance, and intellectual disabilities.	SST referral forms Class schedules/master schedule
Students are identified by academic counselors as likely to successfully participate in Honors, GATE, and AP classes through evaluation of data, one-on-one meetings with students, and conversations with parents. Teachers may also recommend students to be updrafted into Honors, GATE, or AP.	

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
Students have access to internet and computers through the Afterschool Program, and Career Center.	
Students have designated class periods for Apex Learning and Edgenuity, where they attend class in a computer lab and complete online credit recovery courses.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Students are identified by academic counselors as likely to successfully participate in Honors, GATE, and AP classes through evaluation of data, one-on-one meetings with students, conversations with parents, and teacher recommendation.	
In order to support struggling students, teachers are available to assist students before school, at lunch, or after school. In addition, tutorials are offered in our after school program.	AP tutorial schedule
RHS offers a wide variety of AP, GATE, and honors courses for our advanced learners and students who are interested in challenging themselves. We have an open door enrollment policy for our advanced classes. AP teachers offer weekly tutorial hours to provide students with academic support and clarification on the material. Counselors check SBAC scores, District Interim Assessment scores, PSAT scores, and grades to ensure that all students who are AP ready can enroll in advanced classes. AP teachers have attended workshops designed to make AP skills and content more accessible to students.	GATE/Honors/AP master schedule of courses
Students with high PSAT, SBAC, and district assessment scores are identified for GATE, honors, and Advanced Placement courses. With encouragement given to them by their teachers and counselors,	

<p>students are encouraged to challenge themselves. To support AP/GATE students, AP teachers offer weekly tutorial support.</p> <p>In GATE and Advanced Placement classes, students are actively recruited by the counselors, and recommended by current teachers for placement. Students who meet criteria based on prior assessment scores and grades are placed into these classes with encouragement given to them to challenge themselves by their counselors. To support AP/GATE students, we have weekly tutorial offered by AP/GATE teachers. We now offer AP Human Geography to 9th grade students as a “gateway” course to AP.</p> <p>Support for Students with Disabilities: At RHS, we welcome and support participation of special needs students in all aspects of our school program and include them in the Least Restrictive Educational Environment with support from instructional aides and consultation services.</p> <p>Special Education students' (RSP/SDC) academic needs are monitored regularly and placed in mainstream core classes based on ability and needs identified through the Individualized Education Plan (IEP) process. Students may be in self-contained (SDC) courses in English, Math, Social Science and Science, or they could be enrolled in English and Math classes that implement an instructional model of co-teaching. In this model, general education and special education teachers pair up to plan and deliver curriculum to a heterogeneous class that includes both students with IEPs and general education students. RHS special education teachers began to benefit from targeted support from the site special education instructional coach.</p> <p>Students in the special education program have access to tutorial, extended day reading, math, and technology classes. Special Education staff have access to additional staff development from the FUSD Special Education Office. Roosevelt's population of students with special needs include students who are Emotionally Disturbed, students who receive assistance through the Resource Specialist Program, students qualifying for Special Day Classes, and Designated Instructional Services.</p>	<p>Sample IEP with accommodations and modifications listed</p> <p>Master schedule of special education courses</p>
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Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
Roosevelt requires athletes to have a 2.0 GPA or higher to participate in athletics, which is the eligibility requirement for CIF athletics. Student athletes present grade check forms to teachers for verification, and forms are given to coaches.	Athlete Grade Check Form
Roosevelt School of the Arts requires performers to have a 2.0 GPA or higher to participate in events, shows, community performances, etc. Student performers present grade-check forms to teachers for verification, and forms are given to the director of the show.	RSA Grade Check Form Leadership/ASB application form ATLAS: Engagement Tool
The Roosevelt High School Associated Student Body (ASB) requires that any student running for office within ASB or an ASB sponsored activity/class, the students must have at least a 3.0 GPA. If a student is interested in being a part of any activity, class or election and they do not meet the required GPA, they may submit a written petition to both ASB and our Campus Culture Director and the student will be taken into consideration.	FUSD Goal 2: Every student will be involved in Arts, Activities and Athletics
ATLAS is a great resource for not only our staff, but also our students.	School Signing Day for UC/CSU/College Acceptance Letters and for Athletics Pictures.

E3.5. Additional Online Instruction

Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence

ACS WASC Category E
School Culture and Support for Student Personal and Academic Growth

Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

E 1. Parent and Community Engagement Criterion

- RHS strives to build a strong school community where families feel connected, engaged, and supported. RHS has accomplished this through a variety of parent and student workshops, field trips, Reading and Beyond, our on-site Parent Center, grade level and AP Parent nights, School Site Council, and our ASB as the voice of our students' network with our parents and our community.
- RHS has partnered with several businesses in the community in order to support teachers and students. Barrios Unidos works in conjunction with our Biology teachers to deliver state mandated sex education curriculum. RSA, our academies, and the Senior Class teachers employ outside agencies, alumni, and professionals to share their expertise with our students. Job fairs for all are held annually. Students receive college credit for some of their high school classes, may participate as volunteers in community activities, and are offered job shadowing opportunities in our academies. Our counseling staff connects students to four year universities before their senior year. The more than thirty clubs on our campus require a community service project each semester.

E 2. School Environment Criterion

- RHS consistently and effectively implements policies and commits resources to ensure safety, cleanliness, and order for fostering a salubrious environment. Responsibility for safety, cleanliness, and order lies with all members of the RHS school community. Enrollment packets with internet safety procedures and zero tolerance pledges for bullying, Electronic Policy posters, monthly class meetings, evacuation/natural disaster procedures, bi-annual fire drills, the Great American Shakeout, and lockdown drills are conducted each year. CAs are strategically placed around campus for the school day, including after school for the ASP, night school, and school events. After school sporting events are supported by CAs, VPs, counselors, and teachers.
- RHS provides an atmosphere of caring, concern, and high expectations for its students in an environment that honors individual differences, through a vast array of programs, strategies, and policies.
- Administration and staff communicate and collaborate effectively on important issues and challenges. The WASC self-study process culminating our WASC self-study report is an excellent example of the staff's collegiality, professionalism, and work ethic. Other current examples are our school-wide policies for Equitable Discipline and cell phone usage.

E. 3 Personal and Academic Support Criterion

- It is our goal at RHS to know students “by name and by need”. Through a system of academic and social emotional supports, students are supported through personalized learning plans and for those that have demonstrated social-emotional needs, they are supported through a personalized behavior support or wellness plan. RHS also has a job developer for both college and career and health services are available five days a week through the school nurse.
- Roosevelt employs APEX (credit recovery) and Edgenuity (online original credit and credit recovery) programs. The JE Young program offers a credit recovery option in Algebra I, English I and English II.
- Utilizing evaluation of data, teacher recommendations, one-on-one meetings with students, conversation with parents, students are actively identified to successfully engage in GATE, Honors, and AP classes. SPED students are monitored regularly and students are placed in mainstream classes based on ability and needs identified through the IEP process. Struggling students have access to many supports based on need before and after school tutorials with teachers and the ASP tutorial program.
- Students in athletics and extra-curricular activities are required to maintain a 2.0 GPA (3.0 for ASB officers). Student officers in ASP sponsored clubs are required to prepare lesson plans for every meeting that address the academic standards and student learner outcomes. ATLAS has a participation site to track attendance at meetings and events. In addition, students receive STRIDE points for participating in school events. These measures have increased student participation over the past year.

Prioritize the strengths and areas for growth for Category E.

**Category E: School Culture and Support for Student Personal and Academic Growth:
Areas of Strength**

- Parent reach-out: we are utilizing many more sources to bring information out to parents; telecommunications, texts, information on website, Remind 101, personal phone calls from staff, mailers, providing translation in Spanish & Hmong.
- Goal II: offering more clubs and opportunities for students to get/be involved
- Safety: high visibility of Campus Safety Assistants, anonymous tip hotline

**Category E: School Culture and Support for Student Personal and Academic Growth:
Areas of Growth**

- Overall student achievement; we need to have more opportunities and appropriate curriculum for EL and SPED students that need credit recovery opportunities, as well as additional tutoring support for EL students. Transportation difficulties also inhibit the opportunities for students to reach out for after school support.
- Parent Involvement; although we have increased the communication opportunities and reaching out to our parents, we do not always have as much parental involvement as we would like to see.
- Technology Needs; we offer many more opportunities for student in classes like credit recovery, but the lack of available technology severely inhibits our ability to ensure all students are having access required. Teachers have to share technology carts when testing is going on, carts have to be shuffled around and/or located when mass testing through technological means, many carts are outdated or need updates, are missing components that ensure devices are charged and available for use.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Continue to focus on improving the effectiveness of our accountable community collaboration model, both in subject area and cross-curricular teams, using common planning, assessment, and data analysis.
- Incorporate strategies to support struggling learners and English learners that focus on academic discourse and language development (ELA/ELD Framework, ELD standards).
- Increase staff, students, parents and community understanding of vision/mission and the schoolwide learner outcomes.
- Focus on increasing parent involvement in all school programs and activities.
- Systematically increase access to technology in classrooms, and increase teacher capacity for utilizing technology to support learning.



Chapter V

Schoolwide Action Plan

Action 1

Roosevelt High School will give specific focus on instruction and learning in mathematics, including the delivery of effective first instruction in all mathematics classrooms, collaboration between teachers around both common lessons, assessments, and student products, and the development of a comprehensive support system for students who require additional time for learning.

Progress Monitoring

- Effective first instruction, as observed using the Instructional Practice Guide during classroom walkthroughs.
- Common assessments/student products discussed during Accountable Community meetings.
- Evidence of student demonstration of learning and through an increase in percentage of students who score Standards Met or Exceeded on Math interim assessments (SQII #6258).
- Evidence of student learning and engagement through a decrease in D/F rate in mathematics courses (SQII #3789 & SQII #4762)
- Attendance records for After School Program and other tutoring options outside of the classroom.

Parent Involvement

- Parents will be encouraged to participate in informational meetings, grade distribution nights, as well as on decision-making committees such as SSC and ELAC.
- Parent learning opportunities will be provided through the Parent Center, with the support of two Home-School Liaisons, as well as through Parent University.
- To support parents in helping their children with school work, a specific section of resources will be created and maintained on the school website, called Parent-Tutor, which will contain information and links about mathematics to support parents in being tutors at home.

Professional Learning

- District professional learning for Math CCSS and new materials adoptions
- Teacher collaboration focused on improving students outcomes during AC meetings
- Focus on instructional practices during Buyback opportunities and through other readings
- Focus on formative assessment strategies, and discussions around the development of common grading systems, during AC meetings, Buyback opportunities and through other readings

Action 2

Roosevelt High School will continue to focus on providing effective literacy instruction across the curriculum, including the delivery of effective first instruction in all subject areas with strategies that focus on the development of reading comprehension and writing proficiency.

Progress Monitoring

- Effective first instruction, as observed using the Instructional Practice Guide during classroom walkthroughs.
- Common assessments/prompts/student products discussed during Accountable Community meetings.
- Evidence of student demonstration of learning and through an increase in percentage of students who score Standards Met or Exceeded on ELA interim assessments (SQII #6256).
- Evidence of student learning and engagement through a decrease in D/F rate in English courses (SQII #4008)

- Evidence of improved reading level, through a decrease in students who score significantly below grade level on the DRP assessment
- Evidence of improved proficiency in writing through an increase in overall scores on the School Wide Write.

Parent Involvement

- Parents will be encouraged to participate in informational meetings, grade distribution nights, as well as on decision-making committees such as SSC and ELAC.
- Parent learning opportunities will be provided through the Parent Center, with the support of two Home-School Liaisons, as well as through Parent University.
- To support parents in helping their children with school work, a specific section of resources will be created and maintained on the school website, called Parent-Tutor, which will contain information and links regarding reading and writing strategies to support parents in being tutors at home.

Professional Learning

- District professional learning for ELA CCSS and new materials adoptions
- Teacher collaboration focused on common writing prompts and strategies to improve students outcomes during AC meetings and cross-curricular department meeting opportunities
- Focus on instructional practices during Buyback opportunities and through other readings
- Focus on formative assessment strategies, and discussions around the development of common grading systems, during AC meetings, Buyback opportunities and through other readings

Action 3

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

Progress Monitoring

- Effective first instruction, as observed using the Instructional Practice Guide during classroom walkthroughs and discussed during AC meetings.
- Targeted support for students who are not on track, as measured by grade improvements following referrals to tutoring in After School Program, as well as meeting notes from discussions in ACs about necessary support.
- Prepare 9th grade students for success on the PSAT (10th), as measured by evidence of implementation of regular practice on PSAT/SAT problems in classrooms, and PSAT data including the number and percentage of students who take the PSAT (SQII #601) and number and percentage of students who earn a composite score of 133 with no score under 42 (SQII #608).
- Continue preparing students to be successful on the SAT with regular opportunities during classes, and as part of a preparation plan through College Board/Khan Academy, as measured by enrollment in online preparation opportunities.

- Evidence of preparation of students for rigorous and college-level work through an increase in percentage of students who score Standards Met or Exceeded on ELA and Math interim assessments (SQII #6256 & #6258).
- Exam preparation provided for AP students, as evidenced by written AP Exam Preparation Plan by each AP teacher, as well as sign-in sheets for students who attend preparations sessions.

Parent Involvement

- Parents will be encouraged to participate in informational meetings, including AP Parent Information Night.
- Parent learning opportunities will be provided through the Parent Center, with the support of two Home-School Liaisons, as well as through Parent University.

Professional Learning

- AP Training for all AP teachers
- Teacher collaboration focused on improving students outcomes in AP classes, as well as opportunities to meet outside of the school day
- District professional learning for Math and ELA CCSS and new materials adoptions
- Specific professional learning and growth for World Languages teachers
- Focus on learning about the PSAT and how to prepare students for success on the assessment
- Information about AP Eligibility for all teachers

Action 4

Roosevelt High School will focus on implementing a model of effective first instruction, support for students struggling academically, and multiple opportunities for students to demonstrate proficiency throughout the semester to increase the number and percentage of students who are on-track for graduation and A-G completion. Additionally, we will continue to encourage a college and career-going culture by increasing the number and percentage of students who meet A-G Competitive Eligibility criteria, by increasing the percent of students who are on track to complete 19 A-G courses and have a grade point average of 3.0 or higher.

Progress Monitoring

- Effective first instruction and classroom support, as observed using the Instructional Practice Guide during classroom walkthroughs.
- Monitoring of student grades, specifically in ELA, Math and Science with progress reports every 5 weeks.
- More frequent monitoring of individual students who have multiple D/F grades on any progress report.
- Targeted support for students who are not on track, as measured by grade improvements following referral to tutoring in After School Program, and meeting notes from discussions in ACs about necessary in-class support.
- Credit recovery enrollment data for students who are not on-track.

Parent Involvement

- Encourage Edutext enrollment, require parent meetings for students who are considered severely off-track (more than two Fs)
- Parents will be encouraged to participate in informational meetings, including Back to School Night and Open House, as well as grade distribution nights and Academic Awards ceremonies
- Parent learning opportunities will be provided through the Parent Center, with the support of two Home-School Liaisons, as well as through Parent University
- Encourage parents to attend college-going informational sessions, including information on UC and FAFSA.

Professional Learning

- Collaboration opportunities for teachers and staff to calibrate and engage in peer learning.
- Professional Learning on grading practices and rubric development.
- 9th Grade teachers will meet to develop academic interventions monthly and to identify students who need access to interventions.
- Professional learning for office staff on how to enroll parents in Edutext.

Action 5

Roosevelt High School recognizes the importance of school attendance and the relation to academic success, and will focus on decreasing the number of students who are considered “chronically absent” due to an attendance rate of 90% or less. Additionally, we will focus on implementing a complete attendance support plan that will also encourage student arrival to school and classes on time, thus reducing both absences and tardies.

Progress Monitoring

- Weekly school ADA rate.
- Weekly student ADA rates, including both overall attendance and tardy reports (overall and period 1).
- Development of Chronically Absent list for immediate follow-up by counselor/admin.
- Development of Severely Chronically Absent list for additional follow-up and inclusion in SARB process.

Parent Involvement

- Student Attendance Review Team (SART) meetings to providing parents with information regarding attendance policy, strategies for improvement of attendance, and support services available on-site
- On-going parent phone calls notifying parents of missed class periods
- Encourage enrollment in Edutext and access to ATLAS IQ.

Professional Learning

- Professional learning for staff focused on engaging students who have been disconnected from school.
- Training and refreshers on using tools, such as School Messenger, to communicate with parents.

Action 6

Roosevelt High School will continue to focus on a supportive and restorative discipline model, by expanding the use of our restorative practices and implementing a plan to provide support for students who make decisions leading to suspension.

Progress Monitoring

- ATLAS misbehavior entries to inform classroom and individual student needs
- SRC referrals and logs following suspension
- Behavior plans/contracts following suspension
- Out of school suspension incidents, as measured by SQII indicator #3949
- Logs of regular check-in meetings for students with a prior suspension

Parent Involvement

- Involvement in follow-up meetings after student returns from a suspension, as well as regular contact to provide regular updates on grades, attendance, and behavior
- Parent notification of misbehavior incidents, and home visits for students who repeat misbehaviors
- Communication with feeder schools to determine need of support for incoming 9th graders, communicate with parents to provide transitional support

Professional Learning

- Professional learning for all staff on working with students of poverty and students who are at-risk, through Buyback opportunities as well as other readings
- Development of classroom restorative practices
- Support for Culture and Climate Team
- Trainings to include Discipline in the Secondary Classroom, CHAMPs
- Professional learning on engaging students who are disengaged

Action 7

Roosevelt High School will continue to focus on supporting the academic acquisition of English for students who are English Learners, incorporating opportunities and support for students to engage in reading, writing, speaking, and listening in the context of grade-level standards. Additionally, we will identify current English Learner students who have met borderline redesignation status, and will develop a plan to support the students to achieve redesignation status within 365 days.

Progress Monitoring

- English Language Proficiency Assessments for California (ELPAC) assessment information and analysis, including targeting students for interventions and/or flexible grouping with iPL teachers
- Formative/Summative assessments developed around the four domains, adapted for the ELPAC, including data analysis and action planning
- District ELA interim assessment analysis
- PSAT assessment analysis

Parent Involvement

- Information provided regarding the new ELPAC assessment
- Parent notification of ELPAC scores and opportunities for side-by-side analysis of scores

- Parent Conferences by semester
- Academic Awards Assemblies to include recognition and celebration of R-FEP, encouragement of parents to participate in decision-making committees such as ELAC, SSC
- Provide communication to parents in 3 languages

Professional Learning

- Supporting English Learner students in acquiring academic language that improves reading, writing, listening, and speaking proficiency
- Accountable communities will learn about the transition from the CELDT to the ELPAC, and learn about the expectations for the new assessment
- Analysis of ELPAC results in Accountable Communities
- Training on new ELD Standards implementation with a focus on integrated ELD in core content areas

Action 8

Roosevelt High School will focus on engaging all students in the arts, activities, and athletics, which will provide students with a connection to school. The engagement plan will focus on creating multiple available opportunities for students to be involved, and a multi-layered plan to advertise and inform students of potential opportunities. Additionally, we will focus on increasing the percentage of students who remain engaged in any ongoing activities for two or more consecutive years.

Progress Monitoring

- Goal 2 participation data
- Club Rush participation by clubs, and monthly participation data
- Athletics Rosters
- Documentation of presentation and communication with regional schools

Parent Involvement

- Informational meetings and materials for parents
- Provide regular data regarding student participation in Goal 2 activities to parents, as well as upcoming opportunities for students to be involved

Professional Learning

- Teachers will receive information and updates on various opportunities for involvement and encouraged to participate and recommend future engagement opportunities
- Informational sessions to support teachers in being advisors to student clubs on campus
- CADA training for both school Activities Director and selected leadership students
- Professional Learning and collaboration time for Class Sponsors

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Appendix A: Timeline of Self-Study Process

2013-14	Mid-Term Report and 2-Day Visit As a part of this visit, staff completed an alignment of Single Plan for Student Achievement to the WASC Action Plan to create one comprehensive plan
2014-15	Completed quarterly and annual cycles of student data review, actions, budgeting, implementation and monitoring. Revised SPSA to align with revised data elements from the District Data Dashboard. Annual analysis included input from staff, parent and student surveys, in addition to student achievement data.

August 13, 2015	Beginning of Year Staff Meeting – All staff participated in goal setting and review of the School-wide Learner Outcomes (SLOs) Focus Group Assignments – staff notified of their Focus Group assignments Lead Teacher Meeting – Goal setting for year, focus on gathering data
August-Oct, 2015	Weekly AC Meetings – Review of common units, student work, and lesson strategies to support the linguistic needs of EL students in preparation for FPM.
August 20, 2015	Instructional Leadership Team (ILT) meeting – Review of SPSA and SQII in preparation for WASC Reports Chapters 1, 2, and 3.
September 8, 2015	School Site Council Meeting – Review of by-laws, election of new members, SSC training, distribution of 2014-15 SPSA to new members Review of SPSA annual goals
October 6, 2015	School Site Council – Annual Title I meeting, data review, annual goals, and update to the SPSA
October 7, 2015	Staff Meeting – Review of Data Indicators: Fewer students with D/Fs, improvement in overall attendance, decrease in incidents leading to suspension, improve EL Re-designation Rate
October 19, 2015	FPM Visit – Meetings with focus groups (students, teachers, support staff, parents, administration and district & school board officials); Review of student data, unit plans, and progress on assessments; Classroom visits for review of instruction.
November 11, 2015	Buy-Back Professional Learning Day #2 – Teacher professional learning on California ELA/ELD Framework with a focus on text complexity.

