



Roseland Charter's 1000th graduate from the class of 2019

Roseland Charter School

WASC Self-Study Report

March 1-4, 2020

Roseland University Prep
1931 Biwana Drive
Santa Rosa, CA 95407

Roseland Collegiate Prep
100 Sebastopol Road
Santa Rosa, CA 95407

Roseland Charter Staff

Site Administration

Roseland University Prep	Roseland Collegiate Prep
Sue Reese, Principal Veronica Vasquez, Assistant Principal	Danielle Yount, Principal Eli Weinzveg, Assistant Principal Brandy Raymond, Assistant Principal

District/Charter Administration

Amy Jones-Kerr, Roseland School District Superintendent/ Roseland Charter Director Kim Waugh, Charter Director of Curriculum and Assessment Denise Calvert, Interim Chief Business Official

Certificated Staff

Roseland University Prep	Roseland Collegiate Prep (High School)
Enedina Avelar, Foreign Language Teacher Travis Beall, English Teacher Azaela Roman, School Counselor Brendan Boylan, Math Teacher Maria Boyne, English Teacher Vanessa Cannon, Science Teacher Kelly Cramer, English Teacher Robert DeMoss, Physical Education Teacher Jessica Dickson, English Teacher Vince Doherty, Social Studies Teacher Greg Fabela, Social Studies Teacher Augustin Fonzeca, AVID, Physical Education Teacher Marcus Hartley, Math Teacher Sean Kerr, Director of College and Career Counseling Silvia Langan, Foreign Language Teacher April Melendez, AVID Teacher Jessica Mullins-Thomas, Resource Teacher Jacob Murnan, English Teacher Michelle Neuffer, Science Teacher Lynn Pardo, Math Teacher Gordon Perkins, Science Teacher Jessica Peterson, AVID Teacher	Angela Acosta, Foreign Language Teacher Jason Castro, Math Teacher Wesley Dawson, Math Teacher Nathan Evans, Resource Teacher Cara Fitchett, Science Teacher Tracy Goodman, Resource Teacher Alex Leech, Physical Education Teacher Justin Leong, English Teacher Margarito Loza Alcala, Math Teacher Ana Pimsler, Math Teacher Joseph Roberts, English Teacher Javier Romo, AVID Teacher James Ronan, Foreign Language Teacher Tomas Salinas, English Teacher Monika Scoby, Art Teacher Rachel Sibley, Social Studies Teacher Josephine Stifter, Science Teacher Vince Valladolid, Physical Education Teacher Emily White, Director of College and Career Counseling Ashley Wilson, School Counselor Sarah Vine, School Psychologist

<p>Katie Price, English, Independent Studies Teacher Michelle Rusczyk, Resource Teacher Rheanna Smith, School Psychologist Daniel Shea, Social Studies Teacher Anna Solano, Math Teacher Alexandria Tibbetts, Math Teacher Fred Vedder, Art Teacher</p>	
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Classified Management and Staff

Roseland University Prep	Roseland Collegiate Prep
<p>Julia Carranza, Cafeteria Luis Escobar, Student Services Manager Cristy Yarnal, High School Learning Lab Assistant Araceli Roman, Custodian Benny Fonzeca, Custodian Megan Schweitz, High School Learning Lab Assistant Martha Quintero, Office Manager</p>	<p>Carmen Almaras, Office Manager Cristo Mendoza, Student Services Manager Jorge Alvarez, Instructional Assistant Hazel Guevarra, Instructional Assistant Amy Ryan, Instructional Assistant Antonio Aguilar, Custodian Antonio Aguilar Jr., Custodian Roxana Rivera, Cafeteria</p>

Other Staff

<p>Jenn Del Rosario, Roseland School District Public Relations Coordinator Norma Tellez, Charter Alumni Success Coordinator</p>
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Preface

Self-Study Process

The WASC Self-Study Process began with the RUP and RCP Principals, Assistant Principals, and Charter Curriculum and Assessment Coordinator attending the Part 1 and 2 WASC Self-Study training in October of 2018. This team then met in December 2018 to plan the structure of the Self-Study which included: the overall timeline of Self-Study tasks; coordinators at both charter and site levels, leadership team; determination of focus and home group members; and scheduling meeting and work times for the leadership team and staff. In addition, this team determined that RUP and RCP would complete WASC Self-Study tasks separately, and then combine into one report. This was necessary to ensure full participation of all staff due to differences in schedules and work hours between the sites.

In January 2019, both RUP and RCP rolled out the Self-Study with a “[WASC Kick Off](#)” training. The training included: importance of accreditation and the process; structure of the self-study; assignment of groups and leads; general timeline; our charter’s guiding questions aligned to our LCAP; and saving evidence.

Self-Study Structure

Leadership Team Members		
Leadership Team: Kim Waugh, Sue Reese, Danielle Yount, Veronica Vasquez, Brandy Raymond		
Charter Coordinator: Kim Waugh	RUP Site Coordinator: Veronica Vasquez	RCP Site Coordinator: Brandy Raymond

Home Group Members		
	RUP	RCP
English	Jessica Dickson, Kelly Cramer, Travis Beall, Jacob Murnan, Katie Price, Maria Bearre-Boynne	Justin Leong, Tomas Salinas, Joseph Roberts, Sara Castledine
Math	Marcus Hartley, Ali Tibbetts, Brendan Boylan, Lynn Pardo, Anna Solano, Sean Kerr	Ana Pimsler, Jason Castro, Margarito Loza Alcala, Wesley Dawson
Science	Vanessa Cannon, Gordon Perkins, Melissa Neuffer	Cara Fitchett, Josephine Stifter
Social Studies	Daniel Shea, Greg Fabela	Rachel Sibley, Javier Romo, Daniel

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		Harrington
PE	Robert DeMoss, Tino Fonzeca	Alex Leach, Brandy Raymond, Vince Valladolid
Spanish	Silvia Langan, Enedina Avelar, Tamara Parnay	Angela Acosta, James Ronan
AVID/Electives/Art	Sean Kerr, Vince Doherty, Fred Vedder, Jessica Peterson, April Melendez	Monika Scoby, Emily White
RSP/Independent Study	Jessica Mullins-Thomas, Michelle Rusczyk, Katie Price, Veronica Vasquez	Tracy Goodman, Eli Weinzveg
Culture/Support	Erica Bosque, Sue Reese	Ashley Wilson, Danielle Yount

Focus Group Members		
	RUP	RCP
Organization	Lead: Sean Kerr Nessa Cannon, Jacob Murnan, Anna Solano, Jessica Peterson	Lead: Emily White Vince Valladolid, Eli Weinzveg, Tony Aguilar, Antonio Aguilar, Carmen Almaras
Curriculum	Lead: Silvia Langan Jessica Dickson, Marcus Hartley, Fred Vedder, Greg Fabela, Veronica Vasquez	Lead: Rachel Sibley Joseph Roberts, Margarito Loza-Alcala, Wesley Dawson, Angela Acosta
Instruction	Lead: Travis Beall Brendan Boylan, Melissa Neufer, Enedina Avelar, Robert DeMoss, Vince Doherty, Tino Fonzeca, Sue Reese, April Melendez	Lead: Justin Leong Tracy Goodman, Danielle Yount, James Ronan, Hazel Guevarra
Assessment	Lead: Michelle Rusczyk Katie Price, Ali Tibbetts, Gordon Perkins, Daniel Shea, Tamara Parnay	Lead: Ana Pimsler Cara Fitchett, Alex Leach, Brandy Raymond, Josephine Stifter, Amy Ryan
Student Support/Culture	Lead: Kelly Cramer	Lead: Tomas Salinas

	Lynn Pardo, Erica Bosque, Jessica Mullins-Thomas, Luis Escobar, Maria Boyne	Monika Scoby, Ashley Wilson, Cristo Mendoza, Javier Romo, Norma Tellez, Daniel Harrington, Roxana Rivera Lopez, Jorge Alvarez
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Home Group and Focus Group Work

During the spring semester of the 2018-2019 school year, the staff saved evidence aligned to the WASC Chapter III criteria and met in home groups. The Home Groups discussed and analyzed evidence, and completed tables with findings and evidence links. The Home Group work was conducted during regularly scheduled Wednesday teacher meeting time over the course of the semester.

[RUP Home Group Work link](#)

[RCP Home Group Work link](#)

In the fall of the 2019-2020 school year, the focus groups met during calendared professional development days and release days to write their section of the Chapter III report. The Student/Community Profile and Supporting Data and Findings were shared with each focus group along with the table of findings and evidence links from the Home Groups. The focus groups consisted of both RUP and RCP staff members.

[Charter Focus Group Work link](#)

Action Plan

The action plan was created during a calendared professional development day in October 2019. Both RUP and RCP teachers and administrators were involved. Findings, strengths, and growth areas from Chapter II and Chapter III were discussed and prioritized. An action plan was then created based on the top 5 learner needs. Student, parent, and classified staff groups had the opportunity to provide input on the action plan before the plan was finalized.

[Action Plan Work link](#)

Self-Study Conclusion

The long range action plan was developed through a thoughtful and thorough analysis of the Roseland Charter program. The Roseland Charter community looks forward to the recommendations of the visiting committee and successful implementation and follow through of the plan.

Chapter I

Progress Report



RUP and RCP students working at the Community Advisory Board Annual Meeting

Chapter I: Progress Report

Significant Developments

Leadership Changes, Growth, and New Leadership Positions

Since our last full self-study, the charter school has had some leadership changes and substantial growth. Leadership changes have been a result of upward movement and additional staffing. All of the leadership positions were filled by people who already worked in the district, resulting in minimal disruption to the school environment. Hiring experienced leaders who have developed their knowledge and skills from within our unique district/charter allows us to strengthen the successful programs we have in place.

- New Roseland District Superintendent and Charter Director, 2014-15 - Amy Jones-Kerr
- New RUP Principal, 2014-15 - Sue Reese
 - Replaced Michelle Leisen who became principal at Roseland Elementary School
 - Sue was previously the College and Career Coordinator for RUP
- New RCP Principal, 2014-15 - Danielle Yount
 - Replaced Amy Jones-Kerr who became Superintendent
 - Danielle was one of the founding teachers of RCP
- New RCP Assistant Principals, 2016-17 - Eli Weinzveg, Brandy Raymond
 - Eli was a History/Independent Study/AViD teacher at RUP
 - Brandy was the District/Charter EL Coordinator and a Roseland District elementary school teacher
- New position, Charter Curriculum and Assessment Director, 2018-19 - Kim Waugh
 - This position was recently created to serve the 7-12 charter school to support the growth of the secondary program, instead of just having one K-12 Curriculum and Assessment Director
- New RUP Assistant Principal 2018-19 Veronica Vasquez
 - Replaced Kim Waugh when she became the Charter Curriculum and Assessment Director
 - Veronica was a Biology teacher at RUP

Addition of and Expansion of RCP to Include High School

RCP opened in the 2012-2013 school year on the former Ursuline High School campus in Santa Rosa with seventh grade only, due to increasing enrollment in the district. The school has added a grade level each year since then, until the school included grades seven through twelve. The high school component began in the fall of 2014 with their first ninth grade class, and in the spring of 2018 they had their first graduating class. The new RCP high school shares the same charter/district wide focus of postsecondary success including A-G graduation requirements.

New RUP Building

After many years in a temporary warehouse location, RUP finally moved into their new permanent home in the fall of 2017. The project was in the works for many years, and was made possible through a building grant and community fundraising. The building was built and designed to continue supporting the small learning environment, college going culture, and close family feeling.

Fire and loss of RCP Facilities

The RCP campus was severely damaged in the Tubbs Fire in Santa Rosa in October, 2017. The former, Ursuline High School campus, lost three of their six main buildings. The RUP warehouse, which became available to rent when RUP moved into their new building, is the temporary location for RCP as they rebuild their school's facilities. With community support, the warehouse had some updates (new paint) to make RCP students and staff feel more at home. RCP administration, staff and students have been incredibly resilient during this difficult transition. Purchase of the property by the charter is currently underway. Plans to return to the campus are slated for the 2020-21 school year.

LCAP Process/LCFF Funding

The first Local Control Accountability Plan (LCAP) was adopted by Roseland School District and Roseland Charter Boards in June 2015. The charter school is now in its fifth year of the LCAP process. The LCAP and Annual Update is used to provide details regarding local educational agencies' (LEA's) plans, actions, and expenditures to support pupil outcomes and overall performance. The LCAP and Annual Update is a three year plan that is updated each year, and involves all stakeholders. The charter's LCAP and WASC action plans are aligned. Our LCAP includes all of our charter sites from elementary to high school.

New ELD Standards

The ELD framework for the implementation of the English Language Development standards and connection to the Common Core State Standards in English Language Arts was released in 2014. Over the past two years, professional development in integrating these standards across all disciplines has been a focus. Planning for the implementation of a designated ELD class at the high schools was a focus during the 2018-19 school year. This class began in the 2019-20 school year.

New Science Standards

The roll out for the Next Generation Science Standards (NGSS) began during the 2015-2016 school year. Based on the action plan by the charter-wide 7-12 Science Ad Hoc, science teachers have participated in NGSS trainings, had time provided for collaboration, and received additional funding for classroom materials to support hands-on science. We are in the full stages of NGSS implementation at the high school level, and students took the first operational California Science Test during the 2018-2019 school year.

New State Assessments/Accountability

During the 2014-2015 school year, 11th grade students at RUP participated in the school's first administration of the operational Smarter Balanced Assessments (SBAC) in English and mathematics. RCP had their first round of 11th graders in the 2016-17 school year and began SBAC testing during that time. In addition to the implementation of these new assessments, California created a new accountability system, the California Dashboard. Data from SBAC testing and the dashboard are used to measure our schools' progress, and are reported to our stakeholders.

Technology

With the increasing need for technology over the last few years, both school sites have invested in a one-to-one device to student model and increased infrastructure and support staff. All students in both high schools have access to technology in all of their classes. The increased focus on technology supports our Technology Plan and the goal of ensuring 21st century skills for our students.

Progress on WASC Action Plan

Each year administrators and teachers at RUP and RCP document actions and progress on the WASC action plan through our "Living Action Plan" Google Drive document. This process was implemented to ensure follow through on the plan and our goals. These actions are aligned with our Charter LCAP, and progress is shared through our LCAP Annual Update and stakeholder engagement process as well as through report outs at Steering meetings and SAW (School as a Whole) meetings. Some of the goals and actions have shifted around to better correspond with the LCAP. The "WASC Living Action Plan" document and LCAP links are below:

[WASC Living Action Plan Link](#)

[Roseland Charter LCAP 2019-20](#)

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Action Plan Goal #1: Increase student achievement for all students, with an emphasis on closing the achievement gap and attaining equity for English Language Learners, students from socioecondisvantaged backgrounds, and students with exceptional needs.		
Action Plan Task	Analytical Comments	Aligned LCAP Metrics/Goals, progress monitoring
Provide professional development opportunities determined by ASP process	<p>Each year, calendared professional development days and release days for planning and collaboration were determined by the Literacy/ ELA/ELD, Math, Science, and SEL ad hocs and workgroups.</p> <p>Trainings provided include: CCSS ELA Standards, ELD Standards, Academic Vocabulary, Close Reading, AP Strategies, Integrated ELD Strategies, Academic Discourse, Executive Functioning.</p> <p>Release days for collaboration: math, ELA, ELD, science.</p> <p>Subject Specific and other trainings: Museum of Tolerance, Argument Driven Inquiry (science), Asilomar (math), AVID Summer Institute, NGSS (science), Ed Tech (technology)</p>	<p>LCAP Goal 1A02, 1A03</p> <p>LCAP Teacher Surveys</p> <p>Student achievement data (SBAC, ELPAC, CA Dashboard, local assessments)</p> <p>ASP groups</p>
Conduct Accelerated Schools Plus process (ASP) work to help determine charter-wide action plans to support student achievement	<p>Each year ASP groups (cadres, ad hocs, work groups) meet to create specific action plans or follow through on previous action items based on need.</p> <p><u>Charter-wide Groups</u> HS Literacy/ELD Ad Hoc 9-12 Science Ad Hoc K-12 Social Emotional Ad Hoc 9-12 Math Work Group</p> <p><u>Site Specific Workgroups</u> RUP- Intervention Ad Hoc, Post-Secondary Cadre; Portfolio Ad Hoc, WASC Work Group, and New Building Work Group RCP - College Culture Ad Hoc, Newcomer and WASC Work Groups</p> <p><u>ASP Coaches</u> Each site has an ASP Coach who works closely with the site administration team</p>	<p>LCAP Goal 1A14</p> <p>LCAP Teacher Surveys</p> <p>Student achievement data (SBAC, ELPAC, CA Dashboard, local assessments)</p> <p>ASP groups</p>

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<p>Provide supplemental materials to support student achievement</p>	<p>Each year purchase/renew online supplemental subscriptions to support ELA, math, college going culture.</p> <p>ELA: Read Naturally, STAR Reading</p> <p>Math: iXL, Math XL, STAR Math</p> <p>College going culture: Naviance (used in AVID), STAR 360 (Social Emotional Assessment)</p>	<p>LCAP Goal 1A16</p> <p>LCAP Teacher Surveys</p> <p>Student achievement data (SBAC, ELPAC, CA Dashboard, local assessments)</p> <p>ASP groups</p>
<p>Implement charter-wide agreed upon instructional strategies, determined through the Accelerated Schools Plus process:</p> <ul style="list-style-type: none"> ● Academic vocabulary ● Teacher guided questioning and sentence frames ● Students respond in complete, complex sentences ● Grading practices for formal writing - egregious errors, schoolwide writing rubric, process writing ● Academic discourse/student talk ● Close Reading ● AVID ● ELA/ Math Performance Tasks 	<p>Teachers are supported with implementation of Charter-wide agreed-upon instructional strategies through ongoing professional development, collaboration time, and peer observations. Regularly scheduled grade level and department meetings include checking in on agreements to assist with implementation. Administrators conduct informal and formal observations to ensure follow through. Agreements are revisited regularly with staff.</p>	<p>LCAP Goal 1A02, 1A03, 1A14,</p> <p>LCAP Teacher Surveys</p> <p>Student achievement data (SBAC, ELPAC, CA Dashboard, local assessments)</p> <p>ASP groups</p> <p>Teacher observations</p>
<p>Implement ELA assessments and data analysis/planning time</p>	<p>Benchmarks, SBAC Interim assessments, and STAR Reading assessments are used to guide instructional planning</p> <p>Release time and department meetings are provided to analyze data and plan instruction</p>	<p>LCAP Goal 1A02, 1A03, 1A16</p> <p>LCAP Teacher Surveys</p> <p>Student achievement data (SBAC, ELPAC, CA Dashboard, local assessments)</p> <p>ASP groups</p> <p>Department and grade level meetings</p>
<p>Implement math assessments and data analysis/planning time</p>	<p>Benchmarks, SBAC Interim assessments, and STAR Math assessments are used to</p>	<p>LCAP Goal 1A02, 1A03, 1A16</p>

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	<p>guide instructional planning</p> <p>Release time and department meetings are provided to analyze data and plan instruction</p>	<p>LCAP Teacher Surveys</p> <p>Student achievement data (SBAC, ELPAC, CA Dashboard, local assessments)</p> <p>ASP groups</p> <p>Department and grade level meetings</p>
<p>Research, select, purchase and use new data and assessment management system to monitor and track student achievement; ensure this system meets the demands and types of assessment that come with CCSS implementation</p>	<p>Illuminate, a data and assessment management system, was selected as a district/charter tool. The system was piloted in the 2017-18 school year by a few teachers. The system is currently not being used to its fullest and not by all teachers. More professional development is needed to determine the best way to utilize this tool as well as if it is a good fit.</p>	<p>LCAP Goal 1A17</p> <p>LCAP Teacher Surveys</p> <p>Student Achievement Data (SBAC, ELPAC, CA Dashboard, local assessments)</p>
<p>Provide academic support programs to increase student achievement</p>	<p>9th Grade Achievement Plan:</p> <ul style="list-style-type: none"> ● All ninth graders at both sites are enrolled in double block English and math classes for additional support ● RUP has a Learning Lab with staff that push into 9th grade English and math classes for targeted intervention <p>Both sites offer before or after school tutoring and/or homework help</p>	<p>LCAP Goal 1A18</p> <p>LCAP Teacher, Parent, Classified Staff, Student Surveys</p> <p>Student Achievement Data (SBAC, ELPAC, CA Dashboard, local assessments)</p> <p>ASP Groups</p>
<p>Provide an English Learner program</p> <ul style="list-style-type: none"> ● Support progress of ELs with ELD standards, gaining English proficiency, and mastery of state content standards ● Monitor progress of ELs and RFEP students ● Support Newcomer students ● Create a plan for Long Term 	<p>Implementation of ELD standards has been the focus of the Literacy/ELD Ad Hoc for the last couple of years. Professional development has been on-going for all teachers across all disciplines for Integrated ELD strategies. Professional development days and SAW time have been utilized for this purpose. The Literacy/ELD Ad Hoc created a plan for implementing Designated ELD</p>	<p>LCAP Goal 1A19, 1A20, 1A21</p> <p>LCAP Teacher, Parent Surveys</p> <p>Student Achievement Data (SBAC, ELPAC, CA</p>

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<p>English Learners (LTELS)</p> <ul style="list-style-type: none"> • Provide supplemental materials to support ELs 	<p>beginning in 2019-20.</p> <p>The District EL TOSA continues to work with ELA teachers to monitor progress of ELs and RFEP students. In addition, the District EL TOSA oversees the RFEP process district/charter-wide.</p> <p>Rosetta Stone is being used to support Newcomers.</p> <p>A plan to support Long Term English Learners (LTELS) is a next step. Just this year, implemented the Designated ELD classes.</p> <p>Supplemental materials provided to support ELs: Newsela, discussion cards, flip books</p>	<p>Dashboard, local assessments)</p> <p>RFEP rates</p> <p>ASP Groups - Literacy/ELD Ad Hoc</p>
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<p>Action Plan Goal #2: Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.</p>		
<p>Action Plan Task</p>	<p>Analytical Comments</p>	<p>Aligned LCAP Metrics/Goals, progress monitoring</p>
<p>Implement the science ad hoc's action plan to support increased opportunities for hands on science and transition to the Next Generation Science Standards (NGSS)</p>	<p>The Science Ad Hoc evaluated their action plan during the 2018-19 school year and updated the plan accordingly.</p> <p>Additional funds are provided to science teachers each semester for materials needed for NGSS lessons.</p> <p>Release time is provided each semester for RUP and RCP science teachers for collaboration, training, planning, and program alignment.</p> <p>Secondary subject specific science professional development opportunities will be researched and offered for teachers to attend.</p> <p>Alignment between middle and high school programs is a next step.</p> <p>The ad hoc will continue to meet to implement the plan and update as necessary.</p> <p>(RUP only)</p>	<p>LCAP Goal 2A01</p> <p>CAST</p> <p>LCAP Teacher Survey</p> <p>Local assessments</p> <p>ASP Groups - Science Ad Hoc</p>

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	<p>Implement new “Learning By Making” science program in collaboration with SSU. RUP’s science teachers began professional development on this new program in 2018-19. Implementation began in 2019-20. The program is based on experimental design, coding, and environmental studies. All ninth grade students participate in the program through their 9th grade science class.</p>	
<p>Provide additional funds to augment charter, school site, and classroom budgets for supplies and services that enrich students’ education beyond the basics and help pupils attain academic goals; funds will also be used to support site-level ASP work, including site level cadres/ad hocs and site steering meetings.</p>	<p>Funds for supplies and services that enrich students’ education beyond the classroom continue to be provided each year.</p> <p>Funds to support the ASP process and continuous improvement are provided each year.</p>	<p>LCAP Goal 2A02</p> <p>LCAP Teacher, Parent, Student, Classified Staff Surveys</p> <p>Student Achievement Data (SBAC, ELPAC, CA Dashboard, local assessments)</p> <p>Course access and A-G completion rates</p>
<p>Implement plan developed by the enrichment/course access ad hoc that includes expanding elective offerings, and field trips. Clubs are determined based on student interest.</p>	<p>RUP and RCP both continue to prioritize quality electives, clubs, and college visits each year.</p> <p>Electives that are/have been offered include: Digital Photography, Maker, Debate, Nutrition, Create, Weights, Leadership, Writing Center, AVID</p> <p>College visits have included: San Jose State, Dominican, SRJC, Sonoma State, Sacramento State, UC Davis, Cal State East Bay, UC Berkeley, San Francisco State</p> <p>Clubs that are/have been offered include: MeCha, Quilting, Drama, Mountain Bike, Video Game, Music, Art, STEM, Ballet Folklorico, GSA, Dance</p>	<p>LCAP Goal 2A02</p> <p>LCAP Teacher, Parent, Student, Classified Staff Surveys</p> <p>Course access and A-G completion rates</p>
<p>Provide after-school extracurricular sports</p>	<p>Sports that are offered each year include: Volleyball, Basketball, Football, Badminton, Cross Country, Soccer</p>	<p>LCAP Goal 2A03</p> <p>LCAP Teacher, Parent, Student, Classified Staff</p>

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		Surveys
Fund replacement technology devices, maintain hardware, software, and other technological needs; maintain technology department personnel	<p>A 1:1 access to technology program began in the 2014-15 school year so that all students always have access to a device to promote 21st century learning. Chromebooks are replaced annually according to a replacement schedule.</p> <p>Growth of the technology program included addition of needed support staff (coordinator, assistants), hardware, software, and infrastructure.</p>	<p>LCAP Goal 2A06, 2A07</p> <p>LCAP Teacher, Parent, Student Surveys</p>
Provide trainings and coaching to support teachers and staff with technology	<p>PD days and Wednesday time (SAW) have been used to train staff on: Google Drive, Google Classroom, Google Sites, Schoolwise Gradebook, Naviance, and programs that students use to create their end of the year portfolio.</p>	<p>LCAP Goal</p> <p>LCAP Teacher, Parent, Student Surveys</p>

Action Plan Goal #3: Prepare students for the pathway to college/postsecondary success by promoting our Through College vision, increasing parent involvement, and focusing on physical, social, and emotional well-being.		
Action Plan Task	Analytical Comments	Aligned LCAP Metrics/Goals, progress monitoring
Provide Parent University seminars to educate parents on how to support their students with college (financial aid, college entrance requirements, etc.)	<p>Parent University nights continue to be held each year. In addition, rising class meetings with students and their families are held each year to discuss progress on graduation and college eligibility requirements.</p>	<p>LCAP Goal 3A01</p> <p>LCAP Parent and Student Surveys</p> <p>Graduation rates</p> <p>College acceptance rates</p> <p>Parent University sign in sheets</p>
Provide parent engagement and parent education opportunities.	<p>Back to School nights are held annually and meant to foster communication between</p>	LCAP Goal 3A01

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	<p>parents, teachers, school, and students. Parent Club meetings are held often and topics are determined based on parent feedback. Parent club topics have included: technology (online gradebook), managing teenage behavior, how parents can support their child’s education, cybersafety, social media, student health, college requirements and applications, schoolwide events. Informal Parent Coffees have been held at RUP to further parent engagement.</p>	<p>LCAP Parent Surveys</p> <p>Attendance rates</p> <p>Graduation rates</p> <p>Back to School and Parent Club sign in sheets</p>
<p>Implement Social Emotional, Well-being Action Plan (Multi-tiered System of Supports) in the areas of behavior, student safety and/or social, emotional, and mental wellness</p>	<p>Review 360 is used as a universal screening tool filled out by teachers twice annually to support identification of students who may need additional support for social/emotional/behavior.</p> <p>Teachers have been trained on Social Emotional Learning standards and are implementing in all grade levels. Time for collaboration and planning have been provided on PD days and Wednesday time (SAW).</p> <p>The Coordinated Services team (administrators, school counselor, teachers) meets weekly to review and discuss student referrals from teachers/staff to determine next steps in providing support. Teachers/staff use a universal language when submitting a referral to help with consistency. Coordinated Services team documents interventions in student information system.</p>	<p>LCAP Goal 3A02</p> <p>LCAP Teacher, Parent, Student, Classified Staff Surveys</p> <p>ASP Groups - Social Emotional Ad Hoc</p> <p>Coordinated Services Team meetings</p>
<p>Implement AVID program</p>	<p>All students school wide are enrolled in the AVID elective. Teachers attend the AVID Summer Institute for professional development. An AVID Site Coordinator at both RUP and RCP coordinates the program which includes monthly AVID Site Team meetings, staff training, and on-going communication charter-wide.</p>	<p>LCAP Goal 3A08</p> <p>LCAP Teacher, Parent, Student, Classified Staff Surveys</p> <p>AVID Site Team meetings</p> <p>AVID observations</p> <p>Vertical AVID meetings</p> <p>Graduation rates</p> <p>College acceptance</p>

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		rates
Provide college and career guidance	Both RUP and RCP have a Director of College and Career Counseling to provide guidance to students with graduation requirements, CSU eligibility, college applications, applying for financial aid, meetings with parents, etc. In addition, they work closely with the AVID teacher team and Mentor Program.	LCAP Goal 3A09 LCAP Teacher, Parent, Student, Classified Staff Surveys Graduation rates College acceptance rates
Implement the Through College Ad Hoc action plan in promoting a college going culture and preparing students for post-secondary success.	Each year, RUP and RCP sponsors a college week where seniors attend seminar style lectures, and classes are conducted without academic supports. Students who are in 11th grade may apply for the Mentor Program. Students are then matched up with a mentor who provides support from high school through college. An Alumni Coordinator provides outreach to alumni, collects college persistence data to inform our program, and assists alumni with post-secondary educational goals.	LCAP Goal 3A09 LCAP Teacher, Parent, Student, Classified Staff Surveys College acceptance rates College persistence rates Persistence Team meetings

Action Plan Goal #4: Provide well-maintained facilities conducive to 21st century learning and other basic/district services that support daily operations of the school sites.
Technology actions that were once part of Goal #4 are now a part of Goal #2.