January, 2016	WASC Leadership Team – Selection of team based on interest and balance.
January 13, 2016	Staff Meeting – Introduction of timeline for WASC Self-Study.
January-June 2016	WASC Leadership Team bi-weekly Meetings – Self Study planning
January-May 2016	WASC Focus Group bi-weekly Meetings – Review 2011 Self-Study and areas of needs, Review SLOs, analyze data
February 2, 2016	School Site Council – development of timeline for development of 2015-16 SPSA.
February 1, 2016	Buy-Back Professional Learning Day #3 – Teacher professional learning on Academic discourse, organization to support failing students, and introduction to Google Classroom as a WASC Tool.
February 9, 2016	ILT – Update on development of SPSA for 2015-16; review of student data from Data Dashboard; review of timeline for student, staff, and parent surveys, identify critical learner needs
March 2, 2016	WASC Chair Training – Vice Principal Anne Batard attended Sunnyvale full-day training.
March 15, 2016	School Site Council – Adoption of SPSA for 2016-17
April 5, 2016	ELAC Meeting —Review of 2016-17 SPSA and purpose, process, calendar of WASC Visitation
June 2016	Administration Planning meeting – Reviewed timeline for completion of WASC Self-Study and calendared dates for 2016-17 work
August 10, 2016	Buyback Professional Learning Day #1 - Introduction to Chapter IV Categories and process for forming Focus Groups. Provide school vision/mission and SLOs, review critical areas of need
August 2016 - March 2017	WASC Leadership Team bi-weekly Meetings —Self-Study planning
August 2016 - March 2017	WASC Focus Group Meetings -- deconstructing of Self-Study prompts, enrolling in Focus Groups Google Classrooms, creating surveys, drafting responses, editing peer's work, providing and adding evidence
September 7, 2016	Staff Meeting – Reviewed WASC timeline, goals and processes. Reviewed roles and responsibilities of members of Focus Groups

October 23-26, 2016	Participation on WASC 6-year review team – RHS Principal Michael Allen and Vice Principal Anne Batard on Visiting Committee for King City HS self-study in King City, CA.
November 7, 2016	Buyback Professional Learning Day #2 – Professional learning about Common Formative Assessments, Behavioral Support Plans, in addition to WASC Focus Group meeting.
February 6, 2017	Buyback Professional Learning #3 – Professional Learning about Academic discourse and the California ELA/ELD framework, designing effective assessments, in addition to WASC Self-study work on collecting evidence.
February 7, 2017	ELAC Meeting —Review of WASC purpose, process, calendar of visitation.
February 2017	Administrative Team Bi-weekly Meetings: Final edits and review of 2016-2017 WASC Self-Study
March 2017	Completed self-study presented to staff, students and community

Appendix B: Results of Student Questionnaire

SOCIAL EMOTIONAL LEARNING & SCHOOL CULTURE/CLIMATE: STUDENT SURVEYS GRADE 7-12
Response Summary

ROOSEVELT HIGH

Enrollment ¹	Surveys Returned		Participation Rate					
	2014-15:	1,443	2014-15:	69.4%	2015-16:	1,699	2015-16:	82.1%

Please answer how often you did the following during the past 30 days.	Almost never	Once in a while	Sometimes	Often	Almost all the time	Favorable ^b responses		
	1415	1516	1415	1516	1415	1516	1415	1516
1. I came to class prepared.	1.1%	0.6%	2.9%	3.3%	9.6%	12.4%	31.7%	30.8%
2. I remembered and followed directions.	0.8%	0.7%	2%	2.3%	14.4%	14.5%	37.8%	38.6%
3. I got my work done right away instead of waiting until the last minute.	2%	2%	8%	6.5%	28.8%	32.5%	37.2%	36.6%
4. I paid attention, even when there were distractions.	28	34	115	110	412	550	532	619
5. I worked independently with focus.	1.5%	1.2%	6.2%	4.3%	22.9%	22.9%	37.9%	37.7%
6. I stayed calm even when others bothered or criticized me.	3.4%	4.9%	7.6%	8.6%	22.9%	22.9%	33.2%	29.7%
7. I allowed others to speak without interruption.	1.8%	1.6%	3.1%	4%	15.7%	15%	31.7%	32.5%
8. I was polite to adults and peers.	0.8%	0.9%	1.9%	1.7%	8%	7.2%	25.3%	23.3%
9. I kept my temper in check.	11	15	27	29	114	121	359	391
SELF-MANAGEMENT (Q1 - Q9)	31	29	72	101	222	251	385	444
	217	258	629	700	2322	2916	4302	4959

Increase from prior year survey results
Decrease from prior year survey results

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FOOTNOTES:
 * Summation of Often/Almost all the time (Q1-9); Mostly true/Completely true (Q10-13); Mostly confident/Completely confident (Q16-19); Quite careful/Extremely careful (Q21-28); Very safe (Q29); Agree/Strongly Agree (Q30-50); 2-3 times/a or more times (Q51-62)

-Items 1-62 are common to CORE Districts. The domains are based on only items 1-62.

-Student enrollment (grades TK-12) is used as the denominator for calculating participation rate.

1- Enrollment counts are based on first day of survey administration window 2/9/2016.

Roosevelt High School ACS WASC/CDE Self-Study Report

Please indicate how true each of the following statements is for you:							Favorable* responses					
	Not at all true	A little true	Somewhat true	Mostly true	Completely true		Not at all true	A little true	Somewhat true	Mostly true	Completely true	
	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516
10. My intelligence is something that I can't change very much.	25.9%	23.2%	12.6%	14.7%	32.7%	34.8%	21.5%	18.9%	7.2%	8.4%	38.5%	37.9%
369 391	180	248	466	586	306	318	103	142	549	549	639	
11. Challenging myself won't make me any smarter.	43.6%	42.7%	15.9%	17.6%	21.6%	21.8%	12.4%	12.2%	6.5%	5.6%	59.5%	60.3%
621 722	226	297	307	369	176	207	93	95	847	847	1019	
12. There are some things I am not capable of learning.	30.5%	29.6%	24%	25.2%	25.1%	26.4%	13.4%	12.9%	7%	6%	54.5%	54.8%
434 497	341	423	357	444	190	216	100	100	775	775	920	
13. If I am not naturally smart in a subject, I will never do well in it.	43.3%	39.3%	23.1%	24.7%	18.6%	21.1%	9.6%	10%	5.4%	4.9%	66.4%	64%
617 659	330	414	265	354	137	167	77	83	947	947	1073	
GROWTH MINDSET (Q10 - Q13)	35.8%	33.7%	18.9%	20.5%	24.5%	26%	14.2%	13.5%	6.5%	6.2%	54.7%	54.2%
	2041	2259	1077	1382	1395	1753	809	908	373	420	3118	3651

How confident are you about the following at school?							Favorable* responses					
	Not at all confident	A little confident	Somewhat confident	Mostly confident	Completely confident		Not at all confident	A little confident	Somewhat confident	Mostly confident	Completely confident	
	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516
16. I can earn an A in my classes.	4.2%	5%	12.5%	11.2%	26.8%	27.1%	33.7%	32%	22.8%	24.7%	56.5%	56.7%
61 85	180	189	385	458	484	542	327	418	811	811	960	
17. I can do well on all my tests, even when they're difficult.	7.9%	9.3%	22.7%	24.3%	36.2%	35.1%	23.6%	23.4%	9.6%	7.9%	33.2%	31.3%
113 158	326	411	519	594	338	395	138	138	133	133	476	528
18. I can master the hardest topics in my classes.	13.7%	14.4%	24.4%	26.5%	35.3%	32.9%	18.2%	18.5%	8.3%	7.7%	26.5%	26.2%
197 242	350	445	506	552	261	310	119	119	130	130	380	440
19. I can meet all the learning goals my teachers set.	4.4%	5.5%	17.4%	18.2%	32.1%	34.5%	29.5%	27.3%	16.7%	14.6%	46.2%	41.9%
63 91	249	304	458	576	421	455	238	243	659	659	698	
SELF-EFFICACY (Q16 - Q17)	6.1%	7.2%	17.6%	17.7%	31.5%	31.1%	28.6%	27.7%	16.2%	16.3%	44.8%	44%
	174	243	506	600	904	1052	822	937	465	551	1287	1488

FOOTNOTES:
* Summation of Often/Almost all the time (Q1-9); Mostly true/Completely true (Q10-13); Mostly confident/Completely confident (Q16-19); Quite carefully/Extremely carefully (Q21-28); Very safe (Q29); Agree/Strongly Agree (Q30-30); 2-3 times/4 or more times (Q51-62).

-Items 1-62 are common to CORE Districts. The domains are based on only items 1-62.

-Student enrollment (grades TK-12) is used as the denominator for calculating participation rate.

1* Enrollment counts are based on first day of survey administration window 2/9/2016.

 Increase from prior year survey results
 Decrease from prior year survey results

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Roosevelt High School ACS WASC/CDE Self-Study Report

In this section, please help us better understand your thoughts and actions when you are with other people.		1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516
		Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely careful	Favorable* responses						
21. How carefully did you listen to other people's points of view?		2% 29	2.3% 39	5.6% 81	4.5% 76	23.5% 337	22.3% 377	52% 746	49.6% 836	16.8% 241	21.3% 359	68.8% 987	70.9% 1195
22. How much did you care about other people's feelings?		5.2% 75	5.5% 92	7% 100	6.9% 116	19.3% 277	20% 337	39.9% 572	38.8% 655	28.5% 408	28.9% 488	68.4% 980	67.7% 1143
23. How often did you compliment others' accomplishments?		5.2% 74	4.7% 79	11.7% 167	11.3% 191	30% 429	27.5% 464	35.8% 513	38.8% 655	17.4% 249	17.7% 298	53.2% 762	56.5% 953
24. How well did you get along with students who are different from you?		2.7% 38	2.4% 41	8% 114	8.4% 142	22.9% 327	23.8% 400	53% 756	50.6% 851	13.4% 191	14.7% 248	66.4% 947	65.3% 1099
25. How clearly were you able to describe your feelings?		10.3% 146	10.1% 170	16.5% 235	16.3% 273	36.9% 524	40% 670	28.1% 399	25.5% 427	8.2% 117	8.2% 137	36.3% 516	33.7% 564
26. When others disagreed with you, how respectful were you of their views?		3.5% 49	2% 34	9.5% 135	9.3% 156	31.1% 441	29.2% 489	43.9% 623	45.6% 764	12% 170	13.9% 233	55.9% 793	59.5% 997
27. To what extent were you able to stand up for yourself without putting others down?		3.8% 54	4.3% 71	11.4% 162	10.1% 168	30.8% 436	30.3% 506	38.1% 540	39.7% 663	15.9% 225	15.7% 262	54% 765	55.4% 925
28. To what extent were you able to disagree with others without starting an argument?		5.6% 78	5.2% 87	12.1% 170	13.9% 232	35.4% 496	35.4% 592	35.2% 494	34.6% 577	A tremendous amount 11.8% 165	A tremendous amount 10.9% 182	47% 659	45.5% 759
SOCIAL-AWARENESS (Q21 - Q28)		4.8% 543	4.6% 613	10.2% 1164	10.1% 1354	28.7% 3267	28.5% 3835	40.8% 4643	40.4% 5428	15.5% 1766	16.4% 2207	56.3% 6409	56.8% 7635

FOOTNOTES:

* Summation of Often/Almost all the time (Q1-9); Mostly true/Completely true (Q10-13); Mostly confident/Completely confident (Q16-19); Quite carefully/Extremely careful (Q21-28); Very safe (Q29); Agree/Strongly Agree (Q30-50); 2-3 times/4 or more times (Q51-62)

-Items 1-62 are common to CORE Districts. The domains are based on only Items 1-62.

1- Student enrollment (Grades TK-12) is used as the denominator for calculating participation rate.

FOOTNOTES:
* Summation of Often/Almost all the time (Q1-9); Mostly true/Completely true (Q10-13); Mostly confident/Completely confident (Q16-19); Quite carefully/Extremely careful (Q21-28); Very safe (Q29); Agree/Strongly Agree (Q30-50); 2-3 times/4 or more times (Q51-62)

-Items 1-62 are common to CORE Districts. The domains are based on only Items 1-62.

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Roosevelt High School ACS WASC/CDE Self-Study Report

	In this section, we'd like to understand how safe you feel at school.						How strongly do you agree or disagree with the following statements?						How strongly do you agree or disagree with the following statements?						How strongly do you agree or disagree with the following statements?									
	Very safe			Neither safe nor unsafe			Unsafe			Very unsafe			Strongly agree			Strongly disagree			Disagree			Neither disagree nor agree						
	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516				
29. How safe do you feel when you are at school?	40.4%	31.8%	50.9%	55.9%	3.6%	5.3%	5.1%	7%	40.4%	31.8%	50.4%	50.3	50.4	50.3	50.4	50.3	50.4	50.3	50.4	50.3	50.4	50.3	50.4	50.3	50.4			
30. Adults at school encourage me to work hard so I can be successful in college or at the job I choose.	3.2%	2.7%	4.9%	4.8%	20.8%	25.8%	45.1%	45%	21.8%	21.8%	71.1%	66.8%	45	45	43.3	64.1	75.5	37.0	36.6	101.1	112.1	1415	1516	1415	1516			
31. My teachers work hard to help me with my schoolwork when I need it.	3.2%	3.2%	6.4%	6.3%	24.5%	30.6%	46.9%	43.9%	19.1%	16.1%	66%	60%	45	53	106	51.4	66.8	73.9	27.2	27.0	94.0	100.9	1415	1516	1415	1516		
32. Teachers give students a chance to take part in classroom discussions or activities.	2.4%	1.6%	3.4%	3.9%	18.8%	21.1%	52.9%	54.3%	22.5%	19.1%	75.4%	73.4%	34	26	48	65	26.6	35.1	74.8	90.2	31.8	106.6	122.0	1415	1516	1415	1516	
33. This school promotes academic success for all students.	2.7%	2.4%	4.6%	5.4%	21.6%	25.9%	48.6%	48.1%	22.5%	18.2%	71.1%	66.3%	38	41	66	90	30.7	43.5	69.2	80.7	32.1	101.3	111.3	1415	1516	1415	1516	
34. This school is a supportive and inviting place for students to learn.	2.5%	1.8%	4%	5.5%	23.7%	28.8%	48.7%	47.5%	21%	16.3%	69.7%	63.8%	36	30	57	92	33.6	48.1	68.9	79.3	29.8	27.2	98.7	106.5	1415	1516	1415	1516
35. Teachers go out of their way to help students.	3.3%	3.7%	6.6%	8.1%	34.1%	37.5%	41.5%	37.1%	14.5%	13.7%	56%	50.8%	47	61	94	135	48.3	62.7	58.8	61.9	20.5	22.8	79.3	84.7	1415	1516	1415	1516
CLIMATE OF SUPPORT FOR ACADEMIC LEARNING (Q30-Q35)	2.9%	2.5%	5%	5.7%	23.9%	28.3%	47.3%	46%	20.9%	17.5%	68.2%	63.5%	245	256	426	568	2036	2841	4026	4615	1784	1760	5810	6375	1415	1516	1415	1516
36. I feel close to people at this school.	5.3%	5.5%	8.3%	9.9%	32.7%	34%	38.4%	35.2%	15.3%	15.4%	53.7%	50.6%	75	91	117	165	463	565	544	586	216	256	760	842	1415	1516	1415	1516
37. I am happy to be at this school.	4.9%	4.4%	4.4%	6.7%	27.8%	32.8%	41.6%	36.6%	21.3%	19.5%	62.9%	56.1%	70	74	62	111	394	547	590	611	302	326	892	937	1415	1516	1415	1516
38. I feel like I am part of this school.	5.1%	4.9%	7.8%	9.3%	32.9%	38.6%	39.1%	33.1%	15.2%	14.1%	54.3%	47.2%	72	81	110	156	464	644	552	553	214	235	766	788	1415	1516	1415	1516
39. The teachers at this school treat students fairly.	5.9%	4.3%	11.8%	10.9%	33.9%	39%	36.7%	35.7%	11.7%	10.1%	48.4%	45.8%	83	72	167	182	480	651	519	595	166	169	685	764	1415	1516	1415	1516
41. I feel safe in my school.	4%	3.1%	6%	5%	29.4%	44.7%	45.7%	33.2%	14.9%	14.1%	60.6%	47.3%	57	51	85	82	414	740	644	549	210	234	854	783	1415	1516	1415	1516
SENSE OF BELONGING (Q36-Q39, Q41)	5%	4.4%	7.7%	8.4%	31.3%	37.8%	40.3%	34.8%	15.7%	14.7%	56%	49.4%	357	369	541	696	2215	3147	2849	2894	1108	1220	3957	4114	1415	1516	1415	1516

FOOTNOTES

* Summation of Often/Aalmost all the time (Q1-9); Mostly true/Completely true (Q10-13); Mostly confi-
-careful (Q21-28); Very safe (Q29); Agree/Strongly Agree (Q30-50); 2-3 times/A or more times (Q51-62).

Students' enrollment (arbitrary TK-12) is used as the denominator for calculating participation rate

5-10). Quite carefully/Extremely

[] Decrease from prior year survey results

Roosevelt High School ACS WASC/CDE Self-Study Report

How strongly do you agree or disagree with the following statements?	Strongly disagree		Disagree		Neither disagree nor agree		Agree		Strongly agree		Favorable* responses
	1415	1516	1415	1516	1415	1516	1415	1516	1415	1516	
42. This school clearly informs students what would happen if they break school rules.	3%	2.9%	5.3%	5.5%	22.5%	25.9%	49.2%	46.5%	20%	19.2%	69.2% 65.7%
43. Rules in this school are made clear to students.	43	48	75	92	318	432	695	775	282	320	977 1095
44. Students know how they are expected to act.	3.3%	2.5%	6.9%	7.7%	25.3%	28.2%	47%	45.2%	17.5%	16.3%	64.2% 61.5%
45. Students know what the rules are.	47	42	98	128	358	469	665	751	247	271	912 1022
46. This school makes it clear how students are expected to act.	3.3%	3.3%	6.4%	6.9%	25.4%	28.9%	49%	46.1%	15.9%	14.8%	64.9% 60.9%
47. Adults at this school treat all students with respect.	46	55	91	114	358	479	692	764	225	246	917 1010
48. Students treat teachers with respect.	3.2%	2.2%	5%	6.8%	25%	30.4%	50.6%	44.4%	16.2%	16.2%	66.8% 60.6%
49. The school rules are fair.	45	36	71	113	354	504	715	736	229	269	944 1005
50. All students are treated fairly when they break school rules.	3.7%	3.7%	9.2%	10.4%	32.1%	36%	40.3%	36.3%	14.8%	13.5%	55.1% 49.8%
KNOWLEDGE & FAIRNESS OF DISCIPLINE RULES & NORMS (Q42-Q50)	5.10	5.89	1049	1310	3787	4949	5471	5946	1894	2131	7365 8077

FOOTNOTES:
 * Summation of Often/Aalmost all the time (Q1-9); Mostly true/Completely true (Q10-13); Mostly confident/Completely confident (Q16-19); Quite carefully/Extremely careful (Q21-28); Very safe (Q29); Agree/Strongly Agree (Q30-50); 2-3 times/4 or more times (Q51-62)

-Items 1-62 are common to CORE Districts. The domains are based on only items 1-62.
 -Student enrollment (grades TK-12) is used as the denominator for calculating participation rate.

1- Enrollment counts are based on first day of survey administration window 2/9/2016.
 1- Enrollment counts are based on first day of survey administration window 2/9/2016.



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Roosevelt High School ACS WASC/CDE Self-Study Report

	During the past 12 months, how many times on school property have you.....						Favorable* responses			
	0 times	1 time	2-3 times	4 or more times	1415	1516	1415	1516	1415	1516
51. Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	85.4% 1203	85% 1422	8.6% 121	8% 134	4.3% 61	4.4% 74	1.6% 23	2.5% 42	85.4% 1203	85% 1422
52. Been afraid of being beaten up?	91.3% 1295	88.6% 1479	6% 85	6% 100	1.4% 20	3.6% 60	1.3% 19	1.9% 31	91.3% 1295	88.6% 1479
53. Had mean rumors or lies spread about you?	78.2% 1103	75.6% 1258	13% 184	11.5% 191	5.3% 75	8.5% 142	3.4% 48	4.4% 74	78.2% 1103	75.6% 1258
54. Had sexual jokes, comments, or gestures made to you?	80.8% 1141	76.8% 1275	7.3% 103	9.3% 154	5.6% 79	7.4% 123	6.4% 90	6.5% 108	80.8% 1141	76.8% 1275
55. Been made fun of because of your looks or the way you talk?	77.8% 1098	75.3% 1254	11.4% 161	11.9% 198	6.2% 87	7.2% 120	4.6% 65	5.6% 93	77.8% 1098	75.3% 1254
56. Had your property stolen, or deliberately damaged, such as your car, clothes, or books?	85.2% 1204	81.6% 1363	10.3% 146	11.4% 190	3% 42	4.6% 77	1.5% 21	2.4% 40	85.2% 1204	81.6% 1363
57. Had been made fun of because of your race or color?	87.2% 1229	84.8% 1413	5.9% 83	7.4% 123	3.7% 52	3.6% 60	3.3% 46	4.2% 70	87.2% 1229	84.8% 1413
58. Had been made fun of because of your religion?	93.8% 1323	93.1% 1555	2.9% 41	2.9% 60	3.6% 34	2.4% 28	1.7% 13	1.6% 27	93.8% 1323	93.1% 1555
59. Had been made fun of because of your gender?	95.1% 1344	93.7% 1563	2.8% 39	2.9% 49	1.3% 18	1.7% 29	0.8% 12	1.6% 27	95.1% 1344	93.7% 1563
60. Had been harassed or bullied because you are gay or lesbian or someone thought you were?	93.8% 1325	92.6% 1548	3.7% 52	4% 67	1% 14	1.7% 28	1.6% 22	1.7% 28	93.8% 1325	92.6% 1548
61. Had been harassed or bullied for a physical or mental disability?	95.4% 1345	93.8% 1570	2.9% 41	3.3% 55	1.2% 17	1.1% 19	0.5% 7	1.7% 29	95.4% 1345	93.8% 1570
62. Have received mean or hurtful messages or pictures (over cell phones, social media, or other electronic system)?	91.2% 1287	88.5% 1476	4.7% 67	6.1% 102	2.3% 32	2.6% 43	1.8% 25	2.8% 47	91.2% 1287	88.5% 1476
SAFETY (Q29, Q41, Q51-Q56)	68.3% 7605	65% 8605	13.7% 1521	14.6% 1933	7.4% 823	10.7% 1419	8.7% 974	7.9% 1047	75.5% 8402	70.5% 9337

FOOTNOTES:

* Summation of Often/Aalmost all the time (Q1-9); Mostly true/Completely true (Q10-13); Mostly confident/Completely confident (Q16-19); Quite carefully/Extremely careful (Q21-28); Very safe (Q29); Agree/Strongly Agree (Q30-50); 2-3 times/A or more times (Q51-62).

•Items 1-62 are common to CORE Districts. The domains are based on only items 1-62.

•Student enrollment (grades TK-12) is used as the denominator for calculating participation rate.

1- Enrollment counts are based on first day of survey administration window 2/9/2016.

Increase from prior year survey results

Decrease from prior year survey results

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Appendix C: Results of Parent/Community Questionnaire

2015-16 SCHOOL CULTURE/CLIMATE: PARENT SURVEYS Response Summary

ROOSEVELT HIGH

Enrollment ¹	Surveys Returned	Participation Rate			
DOMAINS	Strongly disagree	Disagree	Agree	Strongly agree	Favorable* Responses
Climate of Support for Academic Learning (Q1 and Q2)	2.1% 20	5.8% 55	65.9% 626	26.2% 249	92.1% 875
Sense of Belonging (Q3-Q9)	2.8% 92	8.8% 293	60.2% 1997	28.2% 934	88.4% 2931
Knowledge and Fairness of Discipline, Rules and Norms (Q10 and Q11)	2.6% 25	9.3% 88	57.9% 548	30.2% 286	88.1% 834
Safety (Q12 and Q13)	3.8% 36	10.5% 99	61.7% 584	24% 227	85.7% 811
How strongly do you agree or disagree with the following statements about your experience with this school this year?	Strongly disagree	Disagree	Agree	Strongly agree	Favorable* Responses
1. This school provides high quality instruction to my child.	2.1% 10	4.2% 20	68.8% 327	24.8% 118	93.6% 445
2. This school has high expectations for all students.	2.1% 10	7.4% 35	62.9% 299	27.6% 131	90.5% 430
3. I feel welcome to participate at this school.	1.9% 9	6.3% 30	62.4% 297	29.4% 140	91.8% 437
4. School staff treats me with respect.	2.7% 13	5.5% 26	57.6% 273	34.2% 162	91.8% 435
5. School staff takes my concerns seriously.	3.4% 16	11% 52	57.1% 270	28.5% 135	85.6% 405
6. School staff welcomes my suggestions.	2.3% 11	12.5% 59	60.9% 287	24.2% 114	85.1% 401
7. School staff responds to my needs in a timely manner.	4% 19	12.3% 58	61.5% 291	22.2% 105	83.7% 396
8. School staff is helpful.	3.2% 15	7.2% 34	61.3% 291	28.4% 135	89.7% 426
9. My child's background (race, ethnicity, religion, economic status) is valued at this school.	1.9% 9	7.2% 34	60.8% 288	30.2% 143	91% 431
10. This school clearly informs students what would happen if they break school rules.	1.7% 8	8.2% 39	54.1% 256	35.9% 170	90% 426
11. At this school, discipline is fair.	3.6% 17	10.3% 49	61.6% 292	24.5% 116	86.1% 408
12. My child is safe in the neighborhood around the school.	5.1% 24	13.3% 63	59.7% 282	21.8% 103	81.5% 385
13. My child is safe on school grounds.	2.5% 12	7.6% 36	63.7% 302	26.2% 124	89.9% 426
14. My child's school provides a safe and secure environment for students to learn.	2.3% 11	6.7% 32	64.6% 307	26.3% 125	90.9% 432
15. My child's school has formal school safety and student discipline policies.	1.7% 8	6.4% 30	63.1% 298	28.8% 136	91.9% 434
16. When I have a concern, I know whom to contact.	3.4% 16	11.2% 53	57.9% 274	27.5% 130	85.4% 404

FOOTNOTES:

1- Enrollment counts are based on first day of survey administration window 2/9/2016.

* Summation of Agree/Strongly Agree

-Items 1-13 are common to CORE Districts. The domains are based on only items 1-13.

-Items 14-24 are FUSD items.

-Student enrollment (grades TK-12) is used as the denominator for calculating participation rate.

	Increase from prior year survey results
	Decrease from prior year survey results

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Roosevelt High School ACS WASC/CDE Self-Study Report

How strongly do you agree or disagree with the following statements about your experience with this school this year?	Strongly disagree	Disagree	Agree	Strongly agree	Favorable* Responses
17. I participate in school sponsored activities at my child's school.	6.8% 32	21.7% 102	50.5% 237	20.9% 98	71.4% 335
18. I participate in my child's school sponsored meetings/councils.	9.3% 44	28.8% 136	45.2% 214	16.7% 79	61.9% 293
19. My child's school gives me tools to help my child with his/her school work.	5.9% 28	19.3% 91	55.3% 261	19.5% 92	74.8% 353
20. My child's school provides me information in my home language or in a language that I understand (verbal/written).	3.2% 15	4% 19	55.2% 260	37.6% 177	92.8% 437
21. My child's school communicates with me in many different ways - telephone, notes, home visits, etc.	2.3% 11	6.8% 32	54.6% 256	36.2% 170	90.8% 426
22. My child's teacher has conversations with me about my child's academic performance.	5.5% 26	22% 103	49.3% 231	23.2% 109	72.5% 340
23. I feel respected and welcomed at my child's school.	2.4% 11	5.4% 25	60.2% 281	32.1% 150	92.3% 431
24. I am satisfied with my child's school.	2.8% 13	7.1% 33	58% 268	32% 148	90% 416

FOOTNOTES:

1- Enrollment counts are based on first day of survey administration window 2/9/2016.

* Summation of Agree/Strongly Agree

-Items 1-13 are common to CORE Districts. The domains are based on only items 1-13.

-Items 14-24 are FUSD items.

-Student enrollment (grades TK-12) is used as the denominator for calculating participation rate.

 Increase from prior year survey results
 Decrease from prior year survey results

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Appendix D: 2016-17 Master Schedule

Roosevelt	00	01	02	03	04	05	06	07
Course Name								
3-Dimensional Design I		Capuchino -Mendoza, Brandi 34/37 Rm: 101						
Acting Basics			Koch, Kathryn 11/37 Rm: LT					
Acting Styles		Tromborg, Patrick 10/20 Rm: LT						
Advanced Ballet					Petrucci, Monica 6/37 Rm: 114			
Algebra / Geometry III						Altschuler, Steven 30/37 Rm: 106		
					Shropshire , Scott 35/37 Rm: 206			
		Velez, Ruben 32/37 Rm: 203		Velez, Ruben 30/37 Rm: 203				
Algebra 1 - SDC		Ramirez, Angela 13/20 Rm: 414		Ramirez, Angela 9/20 Rm: 414				
Algebra I (CCSS)			Brown, Matthew 30/37 Rm: B-20	Brown, Matthew 25/37 Rm: B-20	Brown, Matthew 31/37 Rm: B-20	Brown, Matthew 34/37 Rm: B-20		
		Chhim, Keo 27/37 Rm: 205	Chhim, Keo 28/37 Rm: 205	Chhim, Keo 27/37 Rm: 205			Chhim, Keo 30/37 Rm: 205	
					Velez, Ruben 27/37 Rm: 203	Velez, Ruben 36/37 Rm: 203	Velez, Ruben 30/37 Rm: 203	

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Algebra I (CCSS) - [Variable Credit] [CR4032ALGC] Algebra I (CCSS) - [Variable Credit] [CR4032ALGC]			Gregory, Lance 21 /37 Rm: 407		Gregory, Lance 15 /37 Rm: 407	Gregory, Lance 24 /37 Rm: 407	Gregory, Lance 16 /37 Rm: 407	Gregory, Lance 39 /43 Rm: 407
Algebra I (CCSS) [4032ALGC] Algebra I (CCSS) [4032ALGC]		Brown, Matthew 28 /37 Rm: B-20						
						Chhim, Keo 33 /37 Rm: 205		
Algebra I (CCSS) [4032ALGC] Algebra I (CCSS) [4032ALGC] Algebra I SDAIE (CCSS) [4062ALGC] Algebra I Srtuctured English Immersion (CCSS) [4052ALGC]			Hun, Roeun 30 /37 Rm: 209	Hun, Roeun 30 /37 Rm: 209				
Algebra I Srtuctured English Immersion (CCSS) [4052ALGC] Algebra I SDAIE (CCSS) [4062ALGC] Algebra I (CCSS) [4032ALGC]		Hun, Roeun 29 /37 Rm: 209			Hun, Roeun 32 /37 Rm: 209		Hun, Roeun 28 /37 Rm: 209	
Algebra II (CCSS)		Boldt, Nathan 35 /36 Rm: 210		Boldt, Nathan 32 /36 Rm: 210			Boldt, Nathan 30 /36 Rm: 210	
			Box, Chita 24 /36 Rm: 201			Box, Chita 29 /36 Rm: 201	Box, Chita 19 /36 Rm: 201	
Algebra II (CCSS) [4132MATC] Algebra II SDAIE (CCSS) [4162MATC]		Altschuler, Steven 33 /36 Rm: 106	Altschuler, Steven 30 /36 Rm: 106	Altschuler, Steven 31 /36 Rm: 106	Altschuler, Steven 34 /36 Rm: 106			
				Castellanos , Luis 28 /36 Rm: B-24	Castellanos , Luis 31 /36 Rm: B-24			

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Algebra II GATE (CCSS)		Lopez-Galicia, Gerardo 32/33 Rm: 208		Lopez-Galicia, Gerardo 28/33 Rm: 208	Lopez-Galicia, Gerardo 22/33 Rm: 208			
Algebra II SDAIE (CCSS) [4162MATC] Algebra II (CCSS) [4132MATC]						Castellanos, Luis 33/36 Rm: B-24		
American Government			Bogna, Aimee 30/37 Rm: 417			Bogna, Aimee 34/37 Rm: 417		
						Cleveland, Craig 31/37 Rm: 415		
American Government [2060GOVA] American Government [2060GOVA]					Cleveland, Craig 36/37 Rm: 415			
AP Calculus AB						Boldt, Nathan 17/37 Rm: 210		
AP Calculus BC [4010MATC] AP Calculus AB [4000MATC]			Boldt, Nathan 12/37 Rm: 210					
AP Computer Science Principles [7005ELEG] Multimedia [6590VPAF]		Carlton, Curtis 20/37 Rm: B-19						
AP English Language and Composition			Norman, Sophia 27/35 Rm: 317	Norman, Sophia 32/35 Rm: 317	Norman, Sophia 27/35 Rm: 317			
AP English Literature and Composition		Spencer, Michael 29/37 Rm: 309			Spencer, Michael 19/37 Rm: 309		Spencer, Michael 22/37 Rm: 309	
AP Environmental Science			Silva, Valerie 26/35 Rm: S-7				Silva, Valerie 16/37 Rm: S-7	

Roosevelt High School ACS WASC/CDE Self-Study Report

AP European History				Borshch, Vladimir 24/35 Rm: 402				
				Roberts, Deborah 29/35 Rm: 315			Roberts, Deborah 28/35 Rm: 315	
AP Government and Politics US (Econ Standards)			Cleveland, Craig 14/37 Rm: 415	Cleveland, Craig 17/37 Rm: 415			Cleveland, Craig 18/37 Rm: 415	
AP Human Geography		Bogna, Aimee 22/33 Rm: 417			Bogna, Aimee 16/33 Rm: 417	Bogna, Aimee 31/33 Rm: 417		
AP Physics 1		Barnett, Daniel 9/37 Rm: S 107				Barnett, Daniel 16/37 Rm: S 107		
AP Spanish Language			Galaviz, Jose 21/35 Rm: 420			Galaviz, Jose 32/35 Rm: 420	Galaviz, Jose 33/35 Rm: 420	
AP Spanish Literature		Cadenas, Adriana 21/37 Rm: 403						
AP Statistics				Bressette, Andrew 34/39 Rm: 204		Bressette, Andrew 33/39 Rm: 204		
AP United States History						Boucher, Derek 33/37 Rm: 406		
		Roberts, Matthew 28/37 Rm: 314				Roberts, Matthew 24/37 Rm: 314		
Applied Medical Sciences			Obermire, James 26/37 Rm: B-22	Obermire, James 28/37 Rm: B-22	Obermire, James 29/37 Rm: B-22			
Art Appreciation-Core(Apex Learning)		Cosma, Mario 4/15 Rm: 418	Cosma, Mario 2/37 Rm: 418	Cosma, Mario 1/37 Rm: 414		Cosma, Mario 3/37 Rm: 418	Cosma, Mario 3/37 Rm: 418	
Art History I (Edgenuity)		Cosma, Mario 0/0 Rm: 418						

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Art History I (Edgenuity)			Gregory, Lance <u>0</u> /5 Rm: 407				
					Williams, Deborah <u>1</u> /37 Rm: 404		Williams, Deborah <u>1</u> /37 Rm: 404
Art I		Barajas, Elia <u>32</u> /35 Rm: S 112	Barajas, Elia <u>30</u> /35 Rm: S 112	Barajas, Elia <u>33</u> /35 Rm: S 112	Barajas, Elia <u>33</u> /35 Rm: S 112		
			Capuchino -Mendoza, Brandi <u>35</u> /35 Rm: 101			Capuchino -Mendoza, Brandi <u>35</u> /35 Rm: 101	Capuchino -Mendoza, Brandi <u>35</u> /35 Rm: 101
				Googooian , Dianna <u>35</u> /35 Rm: S 110	Googooian , Dianna <u>30</u> /35 Rm: S 110	Googooian , Dianna <u>34</u> /35 Rm: S 110	
Athletic Physical Education						Brumana, Cecilia <u>16</u> /55 Rm: GYM	
						Civiello, Anthony <u>23</u> /55 Rm: GYM	
Basic Living Skills - SDC						Ruffin, Nikisha <u>9</u> /20 Rm: 104	Ruffin, Nikisha <u>8</u> /20 Rm: 104
Biology						Grover, Simranjeet <u>34</u> /37 Rm: S-8	
		Hutton, Cara <u>35</u> /37 Rm: S-4	Hutton, Cara <u>37</u> /37 Rm: S-4	Hutton, Cara <u>36</u> /37 Rm: S-4	Hutton, Cara <u>35</u> /37 Rm: S-4	Hutton, Cara <u>35</u> /37 Rm: S-4	
		McLain, Kelly <u>36</u> /37 Rm: S-3		McLain, Kelly <u>37</u> /37 Rm: S-3	McLain, Kelly <u>34</u> /37 Rm: S-3		McLain, Kelly <u>35</u> /37 Rm: S-3
		Revis, Tyler <u>33</u> /37 Rm: S 105		Revis, Tyler <u>34</u> /37 Rm: S 105			
Biology - SDC		Clerou, Joseph <u>13</u> /13 Rm: B-18		Clerou, Joseph <u>12</u> /13 Rm: B-18			

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Biology [3060BIOD] Biology Structured English Immersion [3080BIOD] Biology SDAIE [3090BIOD]							Revis, Tyler 32/37 Rm: S 105	
Biology GATE		Grover, Simranjeet 26/37 Rm: S-8						
						Revis, Tyler 30/37 Rm: S 105		
			Walbridge , Leslie 36/37 Rm: S 106	Walbridge , Leslie 27/37 Rm: S 106	Walbridge, Leslie 27/37 Rm: S 106	Walbridge , Leslie 33/37 Rm: S 106	Walbridge , Leslie 34/37 Rm: S 106	
Biology SDAIE [3090BIOD] Biology [3060BIOD] Biology Structured English Immersion [3080BIOD]			Grover, Simranjeet 35/37 Rm: S-8		Grover, Simranjeet 31/37 Rm: S-8		Grover, Simranjeet 31/37 Rm: S-8	
						Revis, Tyler 37/37 Rm: S 105		
Brass Ensemble					Ledak, Taylor 16/37 Rm: 34-A			
Careers in PE/Recreation and Health			Flores, Rochelle 29/55 Rm: GYM					
CART (AM) Placeholder		Vargas, Ray P 11/50 Rm: ZZZ	Vargas, Ray P 11/50 Rm: ZZZ	Vargas, Ray P 11/50 Rm: ZZZ	Vargas, Ray P 11/50 Rm: ZZZ			
CART (PM) Placeholder						Vargas, Ray P 14/50 Rm: ZZZ	Vargas, Ray P 14/50 Rm: ZZZ	
CASE MANAGEMENT	Alford, Diana 16/37 Rm: ZZZ							
	Almanza, Maris 21/37 Rm: ZZZ							

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CASE MANAGEMENT	Burmeister, Brian 3/37 Rm: ZZZ						
	Camacho-Turonis, Christy 17/37 Rm: ZZZ						
	Clerou, Joseph 18/37 Rm: ZZZ						
	Jones, Gina 17/37 Rm: ZZZ						
	Munoz, Joel 15/37 Rm: ZZZ						
	Ramirez, Angela 18/37 Rm: ZZZ						
	Rhodes, Heather 17/37 Rm: ZZZ						
	Rodriguez, Joann 15/37 Rm: ZZZ						
	Ruffin, Nikisha 13/37 Rm: ZZZ						
Ceramics I					Capuchino-Mendoza, Brandi 35/35 Rm: 101		
Ceramics I [6630VPAF] Ceramics II [6635VPAF]		Googooian, Dianna 33/35 Rm: S 110				Googooian, Dianna 35/35 Rm: S 110	
Chamber Choir		Woods, Richard 13/37 Rm: ST-B					

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Chemistry							Abdelhadi, Shama 29/35 Rm: S 104	
Chemistry [3150PHYD] Chemistry [3150PHYD]		Abdelhadi, Shama 36/36 Rm: S 104						
Chemistry [3150PHYD] Chemistry Structured English Immersion [3170PHYD] Chemistry SDAIE [3180PHYD]			Sanchez, Jay 27/36 Rm: S-6	Sanchez, Jay 29/36 Rm: S-6	Sanchez, Jay 23/36 Rm: S-6	Sanchez, Jay 29/36 Rm: S-6	Sanchez, Jay 28/36 Rm: S-6	
Chemistry Honors			Abdelhadi, Shama 29/37 Rm: S 104	Abdelhadi, Shama 20/37 Rm: S 104				
		Silva, Valerie 33/37 Rm: S-7			Silva, Valerie 34/37 Rm: S-7			
Chemistry Honors [3160PHYD] Chemistry Honors [3160PHYD]						Abdelhadi, Shama 36/37 Rm: S 104		
Child Development					Salinas, Maria 20/37 Rm: 301	Salinas, Maria 33/37 Rm: 301	Salinas, Maria 14/37 Rm: 301	
Costume Design & Makeup		Norris, Tamara 24/27 Rm: 312		Norris, Tamara 31/27 Rm: 312				
Creative Writing (Apex Learning)				Cosma, Mario 0/5 Rm: 418				
Cross-Age Physical Education						Gradoville, Mark 35/55 Rm: GYM	Gradoville, Mark 42/55 Rm: GYM	
Drawing II [6605VPAF] AP Studio Art: Drawing [6500VPAF]							Barajas, Elia 21/37 Rm: S 112	