Accomplishments of the schoolwide action plan with regards to the critical areas for follow-up

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

Critical Areas for follow-up:

Continue the use of ASP in an inclusive and accountable process in the development and supervision of a Professional Development Plan for the transition to and incorporation of Common Core Standards.

A group of teachers and administrators meet bi-monthly in a Steering committee with the purpose of communication of district and schoolwide programs as well as ensuring we are meeting the expectations of our vision. Steering members then report back to their committees (cadres, ad hocs, work groups), departments, and grade level teams. Cadres, ad hocs, and work groups are determined based on charter-wide needs and site needs. Needs are determined based on achievement data, standards implementation, and stakeholder feedback.

Continue the development of a focused, clear, cohesive, comprehensive, collaborative, and long-range program of professional development to assist all staff to address student needs, and also to ensure that such a program includes reasonable, reliable, and authentic means of measurement and accountability.

Professional development opportunities are implemented through the various ASP groups following the inquiry process, based on student needs. With our 3 year LCAP plan and our ASP process, a fluid plan for professional development is written, implemented and updated annually reflecting the current challenges and priorities at the site. A list of these professional development opportunities can be found in the WASC Action Plan table above under Goal 1 (CCSS, ELD) and Goal 2 (Science).

Review and refine the Action Plan for a deliberate and delineated timeline for achievement in each area of focus, especially in terms of shared responsibility and reasonable, measurable benchmarks of achievement.

The action plan is updated annually along with the annual update of the LCAP. All updates are based on student achievement data (SBAC, Dashboard, AP, SAT/ACT, graduation rates, college going rates, local achievement data), ASP group action plans, and needs based on stakeholder feedback (students, parents, staff.)

**B. Category B: Standards-based Student Learning: Curriculum:
*Critical Areas of Follow-Up :***

Include all stakeholders in the transition to and incorporation of Common Core Standards in the curriculum.

The entire state and country transitioned to the Common Core Standards since our last WASC visit. During this time there has been tremendous work done by publishing companies, the state,

and the county to transition to Common Core Standards. RUP and RCP have had math and English department release days to align curriculum with CCSS and create standard based benchmarks. The CCSS Literacy Ad Hoc was created, comprised of members of each content area to address professional development and implementation across content areas. In addition, this group worked on professional development and implementation of ELD standards.

All stakeholders are involved in transition to the Common Core State Standards through our LCAP and ASP processes.

Through the LCAP process, information is gathered from parents, staff, and students regarding support needed with curriculum and CCSS standards. Through the LCAP and ASP processes, ad hocs, cadres, and work groups are created in response to stakeholder feedback.

Provide adequate technological resources for accomplishment of Common Core Standards assessment.

Our 1:1 access to technology program ensures enough devices for testing. Bandwidth was increased at both sites to ensure no connectivity issues during testing. Technology assistants were added to assist the District Technology Coordinator with tech support for the sites.

Continue the use of ASP in an inclusive and accountable process in the development and supervision of a Professional Development Plan for the transition to and incorporation of Common Core Standards.

All professional development involving curriculum is directly prioritized using the LCAP, ASP work, and student achievement data.

Continue the development of a focused, clear, cohesive, comprehensive, collaborative, and long-range program of professional development to assist all staff to address student needs, and also to ensure that such a program includes reasonable, reliable, and authentic means of measurement and accountability.

Professional development opportunities are implemented through the various ASP groups through the inquiry process based on student needs. With our 3 year LCAP plan and our ASP process, a fluid plan for professional development is written, implemented and updated annually, reflecting the current challenges and priorities at the site based on data and stakeholder feedback.

C. Category C: Standards-based Student Learning: Instruction:

Areas of Growth:

Continue the use of ASP in an inclusive and accountable process in the development and supervision of a Professional Development Plan for the transition to and incorporation of Common Core Standards.

All professional development involving instruction is directly prioritized by LCAP, ASP work, and student achievement data.

Continue the development of a focused, clear, cohesive, comprehensive, collaborative, and long-range program of professional development to assist all staff to address student needs, and also to ensure that such a program includes reasonable, reliable, and authentic means of measurement and accountability.

Professional development opportunities are implemented through the various ASP groups through the inquiry process based on student needs. With our 3 year LCAP plan and our ASP process, a fluid plan for professional development is written, implemented and updated annually reflecting the current challenges and priorities at the site.

Review and refine the Action Plan for a deliberate and delineated time-line for achievement in each area of focus, especially in terms of shared responsibility and reasonable, measurable benchmarks of achievement.

Through quarterly benchmark analysis, department teams plan instruction to best meet the needs of their students. All ASP action plan agreements are evaluated on a three year cycle to ensure effectiveness.

D. Category D: Standards-based Student Learning: Assessment and Accountability:

Areas of Growth:

Continue the use of ASP in an inclusive and accountable process in the development and supervision of a Professional Development Plan for the transition to and incorporation of Common Core Standards .

All professional development involving assessment and accountability is directly prioritized by LCAP, ASP work, and student achievement data.

Continue the development of a focused, clear, cohesive, comprehensive, collaborative, and long-range program of professional development to assist all staff to address student needs, and also to ensure that such a program includes reasonable, reliable, and authentic means of

measurement and accountability.

Professional development opportunities are implemented through the various ASP groups through the inquiry process based on student needs. With our 3 year LCAP plan and our ASP process, a fluid plan for professional development is written, implemented and updated annually reflecting the current challenges and priorities at the site.

Review and refine the Action Plan for a deliberate and delineated time-line for achievement in each area of focus, especially in terms of shared responsibility and reasonable, measurable benchmarks of achievement.

Through quarterly benchmark analysis, department teams plan instruction to best meet the needs of their students. All ASP action plan agreements are evaluated on a three year cycle to ensure effectiveness.

Consider means to improve parent-student-staff communication in order to engender support of families in student academic achievement.

The school continues to offer Parent Universities, Back to School nights, Parent Club meetings, Parent Coffees, Rising Class meetings, and one-on-one parent meetings to support student achievement and communication with parents. Parents have access to the online gradebook so that they are able to see their child's grade in real time. Grades are sent home quarterly and under 2.0 gpa letters are sent home regularly to ensure parents are informed of current student achievement.

Review and refine action plan with timeline for achievement in each area of focus; benchmarks of achievement.

Through our ASP process, the school conducts a yearly reflection to review and refine all school programs and supports.

Chapter II

Student/Community Profile and Supporting Data and Findings



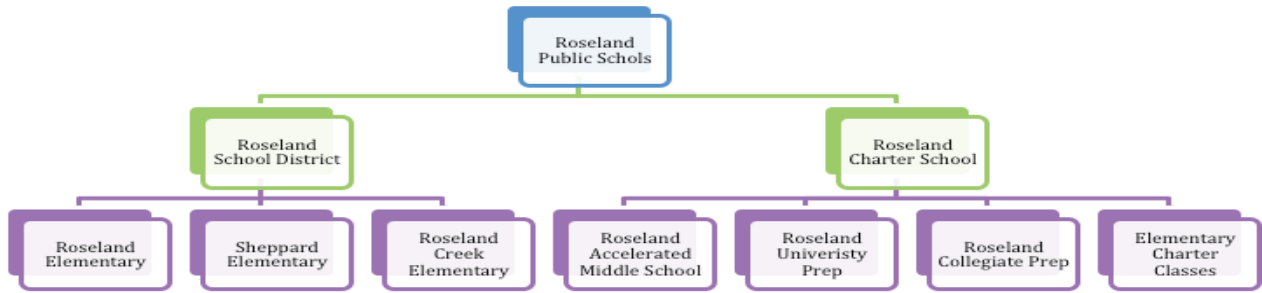
RUP Graduates walking through Sheppard Elementary

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

History and Background of the School

Every good story has a challenge, a journey and a solution. Roseland Charter is no exception. In fact, Roseland has a great story.

Over the past 20 years, we have had our share of challenges. Demographics rapidly changed from a low-income Anglo population, to a diverse population of a low-income student body, to our currently predominantly English language learner, Hispanic population, 90% qualifying as socio-economically disadvantaged. Over the years, parents had requested that their children remain with Roseland Public Schools after elementary school. They viewed our campuses as a second home with a safe and caring environment. When charter school law came about, our first middle school, Roseland Accelerated Middle School (RAMS) was formed. It quickly filled with 60 7th grade students. Enrollment doubled the following year with a long wait list and lottery to determine which students could enroll. Three years later, at parent request, we opened a 9-12 high school, Roseland University Prep (RUP) with a Destination College motto. Several years later, due to long waitlists at RAMS and RUP, Roseland Collegiate Prep (RCP) was opened to serve students in grades 7-12. In Roseland Public Schools, all students graduate with a post secondary plan including 4-year colleges, 2-year programs, certificate programs and/or career-technical training. Our goals have now reflected the determination to ensure all of our students graduate with the skills necessary to go-the-distance and graduate from the post secondary programs of their choice. At Roseland Public Schools, consisting of Roseland Charter (RAMS, RUP and RCP) and its three sister elementary school sites, we work collaboratively TK-12th grade with each grade level playing an important role. Two of our elementaries have a small charter component, but it is being phased out.



Roseland Charter School Sites (secondary)

Roseland Charter School is comprised of Roseland University Prep (grades 9th-12th), Roseland Accelerated Middle School (7th-8th) and Roseland Collegiate Prep (7th-12th). The mission of Roseland Charter School is to create a positive learning environment where all students are encouraged and assisted with preparing themselves for high school graduation, college completion, and ultimately leadership positions within the community.

Roseland University Prep (RUP) opened with 80 ninth-grade students in August, 2004, as the high school component of the three-year-old Roseland Charter School (Roseland Accelerated Middle School). The school now includes grades 9-12 and maintains an enrollment of around 450 students. The school was designed as a small, learner-centered college preparatory high school offering a unique opportunity for students who lack the resources, but not the desire, to successfully graduate from high school and go on to college. In November of 2017, Roseland University Prep moved into its new beautiful building, as previously it was located in an attractively-remodeled warehouse that is now the temporary location of Roseland Collegiate Prep.

Roseland University Prep, a public charter high school, is an alternative to the large, comprehensive urban high school models currently available in Santa Rosa. The school has high standards for student learning, has hard working, passionate, and energetic teachers and staff, a strict code of conduct, a strong culture of community among staff and students, and a commitment to college success for all students. It is strongly supported by the community and several agency partnerships.

RUP was created to increase the number of low income and Hispanic/Latino students who graduate from high school and complete the UC/CSU requirements. RUP has an average graduation rate of 95%, compared to 78% of Sonoma County’s socio-economically

disadvantaged Hispanic/Latino students; and RUP has an average UC/CSU completion rate of 61%, compared to 24% for Sonoma County. On average 95% of students plan to attend post-secondary education after graduation and of the students who actually enroll in college approximately 79% persist in college their first year. Our school is constantly striving to improve our practices, so that our students enjoy the best educational experiences, to prepare them for the demands of post-secondary institutions.

As a new school site, Roseland Collegiate Prep (RCP), under the same charter, opened in 2012 to 55 seventh graders. The school now serves students in grades 7-12 and has an enrollment of around 460. Like Roseland University Prep, Roseland Collegiate Prep was designed as a small, learner-centered college preparatory high school offering a unique opportunity for students who lack the resources, but not the desire, to successfully graduate from high school and go on to college. The school was opened due to increased enrollment in the Roseland School District and the high numbers of students on the waiting list to get into Roseland Accelerated Middle School (RAMS) and Roseland University Prep (RUP). The school was located on the former Ursuline High School campus, in Santa Rosa. Roseland Collegiate Prep shares the same vision of post-secondary success.

On October 9th, 2017, the beautiful RCP campus was severely damaged in the unprecedented Tubbs Fires, which also destroyed approximately 8000 structures in Sonoma County. In the district, 27 students and 8 staff members lost their homes and many parents lost their jobs or were displaced as a result of this devastating natural disaster in our community. The Tubbs Fire forced our students to be relocated to two different Roseland School District Elementary sites and then subsequently moved again to the vacated Roseland University Prep warehouse. The frightening natural disaster created unprecedented social, emotional and logistical challenges for our parents, students, teachers and support staff. RCP had its inaugural graduating class in 2018. There were 47 graduates.

Roseland Collegiate Prep continues to be located in a remodeled warehouse, that previously housed Roseland University Prep. Roseland Collegiate Prep will return to their former (Ursuline) campus for the 2020-21 school year. The property is currently being purchased by our Foundation.

Community Served by the School

Formerly a rural area of Sonoma County, the Roseland community is now an isolated pocket of quasi-urban poverty that is known as the entry point for many immigrants and refugees. The population is predominantly Hispanic/Latino, and English is a second language to most of our families. The neighborhood has a high crime rate, high gang activity, high adolescent pregnancy rate, the highest ratio of liquor-selling establishments to the population, and the highest referral rate to Child Protective Services in Sonoma County. Both school sites serve the Roseland community. When RCP was located on the Ursuline campus, approximately 70 percent of the

students at Roseland Collegiate Prep were bused from the Roseland area. The rest of RCP students are from other areas in Sonoma County. The ["Portrait of Sonoma County Report"](#) identified the three areas that we serve at the bottom of the Human Development Index in 2014: Roseland (2.95), Sheppard (2.98) and Roseland Creek (2.79), demonstrating a high need of support.

WASC Accreditation History

- Spring 2008 – 1st full self-study; 3 year accreditation granted
- Spring 2011 – WASC committee revisit; 3 year accreditation granted
- Spring 2014 – 2nd full self-study; 6 year accreditation granted
- Fall 2014 - Substantive change adding RCP to RUP; Considered one school - Roseland Charter
- Spring 2017 - 3 year progress report; submitted and approved by WASC
- Fall 2018 - Substantive change for new RUP building
- Spring 2020- 3rd full self-study
-

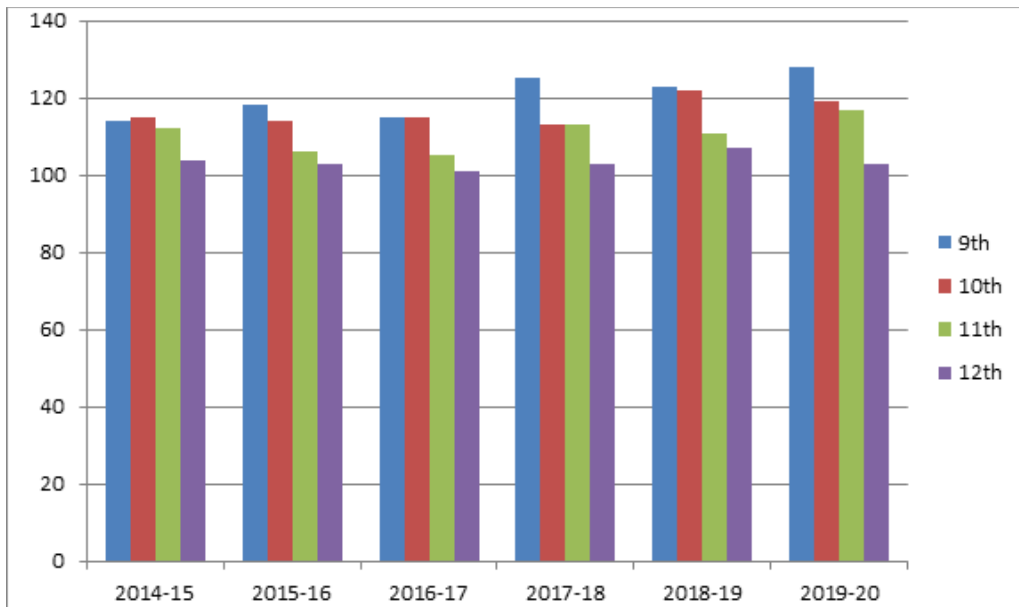
Our Students

Student Enrollment by Site

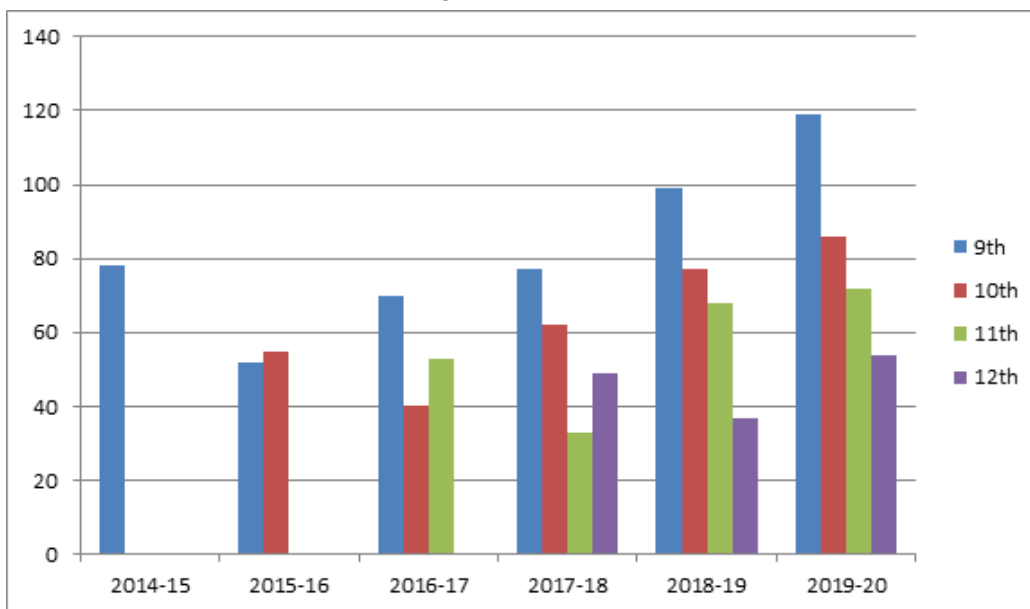
RUP has reached capacity and enrollment targets have been maintained for the last few years, remaining between 435 and 460 students. Ninth and tenth grade continue to be larger than the upper grades. Most RUP students come from our charter middle school, RAMS, and many have been in the district since elementary school. Current enrollment at RUP is 462.

RCP has been increasing enrollment since 2014-2015 when it had its first 9th grade class. A grade level was added each year after that until the high school was 9th through 12th grades.. Eleventh and twelfth grade enrollment tends to be lower than ninth and tenth grade. We continue to enroll more students each year, specifically in the ninth grade. The first graduating class of RCP was in 2017-2018. Many RCP students come from out of district, and most high school students have been at RCP since middle school. Current high school enrollment at RCP is 328.

Student Enrollment Numbers by Grade Level - RUP

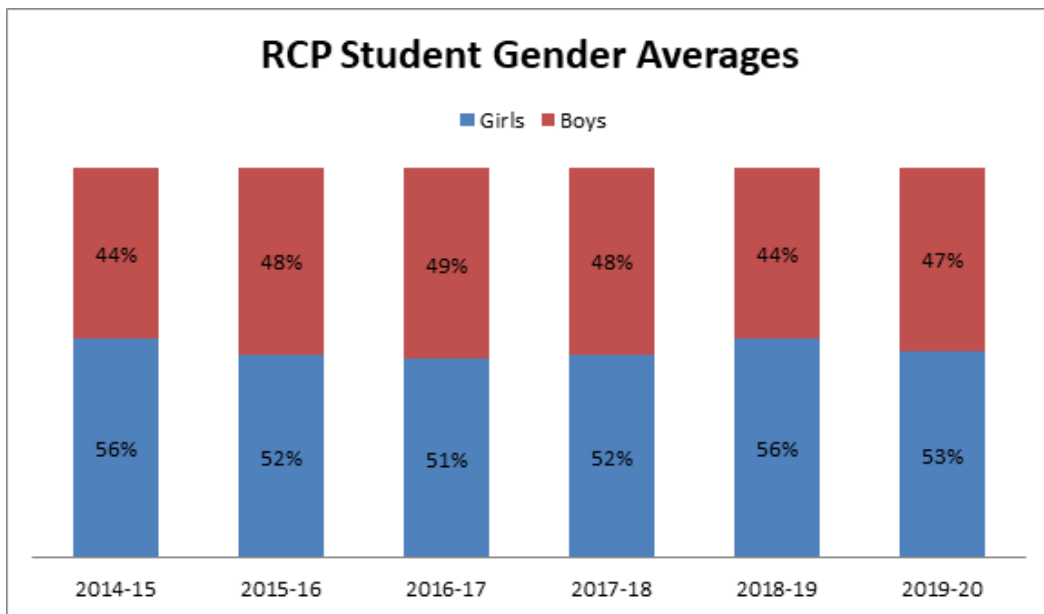
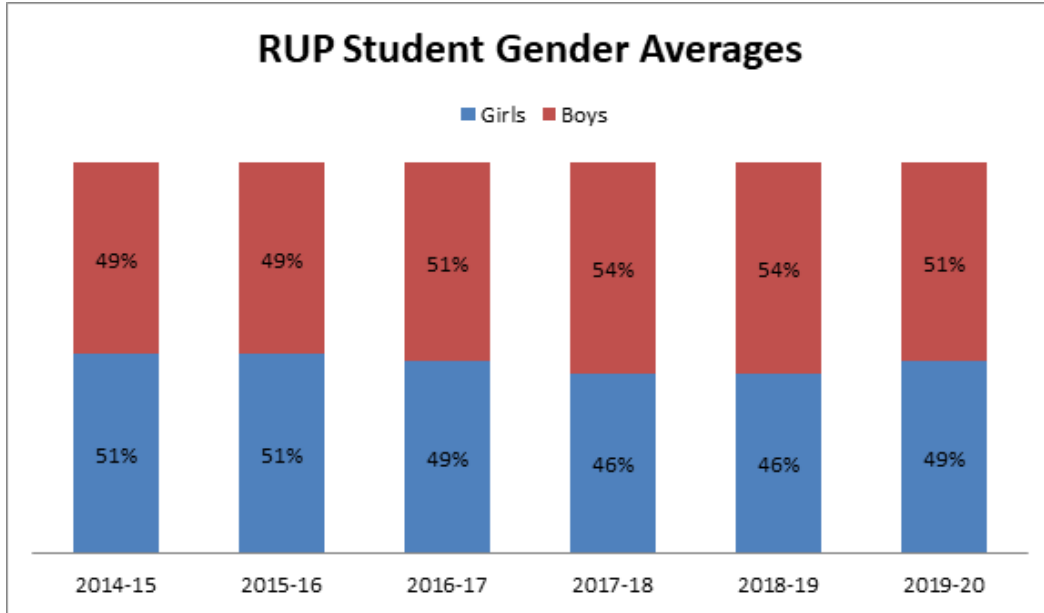


Student Enrollment Numbers by Grade Level - RCP



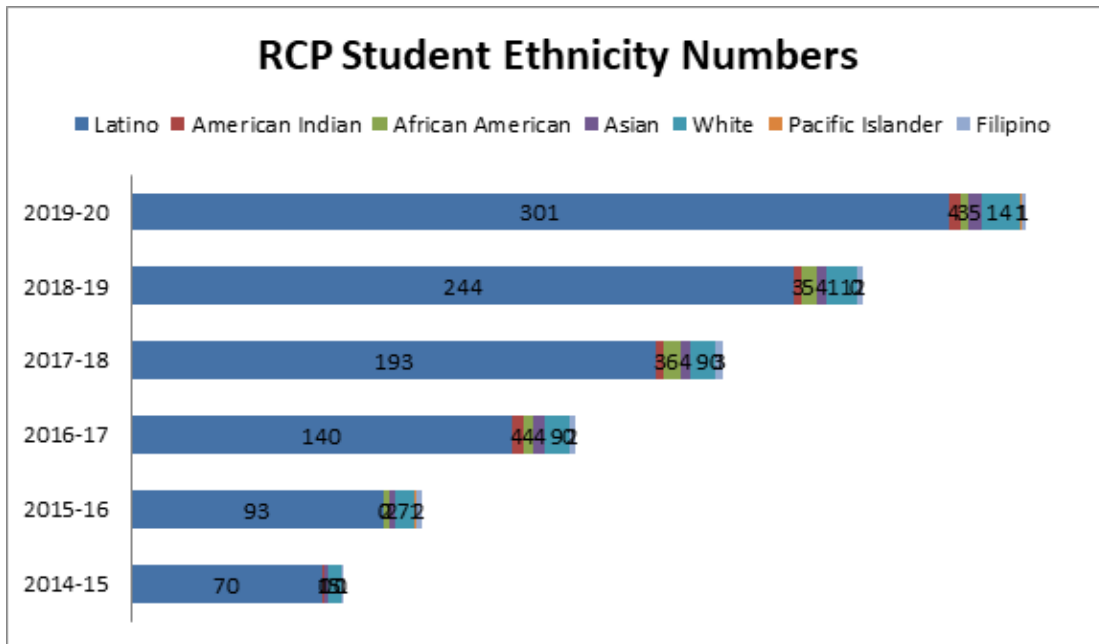
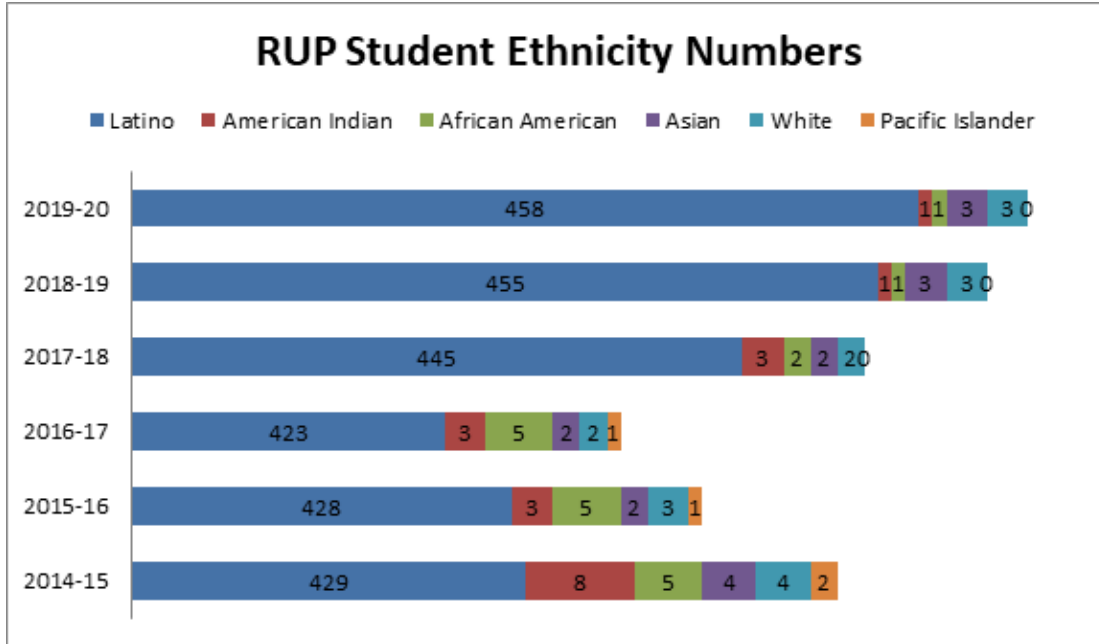
Student Gender Averages by Site

Gender averages at both RUP and RCP are about equal. RUP had a slight increase of male students in 17-18 and 18-19 school years. RCP tends to have a slightly higher female population.



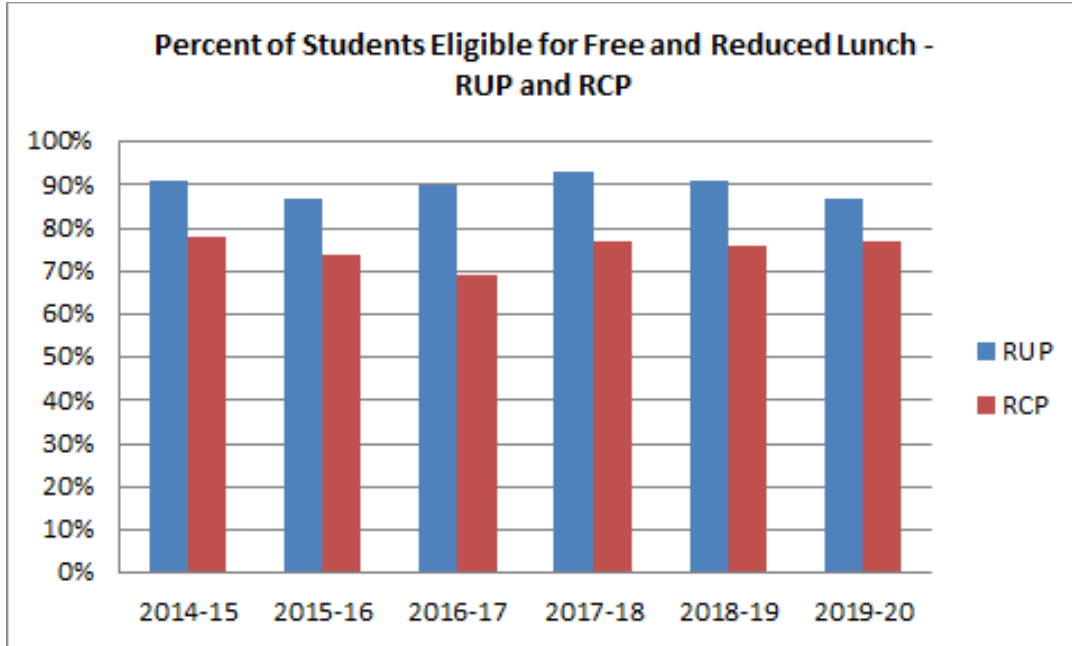
Student Ethnicity

The student population at RUP and RCP has remained primarily Hispanic/Latino. American Indian, Asian, African American, Caucasian, Pacific Islander, and Filipino students make up a small portion of the school’s overall population.



Percent of Students Eligible for Free and Reduced Lunch

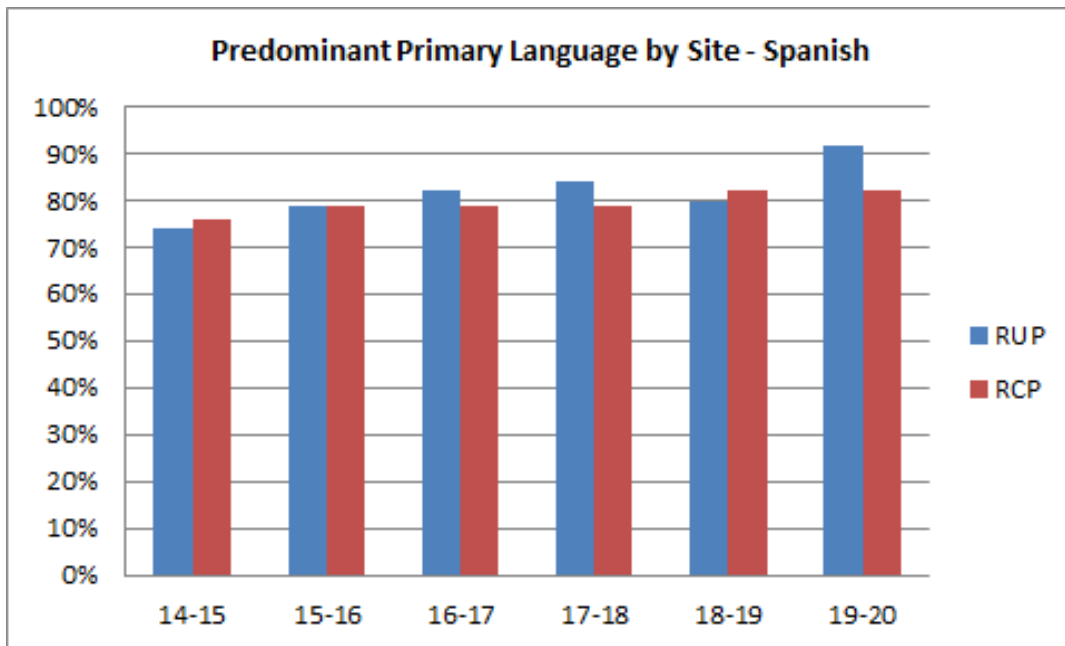
A significant percent of our students qualify for Free and Reduced Lunch, typically close to 90% charter-wide. RUP tends to have a higher percentage of students who qualify for free and reduced lunch compared with RCP.



Predominant Primary languages other than English (e.g., Spanish, Hmong) of Students

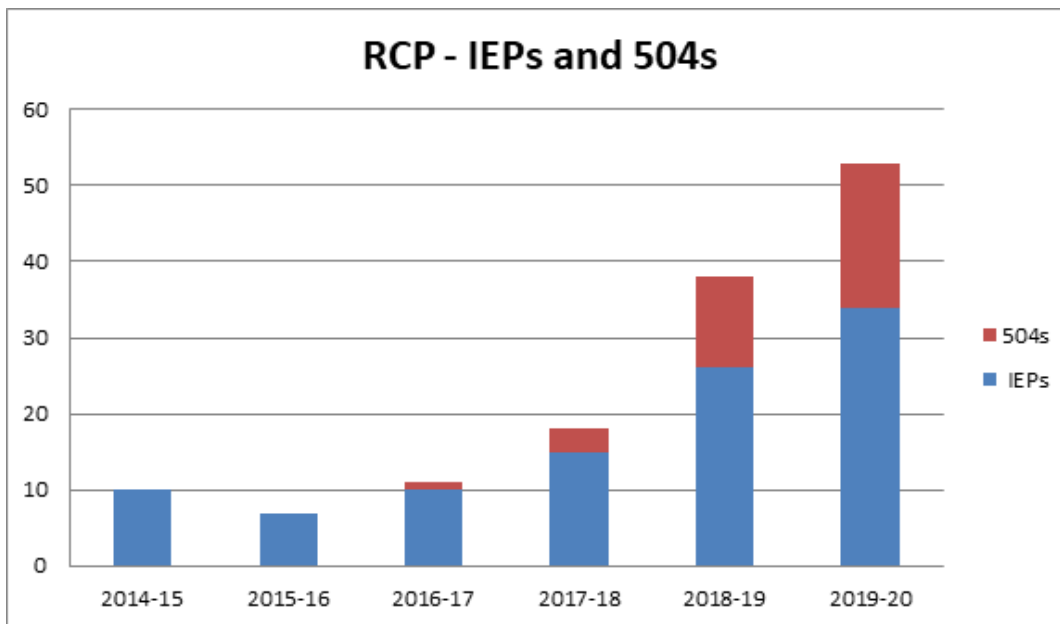
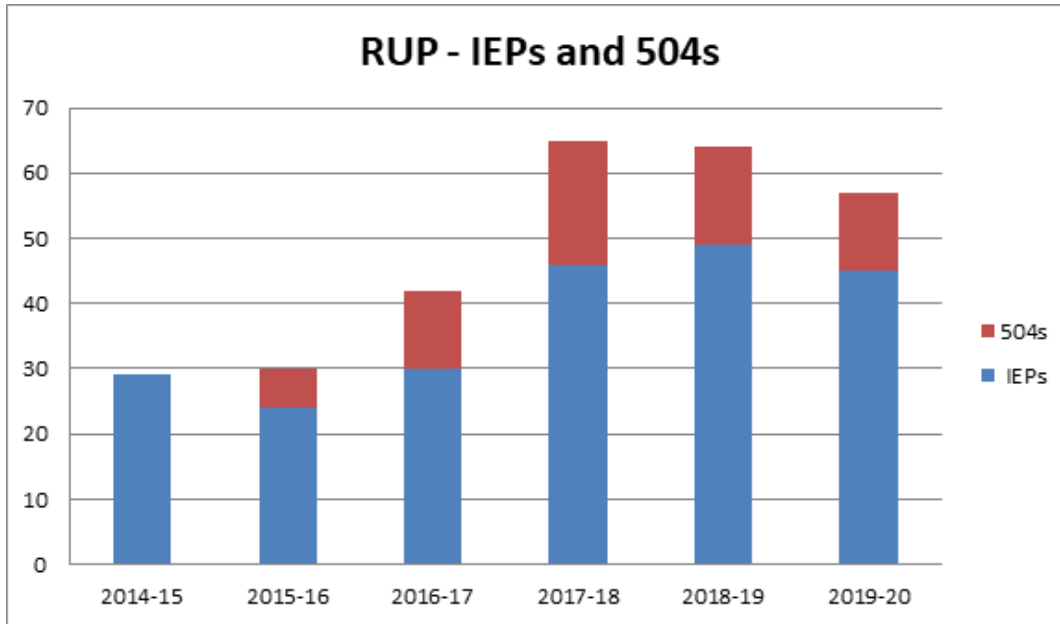
Spanish continues to be the primary language of students at both RUP and RCP.

We offer Spanish classes primarily for native speakers, allowing students to take more advanced Spanish classes such as AP Spanish Language and AP Spanish Literature. Most of our students graduate bilingual and biliterate, something we are very proud of. Many alumni continue their education in Spanish when they attend college, with many majoring or minoring in Spanish.



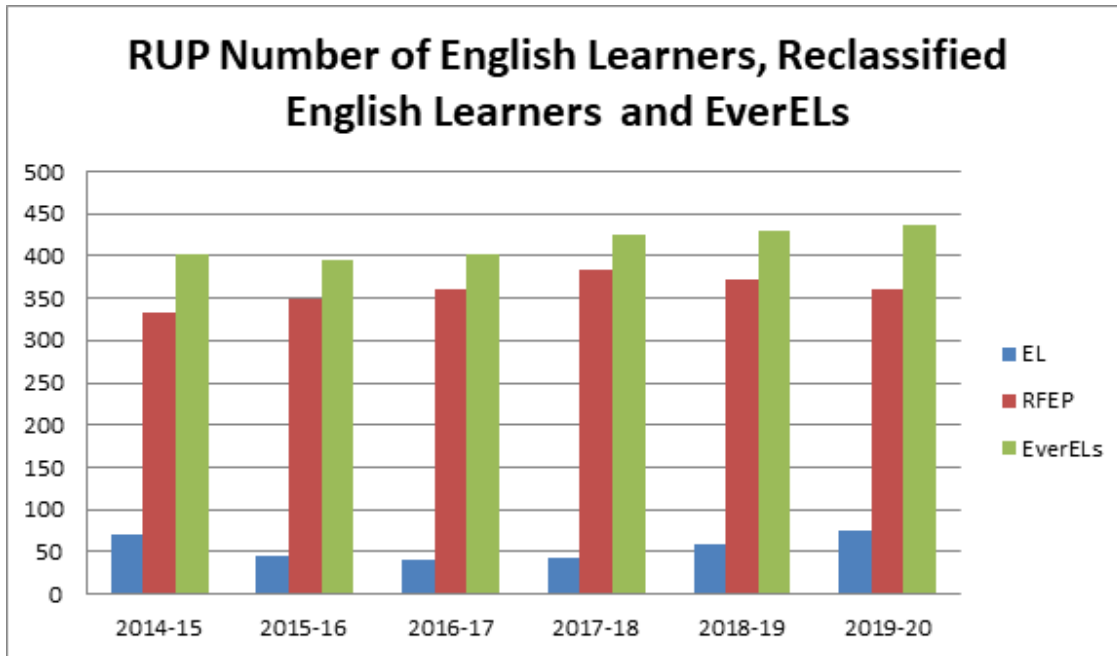
Students with Disabilities

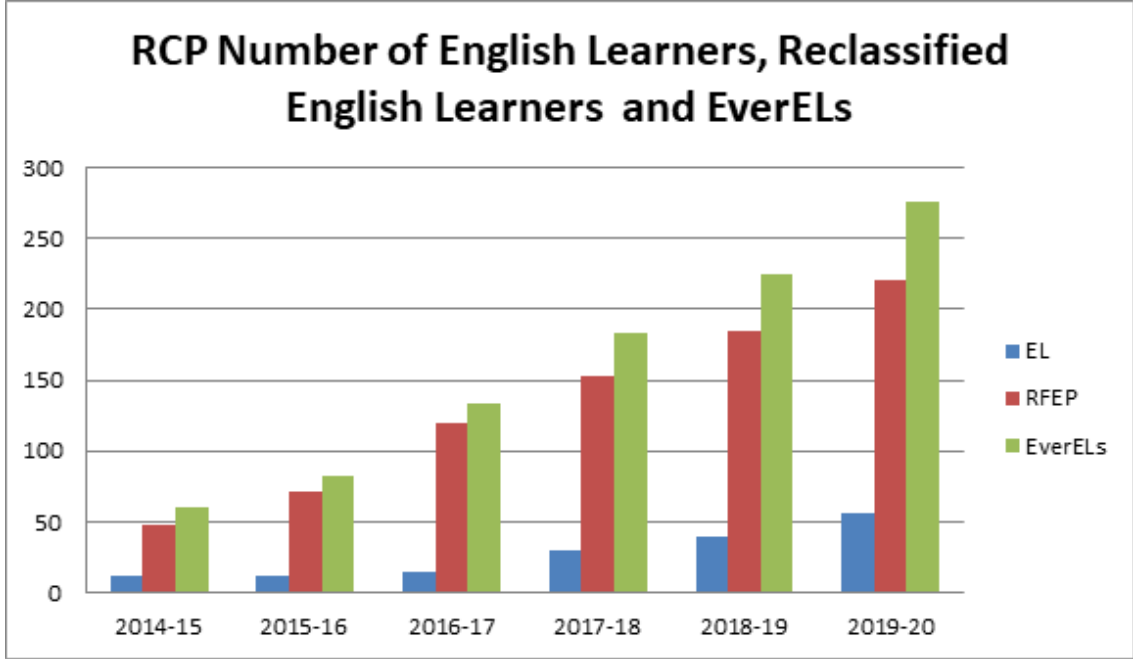
The overall number of students with special needs has steadily increased over the years for the charter. Our referral process has improved, which has increased the number of students who are tested and thus qualifying for support through our resource program and who qualify for 504 plans. In addition, the increasing enrollment at RCP is contributing to the rise in these numbers.



English Language Proficiency

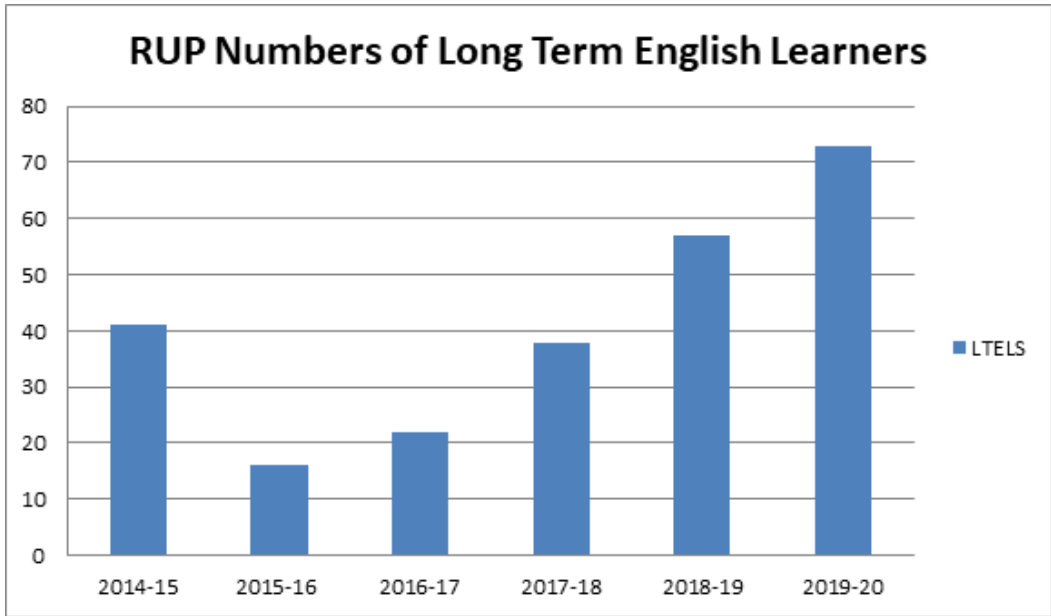
The number of English Learners (ELs) and Reclassified Fluent English Proficient (RFEP) students at RCP has increased along with increased enrollment. The overall number of English Learners for the charter has been increasing since the 2017-18 school year. We are beginning to see a decline in the number of students who qualify for reclassification due to the new and more rigorous English Language Proficiency test, ELPAC, and the new state reclassification criteria. We are likely to see a continued rise in the number of EL students. Ever-EL is a new datapoint that the state will be using when analyzing EL achievement progress. Ever-ELs are the combination of English learners and Reclassified Fluent English Proficient students. Our district continues to work with students in the lower grades with interventions to increase the RFEP rate before they enter high school. All of our teachers have the necessary credentials and training to work with EL students, and common schoolwide instructional strategies are utilized to help all learners including EL students.

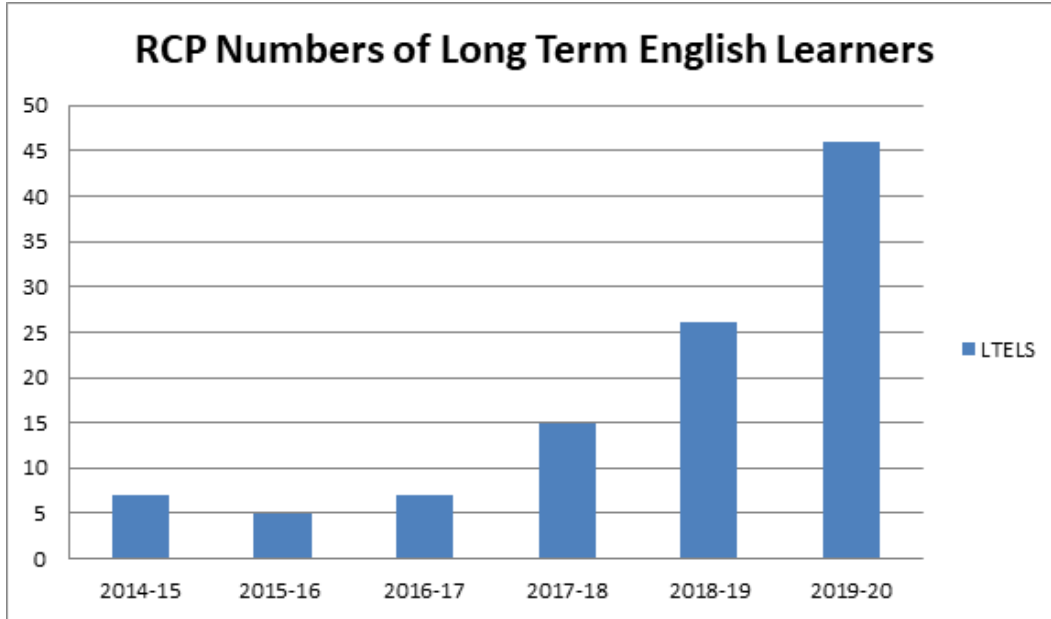




Long Term English Learners (LTELS)

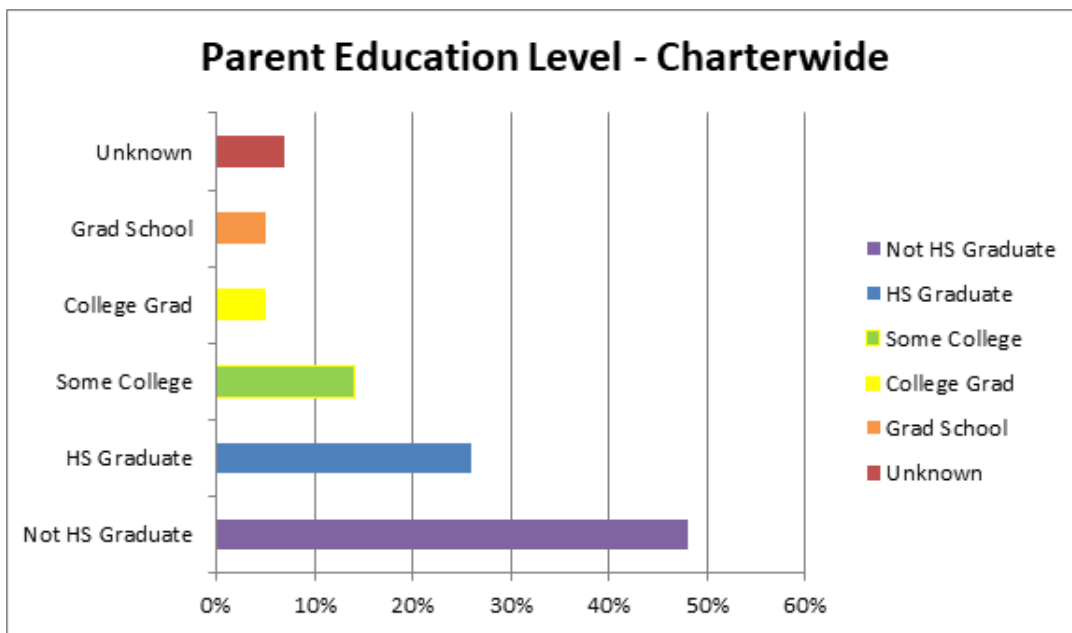
The number of Long Term English Learners have been increasing over the past 4 years at both sites. The charter-wide percentage of EL students who have been English Learners for 8 years or more is 86%. Many of our Students With Disabilities (SWDs), 25%, who are also English Learners, often have difficulty meeting RFEP criteria due to low test scores. A process began last school year, for IEP teams to consider reclassifying our EL students with disabilities if the team felt that the disability was impacting the student’s ability in meeting RFEP criteria.





Parent Education Level

A significant percent of our parents are not high school graduates. A majority of our parents are either not high school graduates or high school graduates with no college degree. A very low percent of our parents are college graduates. Since most of our students are first generation college students, we must support our students’ families in researching, applying for, accepting and attending college. Parent Education Level has remained consistent over the years. The data below is based on the current school year and is charter-wide.



Our Staff

RUP Staff

RUP currently employs 22 full-time and 5 part-time certificated teachers, 2 administrators (Principal, Assistant Principal), 1 social-emotional counselor, 3 pupil services staff members (Director of College and Career Counseling, Student Services Manager, Alumni Success Coordinator), 3 support staff members (Learning Lab Assistants, Media Services Assistant), 1 Office Manager, 2 custodians, and 1 cafeteria worker. RUP has remained relatively consistent with the total number of teachers, administrators, and all other staff over the past 6 years. Females represent 60% of the teaching staff, all of the administrators, and most of all staff members. The majority of staff members are white. Staff members who are Hispanic make up the other majority.

RUP Staff by FTE						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Certificated Teachers	25.7	26.1	26.2	25.6	25.6	26.6
Administrators	2	2	2	2	2	2
Social Emotional Counselor	1	1	1	1	1	1
Pupil Services	2.5	2.5	2.5	2.5	2.5	2.5
Office Manager	1	1	1	1	1	1
Support Staff	3	3	4	3.5	4	3
Custodians	1.5	1.5	1.5	1.5	1.5	1.5
Cafeteria	1	1	1	1	1	1
School Psychologist	.33	.33	.33	.33	.33	.33

RUP Current Staff Ethnicity and Gender							
	Teachers/ Counselor	Administra- tors	Pupil Services	Support Staff	Office Manager	Other Staff	Total
Male	11	0	2	0	0	1	14
Female	17	2	1	3	1	2	26
Hispanic	6	1	2	2	1	3	15
White	20	1	1	1	0	0	23
Chinese	1	0	0	0	0	0	1

Roseland Charter ACS WASC/CDE Self-Study Report

African-American	1	0	0	0	0	0	1
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RCP Staff

RCP currently employs 18.35 full-time and part-time certificated teachers, 3 administrators (Principal, Assistant Principal), 1 social-emotional counselor, 2.5 pupil services staff members (Director of College and Career Counseling, Student Services Manager, Alumni Success Coordinator), 3 support staff members (Secondary Instructional Assistants), 1 Office Manager, 2 custodians, and 1 cafeteria worker. Over the past 6 years RCP’s staffing has grown as student enrollment increased. Females represent 55% of the staff and males represent 45%. The majority of staff members are white with the remaining staff members of Hispanic, Chinese, or Filipino heritage.

RCP Staff by FTE						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Certificated Teachers	3.4	9.55	10.82	14.3	15	18.35
Administrators	1	2	2	3	3	3
Social Emotional Counselor	.16	0.61	0.61	1	1	1
Pupil Services	1	1.5	2.0	2.5	2.5	2.5
Office Manager	1	1	1	1	1	1
Support Staff	3	3.5	4	4	4	3
Custodians	0	0	0	1.5	1.5	1.5
Cafeteria	.5	.5	.63	.80	1	1
School Psychologist	.33	.33	.33	.33	.33	.33

RCP Current Staff Ethnicity and Gender							
	Teachers/ Counselor	Administra- tors	Pupil Services	Support Staff	Office Manager	Other Staff	Total
Male	12	1	1	1	0	2	17
Female	8	2	2	2	1	1	16
Hispanic	4	0	2	1	1	3	11
White	14	3	1	1	0	0	19
Chinese	1	0	0	0	0	0	11
Filipino	1	0	0	1	0	0	2

African-American	0	0	0	0	0	0	0
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School Vision and Mission

The mission of Roseland Charter School is to create a positive learning environment where all students are encouraged and assisted with preparing themselves for high school graduation, college completion, and ultimately leadership positions within the community. RUP last went through a visioning process during the 2012-13 school year. All RUP students complete a portfolio each year based on the SLO's. RCP is in the process of updating their vision, mission, and SLO's.

RUP Mission Statement: The mission of RUP is to offer students a college going culture in a small learning community. All RUP students will be supported in completing the college A-G requirements.

RUP Vision Statement: The vision of the Roseland University Prep community is to embody and foster curiosity, integrity, justice, and achievement.

RUP Student Learning Outcomes (SLO'S)

- Achievement
- Justice
- Curiosity
- Integrity

***Measured by portfolio process (writing, evidence, presentation)**

RCP Mission Statement: Empowering the future LEADERS of our community to be successful through high school and college as well as thoughtful, contributing members of society.