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Earth Science - SDC					Clerou, Joseph 21/21 Rm: B-18			
Economics		Sarantos, Chris 28/37 Rm: 318						
Economics - SDC		Camacho-Turonis, Christy 17/20 Rm: 302						
Economics [2520ECNG] American Government [2060GOVA] Economics Structured English Immersion [2540ECNG] Economics SDAIE [2550ECNG]				Thao-Trevino, Paj Ia 28/37 Rm: 411				
Economics [2520ECNG] Economics SDAIE [2550ECNG] Economics Structured English Immersion [2540ECNG]			Thao-Trevino, Paj Ia 30/37 Rm: 411		Thao-Trevino, Paj Ia 33/37 Rm: 411		Thao-Trevino, Paj Ia 36/37 Rm: 411	
Economics [2520ECNG] Economics Structured English Immersion [2540ECNG] Economics SDAIE [2550ECNG]		Thao-Trevino, Paj Ia 23/37 Rm: 411						
ELD Beginning				Trevino, Alejandro 23/37 Rm: 321	Trevino, Alejandro 23/37 Rm: 321		Trevino, Alejandro 14/37 Rm: 321	
ELD Beginning / Language Arts		Trevino, Alejandro 14/37 Rm: 321		Trevino, Alejandro 22/37 Rm: 321				
ELD Intermediate / Language Arts					Trevino, Alejandro 15/37 Rm: 321			

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ELD Intermediate [1320ELEX] ELD Early Advanced [1340ELAX]			Trevino, Alejandro 23/37 Rm: 321					
English 10 (CCSS)-Core (Apex Learning) [OL1062ELAB] English III:AmericanLit-LiteracyAdv(Apex Learning) [OL1102ELAB] English 9 (CCSS)-Core (Apex Learning) [OL1022ELAB] English 9 (CCSS)-Core (Apex Learning) [OL1022ELAB] English 10 (CCSS)-Core (Apex Learning) [OL1062ELAB] English III:AmericanLit-LiteracyAdv(Apex Learning) [OL1102ELAB] WorldHistory since Renaissance-Core(Apex Learning) [OL2112MWHA] WorldHistory since Renaissance-Core(Apex Learning) [OL2112MWHA] U.S. History-Core (Apex Learning) [OL2151USHA] U.S. History-Core (Apex Learning) [OL2151USHA]		Cosma, Mario 19/37 Rm: 418	Cosma, Mario 17/37 Rm: 418	Cosma, Mario 16/37 Rm: 418		Cosma, Mario 18/37 Rm: 418	Cosma, Mario 16/37 Rm: 418	
English 11 (CCSS) (Edgenuity)							Williams, Deborah 1/37 Rm: 404	

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English 9 (CCSS) (Edgenuity) - Variable Credit [CR1023ELAB] English 9 (CCSS) (Edgenuity) - Variable Credit [CR1023ELAB] English 10 (CCSS) (Edgenuity) - Variable Credit [CR1063ELAB] English 10 (CCSS) (Edgenuity) - Variable Credit [CR1063ELAB]			Williams, Deborah <u>25</u> /37 Rm: 404		Williams, Deborah <u>15</u> /37 Rm: 404		Williams, Deborah <u>18</u> /37 Rm: 404	Williams, Deborah <u>33</u> /37 Rm: 404
English I			Benitez, Lily <u>27</u> /35 Rm: 103		Benitez, Lily <u>25</u> /35 Rm: 103			
		Boland, Eileen <u>23</u> /34 Rm: 207				Boland, Eileen <u>27</u> /34 Rm: 207		
			Kasner, Theresa <u>28</u> /33 Rm: 212	Kasner, Theresa <u>30</u> /33 Rm: 212			Kasner, Theresa <u>23</u> /33 Rm: 212	
English I - SDC		Alford, Diana <u>13</u> /15 Rm: B-21					Alford, Diana <u>12</u> /15 Rm: B-21	
English I [1020ELAB] English I [1020ELAB]						Benitez, Lily <u>33</u> /34 Rm: 103		
		Kasner, Theresa <u>30</u> /35 Rm: 212			Kasner, Theresa <u>33</u> /35 Rm: 212			
English I [1020ELAB] English I SDAIE [1050ELAB]					Boland, Eileen <u>25</u> /30 Rm: 207		Boland, Eileen <u>21</u> /34 Rm: 207	
		Reyes, Aurelio <u>29</u> /33 Rm: 202	Reyes, Aurelio <u>32</u> /33 Rm: 202					
English I GATE		Benitez, Lily <u>34</u> /37 Rm: 103					Benitez, Lily <u>31</u> /33 Rm: 103	

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English I GATE		Boland, Eileen <u>26</u> /37 Rm: 207					
		Reyes, Aurelio <u>31</u> /33 Rm: 202	Reyes, Aurelio <u>31</u> /33 Rm: 202	Reyes, Aurelio <u>29</u> /33 Rm: 202			
English II		Bundy, Lisa <u>34</u> /37 Rm: 419	Bundy, Lisa <u>36</u> /37 Rm: 419	Bundy, Lisa <u>34</u> /37 Rm: 419			
	Finley, Jamillah <u>35</u> /37 Rm: 308						
		Garcia, Monte <u>33</u> /37 Rm: 409					
English II - SDC		Rodriguez, Joann <u>15</u> /15 Rm: 320	Rodriguez, Joann <u>11</u> /15 Rm: 320				
English II [1060ELAB] English II [1060ELAB]		Finley, Jamillah <u>37</u> /37 Rm: 308					
					Garcia, Monte <u>36</u> /37 Rm: 409	Garcia, Monte <u>35</u> /37 Rm: 409	
English II [1060ELAB] English II SDAIE [1090ELAB]	Trevino, Alejandro <u>0</u> / <u>0</u> Rm: 321						
English II GATE	Bundy, Lisa <u>34</u> /37 Rm: 419	Bundy, Lisa <u>26</u> /37 Rm: 419					
		Garcia, Monte <u>26</u> /37 Rm: 409					
		Spencer, Michael <u>37</u> /37 Rm: 309	Spencer, Michael <u>35</u> /37 Rm: 309				
			Valentine, Nicole <u>30</u> /37 Rm: 322				

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English III			Beaumont -Lamb, Rhianna <u>27</u> /37 Rm: 306					
					Gonzalez, Yadira <u>23</u> /37 Rm: 303			
		Valentine, Nicole <u>32</u> /37 Rm: 322	Valentine, Nicole <u>31</u> /37 Rm: 322	Valentine, Nicole <u>31</u> /37 Rm: 322			Valentine, Nicole <u>24</u> /37 Rm: 322	
					Vasquez, Yvette <u>32</u> /37 Rm: 313		Vasquez, Yvette <u>34</u> /37 Rm: 313	
English III - SDC					Munoz, Joel <u>17</u> /20 Rm: 400			
English III [1100ELAB] English III [1100ELAB]						Beaumont -Lamb, Rhianna <u>32</u> /37 Rm: 306		
				Finley, Jamilah <u>32</u> /37 Rm: 308		Finley, Jamilah <u>31</u> /37 Rm: 308		
				Gonzalez, Yadira <u>32</u> /37 Rm: 303				
English III:AmericanLit- LiteracyAdv(Apex Learning)					Williams, Deborah <u>0</u> /37 Rm: 404			
English IV - SDC			Alford, Diana <u>9</u> /15 Rm: B-21			Alford, Diana <u>5</u> /15 Rm: B-21		
English IV:BritishWorldLit -LitAdv(Apex Learning)		Cosma, Mario <u>4</u> /37 Rm: 418	Cosma, Mario <u>4</u> /37 Rm: 418	Cosma, Mario <u>9</u> /37 Rm: 418	Cosma, Mario <u>0</u> /0 Rm: 418	Cosma, Mario <u>6</u> /37 Rm: 418	Cosma, Mario <u>3</u> /37 Rm: 418	
								Williams, Deborah <u>0</u> /0 Rm: 404
Environmental Science			Gromis, Reid <u>29</u> /37 Rm: S-5		Gromis, Reid <u>25</u> /37 Rm: S-5			

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Environmental Science						McLain, Kelly <u>26</u> /37 Rm: S-3		
				Silva, Valerie <u>17</u> /37 Rm: S-7				
Exploring Fashion/Textiles/ Apparel Arts			Norris, Tamara <u>17</u> /27 Rm: 312					
Expository Reading and Writing			Beaumont -Lamb, Rhianna <u>20</u> /37 Rm: 306			Beaumont -Lamb, Rhianna <u>31</u> /34 Rm: 306		
	Garcia, Monte <u>30</u> /34 Rm: 409							
					Gonzalez, Yadira <u>35</u> /35 Rm: 303			
	Norman, Sophia <u>31</u> /34 Rm: 317					Norman, Sophia <u>27</u> /34 Rm: 317		
			Vasquez, Yvette <u>30</u> /37 Rm: 313					
Expository Reading and Writing [1190ELAB] Expository Reading and Writing [1190ELAB]					Beaumont -Lamb, Rhianna <u>33</u> /36 Rm: 306			
		Gonzalez, Yadira <u>33</u> /34 Rm: 303						
		Vasquez, Yvette <u>33</u> /34 Rm: 313						
French I			Siong, May <u>19</u> /37 Rm: 416	Siong, May <u>25</u> /37 Rm: 416			Siong, May <u>13</u> /37 Rm: 416	

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French II						Siong, May <u>30</u> /37 Rm: 416		
French II [6050LOTE] French III [6060LOTE]					Siong, May <u>26</u> /37 Rm: 416			
General Community Skills Training I - SDC						Adams, Patrick <u>13</u> /20 Rm: S 108		
			Brown, Corey <u>14</u> /21 Rm: S 103					
Geometry (CCSS)		Bressette, Andrew <u>30</u> /37 Rm: 204			Bressette, Andrew <u>31</u> /37 Rm: 204		Bressette, Andrew <u>31</u> /37 Rm: 204	
			Shropshire , Scott <u>35</u> /37 Rm: 206	Shropshire , Scott <u>36</u> /37 Rm: 206		Shropshire , Scott <u>35</u> /37 Rm: 206	Shropshire , Scott <u>27</u> /37 Rm: 206	
Geometry (CCSS) [4082GEOC] Geometry SDAIE (CCSS) [4112GEOC]		Granum, Sandra <u>33</u> /37 Rm: B-23				Granum, Sandra <u>29</u> /37 Rm: B-23		
Geometry GATE (CCSS)			Granum, Sandra <u>29</u> /37 Rm: B-23		Granum, Sandra <u>31</u> /37 Rm: B-23		Granum, Sandra <u>29</u> /37 Rm: B-23	
Geometry SDAIE (CCSS) [4112GEOC] Geometry (CCSS) [4082GEOC]			Ingram, Joseph <u>31</u> /37 Rm: 211		Ingram, Joseph <u>36</u> /37 Rm: 211		Ingram, Joseph <u>31</u> /37 Rm: 211	
Graphic Design II								Yang, Vungping <u>30</u> /31 Rm: S 102
Guitar Advanced								Peterson, Dustin <u>7</u> /25 Rm: ST-R
Guitar Beginning						Peterson, Dustin <u>25</u> /25 Rm: ST-R	Peterson, Dustin <u>19</u> /25 Rm: ST-R	

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Health and Family Life Skills Training I - SDC							Adams, Patrick 13/20 Rm: S 108	
		Brown, Corey 14/21 Rm: S 103						
Hmong for Heritage Speakers I			Yang, Mayia 10/37 Rm: 300	Yang, Mayia 16/37 Rm: 300			Yang, Mayia 18/37 Rm: 300	
Hmong Native Speakers II					Yang, Mayia 12/37 Rm: 300	Yang, Mayia 8/37 Rm: 300		
Home Hospital Instruction Placement- Secondary	Vargas, Ray P 0/37 Rm: ZZZ							
Home-Living Skills Training I - SDC			Adams, Patrick 13/20 Rm: S 108					
				Brown, Corey 15/21 Rm: S 103				
Improvisation/Playwriting							Koch, Kathryn 15/37 Rm: LT	
Introduction to Algebra & Geometry - SDC		Jones, Gina 17/20 Rm: B-26					Jones, Gina 21/21 Rm: 413	
Introduction to Technology					Chang, John 0/10 Rm: S 111			
Introduction to Theatre						Koch, Kathryn 16/37 Rm: LT	Koch, Kathryn 23/3 Rm: LT	
Latin Jazz Ensemble					Ramirez, George 12/37 Rm: 35-A			
Library Instruction		Jones, Jesica 6/37 Rm: Library	Jones, Jesica 5/37 Rm: Library	Jones, Jesica 6/6 Rm: Library	Jones, Jesica 6/37 Rm: Library	Jones, Jesica 8/37 Rm: Library		

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Marching Band (PE Credit) [5215- PEX] Marching Band (PE Credit) [5215- PEX]								Ledak, Taylor 90/135 Rm: 34-A
Mariachi Band Beginning				Ledak, Taylor 11/37 Rm: ST-R				
Men's Alliance			Barajas Gutierrez, Sergio 18/37 Rm: 405					
Mixed Chorus Beginning				Woods, Richard 24/37 Rm: ST-B			Woods, Richard 28/37 Rm: ST-B	
Modern World History		Barajas Gutierrez, Sergio 29/37 Rm: 405		Barajas Gutierrez, Sergio 21/37 Rm: 405	Barajas Gutierrez, Sergio 33/37 Rm: 405			
					Lynn, Roger 29/32 Rm: 412			
		Sarantos, Chris 31/34 Rm: 318		Sarantos, Chris 30/34 Rm: 318		Sarantos, Chris 26/34 Rm: 318		
Modern World History - SDC				Camacho- Turonis, Christy 10/23 Rm: 302	Camacho- Turonis, Christy 12/20 Rm: 302			
Modern World History [2110MWHA] Modern World History [2110MWHA]		Borshch, Vladimir 34/34 Rm: 402			Borshch, Vladimir 29/34 Rm: 402			
Modern World History [2110MWHA] Modern World History SDAIE [2140MWHA] Modern World History Structured English Immersion [2130MWHA]			Borshch, Vladimir 33/34 Rm: 402			Borshch, Vladimir 33/34 Rm: 402		

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Modern World History [2110MWHA] Modern World History Structured English Immersion [2130MWHA]				Sarantos, Chris 29/37 Rm: 318				
Modern World History [2110MWHA] Modern World History Structured English Immersion [2130MWHA] Modern World History SDAIE [2140MWHA]						Barajas Gutierrez, Sergio 29/34 Rm: 405		
Multimedia				Carlton, Curtis 22/35 Rm: B-19	Carlton, Curtis 30/35 Rm: B-19	Carlton, Curtis 33/35 Rm: B-19	Carlton, Curtis 30/35 Rm: B-19	
		Chang, John 19/35 Rm: S 109	Chang, John 18/35 Rm: S 109			Chang, John 29/35 Rm: S 101	Chang, John 22/35 Rm: S 101	
			Hopkins, Jeffrey 26/37 Rm: S 101	Hopkins, Jeffrey 24/35 Rm: S 101				
Offsite Travel Period (Open Period)					Clarke, Kimberley 1/37 Rm: ZZZ	Clarke, Kimberley 6/37 Rm: ZZZ		
Open Period 5						Clarke, Kimberley 8/37 Rm: ZZZ		
Open Period 6							Garcia, Abril 4/10 Rm: ZZZ	
Orchestra Beginning [6825VPAF] Orchestra Intermediate [6830VPAF]		Gratz, Eric 15/37 Rm: 34-A						
PE Advanced Folkloric Dance			Alatorre, Mark 19/32 Rm: 36-A			Alatorre, Mark 28/32 Rm: 36-A		

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PE Advanced Jazz Dance							Trillo, Saima 11 /55 Rm: 114	
PE Advanced Tap			Trillo, Saima 6 /55 Rm: 116					
PE Beginning Ballet		Williams, Terra 28 /55 Rm: 114		Williams, Terra 26 /55 Rm: 114				
PE Beginning Folkloric Dance				Alatorre, Mark 30 /32 Rm: 36-A			Alatorre, Mark 27 /32 Rm: 36-A	
PE Beginning Jazz Dance								Trillo, Saima 37 /55 Rm: 114
PE Beginning Tap					Trillo, Saima 33 /55 Rm: 116			
PE Cultural Dance		Yang, Serena 12 /55 Rm: 36-A						
PE Dance Exploration			Yang, Serena 19 /55 Rm: 114		Yang, Serena 15 /55 Rm: 36-A			
PE Intermediate Ballet					Petrucci, Monica 15 /55 Rm: 114			
PE Intermediate Folkloric Dance								Alatorre, Mark 28 /35 Rm: 36-A
PE Intermediate Jazz Dance							Petrucci, Monica 11 /55 Rm: 114	
PE Intermediate Tap						Trillo, Saima 13 /55 Rm: 116		
Peer Helpers		Bonilla, Chelsea 3 / 4 Rm: 108	Bonilla, Chelsea 1 / 4 Rm: 108	Bonilla, Chelsea 3 / 4 Rm: 108	Bonilla, Chelsea 0 / 4 Rm: 108	Bonilla, Chelsea 4 / 4 Rm: 108	Bonilla, Chelsea 0 / 4 Rm: 108	

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Percussion Ensemble			Ramirez, George <u>7</u> /37 Rm: 35-A			Ramirez, George <u>11</u> /37 Rm: 35-A	
Performing Arts Singers						Woods, Richard <u>13</u> /37 Rm: ST-B	
Photo I		Hopkins, Jeffrey <u>30</u> /35 Rm: S 101			Hopkins, Jeffrey <u>15</u> /37 Rm: S 101		
Physical Education Level 1		Brumana, Cecilia <u>46</u> /55 Rm: GYM	Brumana, Cecilia <u>46</u> /55 Rm: GYM		Brumana, Cecilia <u>46</u> /55 Rm: GYM		
		Flores, Rochelle <u>47</u> /55 Rm: GYM		Flores, Rochelle <u>50</u> /55 Rm: GYM	Flores, Rochelle <u>46</u> /55 Rm: GYM	Flores, Rochelle <u>47</u> /55 Rm: GYM	
		Gradoville, Mark <u>47</u> /55 Rm: GYM	Gradoville, Mark <u>47</u> /55 Rm: GYM	Gradoville, Mark <u>49</u> /55 Rm: GYM			
Physical Education Level 2				Brumana, Cecilia <u>40</u> /45 Rm: GYM			
		Civiello, Anthony <u>45</u> /45 Rm: GYM	Civiello, Anthony <u>28</u> /45 Rm: GYM	Civiello, Anthony <u>39</u> /45 Rm: GYM	Civiello, Anthony <u>39</u> /45 Rm: GYM		
			McNair, Howard <u>27</u> /45 Rm: GYM			McNair, Howard <u>39</u> /45 Rm: GYM	McNair, Howard <u>44</u> /45 Rm: GYM
Physical Education Level 2 [5010-PEX] Physical Education Level 1 [5000-PEX]				McNair, Howard <u>30</u> /45 Rm: GYM			
Physical Education Level 2 [5010-PEX] Physical Education Level 2 [5010-PEX]					McNair, Howard <u>34</u> /45 Rm: GYM		
Physics		Gromis, Reid <u>33</u> /37 Rm: S-5			Gromis, Reid <u>31</u> /37 Rm: S-5	Gromis, Reid <u>29</u> /37 Rm: S-5	

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Physics [3110PHYD] Physics SDAIE [3140PHYD] Physics Structured English Immersion [3130PHYD]		DiPirro, Joseph 31 /37 Rm: S-1	DiPirro, Joseph 27 /37 Rm: S-1	DiPirro, Joseph 25 /37 Rm: S-1		DiPirro, Joseph 29 /37 Rm: S-1	DiPirro, Joseph 28 /37 Rm: S-1	
Physics [3110PHYD] Physics Structured English Immersion [3130PHYD] Physics SDAIE [3140PHYD]			Ortiz, Carlos 33 /37 Rm: S-2	Ortiz, Carlos 31 /37 Rm: S-2	Ortiz, Carlos 31 /37 Rm: S-2			
Physics Honors				Barnett, Daniel 27 /36 Rm: S 107	Barnett, Daniel 35 /36 Rm: S 107		Barnett, Daniel 33 /36 Rm: S 107	
		Ortiz, Carlos 32 /36 Rm: S-2				Ortiz, Carlos 36 /36 Rm: S-2		
Piano I		Hinojosa Jr, Edward 21 /24 Rm: 310						
Piano II [6750VPAF] Piano I [6745VPAF]			Hinojosa Jr, Edward 20 /24 Rm: 310					
Principles of Leadership				Cerda, Nestor 13 /37 Rm: 111	Cerda, Nestor 12 /37 Rm: 111			
Probability and Statistics		Castellanos , Luis 23 /37 Rm: B-24	Castellanos , Luis 34 /37 Rm: B-24					
Psychology (Apex)			Cosma, Mario 1 / 5 Rm: 418	Cosma, Mario 1 / 37 Rm: 418	Cosma, Mario 0 / 37 Rm: 418	Cosma, Mario 0 / 37 Rm: 418		
Psychology (Edgenuity)					Williams, Deborah 2 / 37 Rm: 404			
Recreation/Leisure Skills Training I – SDC					Adams, Patrick 13 / 20 Rm: S 108			

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Recreation/Leisure Skills Training I - SDC					Brown, Corey 15/21 Rm: S 103		
ROP: Allied Health Careers					Poole, Eugene 22/37 Rm: 213	Poole, Eugene 22/37 Rm: 213	
ROP: Careers in Educational Leadership						Archer, David 28/37 Rm: B-22	
ROP: Child Development and Education (10 credits)		Salinas, Maria 9/37 Rm: 301	Salinas, Maria 9/37 Rm: 301				
ROP: Culinary Arts (10 credits)		Cardella, Justin 16/37 Rm: 110	Cardella, Justin 16/37 Rm: 110				
ROP: Emergency Medical Technician (10 Credits)		Chacon, Ysidro 27/37 Rm: 109	Chacon, Ysidro 27/37 Rm: 109				
ROP: Fashion Design (10 credits)					Norris, Tamara 11/27 Rm: 312	Norris, Tamara 11/27 Rm: 312	
ROP: Medical Careers (10 credits)				Poole, Eugene D 25/37 Rm: 213	Poole, Eugene D 25/37 Rm: 213		
ROP: Small Business Management (10 Credits)				Voth, Linda Jean 22/37 Rm: S 109	Voth, Linda Jean 22/37 Rm: S 109		Voth, Linda Jean 22/37 Rm: S 109
ROP: Virtual Enterprise					Voth, Linda Jean 27/37 Rm: S 109	Voth, Linda Jean 27/37 Rm: S 109	
Science 11 - SDC			Clerou, Joseph 12/20 Rm: B-18				
Showcase Directing					Koch, Kathryn 5/37 Rm: LT		
Spanish I		Barker, Jammie 26/37 Rm: 305	Barker, Jammie 24/37 Rm: 305				

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Spanish I				Ceja Del Toro, Pablo 27/37 Rm: 410	Ceja Del Toro, Pablo 28/37 Rm: 410		Ceja Del Toro, Pablo 26/37 Rm: 410	
				Rios, Sara 26/37 Rm: 408		Rios, Sara 33/37 Rm: 408		
Spanish II				Barker, Jammie 31/37 Rm: 305	Barker, Jammie 34/37 Rm: 305	Barker, Jammie 26/37 Rm: 305		
		Trejo, Liliana 31/37 Rm: 401	Trejo, Liliana 26/37 Rm: 401	Trejo, Liliana 30/37 Rm: 401		Trejo, Liliana 31/37 Rm: 401		
Spanish III							Trejo, Liliana 27/37 Rm: 401	
Spanish Native Speakers I			Cadenas, Adriana 24/37 Rm: 403	Cadenas, Adriana 27/60 Rm: 403	Cadenas, Adriana 18/40 Rm: 403		Cadenas, Adriana 32/37 Rm: 403	
		Ceja Del Toro, Pablo 32/37 Rm: 410				Ceja Del Toro, Pablo 23/37 Rm: 410		
Spanish Native Speakers II				Galaviz, Jose 29/37 Rm: 420	Galaviz, Jose 31/37 Rm: 420			
		Rios, Sara 29/37 Rm: 408	Rios, Sara 19/37 Rm: 408			Rios, Sara 30/37 Rm: 408		
Stagecraft I [6680VPAX] Stagecraft II [6685VPAX]						Tromborg, Patrick 19/20 Rm: 33-A	Tromborg, Patrick 16/20 Rm: 33-A	
Stagecraft I [6680VPAX] Stagecraft II [6685VPAX] Set/Light/Sound Design [6665VPAX]					Tromborg, Patrick 17/20 Rm: 33-A			
STEPS: Career Exploration - SDC				Almanza, Maris 8/20 Rm: 316				

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STEPS: Personal Management B - SDC							Almanza, Maris 4/20 Rm: 316	
Strategies for Academic Success (Edgenuity) [OL9030ELEX] Art History I (Edgenuity) [OL6599ELEG] English 9 (CCSS) (Edgenuity) - Variable Credit [CR1023ELAB] English 9 (CCSS) (Edgenuity) - Variable Credit [CR1023ELAB] English 10 (CCSS) (Edgenuity) - Variable Credit [CR1063ELAB] English 10 (CCSS) (Edgenuity) - Variable Credit [CR1063ELAB]							Williams, Deborah 27/37 Rm: 404	
Study Skills/Tutorial - RSP		Burmeister, Brian 3/20 Rm: 304	Burmeister, Brian 3/20 Rm: 304					
Symphonic Orchestra			Gratz, Eric 21/37 Rm: 34-A					
Theatre I				Tromborg, Patrick 14/37 Rm: LT				
Theatre Movement-Adv (PE Credit)				Carlson, Kyle 7/55 Rm: 116				
Theatre Movement-Beg (PE Credit)	Carlson, Kyle 34/55 Rm: 116	Carlson, Kyle 22/55 Rm: 116						
Transitional Mathematics - SDC			Jones, Gina 23/24 Rm: 413					
Trigonometry - Elementary Functions		Box, Chita 28/37 Rm: 201		Box, Chita 30/37 Rm: 201				

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Trigonometry - Elementary Functions Honors			Lopez-Galicia, Gerardo 29/32 Rm: 208			Lopez-Galicia, Gerardo 33/34 Rm: 208		
U.S. and Global Economics- Core(Apex Learning)		Cosma, Mario 1/37 Rm: 418	Cosma, Mario 0/37 Rm: 418	Cosma, Mario 1/37 Rm: 418	Cosma, Mario 0/37 Rm: 418	Cosma, Mario 0/37 Rm: 418	Cosma, Mario 0/37 Rm: 418	
United States History		Ingram, Joseph 27/34 Rm: 211				Ingram, Joseph 32/35 Rm: 211		
			Lynn, Roger 21/34 Rm: 412			Lynn, Roger 28/35 Rm: 412		
United States History [2150USHA] United States History [2150USHA]		Boucher, Derek 31/35 Rm: 406		Boucher, Derek 31/35 Rm: 406			Boucher, Derek 34/35 Rm: 406	
				Lynn, Roger 30/34 Rm: 412		Lynn, Roger 31/34 Rm: 412		
United States History [2150USHA] United States History SDAIE [2180USHA] United States History Structured English Immersion [2170USHA]					Boucher, Derek 30/35 Rm: 406			
United States History [2150USHA] United States History Structured English Immersion [2170USHA] United States History SDAIE [2180USHA]			Roberts, Matthew 25/34 Rm: 314		Roberts, Matthew 26/34 Rm: 314	Roberts, Matthew 33/34 Rm: 314		
United States History/Geography - SDC							Camacho-Turonis, Christy 13/20 Rm: 302	

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US Gov and Politics-Core (Apex Learning)		Cosma, Mario <u>3</u> /37 Rm: 418	Cosma, Mario <u>2</u> /37 Rm: 418	Cosma, Mario <u>1</u> /37 Rm: 418	Cosma, Mario <u>0</u> /37 Rm: 418	Cosma, Mario <u>2</u> /37 Rm: 418	Cosma, Mario <u>2</u> /37 Rm: 418	
Video Production			Ruiz, Samuel <u>30</u> /30 Rm: S 102	Ruiz, Samuel <u>30</u> /30 Rm: S 102	Ruiz, Samuel <u>30</u> /30 Rm: S 102	Ruiz, Samuel <u>26</u> /30 Rm: S 102		
Videography		Ruiz, Samuel <u>17</u> /37 Rm: S 102						
Wind Ensemble						Ledak, Taylor <u>23</u> /37 Rm: 34-A	Ledak, Taylor <u>17</u> /37 Rm: 34-A	
Women's Alliance						Vasquez, Yvette <u>20</u> /23 Rm: 313		
Women's Choir Advanced			Woods, Richard <u>23</u> /37 Rm: ST-B					
Work Based Learning Skills Training I - SDC		Adams, Patrick <u>13</u> /17 Rm: S 108						
							Brown, Corey <u>14</u> /21 Rm: S 103	
World Regional Geography (Edgenuity)							Williams, Deborah <u>0</u> /5 Rm: 404	
World History since Renaissance-Core (Apex Learning)					Cosma, Mario <u>0</u> /37 Rm: 418			

Appendix E: Approved AP Course List

A. History/Social Science

- AP Human Geography
- AP European History
- AP United States History
- AP Government and Politics US

B. English

- AP English Language and Composition
- AP English Literature and Composition

C. Mathematics

- AP Calculus AB
- AP Calculus BC
- AP Statistics

D. Science

- AP Environmental Science
- AP Physics 1

E. World Languages

- AP Spanish Language
- AP Spanish Literature

F. Visual and Performing Arts

- AP Studio Art: Drawing

G. Career Technical Education (CTE)

- AP Computer Science Principles

Appendix F: UC A-G Approved Course List

Course list for 2016-17

< 2014-15 2015-16 ✓ 2016-17 2017-18

Updated as of Oct 11th, 2016

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
American Government <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	AM GOV P American Government	Civics / American Government		
American Government A <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	AM GOV P American Government	Civics / American Government		
American Government SDAIE/P <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	AM GOV I/P AM GOV S/P AMERICAN GOVERNMENT I American Government S	Civics / American Government		
AP European History <i>Adopted from: The College Board Advanced Placement Program</i>	AP Eur Hist EURO HISTORY AP	World History / Cultures / Historical Geography	AP	
AP Government and Politics United States <i>Adopted from: The College Board Advanced Placement Program</i>	AP GovPol US US GOV/POLI AP	Civics / American Government	AP	
AP Human Geography <i>Adopted from: The College Board Advanced Placement Program</i>	AP Hum Geo HUMAN GEOG AP	World History / Cultures / Historical Geography	AP	
AP United States History <i>Adopted from: The College Board Advanced Placement Program</i>	AP US Hist US HIST A AP US HIST A AP, US HIST B AP US HIST B AP	U.S. History	AP	

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Modern World History (Immersion)	MD WL HIS A I/P MD WL HIS B I/P Modern World History I	World History / Cultures / Historical Geography
Modern World History (SDAIE)	MD WL HIS A S/P MD WL HIS B S/P Modern World History S	World History / Cultures / Historical Geography
Modern World History P	MOD WLD HIS A P MOD WLD HIS B P Modern World History	World History / Cultures / Historical Geography
Principles of American Democracy <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Am Government (Edgenuity)	Civics / American Government
U.S. Government and Politics Core (2015) <i>Adopted from: APEX Learning</i>	Am Government (Apex) American Government (Apex)	Civics / American Government
U.S. History	United States History US HISTORY A P US HISTORY B P US HISTORY P	U.S. History
U.S. History (Core) <i>Adopted from: APEX Learning</i>	U.S. History (Apex)	U.S. History
U.S. History (SDAIE)	United States History S US HISTORY AS/P US HISTORY BS/P	U.S. History
U.S. History and Geography <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	U.S. History (Edgenuity)	U.S. History
U.S. History/Geography (Immersion)	United States History I US HISTORY A I/P US HISTORY B I/P	U.S. History
United States History AB <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	United States History US HISTORY P	U.S. History

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World History since the Renaissance (2015) <i>Adopted from: APEX Learning</i>	Mod World History (Apex)	World History / Cultures / Historical Geography
World History, Culture, and Geography <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Mod Wld His (Edgenuity)	World History / Cultures / Historical Geography
World Regional Geography <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	World Reg Geog(Edgenuity)	World History / Cultures / Historical Geography
English ("b") 4 years required <i>Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.</i>		
Title	Transcript Abbreviation(s)	Discipline
Advanced English and Public Health <i>Adopted from: University of California Curriculum Integration (UCCI)</i>	Medical Science Medical Science (ROP)	English Honors
AP English Language and Composition <i>Adopted from: The College Board Advanced Placement Program</i>	AP Engl Lang AP Engl Lang A AP Engl Lang B AP English Lang ENG LAN/CMP A AP ENG LAN/CMPB AP	English AP
AP English Literature and Composition <i>Adopted from: The College Board Advanced Placement Program</i>	AP Engl Lit AP English Lit ENG LIT/CMPA AP ENG LIT/CMPA AP, ENG LIT/COMPB AP ENG LIT/CMPB AP ENG LIT/COMPB AP	English AP

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CSU Expository Reading and Writing <i>Adopted from: California State University (CSU) Early Assessment Program (EAP)</i>	EXP READ/WRT P EXPOSITORY READ/WRITING Expository Reading/Writing	English	
ENGLISH 1	English I ENGLISH IA P ENGLISH IA S/P ENGLISH IB P ENGLISH IB S/P	English	
English 10 Common Core <i>Adopted from: APEX Learning</i>	English II (Apex)	English	Online
English 10 Common Core (2015) <i>Adopted from: APEX Learning</i>	English II (Apex)	English	
English 11 AB <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	English 11 ENGLISH 11 P	English	
English 11 Common Core <i>Adopted from: APEX Learning</i>	English III (Apex)	English	Online
English 12 AB <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	English 12 ENGLISH 12 P	English	
English 12 Common Core <i>Adopted from: APEX Learning</i>	English IV (Apex)	English	Online
ENGLISH 1A (SDAIE INSTRUCTION) P	English I S ENGLISH IA S/P ENGLISH IB S/P	English	
English 9 Common Core <i>Adopted from: APEX Learning</i>	English I (Apex)	English	Online
English 9 Common Core (2015) <i>Adopted from: APEX Learning</i>	English I (Apex)	English	

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English I (G)	English I G ENGLISH IIA G ENGLISH IIB G	English
English II	English II ENGLISH IIS ENGLISH IIA P ENGLISH IIA S/P ENGLISH IIB P ENGLISH IIB S/P	English
English II G	English II G ENGLISH IIA G ENGLISH IIB G	English
English III	English III ENGLISH III P ENGLISH IIIA P ENGLISH IIIB P	English
English III <i>Adopted from: APEX Learning</i>	English III (Apex) <i>Adopted from: APEX Learning</i>	English
English IV	English IV (Apex) <i>Adopted from: APEX Learning</i>	English
English Language Arts 10 <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	English II (Edgenuity) <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Online
English Language Arts 11 <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	English III (Edgenuity) <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	English
English Language Arts 12 <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	English IV (Edgenuity) <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Online
English Language Arts 9 <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	English I (Edgenuity) <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Online
Expository English 12 Honors <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Expository English 12 H <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Honors

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Expository Reading and Writing <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	ERWC (Edgenuity)	English	Online
Mathematics ("C") 3 years required, 4 years recommended			
<i>Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two- and three-dimensional geometry.</i>			
Title	Transcript Abbreviation(s)	Discipline	Honors Type
Algebra / Geometry III	ALG/GEOM IIIA P ALG/GEOM IIIB P Algebra / Geometry III	Geometry	
Algebra I <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Algebra I (Edgenuity)	Algebra I	Online
Algebra I (CCSS)	Algebra I (CCSS) Algebra II (CCSS) Algebra I S (CCSS)	Algebra I	
Algebra I Common Core (2015) <i>Adopted from: APEX Learning</i>	Algebra I (Apex)	Algebra I	
Algebra I P	ALGEBRA 1A P ALGEBRA 1B P Algebra I ALGEBRA IA P ALGEBRA IB P	Algebra I	
Algebra I SDAIE	ALGEBRA 1A S/P ALGEBRA 1B S/P Algebra I S	Algebra I	

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Algebra I Structured English Immersion	Algebra I ALGEBRA IA I/P ALGEBRA IB I/P	Algebra I
Algebra II	Algebra II Algebra II I Algebra II S ALGEBRA IIA P ALGEBRA IIA S/P ALGEBRA IIB G ALGEBRA IIB P ALGEBRA IIB S/P	Algebra II
Algebra II <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Algebra II (Edgenuity)	Algebra II
Algebra II (CCSS)	Algebra II (CCSS) Algebra II G (CCSS) Algebra II S (CCSS)	Algebra II
Algebra II Common Core <i>Adopted from: APEX Learning</i>	Algebra II (Apex)	Algebra II
Algebra II G	Algebra II G ALGEBRA IIA G ALGEBRA IIB G	Algebra II
AP Calculus AB <i>Adopted from: The College Board Advanced Placement Program</i>	AP Calc AB CALCULUS AB AP	Calculus AP
AP Calculus BC <i>Adopted from: The College Board Advanced Placement Program</i>	AP Calc BC	Calculus AP
AP Statistics <i>Adopted from: The College Board Advanced Placement Program</i>	AP Stat STATISTICS AP	Statistics AP
CCSS Algebra 1	Algebra 1 CCSS Algebra I S (CCSS)	Algebra I
CCSS Algebra 2	CCSS Algebra 2	Algebra II

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CCSS Geometry	CCSS Geometry	Geometry	
Geometry <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Geometry (Edgenuity)	Geometry	Online
Geometry (CCSS)	Geometry (CCSS) Geometry G (CCSS) Geometry S (CCSS)	Geometry	
Geometry Common Core <i>Adopted from: APEX Learning</i>	Geometry (Apex)	Geometry	
Geometry G	GEOMETRY A G GEOMETRY B G Geometry G	Geometry	
Geometry Immersion	GEOMETRY A I/P GEOMETRY B I/P Geometry I	Geometry	
Geometry P	Geometry	Geometry	
Geometry SDAIE	GEOMETRY A S/P GEOMETRY B S/P Geometry S	Geometry	
Probability and Statistics	Probability & Statistics	Statistics	
Trigonometry - Elementary Functions	TRIG/ELM FUNC P Trigonometry/Elem Func	Advanced Mathematics	
Trigonometry - Elementary Functions Honors	TRIG/ELM FUNC H Trigonometry/Elem Func H	Advanced Mathematics Honors	

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Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced Science Topics AB <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	ADV SCI TOPIC H Adv Sci Topics	Integrated Science		
	Advanced Science Topics			
	Advanced Science Topics AB			
Anatomy and Physiology AB <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Anatomy and Physiology AB Anatomy/Physiology	Biology / Life Sciences		
AP Environmental Science <i>Adopted from: The College Board Advanced Placement Program</i>	AP Env Sci ENVRN SCI A AP ENVRN SCI A AP, ENVRN SCI B AP ENVRN SCI B AP	Interdisciplinary Sciences	AP	
AP Physics 1 <i>Adopted from: The College Board Advanced Placement Program</i>	AP Phys 1	Physics	AP	
Biology (G)	BIOL B/CT G BIOLOGY A G BIOLOGY B G Biology G	Biology / Life Sciences		
Biology (Immersion)	BIOLOGY A I/P BIOLOGY B I/P Biology I	Biology / Life Sciences		
Biology (SDAIE)	BIOLOGY A S/P BIOLOGY B S/P Biology S	Biology / Life Sciences		
Biology P	Biology BIOLOGY A P BIOLOGY B P	Biology / Life Sciences		

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Biomedical Science: App Human Anatomy & Physiology <i>Adopted from: California Partnership Academies (CPA)</i>	Biomedical Science: Applied Human Anatomy	Biology / Life Sciences
Chemistry (H)	CHEMISTRY A H CHEMISTRY B H Chemistry H	Chemistry Honors
Chemistry (SDAIE)	CHEMISTRY A S/P CHEMISTRY B S/P Chemistry S	Chemistry
Chemistry A I/P (Immersion)	Chemistry A I/P Chemistry B I/P Chemistry I	Chemistry
Chemistry AB <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Chemistry CHEMISTRY P	Chemistry
Chemistry P	Chemistry CHEMISTRY A P CHEMISTRY B P CHEMISTRY P	Chemistry
Environmental Science & Tech <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Environmental Science & Tech EnvironmentalScience&Tech	Interdisciplinary Sciences
Neuroscience <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Neuroscience NEUROSCIENCE P	Biology / Life Sciences
Physics	Physics PHYSICS A P PHYSICS B P PHYSICS P PHYSICS S	Physics
Physics (H)	PHYSICS A H PHYSICS B H Physics H	Physics Honors

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Physics AB <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Physics PHYSICS P	Physics PHYSICS P
Principles of the Biomedical Sciences <i>Adopted from: Project Lead the Way (PLTW)</i>	Prin of Bio Sci /PBS	Biology / Life Sciences
Zoology AB <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Zoology Zoology AB	Biology / Life Sciences

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Spanish Language and Culture <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	AP Spanish (Edgenuity)	LOTE Level 4+	AP	Online
AP Spanish Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i>	AP Span Lang SPANISH LANG AP	LOTE Level 4+	AP	
AP Spanish Literature and Culture <i>Adopted from: The College Board Advanced Placement Program</i>	AP Span Lit SPANISH LIT AP	LOTE Level 4+	AP	
French I <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	French I FRENCH I FRENCH IAP FRENCH IB P	LOTE Level 1		
French I <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	French 1 (Edgenuity)	LOTE Level 1	Online	
French II	French II FRENCH II P	LOTE Level 2		
	French IAP			
	French IB P			

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French II <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	French II (Edgenuity)	LOTE Level 2	Online
French III	French III	LOTE Level 3	
Hmong for Heritage Speakers	Hmong Heritage Speaker I	LOTE Level 2	
Hmong for Native Speakers	Hmong / NASP HMONG LITCY I P HMONG NATIVE SP HMONG/NASP I P	LOTE Level 2	
Hmong Native Speaker II	Hmong Native Sp II	LOTE Level 2	
Spanish for Native Speakers I	SPAN I/NAISP P SPAN/NASP I P SPANISH NATIVE SP I Spanish Native Speakers I	LOTE Level 2	
Spanish for Native Speakers II	SPAN/NASP II P SPANISH NATIVE SP II Spanish Native Speakers II	LOTE Level 4+	
Spanish I <i>Adopted from: APEX Learning</i>	Spanish I (Apex)	LOTE Level 1	
Spanish I <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Spanish I (Edgenuity)	LOTE Level 1	
Spanish I	Spanish I SPANISH IA P SPANISH IB P	LOTE Level 1	
Spanish II <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Spanish II (Edgenuity)	LOTE Level 2	
Spanish II	Spanish II SPANISH II P SPANISH IIA P SPANISH IIB P	LOTE Level 2	