RCP Vision Statement: RCPrep High School fulfills its mission by providing a college prep culture that engages students in:

- Leadership Opportunities
- Enriching Experiences
- Achievement
- Digital Literacy
- Environmental Appreciation

Rigorous Curriculum

Social Justice Awareness

RCP Schoolwide Learner Outcomes

Leadership Opportunities

Enriching Experiences

Achievement

Digital Literacy

Environmental Appreciation

Rigorous Curriculum

Social Justice Awareness

School Programs

The mission of RUP and RCP is to support students in completing the A-G requirements for college acceptance. We pride ourselves on our students having a plan for post-secondary education after graduation, whether that is at a four year university or junior/community college.

A-G Requirements

We believe that all students can be successful given the right support and environment. We hold high expectations for our students and determine the best supports for students to help them succeed. All students in the charter school are enrolled in courses that meet the A-G requirements, unless otherwise specified by their IEP.

All students take A-G courses. If completed with a C or higher, these courses meet the subject requirement necessary for entry into a CSU or UC. These courses are certified by the UC as meeting the UC/CSU subject requirements and are included on our school's UC-certified course list.

AVID Schoolwide

The AVID Program, (Advancement Via Individual Determination), is foundational for our school and has been in place since RUP opened in 2004. This program is a research-based, structured program that prepares students for a four-year college education. According to www.avid.org, AVID provides “educators nationwide a proven solution for systematically increasing academic rigor and creating engaging learning environments, accelerating the performance of underrepresented students, and delivering results schoolwide.” Every charter school classroom utilizes “AVID strategies” to support their learning and preparation for college, and all students in 9th through 12th grades at both campuses participate in the AVID elective.

AVID elective classes create a personalized learning environment where students feel comfortable and safe in asking questions, discussing topics and building relationships with

peers and teachers. AVID students are instructed on college level preparatory skills, coping skills, motivational strategies, and career awareness. Upper grade AVID classes use Naviance, an online program for college preparation. Through Naviance, students can practice for the ACT and SAT, research colleges, be matched for possible careers, build their resume, manage letters of recommendation, store college matriculation information, and access scholarship information.

The AVID program provides teachers with professional development that emphasizes and reinforces rigorous and relevant instruction. Teachers who teach AVID attend a summer institute as needed for training and certification.

Through College Support Systems

Our “Through College” support systems include an Alumni Success Coordinator, Mentor Program, Community Relations Coordination Team, and Director of College and Career Counseling. In addition, a Persistence Team consisting of all of these individuals and the principals of RUP and RCP meet throughout the year to align programs and to discuss upcoming events, scholarships, support programs, and college acceptance and persistence data.

The Alumni Success Coordinator provides assistance to all alumni attending college, providing guidance and support. This coordinator has office hours at SRJC biweekly to support our alumni at SRJC. The Alumni Success Coordinator works closely with the Director of College and Career Counseling at both RUP and RCP.

The mentor program was created to ease the transition from high school to college and assist students in being more successful once they have arrived there. The program is designed around juniors being matched up with community members in an effort to support the students in all facets of admissions into college and beyond. The mentor program’s goal is to enhance the overall through-college success of our students with the support of their mentors. The first year of the program involved mentors who were entirely pulled from the Roseland District Employee roster, but this has transitioned into about 90% of the mentors being community members.

The Community Relations team works with community members and agencies to raise funds for the Roseland Scholarship Fund. The team coordinates events involving our community at our schools such as Portfolio Day and Career Day, coordinating fundraising events such as the annual Benefit Dinner, and are involved in on-going communication with donors.

Directors of College and Career Counseling at both sites meet with students to individually review transcripts and progress towards graduation and college acceptance. Directors of College and Career Counseling work with students on college applications, scholarship applications, and financial aid. In addition, they work closely with 11th and 12th grade AVID teachers to ensure students are prepared and have a post-secondary plan.

Independent Study Program

Independent Study is a program within Roseland Charter for students who have severe personal or family situations, health issues, and/or are in need of credit recovery. Students are typically referred to the program through the school's support systems. The program allows these students to complete the A-G graduation requirements leading to a diploma.

The Independent Study program at Roseland Charter is a hybrid program in which students work independently in English, social studies, PE, art, and other electives, but are integrated into regular classes for math, science, and Spanish. Many Independent Study students stay for the entire school day and work independently on campus when not in regular classes. Some Independent Study students only stay for RUP classes and weekly meetings with their supervising teacher and are off campus for the remainder of the time.

The Independent study program can serve up to 12 students each semester at RUP. RCP's Independent studies program can serve up to 4 students based on current staffing and student needs. The Independent Study program follows the legal requirements of the California Education Code and board policy.

Advanced Placement

Advanced Placement courses gives students the opportunity to experience college-level work while they are still in high school and earn college credit and placement. RUP and RCP offer the following AP Classes: English Language and Composition, US History, Government, Spanish Language, and Spanish Literature. All students are encouraged to take at least 1 AP class before graduating. The costs for a student to take the AP test can be a deterrent for many of our students. We have made it a priority in our LCAP to offset some of these costs for our students. This is especially helpful for those students taking more than one AP class.

Concurrent Enrollment

Students of the Roseland Charter are encouraged to pursue higher education opportunities at the local community college, Santa Rosa Junior College, while still enrolled in high school. In order to begin this process, students meet with the Director of College and Career Counseling and determine his or her specific needs and goals. Students are counseled in the variety of options that exist at the college and supported in the application and paperwork process for enrollment. After a student has completed a junior college course, students are encouraged to submit their transcripts in order to have credits transferred onto their high school transcripts.

English Learner Program

Integrated ELD instructional strategies are utilized to support English Learners in their acquisition of academic English across all disciplines. Schoolwide strategies include Close Reading, vocabulary instruction, academic discourse, and process writing. Schoolwide professional development in this area has been a focus.

Designated ELD classes at the high school began in the 2019-20 school year for students who are classified English Learners. The classes were implemented following a Federal Program Monitoring visit. These classes support students in developing critical English language skills, knowledge, and abilities needed for content learning. The Designated ELD classes include

content that is tied to English classes to further support students who are English Learners in their academic classes.

Reclassification criteria for students to exit their English Learner designation has gone through some changes over the past few years with the transition from the CELDT to the ELPAC assessments, and with the state's new reclassification criteria. Roseland Charter has 4 criteria for reclassification: overall score of 4 on the ELPAC; English Language Arts score of performance level 3 or 4 on the Smarter Balanced assessment or scoring a percentile rank of 37 or above on the STAR Reading assessment (local assessment); parent consultation; and teacher recommendation.

The dashboard indicator for English Learners was not available for the 2018-19, or 2019-20 school years due to the transition from the CELDT to the ELPAC. This indicator will help in determining progress for our English Learners when it becomes available.

Title III funds are intended to support English Learners and is supplemental to the regular academic program. We use our title III funds on supplemental materials and professional development for teachers.

Special Education Program

We provide a continuum of services through the Individualized Education Plan (IEP) and 504 plan process. Our goal is to support students who are identified as having disabilities to make educational progress in the least restrictive environment. Most students who have IEPs are enrolled in our study skills class, Directed Studies.

Learning Lab

RUP provides a Learning Lab for students where students receive additional academic support. At the beginning of each school year, all ninth grade students are assessed at the beginning of the year to determine their intervention plan. We offer online reading and math intervention program through the lab.

Coordinated Services Team

In order to serve all the needs of our student population (academic, social, emotional, and health), a team meets weekly to discuss and coordinate services for students who have been referred by staff members. The team consists of administrators, counselors, Student Services Manager, resource teachers and community agents (from CAP-Community Action Partnership). With each referral, the team determines the most appropriate plan to support the student and who is in charge of following through. Each week, the team is updated on students with previous referrals or for students we continue to work with. Community agencies and resources are used to support students and families' basic needs (housing, vision, dental, healthcare) as well as parenting and family counseling.

Social/Emotional Counselors

Currently we have two full time credentialed social emotional counselors, three PPS graduate degree counseling interns, six marriage and family therapy interns, and three undergraduate interns who are working towards counseling degrees. These people are all available to provide social and emotional support to the whole student body. In addition to these social emotional

supports, we also have one licensed clinical social worker who is helping to supervise and organize all of the interns, and provide additional training regarding the social and emotional health of our students.

The social emotional counselors organize and implement health education for students. All students receive a minimum of five and up to fifteen health education lessons yearly, including mental health, social skills, and healthy relationships. A minimum of three of these presentations per class are presented by the social emotional counselor. The additional health education lessons are presented by community partners that the social emotional counselors are responsible for scheduling and maintaining partnerships with.

Social/Emotional Curriculum

A social emotional ad hoc was formed in the 2015-16 school year to address social/emotional needs of students. The action plan included: all teachers trained on strategies to support the social/emotional well-being of students (tier one); the implementation of a social/emotional standards (tier one); resources for tier one through three behaviors, a flow chart was created to address the processes of school counseling and referrals (all tiers.)

Health Services

Southwest Community Health Center provides health education to our students. The Coordinated Services Team also utilizes community resources to assist students with whatever needs they may have.

Homeless and Foster Youth

Roseland Charter School has a designated person who oversees "Homeless Children and Youth Services". This person is instrumental in working with families and children who need added support, especially when the wildfires happened in Santa Rosa. We work closely with Community Action Partnership (CAP) to provide services and support to families in need (food, housing opportunities, health care services, dental services, mental health services, and other appropriate services; etc). This person also works with families and parents to support enrollment, attendance, and success of homeless children and youth. We ensure our homeless students are provided with transportation services, educational services, meals through school meals programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.

Sonoma County provides the "Sonoma County Homeless Resource Guide" annually to schools and community agencies that support the homeless population. This resource provides phone numbers for shelters, training, food, healthcare, legal services, permanent housing, and youth services. Community Action Partnership is an amazing resource for Sonoma County and our school. We utilize this agency for many resources for our families.

Office managers, counselors, and Coordinated Services Team are essential site-based resources to support enrollment, attendance and success of homeless children and youths.

Extracurricular Activities

Sports (2019-20)	
RUP	RCP
Boys and Girls Varsity Soccer Boys Junior Varsity Soccer Co-Ed Cross Country Boys and Girls Varsity Volleyball Girls Junior Varsity Volleyball Boys and Girls Varsity Basketball Boys and Girls Junior Varsity Basketball Co-Ed Varsity Badminton Co-Ed Junior Varsity Badminton	Boys and Girls Varsity Soccer Co-Ed Cross Country Girls Varsity Volleyball Co-Ed Varsity Football Boys and Girls Varsity Basketball

Clubs (2019-20)	
RUP	RCP
<p><u>School Sponsored Clubs:</u> Drama Club Engineering Club Yearbook Beth’s Quilting Club Outdoor Adventure Club</p> <p><u>Limited Open Forum Clubs:</u> Gender and Sexuality Alliance MEChA Club De Ballet Folklorico GLOW</p> <p><u>Groups:</u> Gaming</p>	<p><u>School Sponsored Clubs</u> Flight Club Yearbook</p> <p><u>Limited Open Forum Clubs</u> MEChA</p>

School/Business Relationships

Community Advisory Board

Roseland Charter Community Advisory Board (well over 100 members), while not a policy-making body, provides expertise, support and encouragement with the purpose of supporting the Roseland Charter School mission. Community members on this board help to build strong community relationships and partnerships to support student success. These local community-minded individuals contribute monetarily to the Scholarship Program, attend

fundraising events, help to mentor students with college applications and scholarships, and have donated professional services such as dentistry. Funds raised go towards scholarships.

Career Day

Both RUP and RCP hosts a Career Day each year. On this day, community members of different professions speak to students about their chosen career and the path they took to their career. Students are able to see as many as five different speakers. At the end of the day, all students reflect on the presentations they saw that day. A variety of career paths are presented each year such as journalism, politics, counseling, small business, music, computer programming, economics, medicine, engineering, social work and more.

Portfolio Day

Approximately 100 members of the community come to our “Portfolio Day” each year. The purpose of Portfolio Day is to give students the opportunity to present themselves in a professional manner to a panel of people from the community and practice their “soft skills.” In this interview-like atmosphere, students connect with members of the community who they may not have the opportunity to otherwise meet. The community panels can include the mayor, police chiefs, administrators of Sonoma County Office of Education, professors from Sonoma State University and Santa Rosa Junior College, parents, business owners, alumni, and other members of the community. Each student presents their school work and reflects on how they have met the school’s “Schoolwide Learning Results” (SLO’s) to a panel of adults.

Partner’s Pledge with Sonoma State University and Santa Rosa Junior College

On Sept. 12th, 2019, leaders from Roseland, SSU, and SRJC gathered to publicly sign the renewed College Partners Pledge. This document commits our three institutions to the educational success of Roseland students transitioning to and completing higher education in our local community. We are very grateful for this important pledge with SSU and the SRJC!

Public Presentations by Students

Current students and alumni are often asked to present at public events. During these presentations they share their achievements, struggles, goals and dreams. Past presentations include: Kiwanis Club, Rotary Club, Hispanic Chamber of Commerce, Community Advisory Board Fundraising Events, Conferences, and District Welcome Back Events.

Community Organizations

The following is a list of community organizations with whom we work:

10,000 Degrees	Listening for a Change
Arbonne	Marimar Estate Vineyards and Winery
Best Buy	NewGen Peacebuilders
Brelje and Race Consulting Engineers	Redwood Credit Union
California Institute of Behavioral Sciences	Rooms That Rock 4 Chemo
Christopherson Builders	Salesforce
Codding Foundation	Santa Rosa East Rotary
Comcast	Santa Rosa Junior College
Community Action Partnership	Santa Rosa Rotary
Community Foundation of Sonoma County	Santa Rosa West Rotary

Counterpoint Construction
Cutting Edge Painting
Discovery Office Systems
Dominican University
Enersen Foundation
Exchange Bank
Finley Foundation
Garden of Ease
Impact 100
John Jordan Foundation
Latino Service Providers

SAY
Sebastopol Kiwanis Club
Sonoma County Library
Sonoma County Volunteer Heart Assembly
Sonoma State University
Speedway Children's Charities
Umpqua Bank
United Way of the Wine Country
Viavi Solutions
Wells Fargo Bank
YMCA

Roseland Charter Scholarship

The Roseland Charter Scholarship Fund was established in 2008 as an essential, last-resort gap fund for our alumni as they leave home to pursue their dreams of a higher education. Each year, approximately \$200,000.00 is raised in the community for this fund. Students apply for funding through an application process which includes an interview in front of a group of educator panelists. Nearly all Roseland seniors who apply receive money from this scholarship fund each year. Without this additional monetary aid, it would not be possible for the majority of our students to make the leap from high school to college.

Student Academic Performance

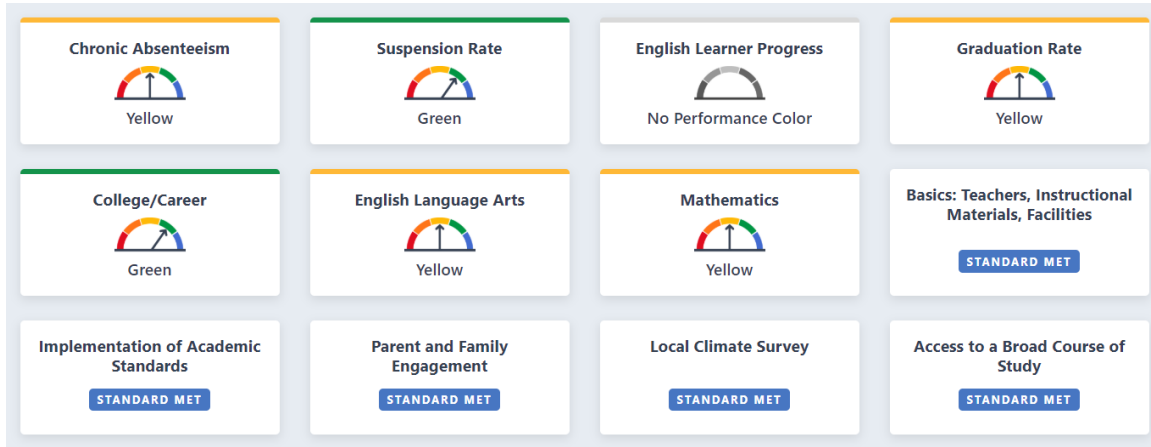
California Dashboard

For the 2018 Dashboard, Roseland Charter earned a green indicator color for Suspension Rate and College and Career for all students. The subgroups for Hispanic/Latino and Socioeconomically Disadvantaged were green for College and Career. Our EL subgroup was green for Chronic Absenteeism. We had no orange or red indicators overall.

Roseland Charter indicators for English and Mathematics improved from orange in 2017 to yellow in 2018. Many subgroups improved in the areas of Suspension, English Language Arts, and Mathematics. Students with Disabilities were given a red color for mathematics for both 2017 and 2018.

Chronic absenteeism is a new indicator as of 2018. This is for grades K-8. Since Roseland Charter includes elementary and middle school, we have a yellow indicator color.

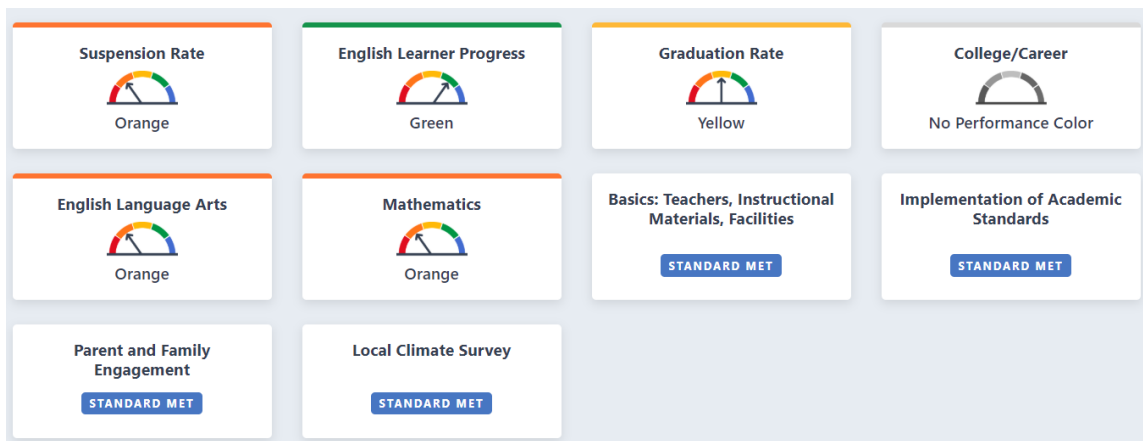
2018 charter-wide Dashboard - All Students



2018 charter-wide Dashboard - Subgroups						
Student Group	K - 8 Chronic absenteeism	Suspension Rate	Graduation Rate	College/ Career	ELA	Math
Hispanic/ Latino	orange	yellow	yellow	green	orange	yellow
EL	green	orange	N/A	N/A	yellow	yellow
SED	yellow	yellow	yellow	green	orange	yellow
SWD	orange	yellow	N/A	N/A	yellow	red

*N/A - No color given that year. Numbers in subgroup are too low to report, or indicator is new.

2017 charter-wide Dashboard - All Students



2017 charter-wide Dashboard - Subgroups					
Student Group	Suspension Rate	Graduation Rate	College/ Career	ELA	Math
Hispanic/ Latino	orange	yellow	N/A	orange	orange
EL	orange	red	N/A	orange	orange
SED	orange	yellow	N/A	orange	orange
SWD	orange	N/A	N/A	red	red

*N/A - No color given that year. Numbers in subgroup are too low, or indicator is new.

California Dashboard - Smarter Balanced Assessments

Our charter school has great Smarter Balanced test participation rates of close to 100% each year.

Participation Rate	15-16	16-17	17-18	18-19
Charter: 11th Grade Participation Rates	106/108 98%	157/158 99%	145/146 99%	TBD

English Language Arts (ELA)

The 2018 charter-wide dashboard color for ELA is yellow for all students in grades 3rd-8th, and 11th. Compared to the state, our charter school is closer to standard met for all students as well as all subgroups (EL, SED, Hispanic, and SWD). Our charter has an orange color for Socio-Economically Disadvantaged and Hispanic students because the change from the previous year was low.

Data was disaggregated by site for analysis. The disaggregated site data for distance from 3 shows: RUP has been well above standard in ELA for the last four years; RUP had a high test year for the 2016-17 year; RCP did not have an 11th grade class in 15-16 and so was N/A; RCP has a steady decline in ELA scores from 2017-2019.

Charter 2018 ELA: Average Distance Away from Standard Met State Comparison						
Indicator		All Students	English Learners (EL)	Socio economically Disadvantaged (SED)	Hispanic	Students with Disability
State	Status:	-6	-47	-35	-31	-95.5
	Change:	+2	+3	+4	+3	+2.1
Charter (3rd-8th, 11th)	Status:	-4	-21	-6	-5	-68.3
	Change:	-2	+4	+1	+1	+14.2

ELA Average Distance Away from Standard met - Disaggregated by site				
	15-16	16-17	17-18	18-19
RUP Distance Away (11th)	+29	+43	+35	+17
RCP Distance Away (11th)	NA	+15	+9	-4

% Met or Exceeded Standard

When we analyze the percent of students who met or exceeded the standard, we notice that many of our subgroups are about the same as all students (this is because most of our students are Socio-economically Disadvantaged and Hispanic). Typically our RFEP students outperform all students. Our English Learner and Students With Disabilities are below other subgroups and all students.

RUP - 11th Grade, ELA, Percent Met or Exceeded Standard, 5 Year Subgroup Growth						
	All Students	EL*	RFEP*	Socio economically Disadvantaged	Hispanic	Students With Disabilities
CAASPP 2019	59/107 55%	1/7 14%	56/96 58%	52/95 55%	59/104 57%	0/5
CAASPP 2018	74/113 65%	0/9 0%	66/92 72%	70/106 66%	74/113 65%	2/14 14%
CAASPP 2017	73/104 70%	4/12 33%	67/91 74%	68/95 72%	70/101 69%	1/8 13%
CAASPP 2016	67/106 63%	2/10 20%	55/83 66%	64/102 63%	62/99 62%	4/12 33%
CAASPP 2015	74/113 67%	5/16 31%	58/78 73%	72/104 69%	73/108 68%	3/5

*Please note that once EL students show proficiency they typically move to the RFEP category.

RCP - 11th Grade, ELA, Percent Met or Exceeded Standard, 5 Year Subgroup Growth						
	All Students	EL	RFEP*	Socio-economically Disadvantaged	Hispanic	Students with Disability
CAASPP 2019	24/58 41%	0/6 0%	19/46 41%	18/45 40%	18/52 35%	0/5
CAASPP 2018	18/32 56%	0/2 0%	13/21 62%	14/23 61%	14/26 54%	0/1

Roseland Charter ACS WASC/CDE Self-Study Report

CAASPP 2017	30/54 56%	0/1 0%	24/45 53*	17/33 51%	27/49 55%	1/3
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*Please note that once EL students show proficiency they typically move to the RFEF category.

Mathematics

The 2018 charter-wide dashboard color for math is yellow for all students in grades 3rd-8th, and 11th. Compared to the state, our charter school is closer to standard met for all students as well as all subgroups (EL, SED, Hispanic, and SWD). Our charter has a red color for Students with Disabilities. The state also has a red color for this subgroup. Math is a challenge for Students with Disabilities.

Data was disaggregated by site for analysis. The disaggregated site data shows that both RUP and RCP declined in 2019 compared to previous years for distance from 3. Math is a challenge area for both schools. We are well below standard, as is the state.

Charter 2018 Mathematics: Average Distance Away from Standard Met State Comparison						
Indicator		All Students	English Learners	Socio economically Disadvantaged	Hispanic	Students with Disability
State	Status: Change:	-36 +1	-70 +2	-67 +2	-66 +22	-125 +8
Charter (3rd-8th,11th)	Status: Change	-29 +5	-39 +5	-30 +4	-28 +4	-107 ↓1

Charter Math Average Distance Away from Standard met - Disaggregated by site				
	15-16	16-17	17-18	18-19
RUP Distance Away (11th)	-54	-26	-31	-47
RCP Distance Away (11th)	NA	-74	-54	-81

% Met or Exceeded Standard

Over the past 4 years we have shown progress in the percent of students who have met or exceeded the standard in mathematics. The English Learner and Students With Disabilities subgroups are lower than other subgroups and all students. Math is a focus area throughout the charter.

RUP - 11th Grade, Math, Percent Met or Exceeded Standard, 5 Year Subgroup Growth						
	All Students	EL	RFEP*	Socio-economically Disadvantaged	Hispanic	Students with Disabilities
CAASPP 2019	39/107 36%	1/7 14%	36/96 38%	32/95 34%	38/104 37%	1/7
CAASPP 2018	45/113 40%	1/9 11%	37/92 40%	41/106 39%	45/113 40%	2/14
CAASPP 2017	41/104 39%	0/12 0%	36/91 40%	38/95 40%	39/101 39%	0/8
CAASPP 2016	25/106 25%	0/10 0%	22/83 26%	27/102 26%	24/99 24%	0/12
CAASPP 2015	17/111 15%	1/16 6%	13/79 17%	17/104 16%	17/108 16%	0/5

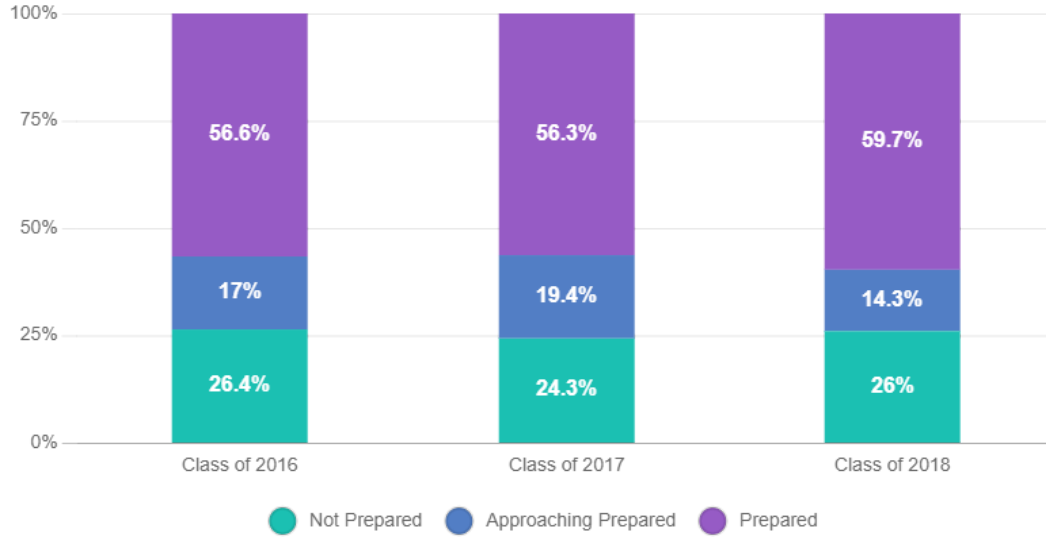
*Please note that once EL students show proficiency they typically move to the RFEP category.

RCP - 11th Grade, Math, Percent Met or Exceeded Standard, 5 Year Subgroup Growth						
	All Students	EL	RFEP*	Socio economically Disadvantaged	Hispanic	Students with Disability
CAASPP 2019	15/58 26%	0/6 0%	11/46 24%	9/45 20%	9/52 17%	0/5
CAASPP 2018	7/33 21%	0/2 0%	7/32 22%	5/26 19%	5/26 19%	0/1
CAASPP 2017	9/53 17%	0/1 0%	5/44 11%	6/32 19%	7/48 15%	0/3

College and Career Readiness

Approximately 60% of our students are considered “prepared” for college and career, according to the California Dashboard. The charter school is at the green level for the 2018 CCI Dashboard Indicator and well above the state level for status and change. We have a lot to be proud of here.

Roseland Charter Dashboard College and Career Indicator



College and Career Indicator (CCI) 2017-18		All Students	Socio-economically Disadvantaged	Hispanic
State	Status: Change:	42% +1%	34% +1%	34% +1%
Charter	Status: Change:	60% +3%	60% 4.7%	60% +5%

California Science Test (CAST)

Results of the first operational California Science Test, 2019, was not available at the time of this report. Scores are expected to be released in January 2020.