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Spanish II <i>Adopted from: APEX Learning</i>	Spanish II (Apex)	LOTE Level 2		
Spanish III <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Spanish III (Edgenuity)	LOTE Level 3		
Spanish III	Spanish III SPANISH III P	LOTE Level 3		
Spanish III <i>Adopted from: APEX Learning</i>	Spanish III (Apex)	LOTE Level 3		
Visual & Performing Arts ("F") 1 year required <i>One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).</i>				
Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
3-Dimensional Design I	3-Dimensional Design I	Visual Arts		
Acting Basics	ACTING BASICS ACTING BASICS P	Theater		
Acting Styles	ACTING STYLES ACTING STYLES P	Theater		
Adv Studies in Media Comm Design <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Adv Study Media Comm Des Adv Studies in Media Comm Design	Visual Arts		
Adv. Concert Choir II-IV	ADV CNCRT II-IVP ADV WOMEN II-IV Concert Choir Advanced WOMENS CHOIR ADVANCED	Music		

Roosevelt High School ACS WASC/CDE Self-Study Report

Advanced Ballet	Ballet-Advanced PE BALLET-ADVANCED PE/ADV BALLET	Dance
Advanced Guitar	ADV GUITAR P GUITAR ADVANCED	Music
Advanced Wind/or Brass Ensemble	Advanced Wind Ensemble Brass Ensemble Wind Ensemble	Music
AP Studio Art: Drawing <i>Adopted from: The College Board Advanced Placement Program</i>	AP Art STD ART/DRNG AP	Visual Arts
Art Fashion and Design	Art Fashion and Design Fashion Design Fashion Design (ROP)	Visual Arts
Art I	Art I ART IA P ART IB P	Visual Arts
Beginning Guitar	Beg Guitar GUITAR BEGINNING	Music
Beginning Mixed Choir	BEG MXD CHOIR Beginning Mixed Chorus Mixed Chorus Beginning	Music
Ceramics I	Ceramics I CERAMICS I P	Visual Arts
Ceramics II (P)	Ceramics II CERAMICS II P	Visual Arts
Chamber Choir II-IV	CHAMBER CHOIR Chamber Choir II-IV CHAMBER II-IV Choir Chamber	Music

Roosevelt High School ACS WASC/CDE Self-Study Report

Concert Band	Concert Band	Music
Digital Media and Graphic Design <i>Adopted from: Fresno ROP</i>	Multi Comm Design (ROP)	Visual Arts
Digital Media and Graphic Design <i>Adopted from: Center for Advanced Research and Technology (CAR-T) HS</i>	Dig Media&Graphic Design	Visual Arts
Digital Video Production and Broadcast <i>Adopted from: Center for Advanced Research and Technology (CAR-T) HS</i>	Digital Video Production Digital Video Production and Broadcast	Visual Arts
Drawing II	Drawing II DRAWING II P	Visual Arts
Exploring Fashion, Textiles and Apparel Arts P	EXPL FASHION P Exploring Fashion	Visual Arts
Improvisation/Playwriting	Improvisation/Playwriting IMPRV/PLYWRTG	Theater
Intermediate Ballet	PE Ballet-Intermediate PE/INT BALLET A PE/INT BALLET BC PE/INT BALLET PE/INT BALLET A PE/INT BALLET BC	Dance
Intermediate Jazz	PE/INT JAZZ A PE/INT JAZZ BC PE/INT JAZZ DAN	Dance
Introduction to Theatre	INTRO THTR A P INTRO THTR B P Introduction to Theatre	Theater
Latin Jazz Ensemble	BEG/INT JAZ BND BG/INT JZZ BND Jazz Band Jazz Band Intermediate Latin Jazz Ensemble	Music

Roosevelt High School ACS WASC/CDE Self-Study Report

Mariachi Band	Mariachi Band I	Music
Multimedia P	Multimedia Multimedia P Multimedia	Visual Arts
Orchestra Beginning	BEG ORCHESTRA Orchestra Beginning	Music
Orchestra Intermediate	INT ORCHESTRA Orchestra Intermediate	Music
Painting II	Painting II PAINTING II P	Visual Arts
Percussion Ensemble	Percussion Ensemble PRCUSSN ENSEM	Music
Performing Arts Singers	PERF ART SING P Performing Arts Singers	Music
Photo I	Photo I	Visual Arts
Piano I	Piano I PIANO I P	Music
Piano II	PIANO II PIANO II P	Music
ROP Fashion Design	Fashion Design (ROP)	Visual Arts
Showcase Directing	Showcase Directing SHWCSE DIRTG P	Theater
Symphonic Band	Symphonic Band	Music
Symphonic Orchestra Advanced	ADV SYMPH ORC SYMPH ORCH P SYMPH/ORCH Symphonic Orchestra Symphonic Orchestra Advanced	Music

Roosevelt High School ACS WASC/CDE Self-Study Report

Theatre I	Theatre I THEATRE IA PA P THEATRE IB PA P
Video Production	Video Production Visual Arts
Videography	Videography Visual Arts
Videography	Videography Visual Arts
Wind Ensemble	Wind Ensemble WIND ENSEMBLE P Music

College-Preparatory Elective ("g") 1 year required				
<i>One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.</i>				
Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Adv Topic in Medicine <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	ADV TOPIC/MED P Adv Topics in Medicine	Laboratory Science – Biology / Life Sciences		
Adv Topics in Medical Research <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	ADV MED RSRCH P Adv Topics in Medical Research Adv Topics Med Research	Laboratory Science – Biology / Life Sciences		
Allied Health Careers	Allied Health (ROP)	Interdisciplinary		
AP Computer Science Principles <i>Adopted from: The College Board Advanced Placement Program</i>	AP Comp Sci A	Mathematics - Computer Science	AP	
Applied Medical Sciences	Applied Medical Sciences	Laboratory Science – Biology / Life Sciences		
Art Appreciation <i>Adopted from: APEX Learning</i>	Art Appreciation (Apex)	History / Social Science		Online

Roosevelt High School ACS WASC/CDE Self-Study Report

Art History I <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Art History I (Edgenuity)	Interdisciplinary	Online
Biochemistry <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Biochemistry BIOCHEMISTRY P	Laboratory Science – Physical Sciences	
Bioengineering I <i>Adopted from: Center for Advanced Research and Technology (CART) HS</i>	Bioengineering BIOENGNRG I P	Laboratory Science – Biology / Life Sciences	
Careers in Educational Leadership	CareersEd Leadership(ROP)	Interdisciplinary	
Child Development and Education	Child Development	Interdisciplinary	
Creative Writing <i>Adopted from: APEX Learning</i>	Creative Writing (Apex)	English	Online
Earth Science (Immersion) P	EARTH SCI A I/P EARTH SCI B I/P Earth Science I	Laboratory Science – Physical Sciences	
Earth Science (SDAIE) P	EARTH SCI A S/P EARTH SCI B S/P Earth Science S	Laboratory Science – Physical Sciences	
Earth Science P	EARTH SCI A P EARTH SCI B P Earth Science	Laboratory Science – Physical Sciences	
Economics <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Economics (Edgenuity)	History / Social Science	
Economics	ECON P Economics Economics I	History / Social Science	
Economics (SDAIE)	ECON S/P Economics S	History / Social Science	

Roosevelt High School ACS WASC/CDE Self-Study Report

Economics A <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	ECON AM ECON P ECON PM Economics	History / Social Science
Economics G	ECON G Economics G	History / Social Science
Economics of Marketing & Advertising <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	Economics of Marketing Economics of Marketing & Advertising MKTG/ADVTSG	History / Social Science
Emergency Medical Technician	Emergency/MedicalTech(ROP)	Interdisciplinary
Engineering I <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	Engineering I	Interdisciplinary
Engineering II <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	ENGINEERG II P Engineering II	Interdisciplinary
Entrepreneurship and Marketing	Business Marketing	History / Social Science
Entrepreneurship in a Global Society	Entrepreneur Global Socie EntrepreneurGlobalSociety	History / Social Science
Environmental Field Studies <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	ENV FLD STDY AM ENV FLD STDY PM Environ Field Studies	Laboratory Science – Integrated Science
Environmental Science	Environmental Science ENVIRONMENTAL SCIENCE I ENVIRONMENTAL SCIENCES	Laboratory Science – Integrated Science

Roosevelt High School ACS WASC/CDE Self-Study Report

Forensic Research & Biotechnology <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	FORENS RESRCH P Forensic Research	Laboratory Science – Biology / Life Sciences	Online
Geography and World Cultures <i>Adopted from: APEX Learning</i>	Geo&World Cultures (Apex)	History / Social Science	Online
Global Economics & Finance <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	Global Econ & Finance GLOBL ECON/F GLOBL ECON/FI (AM)	History / Social Science	Online
Law and Order and Public Policy <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	Law / Policy LAW/ORDER/PUB P	History / Social Science	Online
Medical Careers	Medical Careers (ROP)	Interdisciplinary	Online
Money & Banking <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	MONEY & BANKG P Money and Banking	History / Social Science	Online
Multicultural Studies <i>Adopted from: APEX Learning</i>	Multicultural Stud (Apex)	History / Social Science	Online
Nursing Services	Nursing Services (ROP)	Interdisciplinary	Online
Physics & Technology <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	Physics & Technology	Laboratory Science – Physical Sciences	Online
Principles of Leadership	Principles of Leadership	Interdisciplinary	Online
Product Development <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	PRODCT DEVLM AM PRODCT DEVLM PM Product Development	Interdisciplinary	Online
Psychology <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Psychology (Edgenuity)	History / Social Science	Online
Psychology <i>Adopted from: APEX Learning</i>	Psychology (Apex)	History / Social Science	Online

Roosevelt High School ACS WASC/CDE Self-Study Report

Psychology and Human Behavior <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	PSYCH HMN BHV P Psych/Human Behavior	History / Social Science
Robotics and Electronics <i>Adopted from: Center for Advanced Research and Technology (CART)</i> HS	Robotics & Electronics Robotics and Electronics	Interdisciplinary
ROP Child Development and Education	Child Development (ROP) ROP Child Development	Interdisciplinary
ROP Culinary Arts	Culinary Arts (ROP)	Interdisciplinary
Small Business Management	Small Business Mgmt (ROP)	Interdisciplinary
U.S. and Global Economics Core <i>Adopted from: APEX Learning</i>	Economics (Apex Learning)	History / Social Science
U.S. History since the Civil War <i>Adopted from: APEX Learning</i>	U.S. History (Apex)	History / Social Science
Virtual Enterprise	Virtual Entprse(ROP)	Interdisciplinary
Virtual Enterprise Economics <i>Adopted from: Fresno ROP</i>	Virtual Enterprise Economics (ROP) Virtual Entprs Econ (ROP)	History / Social Science

Changes and Additions for 2017-18

The following additional courses have been approved, or have been submitted for approval, to meet A-G credit requirements beginning in the 2017-18 school year:

Algebra II/Pre-Calculus Honors (c)

This course is designed as an acceleration pathway in high school mathematics. This course will include the California State content standards of Algebra II and embeds key standards typical to a pre-Calculus course to prepare students for future Calculus coursework.

Hmong Heritage Speakers II (e)

This course will extend the learning from Hmong Heritage I with continued focus on the relationship between language and culture. Course goals include the improvement of oral language skills, as well as advancement in reading comprehension and writing ability.

Nutritional Health Science (g)

This one-year elective course introduces students to the basic sciences of food and nutritional sciences and their applications to daily life. A comprehensive approach will be taken to help students understand nutritional value, how to reduce health risks, and practice high-level wellness through learning about food and nutrition. This course will provide building blocks for lifelong learning through a variety of modalities. Topics to be covered include: general nutrition, sport nutrition, fitness, disease, wellness and their relationships to each other and how these impact individuals, families, communities, and the country as a whole. Potential to earn college credit in high school; see instructor for information.

Dance PE: Gymnastics (submitted for approval)

Students enrolled in this class meet the PE State Standards and District goals for physical education. Students prepare for the California Physical Performance Test while focusing on: tumbling, stunting, flexibility, balance, and muscle control. Gymnastics teaches the significance within five major areas of content: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications. This class allows students to explore basic gymnastic techniques through self-discipline, control, rhythmic accuracy, flexibility, and proper body alignment.

International Dance I: Hmong (submitted for approval)

Hmong dance is a Physical Education courses that reflects the California State Framework goals for physical education and dance. Hmong dance teaches the significance of dance, choreography, style and form, content, context and technical dance and consists of five major areas of content: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

Appendix G: Additional Details of School Programs

2016-17 Bell Schedule and Calendar



Roosevelt High School BELL SCHEDULE 2016-17



Traditional - Mon (T)	ODD Block - Tue (O)	EVEN Block - Wed Late Start (L)	ODD Block - Thur (O)	EVEN Block - Fri (E)
Period 0 7:00 – 7:50	Period 0 7:00 – 7:50	Staff Meetings 7:40 – 8:40	Period 0 7:00 – 7:50	Period 2 8:00 – 9:52
Period 1 8:00 – 8:55	Period 1 8:00 – 9:52	Period 2 8:50 – 10:42	Period 1 8:00 – 9:52	Period 4 10:00 – 11:52
Period 2 9:03 – 9:58	Period 3 10:00 – 11:52	Period 4 10:50 – 12:42	Period 3 10:00 – 11:52	LUNCH 11:52 – 12:27
Period 3 10:06 – 11:06	LUNCH 11:52 – 12:27	LUNCH 12:42 – 1:17	LUNCH 11:52 – 12:27	Period 6 12:35 – 2:27
Period 4 11:14 – 12:09	Period 5 12:35 – 2:27	Period 6 1:25 – 3:17	Period 5 12:35 – 2:27	
LUNCH 12:09 – 12:39	Period 7 2:35 – 4:27		Period 7 2:35 – 4:27	
Period 5 12:47 – 1:42				
Period 6 1:50 – 2:45				
Period 7 2:53 – 3:48				
		Full Traditional Weeks:	8/15 – 8/19 8/22 – 8/26 10/3 – 10/7 12/5 – 12/9	1/9 – 1/13 1/17 – 1/20 3/13 – 3/17 5/30 – 6/2

August				September				October				November				December								
					1 O	2 E	3 T	4 T	5 T	6 T	7 T		1 O	2 L	3 O	4 E		1 O	2 E					
				5 NS	6 O	7 L	8 O	9 E	10 T	11 O	12 L	13 O	14 E	7 NS	8 O	9 L	10 M	11 NS	5 T	6 T	7 T	8 T	9 T	
15 T	16 T	17 T	18 T	19 M	12 O	13 L	14 O	15 E	16 M	17 O	18 L	19 O	20 E	21 T	14 T	15 O	16 L	17 O	18 E	12 T/F	13 O/F	14 E/F	15 O/F	16 T
22 T	23 T	24 T	25 T	26 T	19 O	20 L	21 O	22 E	23 T	24 O	25 L	26 O	27 E	28 NS	22 NS	23 NS	24 NS	25 NS						
29 T	30 O	31 L		26 T	27 O	28 L	29 O	30 E	31 T					28 T	29 O	30 L								

January				February				March				April				May									
					1 L	2 O	3 E		1 L	2 O	3 E		3 T	4 O	5 L	6 E	1 M	2 O	3 L	4 O	5 E				
9 T	10 T	11 M	12 T	13 NS	6 O	7 L	8 O	9 E	10 T	6 O	7 L	8 O	9 E	10 NS	11 NS	12 NS	13 NS	14 T	8 O	9 L	10 11	12 E			
16 NS	17 T	18 T	19 T	20 T	13 NS	14 O	15 L	16 O	17 E	13 T	14 T	15 T	16 T	17 T	18 NS	19 O	20 L	21 O	22 E	15 T	16 O	17 L	18 19	20 E	
23 T	24 O	25 L	26 O	27 E	20 NS	21 O	22 L	23 O	24 E	20 T	21 O	22 L	23 O	24 E	24 T	25 O	26 L	27 O	28 E	22 T	23 O	24 L	25 O	26 E	
30 T	31 O				27 M	28 O			27 T	28 O	29 L	30 O	31 E					29 NS	30 T	31 T					

June			
	1 T	2 T/F	
5 O/F	6 E/F	7 O/F	8 T

T = Traditional
O = Odd Block
E = Even Block

L = Even Block Late Start
M = Class Meeting
NS = No School

After School Program Brochure

The Velt

2016-2017

Features of the Rough Riders



Roosevelt After School Program

Program Schedule

Tutorial Daily in the Library All subjects 2:30pm- 7:00pm	Sport Tutorial <i>Room B-24</i> 3:00pm-6:00pm
B-Boy Dance Tuesday-Friday Room 36A 4:15pm-6pm	
Games and more Monday-Friday Library 4:00pm-6:00pm	
Fitness & Weight Lifting Tuesday and Thursday Weight Room 4:15pm-6:00pm	
Anime Book Club Friday Room 417 4:00pm-5:00pm	
Screen Printing Monday- Friday Room 5-111 2:00pm-4:00pm	
Bass Fishing Club Wednesday & Friday Room 309 4:00pm-6:00pm	
Video Production Wednesday & Friday Room 5-102 4:15pm-6:00pm	

Dear Parents and
Guardians,

The Velt After School
Program is free for all
students of Roosevelt
High School. We are
open Monday through
Friday until 7:00pm.
Your students can get
help with homework in
tutorial as well as enjoy
our enrichment classes.
Also, a snack will be
served daily.

*The Velt
Roughriders*
2016-2014

Phone: (559)253-5256
Luz Vega
Email: luz.vega@ctff.us

Mission Statement

To serve the academic and enrichment needs of the students at Roosevelt High School through academic tutoring and enrichment classes and to provide opportunities for student growth and creativity.



English Learners' Tutorial

Homework help in the language that you feel most comfortable. There is help available in English, Spanish, and Hmong.

California Content Standards Addressed in all subjects

Sports Tutorial

Work with your team to complete assignments and stay eligible for the entire season and beyond!

California Content Standards Addressed in all subjects

B-Boy Dance

Express yourself through dance! This dance class focuses on break dancing technique and form.

Visual and Performing Arts: Dance 2.O-2.3

Screen Printing

Students get a hands-on experience about what it takes to manage a small business. They assist the instructor to take orders, design t-shirts, and the production of screen printing shirts for our school and our community.

Writing Strategies 1.O-2.0

(Classes and schedule subject to change)

Tutorial Center Library

We tutor in all subject areas and help with homework and class assignments. Program is held every day, Monday-Friday after school, in the library until 7:00pm.

California Content Standards Addressed in all subjects

Fitness Development

Students have the opportunity to maintain good health by engaging in regular fitness activities in our weight lifting class.

Physical Education Standards

Games and More!

After tutorial, students have the opportunity to collaborate with friends and challenge their cognitive abilities through fun board games and playing cards

Visual and Performing Arts: artistic Perception 1.1.1.2

Bass Fishing Club

Students in fishing club share an interest in the recreational sport of fishing. Participants will work together to learn various fishing techniques and also about local fish. Collimating events take place in the form of fishing tournaments throughout the year.

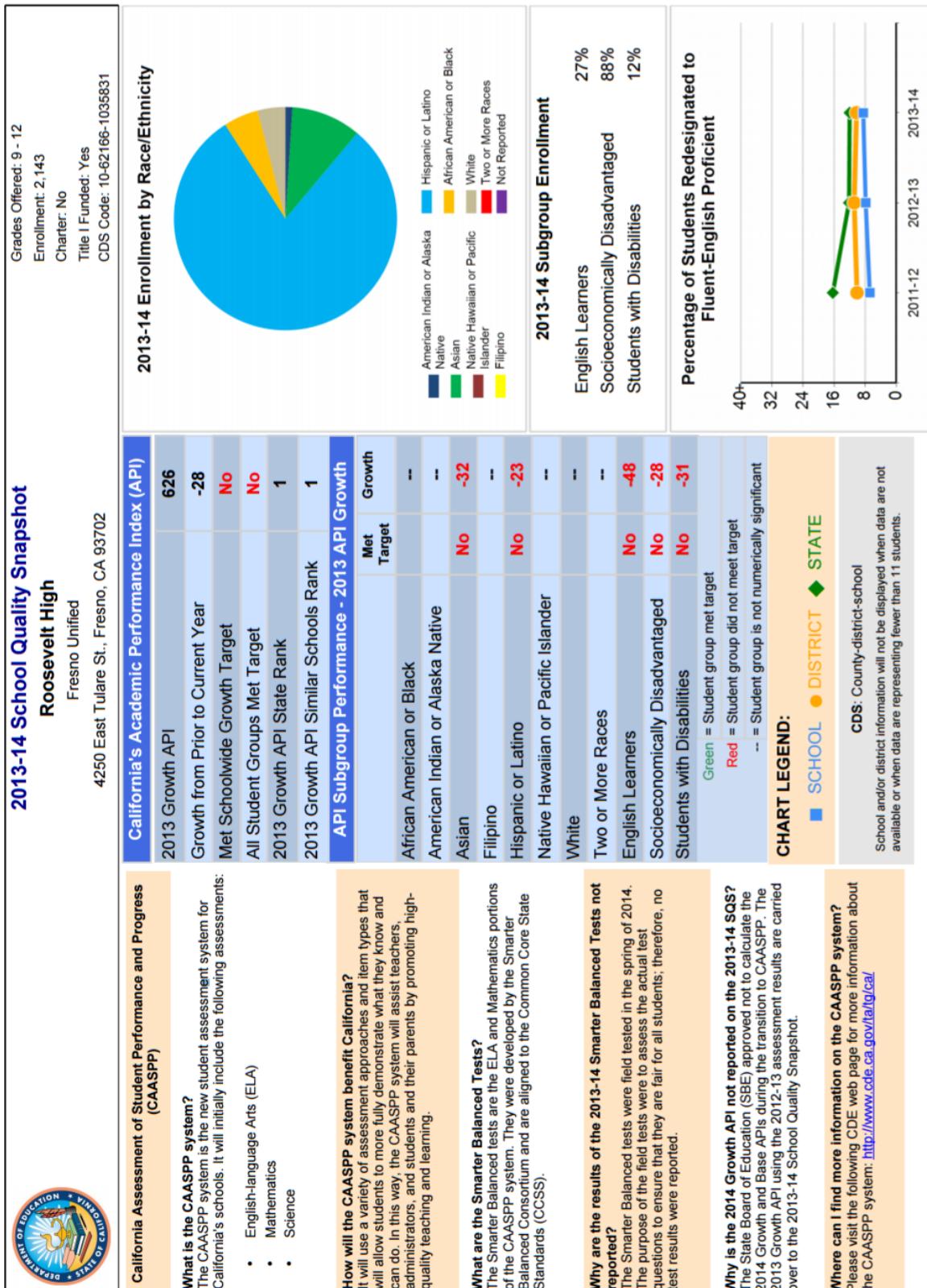
Video Production

Students become the star, the director, or the producer of their show own show! Students learn how to use basic media software to create short videos.