English Language Proficiency Assessments for California (ELPAC)

The ELPAC student achievement data below only includes the 2017-18 and 2018-19 school years. The ELPAC is fairly new, and the year prior was a field test producing no results. The CELDT was the previous test and is not included here since it would be difficult to compare with ELPAC due to their differences. Most of our EL students fall within the Moderately to Well Developed range. RCP has seen a marked shift in the number of students in the Somewhat Developed and Beginning ranges, due to a recent increase in the number of Newcomers that they serve.

English Language Proficiency Assessments for California (ELPAC)				
	2017-2018		2018-2019	
	RUP	RCP	RUP	RCP
Well Developed	10	6	16	4
Moderately Developed	23	10	28	1
Somewhat Developed	6	2	11	18
Beginning Stage	3	4	2	14

Advanced Placement Exams

All RUP and RCP students are encouraged to take at least 1 AP class before they graduate. We are very proud to offer opportunities for all of our students to take advanced classes. Currently, we offer AP courses in English, Foreign Language, and Social Studies. The percent of students passing AP exams for RUP and RCP has fluctuated over the years; however, 2018-19 was the highest it has ever been for RUP at 60%. A very high percentage of our students consistently scored a 3 or above on the AP Spanish Language test over the last three years. Our students continue to do well in their AP Spanish courses, and we will continue to support our students in gaining biliteracy skills. The pass rates for AP English Language and Composition began increasing in 2015-16 for RUP and has remained relatively consistent for RCP. AP US History pass rates increased greatly in 2018-19 compared to all previous years at RUP and RCP. AP Government at RUP also had a significant increase in 2018-19. Continued AP training for our teachers will be important for improving student success in their AP courses.

RUP Advanced Placement Pass Rate					
Advanced Placement	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Tested	132	169	141	140	141
# of exams	170	246	226	207	205
% of students passing exams	54.1%	42.6%	48.7%	39.1%	60%

Roseland Charter ACS WASC/CDE Self-Study Report

RUP AP Pass Rate by Subject					
# of scores passing (3 or better)/total	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
AP English Language	1/26	11/61	8/53	15/51	8/32
AP English Literature	3/24	2/29	5/26	1/38	3/25
AP Spanish Language	83/84	78/81	68/70	47/49	76/77
AP Spanish Literature	N/A	11/15	24/26	14/21	21/23
AP US History	N/A	5/28	2/29	3/19	8/26
AP US Government	N/A	1/31	0/26	1/29	7/22

RCP Advanced Placement Pass Rate					
Advanced Placement	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Tested	N/A	N/A	30	49	44
# of exams	N/A	N/A	66	101	95
% of students passing exams	N/A	N/A	73.3%	44.9%	56.8%

RCP AP Pass Rate by Subject					
# of scores passing (3 or better)/total	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
AP English Language	N/A	N/A	3/19	4/18	4/24
AP Spanish Language	N/A	N/A	21/22	17/19	16/16
AP Spanish Literature	N/A	N/A	N/A	N/A	6/6
AP US History	N/A	N/A	3/24	1/16	6/20
AP US Government	N/A	N/A	N/A	2/20	1/14
AP Macroeconomics	N/A	N/A	N/A	1	0/13

SAT/ACT

Roseland Charter SAT scores are below the county and state; however, the percentage of students meeting the benchmark in ELA and math increased from 2016-17 to 2017-18 school year. Only 2 years of data are provided here. The SAT went through some changes and would be difficult to compare with previous years.

Roseland Charter ACT scores are below the county and state; however, there has been growth in all subject areas over the years. The percent scoring greater than 21 has steadily increased over the years, along with the number of students taking the test.

It is often misleading when looking at comparison data due to the fact that a larger percentage of our students take the college entrance tests as compared to other schools where only the “college-going” students take the test.

Roseland Charter SAT Scores - County and State Comparison										
	Grade 12 Enrollment	Number Tested	Number Meeting Current ELA Benchmark	Number Meeting Previous ELA Benchmark	Total Number Meeting ELA Benchmarks	Percent Meeting ELA Benchmarks	Number Meeting Current Math Benchmark	Number Meeting Previous Math Benchmark	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks
State (17-18)	489,221	236,492	167,556	442	167,998	71.04%	119,412	423	119,835	50.67%
Sonoma (17-18)	5,357	1,874	1,536	2	1,538	82.07%	1,162	2	1,164	62.11%
RCS (17-18)	157	121	68	0	68	56.20%	38	0	38	31.40%
RCS (16-17)	106	79	42	0	42	53.16%	17	0	17	21.52%

*SAT Data - DataQuest from CDE

Roseland Charter ACT Scores - County and State Comparison								
Name	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
State (17-18)	489,221	100,197	23	22	22	22	56,664	56.55%
Sonoma (17-18)	5,357	914	24	23	23	23	612	66.96%
RCS (17-18)	157	115	18	17	18	18	26	22.61%
RCS (16-17)	106	86	17	16	17	17	13	15.12%
RCS (15-16)	108	87	17	16	17	16	11	12.64%
RCS 14-15	114	98	17	16	18	16	12	12.24%
RCS 13-14	85	67	17	16	17	17	4	5.97%

*ACT data - DataQuest from CDE

Conditions and Climate

Graduation and College Going Rates

RUP continues to have very high graduation rates. We continue to support all of our students with high school graduation, and we have systems in place for this support. We offer the following to students in support of high school graduation: AVID for all students; intervention (Learning Lab); social/emotional school counseling; regular parent communication of requirements (grade level meetings, 6 week and quarterly progress reports, under 2.0 letters sent mid-grading cycle); quarterly one-on-one/family meetings for students who are in danger of not graduating; Coordinated Services Team meetings and SST process for struggling students (academic; behavior; social-emotional; health; basic needs; etc.) In addition, RUP has a high percentage of students who have met the A-G requirements (C's or better.)

RCP is a new school and has only had two graduating classes. For both years, RCP had high graduation rates. RCP has similar support systems to RUP for supporting students with graduation.

RUP Graduates					
Graduates	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Graduation Rate	92%	91%	97%	98%	100%
A-G Courses Met	70/107 65%	68/98 69%	55/101 55%	68/108 63%	65/107 61%

RCP Graduates		
Graduates	2017-2018	2018-2019
Graduation Rate	94%	100%
A-G Courses Met	23/50 46%	21/36 58%

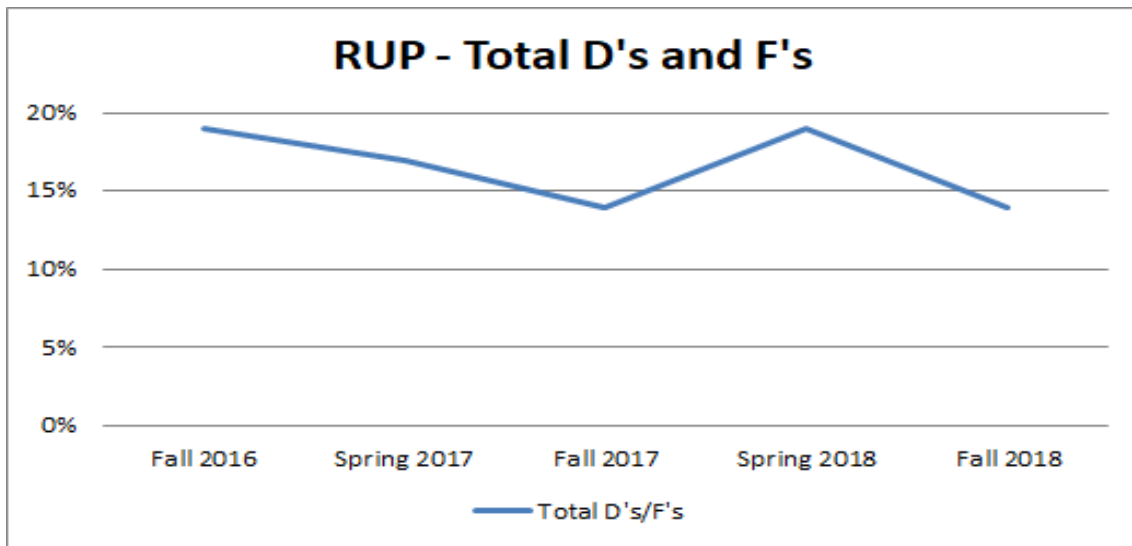
We are very proud that all of our students graduate with a post secondary plan in place. About half of our graduating seniors each year plan to attend the local Junior College the following fall, with the other half attending CSU's/UC's. Most of our students remain in California. A small percentage of students attend college out of state and/or private colleges.

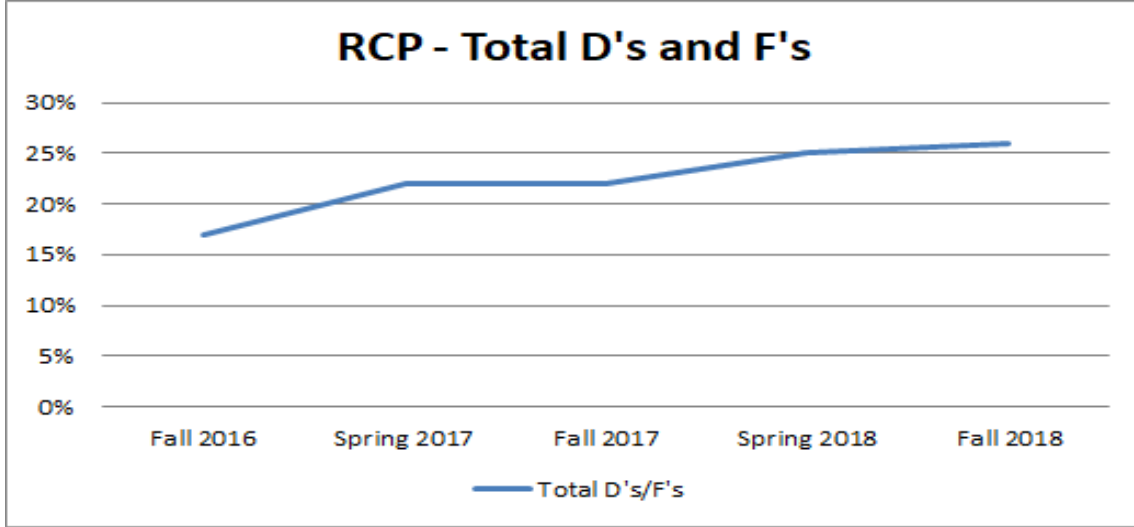
RUP College Going Rates					
Class of	2015	2016	2017	2018	2019
Number of graduates	107	98	101	99	106
% attending JC, Vocational Program	51%	41%	55%	41%	53%
% attending CSU	36%	41%	33%	39%	28%
% attending UC	8%	12%	11%	13%	15%
% Private or Out of State	2%	1%	4%	3%	2%

RCP College Going Rates		
Class of	2018	2019
Number of graduates	47	36
% attending JC, Vocational Program	49%	52%
% attending CSU	22%	34%
% attending UC	17%	11%
% Private or Out of State	6%	0%

D's and F's

On average the D and F rate for RUP is 17% and RCP is 22% (D and F Rate=the total number of D's and F's on all report cards divided by the total number of grades (A, B, C, D, F) given to all students). With the increase in number of students at RCP we have also seen an increase in D's and F's over time.





Attendance

Our attendance rates are consistently around ninety-five percent rate for both high schools. Our students enjoy being at their school.

RUP Attendance Rate					
ADA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
All Students	96%	96%	96%	96%	97%
Hispanic	96%	96%	96%	96%	97%

RCP 9th-12th Attendance Rate					
ADA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
All Students	96%	95%	95%	95%	94%
Hispanic	96%	95%	95%	95%	94%

Suspension Rate

Both RCP and RUP benefit from our small-school environment and connection with our students. This allows us to know more about bullying, drug use and other potentially disruptive activities and be proactive in avoiding situations when possible and discipline as appropriate. We also have alternative means of correction such as detentions and Saturday School as an alternative to suspension.

Charter Suspension Rate				
	2014-15	2015-16	2016-17	2017-18
Suspension Rate	6.1%	4.4%	5.9%	4.5%
Expulsion Rate	.09%	.16%	.09%	0%

* Suspension Rate data includes RCP middle school, grades 7 and 8.

Perception Data

All stakeholders are surveyed annually to inform our LCAP. Survey questions are based on LCAP actions and goals. The determination of priorities and goals of the charter school are based on student achievement data, stakeholder input, and the Accelerated Schools Process (ASP) action plans. The 2018-19 survey results are discussed below.

Student Surveys

Both RUP and RCP Student surveys showed that more than 88% of students feel safe at school, 86% or more feel respected by their teachers, 85% or more feel respected by their peers, 74% or more plan on attending college after high school, and 94% have access to technology at school all or most of the time. The most common worries of students at both campuses were: grades, being prepared for college, homework, motivation, and managing stress.

RUP Student Survey

379 responses

RCP Student Survey

54 responses

Parent Surveys

Both RUP and RCP Parent surveys showed that more than 83% of parents feel that their child likes attending school. 30% percent of parents at RUP and 42% of parents at RCP reported that they attend parent meetings and/or activities most or all of the time. Most parents reported that the best way for the school to support their child was to offer tutoring, help with homework, and provide more materials and resources. Parents were most worried about their child's grades, motivation, social-emotional well-being, and being prepared for college. The majority of parents at both schools ranked their school site as good/excellent in the following areas: safety; encourages parent participation; involves parents in decision making; supports struggling students; provides extra-curricular/enrichment opportunities; offers a variety of subjects; and provides necessary materials and resources. Facilities were ranked high at RUP and low at RCP. RUP has a brand new building, and RCP is temporarily housed in the former RUP warehouse since the fires. Both RUP and RCP parents reported that their goals for their child's future was to attend college and to have a successful career. The majority of parents felt the school could best support this by continuing to educate parents and students about college,

providing college and career counseling, and ensuring that students are on track with grades and requirements.

[RUP Parent Survey](#)

103 responses

[RCP Parent Survey](#)

134 responses

Teacher Surveys

Implementation of Standards

The teacher survey shows that the majority of ELA teachers from both schools rate the ELA Common Core State Standards implementation at full implementation. Most math teachers from both schools rate the math Common Core State Standards implementation at full implementation. The majority of science teachers rate NGSS implementation at initial implementation, although there were no survey responses from RCP. The majority of RCP teachers rated ELD implementation at initial implementation, and the majority of RUP teachers rated it at full implementation.

charter-wide Initiatives - ELA

Teachers rated the following initiatives that support student achievement in ELA at both sites as effective: Close Reading strategies, novel based units, schoolwide agreements, school based interventions, student access to technology, and STAR Reading assessments. RUP rated AVID strategies as effective. Illuminate benchmark assessments were rated as somewhat effective or not effective at both sites.

charter-wide Initiatives - Math

Teachers rated the following initiatives that support student achievement in math at both sites as effective: IXL, school based interventions, and student access to technology. RCP rated their high school math curriculum and textbooks as effective, and the majority of RUP math teachers rated their open source/school created curriculum as effective. STAR Math assessments and Illuminate benchmark assessments were rated as somewhat effective or not effective at both sites.

charter-wide Initiatives - Literacy

Teachers rated the following initiatives that support student achievement in Literacy standards across all subject areas at both sites as effective: AVID strategies, Close Reading (much higher rating at RUP). Collaborative Conversations, school-based interventions, and technology. The majority of RUP teachers rated the use of the schoolwide writing rubric, and mathematical literacy as effective. Both sites were split on the effectiveness of AP strategies and Thinking Maps.

Other Strategies

Additional strategies that teachers felt positively impacted student learning were Social Emotional Learning in the classroom, providing mental health services, vocabulary instruction, high interest lessons, process writing, peer editing, support in AVID classes, cross content projects, and student engagement strategies such as random student calling.

charter-wide Initiatives - Well Rounded Education

Teachers rated the following initiatives that support a well rounded education at both sites as effective was our 1:1 access to technology program. The majority of RCP teachers felt that access to enrichment opportunities and electives were either not effective or somewhat effective. Teachers at both sites were split on the effectiveness of access to after school extra-curricular/enrichment activities. The science NGSS action plan was rated as effective and somewhat effective.

charter-wide Initiatives - Post-Secondary Success; Parent Involvement; Student Physical, Social, Emotional Well-Being

The following charter-wide initiatives were rated as effective: safe school culture, college/career guidance, and Social Emotional Learning in the classroom. Teachers at both sites were split on the effectiveness of the following: assemblies/rallies, Portfolio Day, Career Fair, Graduation ceremonies, school/community partnerships, Parent Club, and Parent Universities. RUP rated AVID as effective, whereas RCP rated AVID as less effective.

Basic Services

The majority of teachers at RUP rated ensuring student safety, clean and maintain facilities, and providing necessary textbook/materials as good or excellent. RCP teachers rated facilities as needs improvement, and ensuring student safety and providing necessary textbooks and materials as adequate or good.

[RUP Teacher LCAP Survey](#)

18 responses

[RCP Teacher LCAP Survey](#)

7 responses

Instructional Support Staff Surveys

The secondary support staff includes Secondary Instructional Assistants, Learning Lab staff (RUP only), and Student Services Managers. The Instructional Support Staff survey results showed that they would like to see more elective options, and career exploration opportunities for students. In addition, they felt that learning life skills such as determination, managing social-emotional issues, learning about finances, and balancing the life demands of friends, family, work, and play.

[Instructional Support Staff Survey](#) (charter-wide)

6 responses

Facilities

The annual FIT report on facilities as reported on the Roseland Charter School Accountability Report Card (SARC) shows that all systems are in good repair status with an overall rating of exemplary. The SARC is posted on the school/district website.

charter-wide FIT Report						
FIT Report	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Good Repair	Yes	Yes	Yes	Yes	Yes	Yes
Number of identified instances where facilities do not meet the "good repair" standard	0	0	0	0	0	0

Science Classroom

The science classrooms at both RUP and RCP are equipped with the following for safety:

- Appropriate Chemical Storage: locked and well-ventilated; separate from laboratory with limited access
- Electrical, gas/propane (taps/switches to rapidly shut off gas, electricity, and water)
- Lab tables
- Glassware and storage
- Eye protection/sanitizer and other appropriate safeguards
- Shower
- Eye wash station
- Alternative exits from the labs
- Fire extinguisher
- Chemical hood (fume hood) - RUP only
- Classroom safety procedures - communicated with students: [RUP Lab Safety Contract](#); [RCP Lab Safety Contract](#)

LCAP and Funding

We are in year 3 of our 3 year plan. The results of our WASC Self-Study will inform our next 3 year plan beginning in the 2020-21 school year. Our current LAP Goals for the charter including elementary charter classes and middle school include:

- Goal 1 - Student achievement and closing the achievement gap for our students who are socioeconomically disadvantaged, English Learners, and students with exceptional needs

Roseland Charter ACS WASC/CDE Self-Study Report

- Goal 2 - Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology, and extracurricular activities
- Goal 3 - Prepare students for the pathway to college/postsecondary success by promoting our Through College vision, increasing parent involvement, and focusing on physical, social, and emotional well-being.
- Goal 4 - Provide well-maintained facilities conducive to 21st century learning and other basic/district services that support daily operations.

The LCAP Summary for the 2019-20 school year is added to the appendix. It shows expenditures for each action item of each goal, and the measurable outcomes. The full LCAP including the annual update can be found on our website. This document also details funding sources which are summarized below.

Categorical funding, Title I, II, III, and IV, is utilized for: professional development opportunities for teachers; supplemental materials, services, and software; technology; social emotional counselors; AVID program; academic support and intervention programs; Mentor Program; and assistance with AP student fees.

Supplemental Concentration funding for increased and improved services is utilized for: calendared professional development days; district/site leadership staff and coordinators; school psychologist; Student Services Managers; Instructional Assistants; New Teacher Induction; Accelerated Schools work for continued improvement of student achievement; supplemental materials, services, and software; assessment systems and data management; academic support and intervention programs; additional staff to support English Learner program; science materials; enrichment; sports programs, technology, schoolwide events promoting school culture; AVID elective teachers; College and Career program staff; lunch service; bilingual office staff; transportation services.

The tables below show our per pupil funding for the charter. LCFF increased each year from 2015 until it was fully funded last year. Most of our funding is through state funds. We run a Schoolwide Title I program which we began just last year since about 90% of our students qualify for Free and Reduced Lunch.

Funding-Charter (per pupil)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-20
LCFF	7929	9299	9955	10261	11018	11445
Federal (Title I)	369	316	353	276	477	488

Roseland Charter ACS WASC/CDE Self-Study Report

Other State	668	7175	870	625	809	373
Other Local	230	279	371	240	90	288
Total	9196	17069	11549	11403	12394	12594

Funding- per pupil	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-20
Foundation	0	0	0	0	0	0
Grants	367	1545	615	918	179	102

SUMMARY OF PROFILE

Our charter school has A-G graduation requirements, a high graduation rate, a green indicator on the California Dashboard for College and Career, and all of our students graduate with a postsecondary plan (4 year college, 2 year college, certificate programs, etc.) all of which are aligned with our school’s mission of preparing students for postsecondary success. Our school has gone through significant growth with the addition of a new school site, RCP, a new, beautiful school facility for RUP, and the total number of charter students has been increasing each year. The majority of our students are Hispanic/Latino and Socioeconomically Disadvantaged; however, RCP’s population of these two subgroups is a little lower than RUP’s. The total number of English Language Learners (LELs) and Students with Disabilities have been increasing over the past few years, and it will be important to determine the best way to support these growing subgroups. RUP and RCP differ in the levels of their English Learner students, with RCP seeing an increase in the numbers of Newcomers.

Student Achievement data shows that math is a challenge area for all students and specifically, Students With Disabilities. AP data shows a high percentage of our students passing the AP Spanish tests and we have seen an improvement of AP scores in the other subject areas over time. ACT/SAT data shows a steady improvement in all subject areas over time as well.

Perception data shows that our students feel happy, safe, and supported at school which is substantiated by our high Average Daily Attendance rate. Both parents and students are most concerned about grades, being prepared for college, and social-emotional health. Before and after school tutoring, help with homework, and more materials and resources were considered important to our families to support student achievement.

Teachers report that ELA, math, and literacy Common Core State Standards are at a full implementation level. The majority of teachers agree that schoolwide agreements and schoolwide strategies have been most effective in positively impacting student achievement.

Top ELA and Literacy initiatives that positively impact student learning included: Close Reading, Collaborative Conversations, novel based units, school based interventions, technology, STAR Reading assessments, and AVID strategies. There were some differences between the sites on the effectiveness of the Schoolwide Writing Rubric, and the AVID program.

Top math initiatives that positively impact student learning included: IXL, school based interventions, and technology. The school sites have different curriculum for math, and each site felt their curriculum was effective. RUP has implemented mathematical literacy across subject areas and teachers felt it was effective.

Continued work on the roll out of NGSS in science classes is needed to attain full implementation. ELD is in a growth phase with new Designated ELD classes this past year. Growth for the Social Science department is a next step. All subject area teachers reported low effectiveness with regards to benchmark assessments. Next steps for the charter should include implementation of effective assessment strategies and how to best utilize data to inform instructional planning and practices.

RCP is a new school that serves both middle and high school students and has had significant growth in enrollment. In addition, RCP has had some major challenges with facilities since losing their school in the 2017 fires. Teachers would like to see more elective and enrichment options, and after school opportunities

Major preliminary student learner needs based on the data.

1. Math - Math achievement scores are below standard (SBAC scores, dashboard)
2. Students with Disabilities - The total number of Students with Disabilities are increasing each year; *math* and ELA scores are very low for these students
3. English Learners - The number of ELs and Long-term English Learners (LTELs) are increasing every year. RFEP rates have declined due to the transition to new ELPAC and state reclassification requirements. Math and ELA achievement scores are low for our EL subgroup.

Important questions that have been raised by the analysis of student performance, demographics, and perception data.

- How can students demonstrate **literacy** skills across content areas that prepare them for post-secondary success?
- How can students demonstrate **mathematical** skills that prepare them for post-secondary success?
- How are the needs of the **whole child** being addressed (e.g. social-emotional wellbeing, executive functioning skills, access to a broad curriculum, extra-curricular opportunities, etc.)?
- How can we improve **math achievement** for all students and also specifically for our **Students with Disabilities**?

- How can we support our **Long Term English Learners** in gaining English Proficiency and reclassify?
- With growing enrollment, and increased numbers of **EL's, SWD's, and 504's**, how can we best **support the needs of our students?**
- What are some specific **site based** needs to improve the overall school program?
- What are some **charter-wide** needs to improve the overall school program?
- How can **assessments** be utilized to improve student performance?