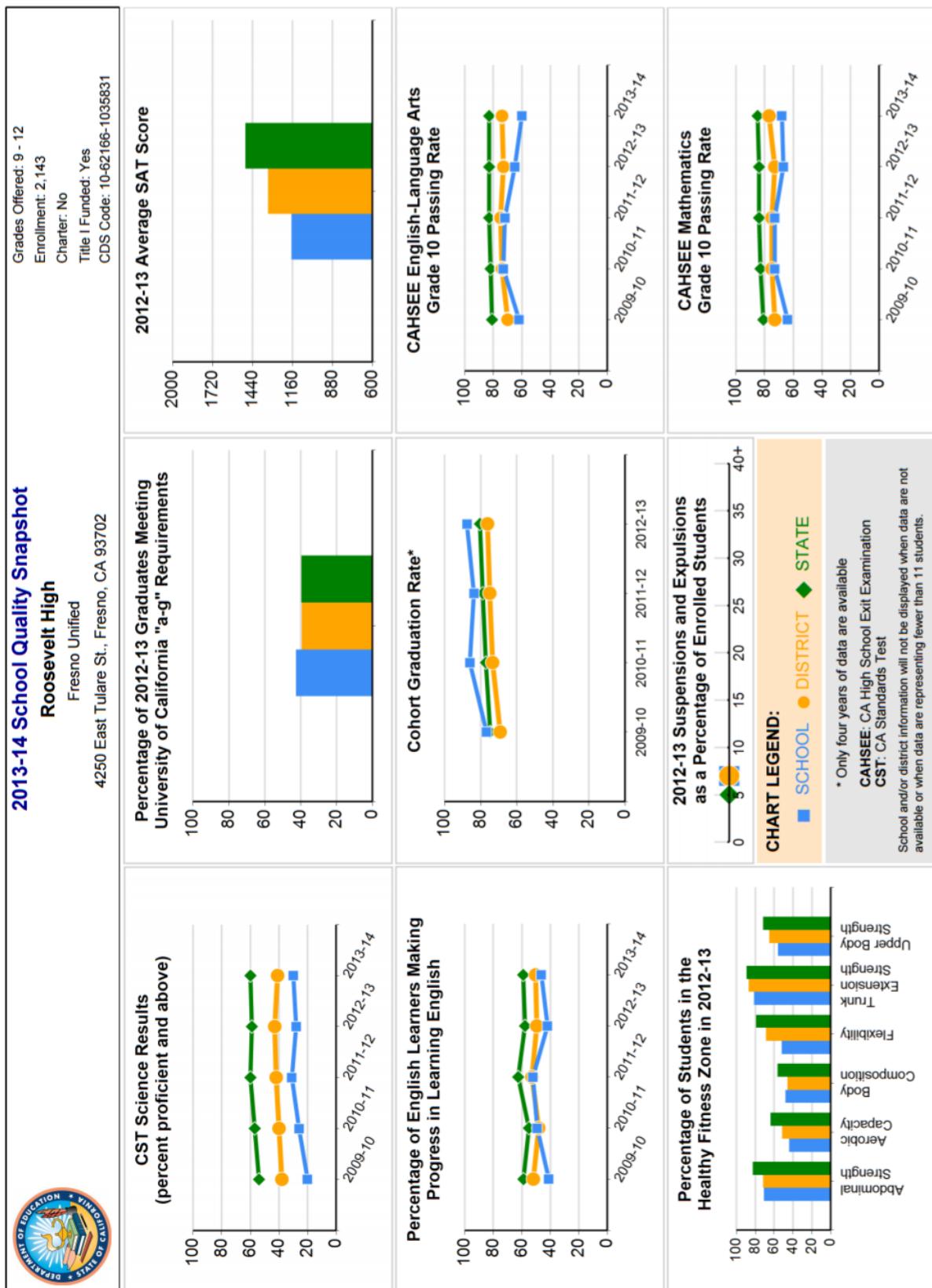
Anime

Students will learn about Japanese Animation. Students in this class share interest in animation and participate in mini cosplay events based on actors from anime they are studying.

Appendix H: School Quality Snapshot



Roosevelt High School ACS WASC/CDE Self-Study Report



Appendix I: School Accountability Report Card (SARC)

Fresno Unified School District School Accountability Report Card School Year 2015-2016

Published During 2016-2017



Fresno Unified School District

2309 Tulare Street
Fresno, CA 93721
Phone: (559) 457-3000
Website: <http://www.fresnouified.org>

Board of Education

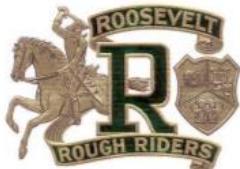
Luis A. Chavez, President
Christopher De La Cerdia, Clerk
Brooke Ashjian, Member
Lindsay Cal Johnson, Member
Valerie F. Davis, Member
Carol Mills, J.D. Member
Janet Ryan, Member

Administration

Michael E. Hanson, Superintendent

SARC Contact

Office of Research, Evaluation & Assessment
Shaeng Vue
Phone: (559) 457-3829
Fax: (559) 457-3958
Email: shaeng.vue@fresnouified.org



Roosevelt High

Principal: Michael Allen
4250 E. Tulara
Fresno, CA 93702
Phone: (559) 253-5200
Grade Level: 9-12
CDS Code: 10621661035831

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:

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

Table of Content

- About This School
- A. Condition of Learning
- B. Pupil Outcomes
- C. Engagement
- D. Other SARC Information

Published on: 1-31-17

District Commitments

Student Learning

- * We will provide all students access to high quality options and a variety of activities.
- * We will implement, continue or expand practices proven to raise student achievement; and eliminate practices that do not.

High Quality Instruction

- * We expect all students to achieve their personal best; differences in achievement among socio-economic and ethnic groups are not acceptable.
- * We expect effective teacher performance toward desired results.

Leadership

- * We will require the timely delivery of high quality services to every site.
- * We will sustain and monitor a financial plan that ensures the viability of the district.
- * We will provide a safe, clean, and orderly learning and working environment.

Culture

- * We will establish collaborative relationships with staff, parents, students, and the community.
- * We strongly encourage and welcome the valuable contributions of our families.
- * We expect and depend upon individual responsibility.

ABOUT THIS SCHOOL**Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	634
Grade 10	608
Grade 11	519
Grade 12	442
Ungraded Secondary	0
Total Enrollment	2203

Student Enrollment by Student Group

Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.7
Asian	9.2
Filipino	0.1
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	0.2
White	4
Two or More Races	0.5
Socioeconomically Disadvantaged	91.5
English Learners	25.2
Students with Disabilities	13.1
Foster Youth	0.5

Roosevelt High School ACS WASC/CDE Self-Study Report

Roosevelt High
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Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes in Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes in Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	87	13
All Schools in District	89	11
High-Poverty Schools in District	89	11
Low-Poverty Schools in District	99	1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr. K-6: California Wonders—McGraw-Hill (2016) Gr. 7-12: SpringBoard—CollegeBoard (2016)	Yes	0%
Mathematics	Gr. K-8: Go Math—Houghton-Mifflin Harcourt (2015) Gr. 9-12 AGA: Big Ideas—HMH (2016)	Yes	0%
Science	Gr. 6-8: California Earth, Life, and Physical Science—Holt, Rinehart Winston, (2007) Gr. 9-12: Biology-Dragon Fly (2007), Chemistry (2005, 2007), Conceptual Physics (2006), Earth Science(2006)—Prentice Hall; Environmental Science—Holt (2008)	Yes	0%
History-Social Science	Holt, Rinehart & Winston California Social Studies Gr. 6: Ancient Civilization Student (2006) Gr. 7: Medieval to Early Modern Times Student (2006) Gr. 8: U.S. History: Independence to 1914 Student(2006) Gr. 10: Modern World History: Patterns of Interaction—McDougal-Littell (2006) Gr. 11: American Pathways to the Present—Prentice Hall (2002) Gr. 11: Americans, Reconstruction Through the 20th Century—McDougal-Littell (2006) Gr. 12: United States Government: Democracy in Action—Glencoe (2006) Gr. 12: Magruder's American Government—Prentice Hall (2006) Economics: Principles and Practices—Glencoe (2005) Applying Economic Principles—Glencoe (2005)	Yes	0%
Foreign Language	Gr. 6-12: Ven conmigo! (2003), Allez, viens! (2003), Komm mit! (2003), Nuevas Vistas (2003, 2006)—Holt, Rinehart and Winston; Cag Txuj Ntawv—3 Hmong/Hmong Publishing (2010); Signing Naturally—Dawn Sign Press (2008, 2014); Learn Chinese with Me—Chinese Mall (2003); Sendas Literarias—Pearson (2005); Auf Deutsch!—McDougal, Littell Company (2003)	Yes	0%
Health	Embedded in other courses	N/A	0%
Visual & Performing Arts	None	N/A	0%
Science Laboratory Equipment (Gr 9-12)	N/A	N/A	0%

Source: 2016 Sufficiency of Instructional Materials Survey

Note: Cells with N/A values do not require data.

School Facility Conditions and Improvements - Most Recent Year

The district takes great efforts to ensure that all schools are clean, safe, and functional and maintained in good repair.

- **Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency and health and safety repairs are given the highest priority.

- **Cleaning Process and Schedule**

The district governing board has adopted cleaning standards and schedules for all schools in the district. The principal, in conjunction with Operation's Supervision, work with and monitor the custodial staff to develop cleaning schedules and to ensure a clean and safe school.

- **Deferred Maintenance Budget**

The district performs Deferred Maintenance in conjunction with bond funding for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems among others.

- **Facilities Master Plan**

Fresno Unified School District (FUSD) has and will continue to implement major changes to improve the learning environments of our schools pursuant to the Facilities Master Plan adopted by the Board in 2009 and utilizing Measure Q bond funds approved by the voters in 2010. The Facilities Master Plan and Measure Q priorities include reducing the number of portables throughout the District and building permanent classrooms. To date, several new classroom buildings have been constructed throughout the district and close to 200+ aging portables have been or will be removed. In addition, the Plan recommended consistent district-wide feeder patterns, which have been fully implemented effective August 2014.

- **Use of Facilities Inspection Tool (FIT)**

To assist in the effort of ensuring that all schools are clean, safe, and functional effort, the district uses the Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The results of this annual inspection are outlined in the two tables below.

School Facility Good Repair Status - Most Recent Year

Inspector Name: Scott Newmann, Contractor

Date of Inspection: 10/22/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	GOOD			
Mechanical Systems	GOOD			
Sewer	GOOD			
Interior Surfaces (walls, floors, and ceilings)	FAIR			
Overall Cleanliness	GOOD			
Pest/Vermin Infestation	GOOD			
Electrical (interior and exterior)	GOOD			
Restrooms	GOOD			
Drinking Fountains (inside and outside)	GOOD			
Fire Safety	GOOD			
Hazardous Materials (interior and outside)	GOOD			
Structural Damage	GOOD			
Roofs	GOOD			
Playground/School Grounds	GOOD			
Windows/Doors/Gates (interior and exterior)	GOOD			
Overall Summary	GOOD			

Total Number of Areas Inspected

333

Total Number of Deficiencies

69

All remaining items will be completed by:

12/22/2017

Facilities Inspection Tool - Detail	
GAS LEAKS: --	DRINKING FOUNTAINS (INSIDE & OUTSIDE): --
MECHANICAL SYSTEMS: A/C is noisy 1 - Classroom	FIRE SAFETY: --
Dirty vents 2 - Classroom	HAZARDOUS MATERIALS (INTERIOR & EXTERIOR): Paint Peeling or Chipping 1 - Classroom
SEWER: --	STRUCTURAL DAMAGE: Beam rusty or stained 1 - Classroom
INTERIOR SURFACES (WALLS, FLOORS, & CEILINGS): Beam rusty or stained 1 - Classroom	Dry rot 2 - Classroom
Carpet is worn or in poor condition 1 - Classroom	Water damage 1 - Classroom
Ceiling tile loose, broken, damaged, stained or missing 25 - Classroom	ROOFS: --
1 - Wrestling Room	PLAYGROUND/SCHOOL GROUNDS: --
Cords running across room/trip hazard 1 - Classroom	WINDOWS/DOORS/GATES (INTERIOR & EXTERIOR): Fence damaged, loose, or missing 1 - Classroom
Floor tile loose, broken, damaged, or missing 1 - Classroom	Window broken or damaged 1 - Classroom
Pencil sharpener cover missing 1 - Classroom	
Rubber base loose or missing 1 - Classroom	
Wall vinyl ripped 2 - Classroom	
Water damage 1 - Classroom	
Window blinds damaged 1 - Classroom	
OVERALL CLEANLINESS: --	
PEST/VERMIN INFESTATION: --	
ELECTRICAL (INTERIOR & EXTERIOR): Electric cover plate missing 1 - Classroom	
Light diffusers are missing, broken, or damaged 1 - Classroom	
Light panel loose, out or broken 2 - Classroom	
Outlets are not working, cover missing, loose, broken, cracked 2 - Classroom	
RESTROOMS: --	

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The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3, 8, and 11)	44	37	28	31	44	48
Mathematics (grades 3, 8, and 11)	9	8	18	22	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015–16)

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	489	441	90.18	37.00
Male	225	204	90.67	27.57
Female	264	237	89.77	45.12
Black or African American	34	29	85.29	20.83
American Indian or Alaska Native	--	--	--	--
Asian	41	40	97.56	36.84
Filipino	--	--	--	--
Hispanic or Latino	385	346	89.87	36.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	19	90.48	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	429	391	91.14	34.45
English Learners	115	88	76.52	7.41
Students with Disabilities	74	60	81.08	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015–16)

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	489	404	82.62	8.26
Male	225	189	84.00	7.88
Female	264	215	81.44	8.60
Black or African American	34	24	70.59	
American Indian or Alaska Native	--	--	--	--
Asian	41	36	87.80	14.71
Filipino	--	--	--	--
Hispanic or Latino	385	320	83.12	7.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	18	85.71	26.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	429	359	83.68	7.67
English Learners	115	89	77.39	1.35
Students with Disabilities	74	43	58.11	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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California Standards Test for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29	26	16	41	36	34	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Score	Percent of Students with Valid Score	Percent Proficient or Advance
All Students	567	516	91.01	15.70
Male	281	249	88.61	15.66
Female	286	267	93.36	15.73
Black or African American	33	30	90.91	23.33
American Indian or Alaska Native	--	--	--	--
Asian	62	54	87.10	22.22
Filipino				
Hispanic or Latino	448	410	91.52	11.95
Native Hawaiian or Pacific Islander				
White	19	17	89.47	70.59
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	521	474	90.98	14.98
English Learners	159	139	87.42	2.88
Students with Disabilities	61	51	83.61	1.96
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

THIS SECTION APPLIES TO SECONDARY ONLY**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	640
Percent of pupils completing a CTE program and earning a high school diploma	99%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13%

Career Technical Education Programs (School Year 2015-16)

Fresno Unified School District is creating an aligned system of College and Career Readiness (CCR) that begins in elementary school and continues through secondary and into our higher education partners. Fresno Unified will reshape and revitalize the role of Career Technical Education (CTE) as an engine of education reform as well as workforce and economic development for our community. CCR will emphasize career awareness, exploration and preparation; include integrated Linked Learning pathways and academies; utilize work-based learning opportunities; and focus on creating meaningful, sustainable partnerships with all stakeholders. Our focused work will provide enhanced options for ALL our students and ultimately fulfill the Fresno Unified mission of Preparing Career-Ready Graduates.

With a focus on rigorous and relevant content, experiential learning, career awareness, and demonstrated student outcomes, CTE can provide a context for academic coursework and challenging, engaging, student-centered instruction that is required for all students to succeed. CCR is both an educational strategy and the foundation of workforce development efforts. As an educational strategy, it inspires and facilitates learning and, unlike traditional vocational education, aims to prepare students for ongoing education, long-term careers, and entry into the workplace. As the foundation of workforce development, CTE in Fresno Unified responds to the needs of our local economy and provides seamless pathways that bridge all levels of education (K-Adult), enabling students to develop the skills required in the workplace while pursuing their personal, educational, and career goals

Programs and Classes Offered:

- Biotechnology
- Business Management
- Design, Visual and Media Arts
- Engineering Design
- Engineering Technology
- Entrepreneurship/Self-Employment
- Environmental Engineering
- Family and Human Services
- Financial Services
- Food Service and Hospitality
- Games and Simulations
- Hospitality, Tourism, and Recreation
- Information Support and Services
- Legal Practices
- Patient Care
- Professional Sales
- Public Safety
- Support Services

THIS SECTION APPLIES TO HIGH SCHOOL ONLY**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	94
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	36

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	25	25	29	41	36	39	57	56	58
Mathematics	32	32	28	45	42	40	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Ten Results by Student Group (School Year 2014-15) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	57	23	20	56	34	11
All Students at the School	71	18	12	72	24	3
Male	82	13	6	74	22	4
Female	61	22	17	71	26	3
Black or African American	84	6	10	84	16	
American Indian or Alaska Native						
Asian	86	3	11	68	18	13
Filipino						
Hispanic or Latino	71	19	10	73	24	3
Native Hawaiian or Pacific Islander						
White	26	35	39	45	50	5
Two or More Races						
Socioeconomically Disadvantaged	71	18	12	72	24	3
English Learners	97	3		95	5	
Students with Disabilities	100			97	3	
Students Receiving Migrant Education Services						
Foster Youth						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	19	14	20

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement**State Priority: Parent Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

You are very important. Your involvement makes a difference. Your support ensures your child's achievement in school, graduation, preparation for a career or college, and success in life.

Six Ways to Get Involved at Your Child's School

- Communicating
- Learning at Home
- Parenting
- Volunteering
- Leadership and Decision Making
- Collaborating with the Community

Volunteer to support school goals and children's learning in any way, any time.

Contact Name: Lorena Almaguer, Office Manager

Contact Phone: (559) 253-5200

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates and high school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	9.7	13.1	7.3	15.6	14	11.7	11.4	11.5	10.7
Graduation Rate	87.66	83.62	89.24	76.23	79.31	83.84	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2014

Group	School	District	State
All Students	85	80	86
Black or African American	141	90	77
American Indian or Alaska Native	400	90	75
Asian	71	79	93
Filipino	0	157	97
Hispanic or Latino	86	82	84
Native Hawaiian or Pacific Islander	0	55	85
White	63	66	87
Two or More Races	50	64	91
Socioeconomically Disadvantaged	87	79	77
English Learners	54	59	51
Students with Disabilities	90	65	68
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates, and other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.31	4.87	5.12	7.28	6.50	6.44	4.36	3.80	3.65
Expulsions	0.44	0.12	0.46	0.26	0.18	0.22	0.10	0.09	0.09

School Safety Plan - Most Recent Year

Comprehensive Safe School Plan

The Fresno Unified School District (FUSD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The CSSP is used during all emergency incidents involving a FUSD School facility.

Safe School Plan

The Safe School Plan looks at strategies for improving school safety/climate using district/school site data and plan specific strategies to minimize problems and promote a positive learning environment for all of students on campus. Below includes the following key elements:

Safe School Leadership Team

The safe school leadership team is led by a campus administrator (usually the principal or designee). The team consists of the Principal, the office manager, the school nurse, the School Resource Officer (if applicable), an additional certificated employee, and an additional classified employee. Each person on the team is backed up by an alternate in case they are not on campus. This team develops the Safe School Plan for their school site.

Threat Assessment Team/Student Wellness Team

This team is responsible for evaluating and mitigating threats posed by students or outside individuals. The principal, school nurse, school psychologists, and police officer are the members of this team.

First Aid Responders

Individuals who have been trained in cardiopulmonary resuscitation (CPR) and First Aid act as first responders at each campus.

Student Release Team

In the event of an emergency at each campus that requires the evacuation of students from the campus, this team reunites the students with their parent/guardian in a safe designated area.

Strategies for improving school safety/climate

Using district and school site data, the school plans specific strategies to minimize problems and to promote a positive learning environment for all of students on campus.

2016-17 Drill Schedule

Fire Drills are conducted once per month at the elementary and middle schools and three times per year at high schools. Lockdown Drills are conducted three times per year at all schools. Lockdown drills are strategically planned to ensure that drills account for a variety of situations. Both fire and lockdown drills are performed: 1. before/after school, 2. during instructional time, and 3. during lunch.