Chapter III

Self-Study Findings



RCP Students at Career Day

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

A1. Vision and Purpose Criterion

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

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>Roseland Charter School was founded on the belief that all students should be treated as gifted and talented, no matter what their life circumstances, economic background or home language may be. We believe that all students should have all doors opened to them upon high school graduation including postsecondary programs at 4-year universities, 2-year certificate programs or career technical job training. Due to this, the charter adopted the A-G requirements as graduation requirements for all students. We believe it is our job to increase equity across racial and socioeconomic factors in our community.</p> <p>Roseland University Prep (RUP) was founded in 2004. Our mission is to create a positive learning environment in which all students are encouraged and assisted in preparing themselves for the future. This includes high school graduation, completion of a post-secondary goal, and, ultimately, leadership positions within the community. The RUP vision is Achievement, Curiosity, Justice, and Integrity. RUP has not changed the mission and vision since the previous WASC visit as these mission statements and vision align well with the LCAP goals</p>	<p>RUP Vision/mission statement</p> <ul style="list-style-type: none"> ● RUP website links to Vision/Mission ● RCP website links to Vision/Mission ● Pictures from around school (ESLRs on walls, etc) ● Digital Portfolio Packet tied to vision <p>18-19 Charter LCAP</p> <p>SPSA - Charter Site Plan Graduation Requirements</p> <p>RUP Master Schedule</p>

<p>Roseland Collegiate Prep (RCP) was founded in 2012 and the High School was founded in 2014. Our mission is “Empowering the future LEADERS of our community”. The vision is based on the acronym LEADERS; Leadership opportunities, Enriching experiences, Achievement, Digital literacy, Environmental appreciation, Rigorous curriculum and Social justice awareness. RCP has taken stakeholder feedback for over a year. The mission and vision will be revised in May, 2020 and will be implemented in August 2020.</p> <p>Our charter’s goal is that all students complete the A-G requirements and complete all prerequisites to be college and career ready. This process is supported by all teachers and staff through college support classes such as AVID, parent and community informational nights, as well as rigorous and enriching classroom environments.</p> <p>District LCAP Goal #1: Increase student achievement for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs.</p> <p>District LCAP Goal #2: Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.</p> <p>District LCAP Goal #3: Prepare students for the pathway to college/postsecondary success by promoting our Through College vision, increasing parent involvement, and focusing on physical, social, and emotional well-being.</p> <p>District LCAP Goal #4: Provide well-maintained facilities conducive to 21st century learning and other basic/district services that support daily operations of the school sites.</p> <p>As it is clear that our Charter focuses on the A-G requirements and being college and career ready, we have focused resources to ensure our students have access to multiple avenues to be successful in their futures. Each site has its own Director of College and Career Counseling, as well as a shared Alumni Coordinator who supports graduates throughout their college</p>	<p>RCP Master Schedule</p> <p>Schoolwide AVID</p> <p>RCP Clubs RUP Clubs</p> <p>RUP Career Day Agenda RCP Career Day Agenda</p> <p>Future Faces of Family Medicine Website</p> <p>AVID Career Fair Project</p> <p>SRJC Partnership SSU Partnership</p> <p>Through College Mentor Program</p> <p>Tutoring Schedule - RCP</p> <p>RCP Family University RUP Parent University RUP Financial Aid Night</p> <p>RCP Back to School Night RUP Back to School Night agenda</p> <p>RCP Last Week Schedule RUP Last week schedule</p>
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<p>experience. Families are educated in the college admission process. Directors of College and Career Counseling work with students, families, and AVID teachers in preparation for applying to colleges (fulfilling requirements, application process, financial aid) These individuals along with the rest of the staff are vital to the success of our students after they leave our schools.</p> <p>In addition to our counseling team and alumni coordinator, we provide our students with extensive access to options for their future. These include, but are not limited to: schoolwide AVID, concurrent enrollment at JC, college visits, Career Days, Clubs (STEM, GLOW, Engineering, GSA, Quilting, Anime, Flight School, MEChA, Robotics, Outdoor Adventure), Community Service, CSI Saturday Behavioral Health Careers, Mentor Program.</p> <p>Since our last WASC visit, our schools have adopted a 1:1 technology program. Every student has access to a chromebook and is allowed to bring the device home. This allows all of our students regular and consistent access to a computer. Due to this our schools have adopted online gradebooks, Google classroom, and a multitude of other tools which our staff and students can use.</p>	
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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
<p>Roseland Charter deeply values and relies upon our stakeholder community to inform our decision making process. Our commitment to our local community and school community drive these factors. Our LCAP goals are written with feedback provided by parents and families, students, staff, and other vital stakeholders.</p> <p>Roseland Charter engages its parents and families in numerous ways. We have parent groups that meet regularly; these include but are not limited to: Parent Clubs, ELAC, Site Council, PAC, and other informal meetings with staff and administrators. An example of these informal meetings are Back to School night and Parent University. These serve as effective ways to engage our greater community and efficiently communicate our vision and mission.</p>	<p>2018-2019 District & Charter Board Meeting Calendar</p> <p>2018-19 Communication Schedule with Principal Cabinet dates</p> <p>LCAP Surveys - appendix</p> <p>RCP Student</p> <p>RCP Parent</p> <p>RCP Teacher</p> <p>RUP Student Survey</p>

<p>Parents and families have opportunities throughout the year to provide feedback and gain clarity regarding our LCAP. Multiple meetings are held during the year, and we survey our families for LCAP input.</p> <p>Our District/Charter leadership team (Principal Cabinet) meets regularly to align and support district, charter, and school K-12 programs and goals. The Charter supports teacher professional development to ensure student learning and college readiness through ASP Action Plans, outside professional development opportunities, dept. time, and LCAP.</p> <p>Through our engagement with ELAC, PAC, Site Council, Principal Cabinet, and other stakeholder groups, the LCAP is constructed and presented to our Board. Our Board approves the LCAP plan and asks for regular reports on our LCAP goals.</p>	<p>RUP Parent Survey RUP Teacher Survey Classified Staff Survey</p> <p>SARC</p> <p>Portfolio Work RUP Advisory Calendar RCP Advisory Calendar</p> <p>Steering Notes RCP Steering Notes</p> <p>ASP Reflection Process RCP Reflections</p>
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Understanding of Vision, Mission, 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
<p>Roseland Charter School makes a concerted effort to ensure that all members of our community, parents, and students have access to, and understand our goals as a school as it pertains to our mission and vision. We have parent clubs at both sites which allow our parents to stay informed, ask questions, get engaged, and feel supported in their child’s education. These informational meetings cover a variety of topics ranging from matriculation through A-G requirements, ensuring parents and students are informed about their child’s progress to graduate, as well as college informational nights in regards to financing, application process, and what to expect upon their child’s graduation from high school.</p> <p>Prior to enrolling at Roseland Charter School, students and parents must complete an application process as we are a school of choice. This application process involves answering a variety of questions so we can get a deeper understanding of the student</p>	<p>Site Council Minutes</p> <p>Parent Club Agendas RUP Parent Club RCP Parent Club</p> <p>Dashboard Test Results Board Presentation</p> <p>Progress Reports mailed home each quarter</p> <p>Semester Grades mailed home twice per year</p> <p>Jr/Sr. Mtgs Graduation Requirements</p>

<p>and their family in order to best serve them. On top of the written application is an enrollment meeting. In this meeting, students and parents are informed as to the expectations, rigor, and goals of the school.</p> <p>Roseland Charter School has an online gradebook system with parent and student access. This is an important feature in our ongoing and open communication with parents to stay informed as to their child’s progress. Along with the online access, progress reports are mailed home each quarter, as well as below 2.0 letters. RUP Parent coffee meetings happen on a regular basis. These meetings are informal, open-ended, and used to discuss current concerns, ideas, or to share success stories. These meetings consist of parents, administration, and any staff members that are available on that particular day.</p> <p>Our Site Council meetings are used to make sure our stakeholders are informed and play a major role in our decision making process. These meetings are held at least three times a year.</p> <p>Community members are often involved in school tours to stay informed as to the schools’ progress. These tours often give them ideas as to how they can get involved in support of our mission and vision. Access to community involvement ranges from becoming a mentor to a student through our Student Mentor Program, presenting at Career Day, being a panelist member at our Portfolio Presentation Day, donating money, or just volunteering on any level that they/we deem valuable.</p>	<p>Below 2.0 letter</p> <p>LCAP Surveys</p> <p>LCAP Updates SlideShow - Forum</p> <p>Site Council/agenda/minutes</p> <p>Parent Advisory Council (PAC) - agenda/minutes</p>
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan 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

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority’s role, including how stakeholders participate in the school’s governance?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • All postings follow Brown Act requirements. All board meetings are held in a public forum; the meeting dates, times, and agenda are posted at all sites and the District Office. • Board minutes and agendas are made available to the public via the Roseland School District website. • The charter board determines policy and procedure. Items discussed at board meetings are based on our internal Charter Consideration Calendar as well as any public forum concerns and/or considerations. • District board oversees personnel. Items discussed are based on our internal District Consideration Calendar as well as any public forum concerns and/or considerations. • Discussion and action items located in the consideration calendar are typically based on local, state, and federal requirements. In addition to these requirements topics can range from information requested from the board to leadership team communication. 	<p>Charter Consideration Calendar</p> <p>District Consideration Calendar</p> <p>Board minutes</p>

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
N/A	

Relationships between Governing Board and School

A2.2. Indicator: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board’s decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Every year we survey our families to garner feedback regarding our programs. We use this feedback to influence our LCAP goal setting. Roseland Charter also engages our families through scheduled meetings 	<p>LCAP Survey results</p> <p>Board meeting agendas - Public Forum</p>

<p>such as: PAC, ELAC, Parent Clubs, and other events. These events also give families an opportunity to be heard and make their concerns public.</p> <ul style="list-style-type: none"> • Roseland Charter Board meetings are open to the public. The meeting minutes are posted publicly, as well as the agendas. 	<p>PAC Notes</p>
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Uniform Complaint Procedures

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

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The Charter Leadership team learned through the FPM process that we needed a system for tracking/logging informal complaints. The Uniform Complaint Procedures (UCP) form may be used for complaints alleging non-compliance of state and federal laws and regulations governing educational programs or discrimination. Most parents’/guardians’ concerns can be resolved informally with the school principal. If this is not possible, this form may be used to file a formal complaint. • Complaint procedures are posted throughout schools, and on the website. Initial complaints will typically be directed to site Principal, who will then ensure that the complaint either gets resolved or is determined that the UCP form is the next step. • Uniform Complaint Procedures are sent home in 1st day packets • UCP policy was updated during the FPM review 2018-19 	<p>UCP Form</p> <p>Student/Parent Handbook Student/Parent Handbook - Spanish</p> <p>UCP Annual Notice (Digital first day packet) First Day Packet</p> <p>UCP Updated board policy (FPM)</p> <p>Title IX Complaint Information</p>

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

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

<p>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]</p>

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]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 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]

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 and impact on student success.

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
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<ul style="list-style-type: none"> • The Charter uses the Accelerated Schools Plus (ASP) process for improvement, governance and leadership on a daily and yearly basis. Coaches at each site are tasked with being a conduit between administration and teachers, help in planning out professional development, ad hoc and cadre groups as well as conducting reflections at the end of each semester. • Department assessment calendars are used to determine when assessments take place throughout the school year. When setting the calendar, care is taken to reduce overlap of test windows as much as possible. Math, ELA and Spanish use the STAR assessments while other departments use school created assessments. All are done, on average, three times a year. • There is dedicated time during PD days and SAW meetings to collaborate on the creation of assessments and the data after assessments are taken. ASP coaches work with administration to ensure time is given for groups to work on, evaluate and implement information from these benchmark tests. In general, this time is for 1-2 hours per month. • Additionally at RUP, teachers evaluate test scores at the beginning of the year of the incoming freshmen to predict what support services might be needed immediately (Read Naturally, Math support). Those support decisions change through the year as student knowledge grows. RCP does not have this need because the majority of 9th graders have been at RCP for 8th grade. 	<p>Literacy/ELA/ELD Ad Hoc Agendas, Minutes</p> <p>Science Adhoc Agendas, Minutes</p> <p>Social Emotional Ad Hoc minutes</p> <p>Post Secondary Success Cadre Inquiry</p> <p>Benchmark Assessments</p> <p>Assessment Calendars RUP Testing Calendar RCP Testing Calendar</p>
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School Action Plan Correlated to Student Learning

A3.2. Indicator: The school’s Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • In Roseland Charter School, the School Action Plan is directly tied to the LCAP. Our WASC Action Plan was derived from our last self-study with findings that drove our LCAP goals. 	<p>18-19 District/Charter ASP Cadres, Ad Hocs, Work Groups</p> <p>Newcomer Work Group Inquiry</p>

<ul style="list-style-type: none"> • Staff members participate in the Accelerated Schools Process. ASP groups are determined each year based on several factors such as LCAP goals, results from standardized tests, staff feedback, and site identified needs. Each site has an ASP Coach who guides staff through the process. Bi-monthly SAW meetings are held to share data, gather information and implement curriculum. • School staff and administration review CAASPP results and identify successes, challenges and trends. Challenge areas are further discussed and addressed at grade level meetings throughout the year. • SBAC Interim tests are given throughout the year in Math and English Classes. English teachers hand score the interim test to inform them and gather information about the needs of the students. In addition, a science pilot test was given last year. • LCAP goals are informally determined through dashboard needs, and LCAP surveys given to all stakeholders including staff, students, parents and community members. • Parent Advisory Counsel and Site Council annually review student achievement data as well as LCAP goals. 	<p>Document</p> <p>LCAP</p> <p>Math Department meetings - data analysis</p> <p>Learning Lab meeting minutes</p> <p>Site Council Minutes</p>
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Collective 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, programs, actions, and services 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
<ul style="list-style-type: none"> • Our charter/schools utilize the ASP process for decision making. There are three decision making choices the schools apply: command, informed, and consensus. Command decisions are made by the principal without consulting other stakeholders. An example of a command decision would be the personnel. Informed decisions are made by the principal after consulting with stakeholders. An example of an informed decision would be the school dress code. A consensus decision is reached by the teachers and the principals together. These decisions 	<p>RCP Steering Notes</p> <p>RUP Steering Minutes</p> <p>End of the Year Reflections</p> <p>RCP Action Plans</p>

<p>include the school vision or an action plan created by an ad-hoc or work group.</p> <ul style="list-style-type: none"> • These methods are highly effective in being both efficient when needed (command) or inclusive of as many voices when appropriate (consensus). 	
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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
<ul style="list-style-type: none"> • The charter uses weekly newsletters (Weeklies) to communicate with staff and share the upcoming week’s important events and updates. Additionally, Steering Meetings are held twice a month as a communication hub and a time and place to discuss issues that need to be addressed. Each Steering meeting includes time for drop-in items where stakeholders can bring schoolwide issues. • The leadership team and the teacher’s union (REA) have ongoing communication through monthly check-ins. The team uses Interest-Based Bargaining to negotiate and update the teachers’ contract annually. • REA and Roseland School District use Interest-Based Bargaining (IBB) to negotiate. IBB is a negotiating strategy in which both sides start with declarations of their interests instead of putting forward proposals, and work to develop agreements that satisfy common interests and balance opposing interests. Interest-based bargaining is also called integrative or win-win bargaining. • Additionally, we use a variety of Google applications to communicate and plan effectively. This includes email, Google Calendar, Google Drive, Google Forms. 	<p>Weeklies RCP Weeklies RUP Weekly</p> <p>SAW (School as a Whole) meetings</p> <p>RCP Steering Notes RUP Steering Notes</p> <p>REA Check-ins</p> <p>Bargaining Unit Contracts</p> <p>Master Calendar - Google Calendar</p> <p>Google Drive - Shared folders and documents - example, RUP Electronic Handbook</p>

A4. Staff: Qualified and Professional Development Criterion

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

development based on student performance data, student needs, and research.

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

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● All candidates for available positions within the Roseland Charter District must submit an application and references to the District Office. Prospective candidates who are qualified for the position are interviewed by a committee of staff members and references are checked for the tentatively selected candidate(s). ● Once a candidate has been selected by the interview committee, he/she meets with Human Resources to sign a contract. ● All teachers are appropriately assigned based on qualifications. ● All beginning teachers are enrolled in NCTIP (North Coast Teacher Induction Program) and assigned a mentor. New teachers attend a monthly new teacher training on a variety of topics as determined by-site administrators. 	<p>Highly Qualified Teacher Data - SARC on website</p> <p>Hiring Process</p> <p>New Teacher Induction Program</p> <p>Observation/Evaluation Forms Evaluation forms</p> <p>RUP New Teacher Trainings</p>

Professional Development and Learning

A4.2. 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.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Professional development is present at the 	<p>AVID Summer Institute</p>

<p>charter/school through a variety of methods. Beginning in the summer, appropriate staff attend summer training such as Advanced Placement (AP) and AVID. Built into the academic calendar are staff development days in August, October, and January where teachers and staff receive site-based or district-wide training.</p> <ul style="list-style-type: none"> • Additionally, there are multiple staff development opportunities during the year including time at staff meetings (SAW), AVID Site Team, and a variety of conferences or classes. These professional development events are designed to address student learning and college readiness. • Many professional development needs come directly from stakeholders through the ASP process and the LCAP. In addition, the charter/school has the flexibility to add professional development when opportunities arise. 	<p>AP Summer Training</p> <p>Academic Calendar</p> <p>ASP Action Plan evaluations Literacy Ad Hoc as a sample</p> <p>LCAP</p> <p>RUP Department and Grade Level Standing Agenda</p> <p>PD Calendar RCP Calendar RUP SAW Calendar</p> <p>Social Emotional Ad Hoc Action Plan</p> <p>AVID Team Mtgs RUP AVID Site Team minutes ERWC UC Conference CSU Conference AVID Pathways Argument Driven Inquiry</p>
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A4.2. 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
N/A	N/A

Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Many professional development needs arise from our charter/school action plans. Means to evaluate the action plans and related professional development are written into the plan itself and approved during 	<p>Ad Hoc/Cadre Evaluations Science action plan evaluation</p> <p>College Culture Work Group</p>

<p>consensus. Evaluation can come in many forms including surveys of appropriate stakeholders, examination of data, and teacher reflections.</p> <ul style="list-style-type: none"> • In addition to action plan evaluation, twice a year staff members participate in a reflection process. Staff share strengths and challenges of school events and programs in an effort to improve our systems and improve student learning. • Administrators observe teachers regularly and look for evidence of professional development in practice. Following observations, teachers debrief with administrators to discuss continuous improvement. 	<p>Action Plan</p> <p>Observation/Evaluation Forms Evaluation forms</p> <p>Goal Setting Form (See A4.1)</p> <p>Reflections RCP Reflections RUP Reflections Google Form RUP Reflections Results</p>
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Supervision and Evaluation

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

A4.4. Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • All staff members meet with administration to set professional goals they intend to work on during the year and during the actual formal evaluation. After the observation, a report is written and shared with the staff member at a post-conference with the necessary feedback to guide professional growth. • Probationary and temporary teachers have two observations minimum per year with two formal evaluations. Tenured teachers are evaluated and participate in goal-setting every two years. 	<p>Teacher evaluation process (See A4.1)</p> <p>AVID observation notes RCP AVID Observation Notes RUP AVID Observation Notes</p>

A4.4. 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
N/A	

A5. Resources Criterion

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

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

Resource Allocation Decisions

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

A5.1. Prompt: Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The Charter uses the Accelerated Schools Plus (ASP) process for improvement, governance and leadership on a daily and yearly basis. The ASP process is utilized to create Action Plans and focus areas for the school as a whole. Our bi-monthly schoolwide meetings are called School as a Whole (SAW), and on alternate weeks we have Steering which ‘drives’ the direction of the school. Steering strives to have a member from each content area to discuss needs, events, happenings, concerns and activities. ● The LCAP is reviewed by all stakeholders prior to board approval through meetings and surveys. ● Through Steering and SAW patterns are found and concerns addressed through group investigation in Action Plans such as: Science, ELA/Lit/ELD, Social Emotional, Post-Secondary Success, School Culture, Portfolio, Newcomers, Motivation, and Intervention. These needs were identified through teacher discussion in meetings, community feedback meetings and evaluation discussions. ● Outcomes and next steps from these Action Plans are incorporated into yearly revisions of the LCAP plan when funds or resources are needed for implementation. 	<p>RUP Steering Agenda and Notes</p> <p>RUP SAW Calendar</p> <p>LCAP</p> <p>Action Plans</p> <p>Science</p> <p>ELA/Lit/ELD</p> <p>Lit Addendum</p> <p>Social Emotion Ad Hoc</p> <p>Post-secondary Cadre</p> <p>Portfolio</p> <p>Action Plan</p> <p>9th Grade Motivation</p> <p>Workgroup</p>

Practices

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

A5.2. 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
<ul style="list-style-type: none"> • The development of the budget are done at the district/charter level. • Annual audits and regular accounting reports ensures quality business and accounting practices. • Both district business and school-based office staff attend trainings on best practices on Pupil Attendance Accounting and Associated Student Body Accounting to maintain the quality standards put forth by the state. • District administration ensures that board policies, auditor recommendations and district standards are followed. 	<p>First and Second Interim Reports</p> <p>Accounts Payable Reports</p> <p>SCOE trainings</p> <p>California Association of School Business Officials (CASBO) trainings</p>

Facilities Conducive to Learning

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

A5.3. 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
<ul style="list-style-type: none"> • Safety drills are conducted regularly. Staff is trained on emergency response procedures including Earthquake, Fire, and Lockdown. In addition, school employees are trained in emergency management and assigned to an Incident Command Team. Columbine locks are installed in every classroom at RUP. • District has encrypted walkies which are utilized for communication between sites and district office in the event of emergencies. This system is tested multiple times per year and evaluated. • Campuses are well maintained by site custodial staff and a District Maintenance and Operations Supervisor. There is a system in place for identifying unsafe conditions as well as tracking necessary repairs. Roseland Charter District Custodial and Maintenance staff keep the grounds safe, free of litter and graffiti and well landscaped. • LCAP includes an action item for facilities. 	<p>FIT Report - SARC on website</p> <p>District Walkies</p> <p>LCAP - Goal 4</p> <p>Support Ticket - maintenance and technology requests</p> <p>New RUP Building</p> <p>Ursuline Purchase for RCP</p> <p>Safety Plan (Maps, Etc....)</p> <p>RUP Evacuation Map</p> <p>RUP Safety Folder</p> <p>RCP ICS Chart</p> <p>Board facilities action items</p>

<ul style="list-style-type: none"> • During October of 2017 the local wildfires heavily damaged Roseland Collegiate Prep and displaced the students and staff. Around the same time, Roseland University Prep moved in to their brand new campus allowing RCP to occupy the former RUP building. Roseland Collegiate Prep will continue to occupy this temporary location during the 2019-20 school year while their permanent location is being restored. The goal is for RCP to return to their permanent campus in the fall of 2020. 	<p>Mock Drill</p> <p>Custodial Staff Schedule</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, resources and technology.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Surveys and Google Forms are sent out regularly to determine textbook and technology needs. • A-G courses are approved through UC Doorways prior to implementation. • Curriculum and supplemental materials are included in our LCAP. • Roseland Charter School has a 1:1 student ratio to device program. This device can be a student’s individual computer, or a school issued Chromebook. • All teachers use Google Classroom and other applications to assign work as well as to support student learning and engage families in activities, events, and projects. • For Chromebooks distributed by the school we have our Chromebook Policy Handbook which discusses rules and use of the Chromebooks, topics range from how to receive the Chromebook to how to care for and protect the Chromebook. • Roseland Parent/Student Laptop Check-out Form for grades 9-12 	<p>SARC</p> <p>LCAP</p> <p>List of Textbooks - SARC</p> <p>Syllabus</p> <p>RUP UC Doorways Course list</p> <p>RCP UC Doorways Course list</p> <p>1:1 Technology program</p> <p>Devices are brought to school everyday, or checked out through our computer lab.</p> <p>Chromebook Policy</p>

<p>includes guidelines as to acceptable use of equipment. This is to ensure that parents as well as students are very clear as to the expectations of proper use and care.</p> <ul style="list-style-type: none"> Roseland Charter Schools use a variety of tools to manage and monitor proper use of devices. Palo Alto Networks is used as a firewall provider as well as a content filter. Securely is also used as a cloud based web filtering. Google Admin Console is used for account management. 	
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Resources for Personnel

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

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

Findings	Supporting Evidence
<ul style="list-style-type: none"> The hiring process includes multiple interviews with a panel of stakeholders which include teachers, administrators and students. Job postings and applications are managed through Edjoin Once hired new teachers are provided with site-based New Teacher training on a monthly basis. Also, beginning teachers are enrolled in North Coast Teacher Induction Program (NCTIP) where they are matched with a mentor and completes all aspects of the NCTIP during a two year timeframe. Teacher goal setting, observation, and evaluation is utilized to encourage professional growth 	<p>Hiring Process</p> <p>Edjoin - https://www.edjoin.org/</p> <p>New Teacher Training RUP New Teacher Training Calendar</p> <p>NCTIP</p> <p>Teacher Goal Setting Form.</p>

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 availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

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

Findings	Supporting Evidence
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<ul style="list-style-type: none"> • The CBO and Charter Curriculum and Assessment Coordinator work with site administrators to allocate appropriate funds based on LCAP action items. Base funds, categorical funds and supplemental concentration funds are taken into account. • Once a preliminary budget is established, feedback is requested from stakeholders and adjusted if necessary. The LCAP is then presented to the Charter Board for Approval. 	<p>LCAP</p> <p>School Board Minutes</p> <p>Stakeholder surveys</p>
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A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Each school uses the ASP process to vision and mission. • The LCAP, a three year plan, is reviewed annually by all stakeholders. The LCAP outlines the resources for actions/services utilized to meet our goals. 	<p>LCAP</p> <p>District Mission</p>

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Employees are REA and CSEA members with contracts that are negotiated yearly. 	<p>Board Policies</p> <p>Contract</p>

<ul style="list-style-type: none"> All board policies are on the district website and updated as needed. 	
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Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

Findings	Supporting Evidence
<ul style="list-style-type: none"> The annual audit reviews the budget and ensures that PO and reimbursement procedures are followed accurately. 	District Office procedures document on Google Drive for staff - POs, Reimbursements, etc. Annual Audit

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Interim reports are given bi-annually at board meetings to monitor budget. All stakeholders are invited to attend board meetings. The LCAP Annual Update is sent to all staff in April to show actions and expenditures for the year to date. April, May, June is budget development and completion of LCAP for the following school year. A public hearing occurs before board approval. 	Board meeting minutes Annual email sharing LCAP with staff

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?

Findings	Supporting Evidence
<ul style="list-style-type: none"> The IBB process for REA and CSEA reviews salary and budget yearly. 	Salary Schedules Negotiations (IBB)

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Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The Charter publicly shares priorities and school data ● The Charter allows prospective students the opportunity to shadow to learn more about our school ● The Charter welcomes community members to visit our campuses for tours and to share information on our programs ● Our Community Relations Coordinator manages a base of community members and organizations who are involved with our school. 	<p>District/School Websites</p> <p>Community Advisory Board - Annual Event</p> <p>Updating stakeholders of purchase of RCP property</p> <p>Enrollment policies and documents</p> <p>School tours for donors and community members</p> <p>Shadow day for potential students</p>

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Audits, interim financial reports, and the LCAP are reported at board meetings and all stakeholders are invited to attend board meetings ● Through the LCAP process, annual updates are reported to all stakeholders. 	<p>Board meeting minutes - LCAP Annual Update, Interim Reports</p>

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 major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Roseland Charter is more than adequately organized in the areas of implementing our mission and vision statements. The entire organization is aligned to the mission - to prepare an underserved and diverse group of students for post-secondary success and become contributing members of their communities. We strive to continually improve the ways in which all stakeholders can engage and provide input and feedback around the mission, vision and execution of our schools' model. RCP and RUP plan to revisit their mission and vision statements to ensure they match our district and charter. Organizationally, we continually monitor actions to ensure our ASP driven plans, workgroups, cadres are all informing the LCAP.

Prioritize the strengths and areas for growth for Category A.

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

- Governance and decision making systems are in place and well utilized, and staff members are provided with ample opportunities to participate through the ASP process.
- Staff potential and resources are maximized.
- Our vision is supported by data. High graduation rate, high post secondary success.
- Effective charter initiatives that include college and career support, SEL techniques in classrooms, and AVID strategies.
- Community access to information and opportunities to engage regarding the governance of the Roseland Charter is plentiful.
- Roseland Charter maintains a 1:1 technology program wherein each student has access to the technological requirements of high school courses.

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

- RCP needs to prioritize time and resources in order to finalize the work with the mission and vision.
- Community engagement (parents) in governance is challenging.
- Professional development opportunities are available but at times lack direct correlation

to the classroom and student learning. (Suggestion: Use PD days for professional development not business/mandated trainings)

- RCP needs to improve the shared vision with all its stakeholders. Many students and families do not have a solid understanding of the purpose.
- Action Plans/Agreements need to be evaluated more effectively to determine whether plans need to be continued, improved, or are no longer necessary.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

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

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

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>The mission of Roseland Public Schools district-wide is that all students will graduate from high school with options for college entrance and successful, productive careers. The goal of both Roseland Collegiate Prep and Roseland University Prep is to prepare students for college. In order to do this, each school works to provide students with access to rigorous curriculum in all subject areas.</p> <p>Charter-wide, all students have access to AP courses and are encouraged to take at least one AP course. AP teachers have attended trainings and have been working on implementing new standards for courses that have been updated.</p> <p>As an Accelerated Schools Plus™ (http://www.acceleratedschools.net/principles.htm) district, we utilize the ASP process to form various cadres, adhocs, and workgroups that are focused on developing and implementing new curriculum based on state standards including Common Core, Next Generation Science Standards, Advanced Placement learning objectives, social-emotional learning standards, and AVID WICOR strategies.</p> <p>Charter-wide, we have seen a great need to support our English Learner population, therefore, our Literacy Adhoc has</p>	<p>Charter-wide Evidence: Roseland Public Schools Mission RCP Vision RUP Vision</p> <p>AP- Teachers are sent to trainings for certification and review of new standards.</p> <p>All Courses have a college board approved course description that they follow</p> <p>Charter ASP Groups All classes use Costa’s levels to push students to advance their question asking skills and look at how the world interacts with the materials.</p> <p>PBIS Website</p> <p>RUP Evidence: AVID</p>

<p>chosen to focus on ELD district-wide, along with AVID strategies charter-wide.</p> <p>As a district we have also been proactive in developing curriculum and processes that address students' social and emotional needs through the work of our Social/Emotional Ad hoc.</p> <p>AVID provides students with the ability to learn effective note-taking skills and interactive use of notes. Students are trained to listen and take notes in their own words, paraphrase, and add symbols and abbreviations whenever necessary. Students are required to review their notes as soon as possible to add to memory retention, and to summarize their notes upon completion of the lecture or activity. Students develop tutorial questioning and course reflection skills, which allow students to interpret and synthesize their ideas in a positive and collaborative setting. All departments have emphasized the introduction of subject-based and interdisciplinary academic vocabulary designed to allow our students to create and promote writing coherent, verbally rich, and content filled essays.</p> <p>In the English department, each grade level has created effective, rigorous, relevant and coherent curriculum based on academic standards. Units are based on challenging texts and address higher order thinking questions based on literary questions as well as real-world questions. Students are also exposed to a variety of cultures in their novel selections and diversity in the types of voices they read.</p> <p>AP Spanish Language and Culture & AP Spanish Literature and Culture syllabi are College Board approved and they comply with all the requirements to support the academic standards. Curriculum maps show a coherent sequence of Units, and are based on challenging texts and address higher order thinking questions based on literary questions as well as real-world questions.</p> <p>The Math Department attended CMC North Asilomar Math Conference and attended teaching workshops, and upon returning, began to immediately implement current research-based teaching practices. The subject framework</p>	<p>Cornell Notes Rubric Focused Note Taking Intro to Tutorials Lesson College Unit Vocabulary List College Unit Initial Essay Development AVID 9 College Unit</p> <p>English English 11 Unit 4 Curriculum Map</p> <p>Foreign Language AP Spanish Language and Culture Curriculum Map</p> <p>Math CMC North Conference 2018 Program</p> <p>Physical Education Yearly plan</p> <p>RSP Rti informational Read Naturally</p> <p>Science https://argumentdriveninquiry.com/programs/science ADI Final Essay Rubric</p> <p>Student example graphic organizer for ADI</p> <p>RCP Evidence:</p> <p>AVID Focused note taking training</p> <p>ART Art 1 Pacing Guide Art 1 Syllabus</p>
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allows for complex concepts to be taught in depth over the course of three years as students interact with algebra, geometry, and statistical data.

The PE Department carefully organizes its curriculum through mastery of physical movements and the rigor of coursework. Students create a mission statement which outlines their goals for the course, create a road map on how to achieve specific objectives, and allow the students to take ownership of the plan.

The RSP Department is adapting to fit the needs of their diverse population. Utilizing the Response to Intervention (RTI) structure is a way of supporting students based on their individual needs by increasing intensity of instructional supports to accelerate learning. The RSP dept. uses a variety of differentiated strategies to support students where they are in their learning levels. RUP uses Read Naturally, a research-based reading support program, to improve students' reading fluency.

The Science Department has been trained and have implemented critical thinking lessons using the ADI curriculum (Argument Driven Inquiry). This curriculum teaches students to defend a claim by collecting and justifying evidence. Science teachers have been working together to implement the new science standards. The RUP Physical Science sections also have begun to implement the Learning By Making curriculum piloted by Sonoma State University, which incorporates computational and mathematical skills and applies them to the sciences. RCP uses mainly real life project based learning. For example, in Chemistry they do a year long project where they apply the concepts to solving a murder. They meet with outside community members and learn about real life application for the materials they are learning.

AP US History, AP Macroeconomics, and AP Government syllabi are College Board approved. These courses are carefully aligned and offer the rigor of a college course. The regular sections of social studies use a variety of AP strategies and challenge students to analyze a variety of sources. Teachers are kept up to date with the new AP

PE

https://docs.google.com/document/d/1JvI0V_N_gYtKrzakOjJu4kuUI6x0x56LJOKAo8TRLRY/edit

Math

[Math pacing guide](#)

English

[To Kill a Mockingbird Curriculum/Pacing Map](#)

Science

[Physical Science Syllabus](#)
[Biology Syllabus](#)
[Chemistry Syllabus](#)
[Anatomy and Physiology Syllabus](#)

Spanish

[Scope and Sequence SP2L](#)
[Scope and Sequence SP1L](#)

Social Science

[AP Pacing guide](#)
[U.S. History Course Description](#)

<p>standards and trainings, and also complete the College Board Modules designed to further delve deeper into the subject matter and current strategies to assist students in their mastery of the given subject.</p>	
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Academic and College- and Career-Readiness Standards for Each Area

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

B1.2. 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>Academic Standards are clear and consistent throughout the schools. Syllabi provide information to guide pre-enrollment course choices as well as expectations and requirements during enrollment. There are a number of requirements that are asked of enrolled students at RUP and RCP, aligned with a number of national standards as well as UC A-G Compliance. Among these, at our high schools; four years of English, three years of Math; three years of Social Science, and Science, 1 year of Art, 2 years of PE, and at least two years of Spanish. Further academic enrichment comes from the variety of high school elective courses. The majority of graduates of Roseland Charter School will have completed at least one Advanced Placement course. The Advanced Placement programs offered are: English Language and Composition, Spanish Language, Spanish Literature, World History, United States History, AP Macroeconomics, and American Government. The Honors/ advanced courses offered are: English 12, English 10, Trig/ pre-calculus and World History. In the past year, 63 students qualified for the Seal of Biliteracy. RUP and RCP encourage all students to reach their fullest potential by considering advanced coursework at any point in their academic career. All core subject courses are College Board approved.</p> <p>AVID courses at RUP and RCP are based off of the Nationwide AVID standards. With few exceptions, students take AVID classes from 9th to 12th grade. AVID serves as a support class that guides students from 9th grade teaching</p>	<p>RUP Evidence: AVID AVID 12 Standards Admission Profile 2017</p> <p>Art Visual Arts Standards</p> <p>Math Math II Pacing Guide and Standards Math III Pacing Guide and Standards</p> <p>Physical Education P.E- Yearly Plan P.E. National Standards</p> <p>Foreign Language Spanish Vertical Alignment World-Readiness Standards for Learning Language California World Language Standards</p> <p>English English 9-11 Power Standards and Benchmark Plans</p>

them the basic organizational, study skills such as note taking and tutorials, as well as academic vocabulary that transfers to all subject areas.

Math pacing guides illustrate the academic standards and expectations for each course. RUP require students to take Math every year. RCP requires three years of math and encourages a 4th. Most students complete all four. The Math department updates and revises its curriculum maps every year in light of students performance in class assessments and California Standards Tests. Additionally, the math department utilizes the Star Math Assessment to determine individual student needs. At RUP this is used in conjunction with RSP teachers to facilitate differentiated lesson plans for students. All teachers follow the department's grading policy, and students take a common test and final exam in all courses.

RUP and RCP's Physical Education program emphasizes physical fitness and health appreciation and understanding of a variety of motor skills and movement patterns and applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The physical education yearly plan and mission statement, along with the National standards for PE, break down the expectations of the student for the year and after graduation. Students participate in various team sports.

The Spanish Vertical Alignment describes the progression of themes, concepts, skills and activities of all students participating in the Spanish program from Spanish 1 to AP Spanish Literature. Teachers use the World Readiness Standards for Learning Language in Conjunction with the California World Language Standards and Common Core Readiness Standards. All courses emphasize development of language use across the four domains of reading, writing, listening and speaking while using the three modes of communication: interpretive, interpersonal and presentational. There is a strong focus on cultural comparison and appreciation for language as an expression of culture. World language offers multiple strands toward the mastery of Spanish; Spanish for Native Speakers and traditional Spanish

Social Science

[APUSH Syllabus](#)

Science

[Curriculum Website](#)

[Chemistry Syllabus](#)

[Biology Syllabus](#)

[Chemistry NGSS Pacing](#)

RCP Evidence:

AVID

[AVID 10 Syllabus](#)

ART

[Art 1 Curriculum Map](#)

Math

[Integrated Math 3 Syllabus](#)

English

[Romeo and Juliet](#)

[Curriculum/Pacing Map](#)

Science

[Chemistry Pacing Guide](#)

[Biology Pacing Guide](#)

[Physical Science Pacing Guide](#)

[Anatomy and Physiology](#)

[Course Outline](#)

[Biology Course Description](#)

[Chemistry Course Description](#)

Spanish

[Syllabus AP Spanish Lit](#)

[Syllabus AP Spanish Lang](#)

[Syllabus SP2L](#)

[Syllabus SP1L](#)

Social Science

[AP Econ Syllabus](#)

as a Foreign Language. These strands are not exclusive, as students can move back and forth between course strands according to their level.

RUP and RCP's English Curriculum is a literature-based program that focuses on reading, writing, listening and speaking, while exposing all students to significant, diverse literary works from different continents: Africa, Asia, Europe and America. Students learn and practice analytic, synthetic and evaluative skills as they explore aesthetic, ethical and cultural issues. The English Department has highlighted focus Common Core standards which are recursive and evolving from 9th-12th and work towards achieving college readiness in terms of reading, speaking, listening, and writing.

The History Department offers a variety of college level courses that are designed to challenge students. Students read, write, and interpret at an appropriate college prep level. Students also complete a variety of projects and assignments that are rigorous and demand critical analysis. Students learn real life applications to the history they are presented. Students relate American Industrialization to the present day incorporation of the US economy. They understand the push and pull factors that have propelled immigration to the US throughout its history. For example: RUP students understand the role of entrepreneurship in our economy today and the necessity of investment through our Shark Tank Seminar in Economics their Senior year. Sophomore students are presented with the foundations of western thought and their relationship to the development of the western world. They are also presented with the contributions with the rich and diverse histories of Asia and Africa and their contributions to the modern world.

In Science, students take a Physical Science or Learn By Making in 9th grade, and Biology class in 10th grade and Chemistry in 11th grade. This year RUP is offering a New 9th grade coding class, *Learning by Making*, that uses a STEM curriculum approved by the University of California and California State University systems in admission requirements as a laboratory science course. The Biology and Chemistry courses use the Next Generation Science Standards as a

[U.S. History Syllabus](#)

<p>basis for curriculum. All science courses stress critical thinking skills, the scientific method, laboratory skills, authentic assessment, and an appreciation of physical systems, and the critical necessity for responsible stewardship of the natural world. For example, the RUP Biology class works with Scientists, and students participate in citizen science to collect real data on Phenology of different plants. They also will be working to create a field guide identifying the history, plants, native vs non native species and types of ecosystems that exist in Roseland Park.</p> <p>RUP Students will be working with Sheppard elementary to introduce elementary students to the Roseland Woodland area and what makes it unique and great. Finally, the biology class will be working on creating a student docent program to provide weekend tours of the area wildlife. These skills enable students to practice complex thinking and global citizenship, to demonstrate effective communication through a variety of methods, and to become lifelong learners.</p> <p>Science teachers meet during the year to align instruction, discuss and integrate Next Generation Standards (NGSS) and share new ideas with each other.</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.*

Findings	Supporting Evidence
N/A	

Congruence

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

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

Findings	Supporting Evidence
<p>The Roseland Charter faculty aligns learning in the classroom with college and career readiness. RUP Expected Schoolwide Learning Results ensure that we graduate well-rounded young adults who will have the tools to be successful in life after high school. The goals of Roseland are to allow our students exposure to real world applications in their learning which will allow them to thrive in college, and also in their careers.</p>	<p>Charter-wide Evidence AVID Budget Activity College and Career Lesson College and Career Lesson 2</p>

AVID courses offer students the chance to examine themselves through personality indicators. This allows students to identify their strengths, gives them a chance to improve on their deficiencies, while empowering students to begin to imagine which careers or college majors are the best fit for them. Students research potential careers, including salary expectations, educational requirements and job outlook and create a monthly budget based on their findings. Students often set quarterly or monthly goals in class to help themselves focus on improvements they would like to make.

The RUP and RCP English Departments use a variety of strategies which give our students the opportunity to self analyze their actions, and if their decisions place them on a proper path to a positive future. The Executive Functioning/Characterization activity connects academic standards, SEL/Executive Functioning Standards, and has real-world applications such as asking the students to analyze Steinbeck's characterization while considering both their own and the characters' strengths and challenges regarding executive functioning skills.

Many of our students have been exposed to multiple languages. The Foreign Languages Department refines their ability to converse, write, and understand the history of this language. Students are encouraged to express themselves in a language that is rich in content by reading, listening, and interpreting a variety of sources from the diverse cultures of Latin America, the Caribbean, and Europe. The department follows the The World Languages Standards which support the The California Language Standards and the Common Core State Standards through transfer of knowledge and skills. Students are aligned with AP standards in their inaugural class, and are offered the AP Language and AP Spanish Literacy before they graduate. These courses will earn the student college credits, and foster proficiency in the target language which would be utilized in their future career.

The Math Department offers a variety of courses that offer students depth in the different disciplines of the subject. Math 1, Math 2, and Math 3 are courses that incorporate Algebra, Geometry, and Statistics concepts. These courses continue

English

[English 9 Executive Functioning and Characterization in OMAM To Kill a Mockingbird Curriculum/Pacing Map](#)
[English 9 Executive Functioning and Characterization in OMAM](#)

Physical Education

[Skills and drills/history/Fitness](#)

Foreign Language

[World Language Standards and Common Core Standards Rubric Oral Presentation Rubric AP Spanish Essay](#)

https://docs.google.com/document/d/1g4M-HiWB_84FaaI3UmBLo5Z7NDINCerU8da_cT0s/edit

RSP

[Graduation requirements Accommodations ACT accommodations](#)
 SRJC DSD

Science

[Chemistry Pacing Guide Biology Pacing Guide Physical Science Pacing Guide Anatomy and Physiology Course Outline Biology Course Description Chemistry Course Description ADI Whiteboard help ADI Formal Lab Report](#)

to go more into depth with each passing year as the curriculum spirals and weaves ever challenging concepts and analysis. The highest performers are able to take Calculus or Pre Calc/ trig their Senior year which exposes these students to higher level concepts which they will see in college. We also offer a Financial Algebra course for seniors. This course links real world concepts built to differentiate from Calculus. This course utilizes applied advanced algebra to enhance life skills. Students develop financial literacy through the understanding of bank accounts and the explanations of compound interest, mortgage interest rates, college loan calculations and if the debt matches the career outcome. Students evaluate the difference between a job and a career. Students determine whether or not minimum wage should be raised, and what the effects are to both the employee and employer if minimum wage were raised. Students create a budget to help draw their conclusion.

The Physical Education Department emphasizes not only the physical aspects of the student, but also their mental health. Each unit is carefully taught to ensure the students' understanding of not only the history and skill of the sport, but also to understand the muscles and proper movements involved. Students are encouraged to also create a workout program through careful research that address physical and mental health that students continue to utilize after graduation to maintain a healthy lifestyle.

The RSP Department emphasizes advocacy from their students. These students are not passive members of our school. The dept. ensures that each teacher knows their students' accommodations by proper introductions at the beginning of each school year. Students understand that by practicing advocacy skills in high school will translate into having the confidence to apply these skills in a post secondary setting. Students also become familiar with the application process of college by completing a SRJC Application. Students learn about the importance of form completion and penmanship/ keyboarding skills. Students are aware of their educational plan and what is required to graduate from Roseland Charter.

Biology and Chemistry classes use Argument Driven Inquiry (ADI) which focuses on argument from evidence backed up with scientific justification to support the evidence. ADI

[template](#)
[ADI Formal Lab Report](#)
[Student Sample](#)
[Student Example : On Thin Ice](#)

History
[Honor's World Pacing](#)
[U.S. History Pacing Guide](#)
[APUSH DBQ: New England vs. Chesapeake Colonies](#)
[WWI Annotated Bibliography](#)

<p>Standards are designed to enable students to read, write, speak, and use math in the application of scientific principles. We also use scaffolding tools such as the ADI whiteboard help for students to organize their thought processes before the formal lab report in order to ensure that all information is accessible for all students. The Physical Science courses at RUP have begun to implement the Learning By Making curriculum designed by Sonoma State University. This STEM program fuses mathematical skill building and computational thinking aligned to real world scientific problems where solutions are constructed with students and instructors working together in a collaborative environment. In addition, Biology also promotes awareness of real world issues such as climate change. Their project “On Thin Ice” allows students to take on the role of different scientists such as Oceanographer, Biologist, Ecologist, ect. They create a graph and work together to analyze their data. Students then discuss possible explanations for their data and work to focus on the best reason. Students then return to their home groups where they share their unique data with other students and then that whole group works to put the puzzle together. This teaches them different careers in science and how they work together to solve issues.</p> <p>The RUP and RCP History Departments challenge students to link concepts taught in class to produce college level essays. Teachers utilize College Board rubrics to assess student writing to ensure that they are challenged with college level standards. The department offers the chance for students to interpret, analyze, and synthesize information in a variety of manners, which include the careful examination of the influence of the media on our society, an annotated bibliography of carefully selected sources for a WWI Project, or the year long research project. All social science classes teach students how to use a variety of sources, both primary and secondary, in their research and to verify information. Charter Social Science classes align with the common core curriculum which helps students build strong, writing, reading, and research skills.</p>	
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Integration Among Disciplines

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

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
<p>We continually find new ways to foster integration between disciplines and prepare students for an increasingly technology-oriented world.</p> <p>In order to align disciplines we utilize universal reading and writing rubrics and work time for vertical and horizontal alignment. These schoolwide standards set expectations for students across all subject areas and thus allow us to measure outcomes and do planning on a schoolwide basis.</p> <p>Schoolwide events and extracurricular clubs/groups introduce students to a wide range of career options and working professionals. Career Day is an annual, day-long event in which 30+ working professionals educate students about a wide range of professional and vocational careers. The Engineering Club (or STEAM based clubs) allows students to design and build projects with real-world applications as well as doing site visits to companies like Medtronics.</p> <p>Within each subject area there are pathways to careers so that students understand how specific skills translate into real world disciplines and careers. Service learning projects allow students to put their learning into action in real world applications.</p> <p>The Social Sciences department provides various real-world exercises for students. These include mock-trials and oral exams where students are tasked with showing their mastery of topics. Each year people in the legal field, including lawyers and judges, as well as Congressional Representative Mike Thompson, speak to students about their respective careers. Social Sciences and English courses often collaborate to give students a fuller understanding as in their look at the novel 1984, in particular Totalitarianism and “Fake News” or their research projects.</p> <p>The Math department features a project in which students document, analyze and compare the services offered by several local banks then create a podcast based on what they have learned.</p>	<p>RUP Findings Career Day Teacher Talking Points 2018 Career Day Speaker List Engineering Club Example Report</p> <p>Social Science Oral Exam: Age of Revolutions</p> <p>English/Social Science English 12 & Government/Economics 1984 Student Work English 12 ERWC & Government/Economics 1984 Student Work</p> <p>Math Bank Project Rubric</p> <p>Art Careers in the Arts slideshow Science of Color Slideshow</p> <p>Foreign Language AP with WE Actions Plans</p> <p>Physical Education Fitness report Final Formal writing assignment</p> <p>Science Career Video WS Citizen Science Example Report Future Faces of Family Medicine Latino Health Forum</p>

The Art department educates students on the many careers that exist within the arts and what skills/education are required for those careers. Art regularly overlaps with history and science, for example, when students learn about rainbows as a way to begin understanding color and light.

Students at RUP in the AP Spanish Language Program investigate the causes, effects and consequences of climate change as well as solutions integrating science into their curriculum.

The Physical Education department assigns a fitness report to each student. This allows them to research healthy choices and other topics related to physical fitness. The formal writing assignment allows students to understand the importance of living a healthy lifestyle now and after high school.

Each Science unit weaves in current science events and topics as a real world storyline challenge and/or discussions of current events. Students watch videos about different science careers, participate in collecting data as part of a science database, and some present at the local science symposium. Students are also encouraged to apply for internships with organizations like Future Faces of Family Medicine and to attend events like Latino Health Forum.

The RSP department features Career Zone which offers students an opportunity to research potential areas of career interest. Results give students an understanding about available programs, educational requirements, and salary options. Through Job Corp, students learn about available benefits of participation in a vocational post secondary program. AVID and RSP collaborate on bringing Job Corp speakers into regular classrooms. Career Technical Education (CTE) exposes students to valuable certificate programs available for post secondary planning.

Most RUP and RCP students are required to take 4 years of AVID. In 10th grade AVID students receive 6 weeks of health ed training, helping to prepare them for life beyond high school.

RSP

[Career Zone](#)

[Sample Career Zone](#)

[Assessment](#)

[Job Corps](#)

[SRJC CTE](#)

<https://ctesonomacounty.org>

AVID

[RUP Health Ed Schedule](#)

RCP Evidence:

ART

[Printmaking Powerpoint](#)

PE

[Health and physical education related career research project](#)

Math

[Clinometer Project](#)

Community Resources and Articulation and Follow-up Studies

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

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. 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>Roseland’s primary focus is preparing students for college, getting into college and graduating from college. To accomplish this, Roseland actively involves both local business/community members as well as alumni. Roseland hosts a career day each year where members of the community, including alumni, present how they were able to use the skills obtained at Roseland to achieve their current career.</p> <p>Each year Roseland provides college visits for all Juniors in which students shadow a college student for a day at a local college. Freshman do a discovery day at a local college where there are introduced to the college experience. We also have many field trips in which our students have the opportunity to step foot on college campuses throughout California. These experiences give our students many unique opportunities to explore college and learn about possible options once they graduate. RCP students have the opportunity to go on a summer trip to further away/ out of state colleges.</p> <p>As Roseland has developed, it was realized that not all graduates would attend a four year university. As such, a Post Secondary Cadre was created to expand what programs we offer to include preparation for multiple avenues of post secondary education, not just a four year university. Data was collected from students, parents and alumni to help direct the cadre.</p> <p>Roseland alumni return and speak in AVID classes about their experience of applying to college, getting into college and going to college. The alumni provide suggestions as to what students can do at Roseland to help prepare them for college.</p>	<p>RUP Evidence Career Day Speaker List Career Day Teacher Talking Points Post Secondary Full Inquiry</p> <p>Art Student Artwork for Kaiser Display</p> <p>English Poetry Out Loud Teacher Handbook Inspired Forward Trek Flyer To Kill a Mockingbird Matinee: Field Trip Permission Slip</p> <p>Foreign Language AP Spanish Instructional Planning Report</p> <p>Physical Education RAMS Observation Fitness State Testing for the District</p> <p>RSP SRJC DRD SRJC CTE Job Corps Dept. of Rehabilitation</p>

Current Roseland seniors are actively involved with freshman. They work together to help provided freshmen with support and advice to guide them through their high school experience.

Roseland invites community members to speak with classes frequently. Speakers come into to discuss topics including current health concerns, the holocaust, JACL, congressional representatives, lawyers, and representatives from the Sonoma County Library to name a few.

Our students are working to develop professional photography skills. Some student work is being printed in large format and displayed at Kaiser- Mercury Way in Santa Rosa as part of Kaiser’s effort to reflect people in the Roseland community.

All RUP and RCP students participate in the annual, nationwide Poetry Out Loud recitation competition. We work in coordination with the Sonoma Country director with regards to our schoolwide competition and in order to receive performance coaching.

Students take the AP Spanish test, and the College Board shares an instructional planning report to guide the planning of the AP Spanish curriculum.

A RUP teacher has been the district Physical Fitness coordinator for the last 12 years. All of our students in the district participate in the Fitness gram test every year. He has monitored and guided the middle school’s PE program allowing a smooth transition from PE in middle school to high school.

RSP and Independent Study instructors collaborate with SRJC Disability Resource Department and the CTE Dept. for post secondary options for students. Additionally, RSP teachers have students apply and research what Job Corp has to offer. Students may participate in a vocational program at various locations throughout the state. RSP teachers collaborate with Department of Rehabilitation about post secondary training. They provide support to students for transition to a post secondary program.

Science

- [Landpaths Flyer for Inspired Forward Program](#)
- [Green Careers Social](#)
- [Neurosurgery Presentation](#)
- [ECO2School Challenge](#)
- [Pepperwood Preserve](#)
- [North Bay Discovery Day](#)
- [CTE Sonoma partnership](#)
- [FFFM](#) and [Mi Futuro](#) flier
- SoCo STEAM [website](#)

RCP Evidence:

AVID

- [Listening For a Change](#)
- [Interview Questions](#)
- [Listening for a Change - Project Lesson 1](#)

Science

- [Green Careers Social](#)
- [Neurosurgery Presentation](#)
- [--ECO2School Challenge](#)
- [Pepperwood Preserve](#)

All students in Biology work with Landpaths in a modified or complete version of their *Inspired Forward* Program. This program works to get students into the field, at Bayer Farm - across the street, where they are outside learning about topics such as climate change and impacts of large scale agriculture on our planet's health.

Roseland has organized volunteers for science organizations such as North Bay Discovery Day or the river clean up, as well as partnerships through CTE Sonoma to help businesses with their exhibitions. We invite physicians to come and talk to Chemistry classes about opportunities with Future Faces of Family Medicine (FFFM) and Mi Futuro for students to shadow doctors in clinic and learn skills critical for the healthcare industry.

Students in Honors Biology and Physics, as well as some other students, participate in the Sonoma County STEAM Showcase which allows for discussions with judges in the corporate field as well as hearing feedback on their projects.

Various STEAM related clubs take local field trips to places such as Medtronic Field Trip through engineering club, Sonoma County Jet Center through flight club.

The Social Studies Department has identified its power standards that are referenced throughout Middle and High School. There is an emphasis on these particular standards throughout the students' years in High School. The AP courses offered also allow teachers access to the latest strategies that are disseminated from College Board and are utilized in the planning and instruction.