Earthquake Drills: Elementary/Middle schools are conducted once a quarter, during the school year.

High schools conduct a drill once a semester with the first drill for everyone taking place in October (during the statewide California Shakeout) and the remainder at the schools discretion during the current school year.

Coordination with First Responders

Copies of the school facilities map are provided to the Fresno Police Department, the Fresno Fire Department, and American Ambulance Emergency Medical Services.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	89.4

Note: Cells with N/A values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the Federal waiver process.

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Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg Class Size	2013-14			Avg Class Size	2014-15			Avg Class Size	2015-16				
		Number of Classes *				Numer of Classes*				Numer of Classes*				
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+		
K														
1														
2														
3														
4														
5														
6														
Other														

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Grade Level	Avg Class Size	2013-14			Avg Class Size	2014-15			Avg Class Size	2015-16				
		Numer of Classes*				Numer of Classes*				Numer of Classes*				
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+		
English	27	23	22	37	28	19	26	38	28	76	36	26		
Mathematics	31	9	24	43	32	6	15	47	29	28	28	35		
Science	34	6	6	42	33	4	14	40	30	27	25	30		
Social Science	28	16	14	24	30	10	11	31	30	28	18	27		

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7	315
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	54.7	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (School Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	7,703	1,547	6,156	68,538
District	N/A	N/A	6,549	69,938
Percent Difference - School Site and District	N/A	N/A	-0.1	0.0
State	N/A	N/A	5,677	75,837
Percent Difference - School Site and State	N/A	N/A	0.1	-0.1

Note: Cells with N/A values do not require data.

Types of Services Funded (School Year 2015-16)**Gifted and Talented Education (GATE)**

State categorical program that supports unique learning opportunities for students who are identified as Gifted and Talented. Use of funds may include any or all of the following: professional development that focuses on meeting the needs of the advanced student, stipends for teachers who serve GATE students beyond contract time, supplementary textbooks and supplies for Honors and Advanced Placement classes, transportation and admission for student study trips.

Local Control Funding Formula

LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and supports for economically disadvantaged students, English Learners and Foster Youth. Funds may be used to support instruction, professional development, implement state standards, improve school climate, or meet the social/emotional needs of students, and related expenses detailed in the SPSA and the District's supplemental and concentration funding plan (LCAP).

Title I

Federal categorical program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can only be used to supplement the curriculum areas of Language Arts, Math and Science. Use of funds may include any or all of the following: supplemental staff to reduce class size in English Language Arts, and/or Mathematics, professional learning, supplemental reading and math tutors/materials, technology to support English Language Arts and Math instruction, home school liaisons, parent training, parent centers and babysitting.

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Teacher and Administrative Salaries (School Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40760	45092
Mid-Range Teacher Salary	67662	71627
Highest Teacher Salary	87756	93288
Average Principal Salary (Elementary)	106766	115631
Average Principal Salary (Middle)	112308	120915
Average Principal Salary (High)	121292	132029
Superintendent Salary	303534	249537
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	12	

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Professional Development - Most Recent Three Years

The primary areas of focus for professional learning in Fresno Unified School District were determined by student needs and designed in support of the Common Core State Standards. Over the course of the past three years teachers have been trained in the Instructional Shifts required to support the design and delivery of lessons aligned to the Common Core State Standards. This was determined as a need based on the fact that the state standards were new for all teachers, and our data indicated that our students were in need of different experiences to be College and Career Ready.

Some of the professional learning focused on developing the capacity of groups to collaborate horizontally and vertically around utilizing student work and student data to drive decision making and planning of instruction. Assessment literacy to support the use of ongoing formative assessment as well as the expectations of the new summative assessments were a part of district led professional learning.

Delivery of district led professional learning was designed within a cycle structure targeting all grade levels and subject area teachers. The design was intended to provide an opportunity to learn, apply, and receive feedback on the new learning. Instructional coaches and administrator professional learning content was aligned to teacher professional learning so that feedback to teachers was in support of the learning sessions. All professional learning is moving toward more job embedded opportunities with the expectation that site based professional learning is aligned to district led learning.

All schools participate in 54 hours of professional learning each year as stipulated in the Collective Bargaining Agreement with the Fresno Teachers Association. In addition, some schools have been designated to have an additional 80 hours of site based professional learning where the staff is involved in identifying the content and design based on student and staff needs. Three "Buyback Days" are non-student days built in to the calendar focused on developing the capacity of teachers.

Instructional coaches are assigned throughout the district with their area of emphasis each year being determined by student need. The coaching cycle consisting of components of planning, co-teaching, and reflection have been utilized with different grade levels and content areas based on need and emphasis. In addition, all new teachers work with a coach as a part of the two year Beginning Teacher Support and Assessment induction program.

Appendix J: Graduation Requirements**GRADUATION REQUIREMENTS**

Course Title	Number of units per subject area
English Language Arts	40 units
Modern World History	10 units
United States History	10 units
American Government	5 units
Economics	5 units
Biological Science	10 units
Physical Science	10 units
Biological or Physical Science	10 units
Algebra	10 units
Geometry	10 units
Mathematics	10 units
Physical Education	20 units
Fine Arts or Foreign Language	10 units
Electives	70 units
Total	230 units

Appendix K: Pertinent Additional Data

District LCAP Executive Summary

The cover of the LCAP Executive Summary for the Fresno Unified School District. It features the district's logo on the left and a circular seal for the Local Control & Accountability Plan (LCAP) for the 2016-19 period on the right. The main title "Preparing Career Ready Graduates!" is prominently displayed in large, white, cursive letters against a blue-tinted background photograph of graduates in caps and gowns throwing their caps into the air. Below the title, the subtitle "LCAP Executive Summary" is written in a large, bold, white font.

LCFF

Local Control

Funding Formula

The Local Control Funding Formula (LCFF) is California's formula for determining the level of state funding provided to school districts. The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English learners, foster youth and students living in poverty.

LCAP

Local Control

Accountability Plan

The Local Control Accountability Plan (LCAP) is the district's three year plan for how it will use state LCFF funding to service all students. During the 2015/16 school year, Fresno Unified School District has held over 73 meetings and workshops to gain community input on how best to serve students.

8 State Priorities

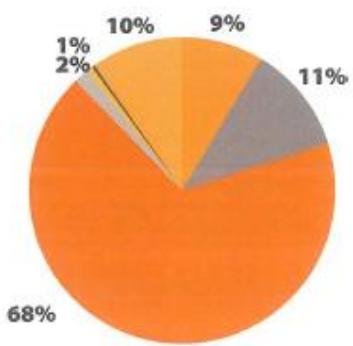
1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Publish Date: September, 2016

District Overview



74,155 Students Total (Preschool – Grade 12)



Facilities Information

- 66 elementary schools
- 15 middle schools
- 9 high schools
- 4 alternative schools
- 3 special education schools
- 1 adult school
- 8 charter schools

Budget Information

- \$889 Million annual operating budget

4 District Goals

To accomplish the four District goals, it is expected that all students will be in school, on time and ready to learn every day.

- All students will excel in reading, writing and math
- All students will engage in arts, activities, and athletics
- All students will demonstrate character and competencies for workplace success
- All students will stay in school on target to graduate

Student Diversity

African American	8.7%
Asian	11.4%
Hispanic	67.7%
Multiple	1.6%
Native American	0.6%
Pacific Islander	0.3%
White (not Hispanic)	9.7%

2015 –16 Enrollment by Program

English Learner	17,834	25%
Socioeconomically Disadvantaged	61,072	86%
Students with Disabilities	6,509	9%
Foster Youth	718	1%

Progress Indicators

Student Achievement	2013-14	2014-15	2015-16 (To Date)	Results
California Assessment of Student Performance and Progress - Students meeting or exceeding standards- ENGLISH	—	27%	31%	↑
California Assessment of Student Performance and Progress - Students meeting or exceeding standards- MATH	—	18%	22%	↑
English Language Learners - Percentage of EL Students Making Annual Progress in Learning English	49.9%	54.2%	N/A	↑
English Language Learners - Redesignated as English Proficient	10%	18%	15%	↓
Percentage of Students Enrolled in a Linked Learning Pathway	7%	32%	49%	↑
Percentage of Students who Completed A-G Requirements which Allow them to Apply to a 4-Year College or University	37%	47%	N/A	↑
Percentage of Students Enrolled in an Advanced Placement or International Baccalaureate Course	23%	27%	29%	↑
Percentage of Students Completing an Advanced Placement or International Baccalaureate Course	24%	24%	27%	↑
Percentage of Students Passing an Advanced Placement Exam with a Score of 3 or Better which allows Students to Receive College Credit for High School Classes	31%	29%	26%	↓

Student Engagement	2013-14	2014-15	2015-16 (To Date)	Results
Attendance Rate	94.5%	94.6%	94.9%	↑
High School Dropout Rate	14%	11.7%	N/A	↓
High School Graduation Rate	79%	83.8%	N/A	↑
• Hispanic*	78%	82.3%		
• African American*	73%	82.1%		
*Fresno Unified students surpassing State and National rates				
Participation in Arts, Activities or Athletics (Goal 2)	54%	62%	62%	No Change

School Climate	2013-14	2014-15	2015-16 (To Date)	Results
Suspension Rate	13%	12%	8%	↓
Expulsion Rate	0.3%	0.2%	0.1%	↓

See LCAP for complete list of indicators.

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

 40 Designated Schools: \$16.8M	<ul style="list-style-type: none"> Additional 30 minutes of instruction each day Ten additional professional development days One additional teacher to be prioritized by the school 	 Maintain Expanded Transitional Kindergarten: \$2.5M
 School Site Supports: \$8.9M		 Equity and Access Partnership with UC Merced: \$1.7M
 Additional Teacher Supply Funds: \$1.3M		 GATE / Advanced Placement / International Baccalaureate Expansion: \$0.9M
 3% Professional Learning Column: \$4.6M	<ul style="list-style-type: none"> Additional column on the basic salary schedule to support continual learning for teachers 	 Funds to Support Covering Advanced Placement Exams Fees: \$0.2M
 Maintain Middle School Redesign: \$5.6M	<ul style="list-style-type: none"> PLUS teams to support instruction 	 Redesign High School Schedules: \$4.0M
 Professional Learning Related to the Implementation of the State Standards: \$3.4M		 Maintain Phoenix Community Day School: \$1.7M
 Eliminate 5th and 6th Grade Combination Classes: \$0.8M		 Extended Summer Learning: \$3.6M
 National Board Certification: \$0.1M	<ul style="list-style-type: none"> Designed to develop, retain, and recognize accomplished teachers 	 Adding Foster Youth Social Workers: \$1.3M
 Instructional Supports : \$0.9M	<ul style="list-style-type: none"> To build the collective capacity to improve instruction 	 Student Peer Mentor Program: \$0.4M
 Employee Supports : \$3.8M	<ul style="list-style-type: none"> Additional elementary teachers above base Reduce large core classes in high schools Additional Vice Principals 	 Investments for Secondary Students with Disabilities: \$3.4M
 Maintain 24:1 TK-third Grade Average Class Size: \$1.2M		 English Language Learners: \$7.8M
 Further Develop Early Childhood Education: \$2.7M		<i>Based on the recommendations of the Master Plan Redesign Committee:</i>
 Maintain Elementary Augmentation for Students with Disabilities: \$2.3M		<ul style="list-style-type: none"> Four TSAs to develop and provide professional learning to teachers Teachers to increase Hmong courses at high schools TSA for support Dual Immersion expansion Supports for EL students taking AP classes Expand Family Literacy Project for parents Expand Abriendo Puertas courses for parents of early English language learners Establish college exposure for students and families of English learners \$2.5M increase in funding over prior year
 Additional Special Education Director: \$0.2M		
 Additional Supports for Libraries: \$1.3M	<ul style="list-style-type: none"> Increasing time for elementary Library Technicians from 5 hours per day to 6 hours per day Doubling of library funds for elementary, middle and high schools 	 M Million
		 Ongoing Initiatives
		 New/ Expanded Initiatives for 2016/17

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

 Increase school allocations for athletics: \$6.5M
 • Regional athletic events
 • Converting Athletic Trainers from part-time to full-time

 Funds to Continue an After School Program at Edison High School: \$0.4M
 • To replace grant funding

 District-Funded Field Trips: \$4.6M
 • Expanding to include TK-6th grade

 Campus Culture Position at Birney Elementary School: \$0.1M

 Increased Funding for Music Instrument Maintenance and Repair: \$0.1M

 Leadership Enrichment Position: \$0.1M
 • To create leadership opportunities for African American youth

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

 Kids Invent!: \$1.4M

 Linked Learning, ROP and CTE Pathway Development: \$11.1M

 Patino Entrepreneurial High School: \$2.1M

- 17 Linked Learning Pathways

- 135 CTE Courses

- 25 ROP Courses

- 7 California Partnership Academies

Goal 4: All Students will stay in school, on track to graduate

 Social Emotional Supports : \$1.3M
 • Adding 6 Resource Counseling Assistants

 Upgrading District Technology: \$2.1M

 School Climate and Culture: \$2.6M

- Upgrading school site routers

 Community Engagement Investments: \$1.4M

- Shortening teacher computer refresh cycle from 5 to 3 years

 Expanded Student, Parent and Community Communication: \$0.1M

- Adding wireless internet to school buses

 Restorative Practices Investment : \$0.8M
 • Adding 6 additional Restorative Counselors

 School Site Security Enhancements: \$0.4M

- School Resource Officer at every middle and high school

- Police Chaplains at elementary schools

All Four Fresno Unified Goals Combined

 2 Community Nurses for Community-Wide Health Issues: \$0.2M

 School Site Allocations to be Prioritized by each School's Site Council: \$14.7M

- \$5.1 Million increase over prior year

 Resources for Drug Counseling and Prevention: \$0.2M

- School site allocations to be prioritized by each school site council combined with English learner investing for a total of \$26 Million

 Maintain 40 Additional Custodians, Custodial Supervisors, and Grounds Maintenance Positions: \$3.0M

 Supplemental Student Supports: \$17.1M

 Funds to Renovate High School Bathrooms: \$2.6M
 • Top requested items from high school student input

FUNDS

Total LCFF Supplemental & Concentration Funds = **\$154.3M**

Stakeholder Engagement

LCAP Stakeholder Input



**30,000+ Responses
and Ideas**



**73 Workshops / 2,000
Participants**

- 35 with parents
- 17 with students
- 6 with staff
- 15 with community



~3,000 Surveys

- Multiple choice options
- Open-ended text responses
- Three languages
- Online & Print



- | |
|--|
| Staff

Community

Parents

Combined

Students

Board, Staff, Community |
|--|



For questions or comments, please contact:

**Fresno Unified School District
Office of State & Federal Programs
(559) 457-3934
www.fresnou.org/dept/stafed/pages/lcff.aspx**

Appendix L: Budgetary Information

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Roosevelt - 0395

ON-SITE ALLOCATION

3010	Title I	\$189,189 *
7090	LCFF Supplemental & Concentration	\$408,747
7091	LCFF for English Learners	\$214,503

TOTAL 2016/17 ON-SITE ALLOCATION

* Title I requires a specific investment for Parent Involvement	\$58,629
Title I Parent Involvement - Minimum Required	\$130,560
Remaining Title I funds are at the discretion of the School Site Council	\$189,189
Total Title I Allocation	

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

February 12, 2016

Roosevelt High School ACS WASC/CDE Self-Study Report

2016-2017 Budget for SPSA/School Site Council
State/Federal Dept 0395 Roosevelt High School

Action	Domain	Funding	Spending Activity	Expense	Personnel	Fee	Vendor / Purpose Of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Subs			substitutes for teacher planning days	5,713.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			technology	12,000.00
2	1	Title 1 Basic	Instruction	Trvl & Conf			PL travel	8,000.00
2	1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Community Relations	1,000	also Action 1/3/4/5/7	81,187.00
2	1	Sup & Conc	Instruction	Bks & Ref			Supplemental materials and supplies. Online support (Shmoop/Tunltln, etc.)	120,592.00
2	1	Sup & Conc	Instruction	Nc-Equipment			technology	17,000.00
2	1	Sup & Conc	Instruction	Instructional Administration of Sp	Copier Maint		copier maintenance	15,000.00
2	1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Community Relations	0.220	also Action 1/3/4/5/7	18,508.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof. Bilingual Spanish	0.750	also Actions 1/4/7	41,519.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof. Bilingual Spanish	0.875	also Actions 1/4/7	44,352.00
2	1	EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Community Relations	0.780	also Action 1/3/4/5/7	65,623.00
3	1	Sup & Conc	Instruction	Teacher-Supp			AP planning, extra student support, test prep	5,813.00
4	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts: SRC Intervention support, credit recovery, additional academic support and intervention	46,496.00
4	1	Title 1 Basic	Instruction	Direct Trans			: transportation for student college trips	11,070.00
4	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare	2,349.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Center materials and supplies for workshops	4,500.00
4	1	Title 1 Basic	Parent Participation	Direct-Graph			home-school communication	12,000.00
4	1	Title 1 Basic	Attendance & Social Work Servic	Oth Cls-Supp			Peer tutors	5,874.00
4	1	Sup & Conc	Instruction	Teacher-Supp			supplemental electives	29,061.00
4	1	Sup & Conc	Instruction	Teacher-Supp			Intervention supplementals	29,061.00
4	1	Sup & Conc	Instruction	Mat & Supp			: student recognition	5,000.00
4	1	Sup & Conc	Instruction	Mat & Supp			: supplies for electives (RSA)	20,000.00
4	1	Sup & Conc	Instruction	Direct Trans			: transportation for student college trips	8,834.00
4	1	Sup & Conc	Instruction	Direct Trans			travel: Allianc & move up day	4,000.00
4	1	Sup & Conc	Attendance & Social Work Servic	Local Milag			Parent Center mileage	750.00
4	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for arts electives	69,744.00
4	1	Sup & Conc	Instruction	Mat & Supp			materials and supplies; repairs; music	25,000.00
5	2	EL	Attendance & Social Work Servic	Local Milag			mileage	750.00
6	2	Sup & Conc	Instruction	Teacher-Subs			Safe & Civil Substitutes	2,856.00
6	2	Sup & Conc	Parent Participation	Cls Sup-Sup			Individual need support based on SRC referrals	3,525.00
7	3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof. Bilingual Spanish	0.438	also Action 1/2/4	12,004.00
7	3	EL	Instruction	Teacher-Regu	Teacher, Senior High	0.400	ELD support classes @ .4	40,963.00
7	3	EL	Instruction	Teacher-Subs			CELDT assessors	9,711.00

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04/25/2016

Roosevelt High School ACS WASC/CDE Self-Study Report

7	3	EL	Instruction	Teacher-Supp	Teacher-Supp	5,230.00
7	3	EL	Instruction	Mat & Supp	supplemental materials and supplies for EL	6,395.00
8	3	Sup & Conc	Instruction	Teacher-Subs	Alliance and Campus Culture Director substitutes	3,999.00
8	3	Sup & Conc	Instruction	Trvl & Conf	Acadec/Science Olympiad/CADA	18,000.00
						\$812,439.00
Funding Source Totals				Budget Totals	Budget Totals	
Title 1 Basic		3010		\$189,189.00		\$709,046.00
Sup & Conc		7090		\$408,747.00		\$96,262.00
EL		7091		\$214,503.00		\$7,131.00
		Grand Total		\$812,439.00	Grand Total	\$812,439.00

Appendix M: Glossary of Terms Unique to the School

Term	Definition
Accountable Community	FUSD “professional learning community” model, in which subject area teams use a meeting protocol to guide in developing units of instruction, and planning common formative for evaluating student work and progress.
APEX Learning	Online learning program used through JE Young and during the Extended Learning Summer Program for credit recovery.
ATLAS	District database, including student information, gradebook, master scheduling system, and reports.
CART	The Center for Advanced Research and Technology is a high school that is operated by both Fresno Unified and Clovis Unified School Districts, allowing accepted students to attend a half-day program of career-oriented classes.
CRMC	Community Regional Medical Center, where students in our Health Pathway engage in unique volunteer opportunities and access through Allied Health and Medical Careers ROP courses.
Duncan	Duncan Polytechnical is a high school in FUSD that allows students in the 11th or 12th grade to apply and enroll in specialized CTE/ROP courses.
Edgenuity	Online learning program used through JE Young and during the Extended Learning Summer Program for credit recovery and original credit opportunities.
JE Young	JE Young Academic Center is an alternative education school centrally located in FUSD that serves students from 9th to 12th grade. JE Young also provides three teachers to be on the Roosevelt campus to allow students access to online credit recovery classes while maintaining concurrent enrollment in Roosevelt classes.
Learning Lab	Supervised by two Roosevelt teachers, provides students with additional after school credit recovery opportunities, as well as support for SAT preparations.
Pathways	Roosevelt offers two Linked Learning career pathways to help personalize and differentiate students’ experiences and educational choices: Health (which integrates the Health Academy), and Careers in Education.
RSA	The Roosevelt School of the Arts, which opened in September of 1984, is the longest standing specialty program at Roosevelt High School. 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.
VITA	In a partnership with the IRS that began as a California Partnership Academy in 1989, students in the Business Academy are certified for Volunteer Income Tax Assistance (VITA) and help prepare income taxes for the community.