B2. Equity and Access to Curriculum Criterion

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

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

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>College and Career support is provided to all students who attend a Roseland Charter school. We help students with financial aid, scholarships, internships, mentors, etc, whatever we can to help them be successful in the career they want. We provide this throughout their high school career with more direct support their senior year and after they have graduated as well.</p> <p>AVID 10 and 11 students research potential college and other post secondary opportunities and present their findings to the class. Students are given multiple opportunities to research any and all careers that they are interested in pursuing.</p> <p>Students complete a year-long service learning project in English 12 classes where they choose an area of need in the community and work to remedy that need through a project they develop. In order to complete the project, they must research the issue, connect with community members, and engage in the work of the project. (RCP does this in advisory class).The work requires them to make phone calls, write professional emails, interview community members, etc. They must interact in the real world, therefore earning them soft skills and building relationships which helps with career exploration.</p>	<p>RUP Evidence: AVID College Research Project</p> <p>English ERWC Service Learning Project</p> <p>Foreign Language AP with WE Climate Change Action Plans; Example: Students presenting and asking questions to county officials during Climate Action Night at Santa Rosa Junior College.</p> <p>Physical Education Final Research Project Year #1 Final</p> <p>RSP SRJC DRD SSU application</p>

<p>Most AP Spanish Language students complete the Climate Change Action service learning project. The Climate Change Action plans are the results of the students learning about the impact of climate change in our environment and creating their own solutions for this problem at a local and global level. Students put into practice their action plans in the community. They have to coordinate activities, make phone calls, arrange visits, interview people and therefore they explore different areas of interests for several careers.</p> <p>RCP offers students a course map that demonstrates the required courses in order to advance throughout high school and the options they have when they fail the first semester of math.</p> <p>The Physical Education assigns two research finals. These allow students to see many different perspectives on the importance of keeping a healthy lifestyle during and after high school. They also give the student options for careers and workouts that will increase their overall mental and physical health long into adulthood.</p> <p>The RSP department offers a SRJC Application as an option for post secondary education if a student is not university bound. Sonoma State Application-for students' future planning Job Corp-another option for students who would like to live on a campus and obtain vocational training. Dept. of Rehab-support for students with disabilities who may be transitioning to a post secondary program</p> <p>The Science department features many opportunities for students to be involved in the sciences beyond the classroom. The Teen-Nat Program at Pepperwood Preserve encourages teens to participate in photo data collection locally over summer. STEAM Showcase offers students an opportunity to explain their scientific research to industry experts. Rising Sun is a summer position where students do requested energy audits in their own neighborhood. RCP encourages and send students to Women in Engineering Day.</p> <p>History students create a physical project on WWI. They are given a variety of options, and are able to come to an independent decision on what their project will become. A</p>	<p>Job Corps Dept. of Rehabilitation</p> <p>Science STEAM Showcase Summer Health Careers Institute Future Faces of Family Medicine Pepperwood program Rising Sun Job Description</p> <p>Social Science Stock Market Project Shark Tank</p> <p>RCP Evidence: AVID Career Exploration slideshow - AVID 9 College to Career Research Project - AVID 12</p> <p>PE Health and physical education related career research project</p> <p>Math Math Fail options</p> <p>English ERWC module</p> <p>Science Green Careers Social Neurosurgery Presentation --ECO2School Challenge Pepperwood Preserve</p> <p>Social Science US History Music Video Project</p>
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<p>research paper is completed for all 10th and 11th grade students and students are properly taught how to seek credible sources and incorporate those into their paper. Students may select any topic throughout history that they wish as long as it aligns with the National History Day theme and has a world focus for 10th grade and a US focus for 11th. Some students complete a Music Video Project where they write original historical lyrics. Others create a video project centered around the Cold War.</p>	
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Accessibility of All Students to Curriculum, including Real World Experiences

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
<p>Students spend the fall semester in Speech and Debate learning about and presenting speeches on a variety of topics in front of various audiences and sizes. Students learn the intricacies of debate and forensics by researching real-world topics and having in-class debates in front of peers and faculty.</p> <p>English students engage in rigorous, college-level research projects in which they read, write, and communicate academic research about real-world topics. Additionally, they are challenged to create a positive action in which they work towards a solution for complex issues facing our world.</p> <p>As a Project Based Learning plan, Spanish 2L students have to learn about Native American Cultures. The class visits a museum in their first step in the exploration about students' interests in the topic.</p> <p>Math utilizes various performance tasks to expose students to real world math applications. Students learn how to apply what they are learning in the classroom to real world situations that they see in their community.</p> <p>The Physical Education program is difficult but rewarding. The program is constructed to help guide the student to understand that physical fitness is not a semester or year</p>	<p>RUP Evidence: Elective Speech and Debate Syllabus</p> <p>English AP English Lang and Comp Burning Issue Project and Presentation</p> <p>Foreign Language Spanish 2L Field trip to the Jessie Peter Multicultural Museum at Santa Rosa Junior. The final product was an editorial newspaper.</p> <p>Math Calculus Pacing Guide and Standards Financial Algebra Pacing Guide and Standards Polynomial Farm real math</p> <p>Physical Education</p>

<p>class but rather a lifestyle. The more the student understands that exercise and eating habits are the foundation for a healthy lifestyle, the more the student will grow and mature in life.</p> <p>In RSP, Real World Math-exposes students to the connection between their content curriculum and real life experience. Applications for the SRJC-transition to college Forms-resumes and license forms are a realistic way of practicing for the real world.</p> <p>At RUP in 9th grade Science, we are using the Learning by Making curriculum which is 80% hands-on with coding and technology. In 10th grade biology students learn how the impacts of climate change impact them and their own impacts from the choices they make.</p> <p>The History Department offers students a variety of instructional practices that ensures all students have an understanding of the material presented. Students are encouraged to communicate in both written and oral fashion, use art and creativity, and also use movement for those students who learn in a kinesthetic manner. Instruction is always linked to current events and students are encouraged to find connections. History offers a rigorous curriculum by utilizing primary sources and AP materials in all classes.</p>	<p>Policies and Procedures Yearly Plan Exercise Routine Exercise Handbook</p> <p>RSP SRJC DRD</p> <p>Science Impacts of Learning by Making Curriculum</p> <p>RCP Evidence: AVID Past, Present, Future YOU writing - AVID 12</p> <p>PE https://docs.google.com/document/d/1hKYbTEgux6YCvk_LEahYwo62vP7f2kdY3Ju0eVSs69w/edit</p> <p>English The Hate U Give Unit Plan and Activities</p> <p>Science Chemistry Pacing Guide Biology Pacing Guide Physical Science Pacing Guide Anatomy and Physiology Course Outline Biology Course Description Chemistry Course Description</p> <p>Spanish Scope and Sequence SP2L Scope and Sequence SP1L Syllabus AP Spanish Lang</p> <p>Social Science</p>
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	Government Pacing World History Oral Exam
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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

Student-Parent-Staff Collaboration

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.

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
<p>Roseland Charter School uses a variety of formal and informal methods to encourage parent involvement. Parents are encouraged to be active participants in Student Study Teams, Individual Educational Plan, and Section 504 meetings. Bilingual staff provides translation support when parents need it. In addition to Back-to-School Night, the schools offer a number of evening presentations for parents throughout the year, with topics ranging from Financial aid to scholarships. Parents are invited to attend our monthly Parent Club and Parent Coffee meetings to learn about important school business and how they can be involved in helping to support their child at home. Parents are aware that they can call a meeting with all their students’ teachers when deemed necessary to review academic or behavioral issues.</p> <p>Parents sign students' syllabi for all subjects as well as contact sheets for different classes. They also have access to Google classroom to monitor assignment completion and Schoolwise to monitor grades but only a fraction of them consistently do that. They can also access their students’ Naviance accounts to view their progress with their college applications.</p> <p>Student focus groups survey alumni with specific questions about current and future job plans. Roseland has most seniors complete an AVID exit data process. Alumni frequently visit the school to speak with high school students or for support. For example, many department meets with</p>	<p>Parent Syllabus Contract</p> <p>Parents in School Wise</p> <p>Parents in Google Classroom</p> <p>Current Student Focus Group Questions</p> <p>Post Secondary Full Inquiry Process</p> <p>Parent Contact sheet</p> <p>Fitness Testing</p> <p>IEP agenda</p> <p>Transition Plan</p> <p>Parent Club Calendar</p> <p>Parent Club Robocalls</p> <p>Schoolwise access, CST Form Back to School Night/ Parent teacher meetings</p>

the Alumni Coordinator to discuss and recommend students for advanced and AP courses for the upcoming year.

Some students are also given the teachers' personal phone numbers to encourage open communication throughout the school year.

Students are invited and encouraged to join ad hocs, work groups, site team meetings, and steering. Students often attend these meetings and report what would help them most in class.

Upon receiving their schedules, students have the opportunity to change or request classes. They also have the option to take college level classes at the local Santa Rosa Junior College. Students evaluate some of their classes and give helpful insight to their teachers on how to improve curriculum.

Seniors in Math answer questions about current employment and career plans.

Parents completed a survey regarding their view of student success.

Spanish does several assignments where they have students communicate with family member considering heritage and backgrounds and are asked to link this information to in class learning.

All of the students, parents, and staff know that the PE program at Roseland is a class that will strengthen the body and mind. The PE program helps prepare the student for life after high school and it gives them options to choose from that will only benefit them in the long run.

RSP: IEP agenda offers a way for the entire IEP team (i.e. students, parents, administrators, and teachers) to address individual student's education plan and progress on goals. The transition plan is a way for the student to have accountability for their post secondary plan.

[GPA/Goal Setting - AVID 10](#)

[Goal setting student work](#)

[Student IEP Goals](#)

Post High School Transitions

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>Students learn about various career opportunities through guest speakers during our schoolwide career day.</p> <p>Research is regularly done with graduates to hone our high school programs.</p> <p>Alumni data shows a high percentage of students attending college and staying in college.</p> <p>The offering of AP courses encourages students to undertake rigorous classes and also allows the teachers the chance to receive the latest strategies and research from College Board. Teachers are also encouraged to use specially designed rubrics for writing assessments, and are also able to utilize the vast amount of curriculum resources available from College Board. These resources are also used in the regular sections of social studies and allow all students access to the latest strategies and instruction.</p> <p>AVID students research potential college and other post secondary opportunities and present their findings to the class. AVID Students take field trips to various universities.</p> <p>The Art department educates students on the many careers that exist within the arts and what skills/education are required for those careers.</p> <p>AP English has college based content and senior year English is designed to support students with college level writing skills.</p> <p>AP Spanish Classes are rigorous college-level classes that prepare students for post-secondary work and also allow them to get university credits. The program receives feedback from the College Board every year. This year school year</p>	<p>RUP Evidence</p> <p>Career Day Teacher Talking Points</p> <p>2018 CarRUP Career Day Teacher Talking Points (2).docx</p> <p>eer Day Speaker List</p> <p>Alumni Focus Group Questions</p> <p>Social Science</p> <p>AP Gilder Lehrman Periods</p> <p>College Research</p> <p>College Field Trip</p> <p>Art</p> <p>Careers in the Arts slideshow</p> <p>Foreign Language</p> <p>AP Spanish Classes</p> <p>AP Instructional Planning Report</p> <p>Students' Feedback</p> <p>Physical Education</p> <p>Final writing assignments</p> <p>RSP</p> <p>Career Zone</p> <p>SRJC orientation</p> <p>Mentor Program</p>

<p>every student in an AP class has an account at the College Board website where they can access AP Classroom assignments from their teachers and get feedback on their performance.</p> <p>This Physical Education assignment allows the student to see different avenues to pursue in health, fitness, or medical field.</p> <p>The RSP department offers students an opportunity to research potential areas of career interest through a website called Career Zone. Results give students an understanding about available programs, educational requirements, and salary options. Mentor programs offer students a point person to support their transitions to college. SRJC orientation offers students an opportunity to observe the locations of services for students with disabilities and other services to support transition to college.</p> <p>The Social Sciences department offers a rigorous AP curriculum that supports students in learning the structure of a college course. Students learn research skills that will benefit them in college including verifying a source and proper citation in both MLA and Chicago format.</p>	<p>Post Secondary Ad Hoc</p> <p>RCP Evidence:</p> <p>AVID College Terminology Project - AVID 12</p> <p>PE Health and physical education related career research project</p> <p>English AP practice test</p> <p>Spanish Tutoring Flyer</p>
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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 major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Both RUP and RCP hold students to high academic standards, and students are required to meet the A-G requirements. AVID strategies are employed schoolwide at both campuses, and teachers strive to connect what is being taught to real world applications. This is demonstrated through rigorous curriculum across all classes, as well as active involvement from community members and alumni. Our schools have built a safe and supportive environment, where students are intellectually challenged and feel they have access to all necessary materials. Our students feel comfortable through not only the high school process, but upon graduation returning as alumni for personal support and to provide support to the current community. This is demonstrated in surveys from students and parents, as well as the high average daily attendance rates at both RUP and RCP.

One strength that we show across the district is in our English program. We have district wide score increases and we feel this is established due to our district wide rubric, close reading, vocabulary, and writing agreements.

One critical learning need is math based on Smarter Balanced scores, the California Dashboard and SAT/ACT scores. Push ins are being conducted at both RUP and RCP by both teachers and IAs assisting students in math classes. Formal and informal tutoring is offered to support math and English at RUP and RCP.

Other critical learner needs based on Student/Community Profile and Supporting Data and Findings are student achievement for our Students with Disabilities and English Learners. RUP and RCP have both implemented ELD classes this year. Teachers have placed students in groups, and have created a curriculum that addresses students' specific academic needs based on their grouping.

Prioritize the strengths and areas for growth for Category B.

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

Charter-wide

- Service learning projects across disciplines
- College culture and support system for students and alumni (Norma, Emily, Sean)
- Striving to keep up with current research-based best practices
- Continually revising and updating curriculum to align with new standards across content areas

- ELA - lots of work charter-wide through Lit Ad Hoc - rubrics, supports, strategies
- Most departments given release day/planning time to collaborate
- Work closely within each school and across the charter to align programs as much as possible
- Common Core and state standards being used in the classroom
- A-G requirements
- Support structures built-in to classrooms and as a district

RUP

- AP aligned content and strategies - in ELA, other areas

RCP

- AP strategies being used in AP and honors courses

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

Charter-wide

- Charter-wide writing rubric - revisit at RCP
- Professional development
 - Would like more outside training at RCP
 - Tied to budget
- Provide more time for other departments to collaborate
 - Spanish, History, Art, and Math
 - Sub shortage makes it difficult
- Parent participation in student curriculum planning
 - Could do a better job with outreach, tech skills

Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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 schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>The evidence below is categorized by content area. These examples demonstrate that students are engaged in rigorous, relevant learning that is tied to the college-readiness culture here at both sites of the Roseland Charter. All core classes at both sites are college prep, meeting the UC’s A-G requirements. All core content is tied to the Common Core State Standards. All staff at Roseland Charter use academic vocabulary which is consistent with setting the high expectation that each student will be qualified and prepared to continue their challenging academic pursuits after they leave the RSD.</p> <p>RUP Findings:</p> <p>Social Studies: At RUP, Students wrote to a member of congress about a current political issue. They also created a presentation for the class on their chosen issue and why it is important.</p> <p>Science: STEAM Project--Students researched a topic of their choice according to a chosen theme. They presented their findings on their topic, and explained the real-world purpose and relevance of the project at a countywide symposium. The science department implements agreed-upon, tier two vocabulary in order to have the students using correct academic language in their findings, experiments, and classroom discussions. The ability to build on the student’s strengths in science help bridge the academic terminology in other A-G classes at RUP.</p>	<p>RUP Evidence:</p> <p>Social Studies Letters to Representatives</p> <p>Science Brainstorming Student Project</p>

<p>Physical Education: Roseland Charter Students are required to take Cornell notes during lectures, which prepares them for a summative, formal writing assignment. The RUP Physical Education Department provides many opportunities for student learning in real world applications. The goal of the physical education program is to give the students a variety of ways to apply concepts and tactics that are taught in year one and year two classes. The physical education courses are aligned to national and state standards for physical education. Through the use of cardiovascular, muscular strength, and endurance training, as well as sports-related training, students learn the importance of living a healthy lifestyle both in and beyond high school. The students are introduced to a variety of activities, which include the following: weight training, health-related fitness, cardiovascular training, partner and group projects, and traditional sports. The assignments and lectures cover nutrition, body image, confidence, conflict resolution, movement in space, human anatomy, and physiology, along with the real life application of different training programs.</p> <p>Math - This video demonstrates Roseland Charter students collaborating and problem-solving complex mathematical problems. The math department uses problems at all levels which require students to apply math to real world scenarios. Other projects engage students' problem solving techniques while working together, in a group, or as a class. The ability to use math in school or in real world situations prepares students for college and life. The students are required to write a complete solution to optimize some quantity using various differentiation techniques.</p> <p>Foreign Language: AP Essay requires the students to read, listen and take notes, and analyze tables or graphs in order to write a cohesive, coherent essay that addresses the prompt using evidence from the three sources within a time limit. The Interview is challenging, especially for those who feel nervous speaking in Spanish, and they need to negotiate meaning; it's relevant because it's using the language in an authentic way. AP Lit Essays: Students had to analyze a complex XIV century poem: Draft One shows students struggling with analysis and organization. After feedback, the essays show significant improvement that demonstrate their understanding of the poem.</p> <p>English: In the English department, real-life experiences begin with the reading of a wide variety of literary,</p>	<p>Physical Education Cornell Notes 1 Cornell Notes 2 Formal Writing Assignment</p> <p>Math Video</p> <p>Foreign Language AP Essay High AP Essay Med AP Essay Low Interview of a Spanish-speaker AP Lit Ensayo: Análisis de un poema-Promt</p> <p>English Crooks Partner Paragraph 12 Angry Men partner</p>
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informational, argumentative, and poetic works which introduce students to a range of possibilities available to them as they grow and develop into young adults. Students are synthesizing ideas from the novels and applying them in writing. Students are discussing relevant, choice-based issues and interacting with these issues through oral and written argument. In the English department, teachers employ discussion models based on the Socratic Seminar model to engage students in formal academic discussion. The English department's Socratic approach encourages students to take risks intellectually by sharing their ideas in an open forum. The ability to read and write at a college level will help support success in all A-G classes.

Art/Electives:

AVID - In order to create independent learners, students are trained to use a variety of assessment feedback to further learning. Formative assessment, peer response and editing and portfolio building, among other strategies, provide opportunities for students to further their understanding of expected learning outcomes. The students will create a **formal essay** after going through the writing process during class time. **Tutorial Request Form** - Enhances understanding of academic topics by using inquiry and collaboration during tutorials. The students will use tutorials, Socratic Seminars, close reading exercises, college and career readiness tactics, a variety of soft skills, budgeting, and resume building in AVID.

Art - Art Analysis - In Art, the students are trained in the use of a peer review along with the instructor's teaching in which feedback is given to the individual student to help work on strengths and areas for improvement. One of the course's overarching goals--building a community of artists--is fostered through the practice of learning from one another's work. The artist must also engage in self-reflection in order to make changes, along with an explanation of their artistic choices in order to blossom as an artist. Each student receives a different artwork and writes a formal description and analysis of the work. The class uses vocabulary, art appreciation, and strategies on developing different works of art in order to progress from one unit to the next at RUP.

RSP/IS: In order to create independent learners, students are trained to use a variety of assessment feedback to further learning. The IS student meets with teachers and counselors. Students (RSP) are required to understand the IEP meeting

[paragraph](#)
[AP English Synthesis Essay](#)
[Racism](#)
[AP English Student Copy of Burning Issue Research Paper](#)

AVID/Art/Elective
[Formal Essay](#)

Tutorial Request Forms
[Ex. 1](#) [Ex. 2](#) [Ex. 3](#)

Art Analysis
[Ex. 1](#) [Ex. 2](#) [Ex. 3](#)

RSP
[IEP meeting agenda](#)

[Procedural Safeguards and SPED Rights](#)

agenda and Special Education Parental Procedural Safeguards and Rights, which the student presents during their IEP meeting. Student-led IEP meetings prepare them for real world advocacy skills.

RCP Findings:

Art/Elective:

AVID - Throughout the year, AVID students at RCP regularly practice collaboration and public speaking via group activities (such as Socratic Seminars) and individual presentations.

In Art electives, students regularly take Cornell notes and practice research skills about famous artists, pieces, movements, and more.

English: Formative and summative assessments are used to evaluate the students' progress in meeting course/unit objectives. Students synthesize ideas from the novels and apply them in writing. Moreover, students are discussing relevant, choice-based issues and interacting with them through oral and written argument. The evidence provided demonstrates RCP's students' continuing efforts to meet a challenging but reasonable criteria for writing proficiency. As expected, the proficiency levels of the students varies on an individual basis, but all students improve throughout the year.

Foreign Language: Evidence shows challenging and relevant work: in-depth research of literary works; original poems, writing that contains a variety of literary devices; rigorous lessons plans; and student differentiated work.

Math: RCP math students experience diverse modes of learning. They are given plentiful opportunities to independently work on assignments, but also regularly practice collaboration skills as they work in groups for problem solving activities. The course content is rigorous, and the collaborative aspect of group assignments/projects is often necessary. As they progress through the grade levels, they learn how to better ask each other specific questions and how to give detailed explanations about their work.

PE: This project gave the students an opportunity to perfect a fundamental movement, and record their evidence in the form

RCP Evidence:

Art/ Electives

[AVID 12 Photos](#)
[AVID 12 Group Work](#)

[Art History Graded Cornell Notes](#)
[Art Critique Essay Brainstorm](#)

English

[9th: OMM Essay](#)
[10th: Unit Essay](#)
[11: The New Jim Crow Unit Final Essay](#)
[12th Grade Argumentative Essay](#)

Foreign Language

[Independent work: research](#)
[Group Work: poem writing](#)
[Student work \(written analysis\)](#)
[Student work \(drawn reading analysis\)](#)
[Lesson plan: expressing time](#)
[Lesson plans: expressions about senses](#)

Math

[Math 3 Polynomials](#)
[Math 3 Poly - final box](#)
[Trig graph](#)
[Exploration](#)
[Math 1 - Group Quizlet](#)

Physical Education

[How to Perform a Proper Squat](#)

RSP/IS

[Directed Studies Syllabus](#)

<p>of photos.</p> <p>RSP/IS: Students use rubrics to assess assignment expectations and requirements; students complete grade checks and reflect upon steps to success or improvement</p> <p>Science: Students practice hands-on labs, such as dissections, to advance content comprehension. Moreover, students must synthesize information into various modes, such as “Claim-Evidence-Reason” writing formats, visual presentations, and traditional analytical essays.</p> <p>Social Studies: At RCP, students who are enrolled in Economics complete a “Create Your Own Business” project in which they must develop appropriate job descriptions, advertisements, marketing plans, and other general business models. Other Social Studies students complete various assignments that practice collaboration skills, develop research skills, improve literacy, and master comprehension.</p>	<p>Fluency Journal Rubric Grade check</p> <p>Science Heart Dissection Claim-Evidence-Reasoning Works Cited Photosynthesis One-Pager Carrying Capacity and Brown Bears One Page Analysis</p> <p>Social Studies Econ- Design a Business Honors World and World-Primary Source stations Gov-US Government development tree AP Gov- Group work U.S. History- Fourteen Points Close Read APUSH- 1800's Thematic Learning Objective Timeline</p>
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Student Understanding of Learning Expectations C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

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

Findings	Supporting Evidence
<p>Teachers use examples of student work to help students understand various assignments and expectations. Most teachers use a low and a high example to set clear expectations of what should be turned in. Many teachers write an agenda, homework, and a learning objective for each day on the board so students have a clear understanding of what should be learned that day. Most teachers check for understanding of the learning objective at the end of the class by asking if the objective was met or using an exit ticket. All students have agendas they purchased, school agendas, or use digital planners because there is the expectation of writing down all homework assignments, important test dates such as SAT, ACT, and finals. RUP grade level teachers and school counselors collaborate to enhance “real life” skills within each subject to help with the transition from high school</p>	

to a post-secondary institution. Some of the instruction students receive consists of SEL presentations, budgeting workshops (including presentations from bank specialists), soft skills, resume building, and college application and financial aid workshops, just to name a few.

RUP Findings:

Social Studies: Students research two companies and complete a formal case-study research paper. It is imperative at both sites of Roseland Charter that high school students have a clear understanding of what is asked of them to enhance learning in the classroom. There is a charter-wide agreement to use a schoolwide writing rubric on writing assignments, unless teachers are using a particular, more rigorous rubric for a specific class (AP) or assignments (social science).

Science: Creature Report--Each student chooses a living organism and creates a poster illustrating how their creature exhibits the characteristics of all life. This assignment is scored using the Creature Report rubric, which clearly outlines what the students need to do to complete the assignment successfully. This rubric can be used as a tool by the students while they are working on the assignment.

Physical Education - The Physical Education department adheres to the National Standards and the California State Standards to enhance expected learning outcomes. Students understand the expectations in physical education with modeling, scaffolding, exercises and participation of each respective unit. The most important aspect of our physical education program is for our students to become lifelong learners and understand the importance of living a healthy lifestyle beyond their years at RUP.

Math - Limits Project (Calculus): Students demonstrate their cumulative knowledge of the three methods to solving and representing limits. Students demonstrate their understanding of the mathematical standards in Calculus. That is, solving for limits algebraically, graphically, and using tables. **Statistics Project** (Math III): Students build on their knowledge from data distribution in Math I, completing a more sophisticated model of data using the normal distribution.

Foreign Language - To be successful in the writing of the AP letter (Correo) students need to know what is expected: They

RUP Evidence:

Social Studies

[Govt. & Economics Research Paper](#)

Science

[Creature Report](#)

PE

[Kinesiology Department Expectations](#)

Math

Limit Projects (Calculus):

[Example 1](#)

[Example 2](#)

[Example 3](#)

[Example 4](#)

Statistics Project (Math III):

[Example 1 \(Low\)](#)

[Example 2 \(Medium\)](#)

need to read and understand the message of the letter, answer all questions and ask for specific information related to the message. They have to use formal language and a variety of language structure with a minimum of 125 words.

English - Students receive direct instruction with clear and attainable standards. They use the rubrics attached to the instruction to demonstrate college and career readiness. Students examine and deconstruct high and low writing models in order to gain a clear understanding of both *what* they will produce and *how* they will produce it. Many assignments include a step-by-step process for students to follow and refer to if they get stuck.

Art/Electives -

Organization checks help students become accountable for their organizational style as they move forward in college and career readiness. Formative assessments assist students in understanding of project expectations.

RSP/IS - Organizational checks-planner/agenda, grade checks, Google Drive checks, and backpack/binder checks. Students write out a “To Do List” to practice independent responsibility and productivity for life skills.

RCP Findings

Art/Electives: RCP AVID students create quarterly and semesterly goals. Additionally, they keep a time log of their daily academic endeavors to ensure that they are knowledgeable of their progress towards their goals; this time log is used to reflect upon their academic and time-management efficiency.

English: The College Entrance Practice Essay models a real world essay prompt that a university will ask of its prospective students. This prepares RCP students with the knowledge and experience needed to succeed.

Foreign Language: Evidence shows challenging and relevant work: in depth research of literary works; original poem writing that contains a variety of literary devices; rigorous lessons plans; and student differentiated work. These activities have diverse applications and skills inherent in them. The students are held to high standards which are thoroughly

[Example 3 \(High\)](#)
[Example \(High #2\)](#)

Foreign Language

[Correo AP Language High](#)
[Correo AP Language Med](#)
[Correo AP Language Low](#)

English

[Analyzing Poetry Reader’s Checklist](#)
[ERWC research paper peer review doc](#)

Electives/Art

[Organization Chcks](#)
[Art Project Rubric](#)

RSP

[To Do List](#)
[Grade Check](#)

RCP Evidence

Art/Electives

[GPA Goals](#)
[Time Log Analysis](#)

English

[12: College Entrance Exam Example](#)

Foreign Language

[Independent work: research](#)
[Group Work: poem writing](#)
[Independent work: student analysis](#)

<p>explained to them, and the students strive to meet these expectations.</p> <p>Math: Students are given instructions which include a rubric with scaffolded levels of understanding. Students are also encouraged to take Cornell notes that they can later reference.</p> <p>PE: The performance levels for pushups, curl ups, and the mile are clearly listed so the students will know what is required for their fitness testing.</p> <p>RSP/IS: Students have IEP goals that prepare them for college and career. This is an ongoing process through which students complete interest assessments, leading up to applying for colleges.</p> <p>Science: Throughout the year, students complete a wide range of projects that integrate various methods of research, preparation, and presentation. For each assignment, students are informed of the grading procedures, projects requirements, and expected timeline. Both the content and process of these projects promote college and career readiness.</p> <p>Social Studies: The evidence shows how RCP Social Studies students practice leading and participating in group sections while using technology to assist in research and synthesis. Instructions and rubrics are provided for each assignment that details the requirements and expectations. Moreover, students are given study guides for formal assessments.</p>	<p>Math Angry Birds Project Deductive Reasoning Notes</p> <p>PE Fitnessgram healthy zone</p> <p>RSP/IS Online Interest Assessment IEP Individual Transition Plan</p> <p>Science Meiosis Stop Motion Gummy Bear Bar Graph Cerebral Palsy PPT</p> <p>Social Studies Econ-Picture of Goods and services Ap Econ- Freakonomics slides World-WWI Rubrics Honors World- Project Notes AP Gov-help wanted posters Socratic Seminar</p>
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C2. Student Engagement through a Variety of Strategies and Resources 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 creative and critical thinking skills, and applications.

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

Teachers as Facilitators of Learning

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

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Constructivist learning is a hallmark of Roseland Charter instruction; Teachers are the facilitators guiding students in their learning. Technology is an integrated and expected component of 21st century learning.</p> <p>RUP Findings:</p> <p>Social Studies: All Roseland University Prep Sophomore students created a culminating project based on their particular interest from World War One. Students were given a menu of options from which to choose a project that serves their particular learning style. This project-based assignment was designed to encourage student curiosity while promoting individual engagement and self-guided learning. Additionally, students also completed a research paper to accompany their project using Chicago-style endnotes. The written portion of this assignment was assigned via the Google suite of applications and students were required to share their document with two peers for revision in order to promote collaboration while improving student performance. Lastly, students were tasked with presenting their project to their peers, thus promoting the development of soft skills.</p> <p>All Roseland University Prep Social Studies students were tasked with creating a music video with their own lyrics based</p>	<p>RUP Evidence:</p> <p>Social Studies WWI Project Music Video Project</p>

on a particular era of history. Students were allowed to self-select a group of no more than four students and permitted use of their smartphone to film the video. Students were required to generate their own historically accurate lyrics while creating visuals which matched the content of their lyrics. Students were required to edit the video and use transitions. Additionally, students were required to upload the video to Google Classroom or Youtube and present their finished product to their peers. This project-based assignment was designed to promote collaboration, student-led inquiry and curiosity while reaching the needs of diverse student learning styles. Students were assessed on creativity, collaboration and historical accuracy.

Science: Students in the Roseland University Prep Science department created procedures to test evaporation rates of different chemicals such as methyl alcohol, isopropyl alcohol and acetone. Students were not provided with the proper procedures; rather, students had to generate their own protocol for procedures and test their own generated hypotheses. The assignment was given on Google Classroom and students are encouraged to seek out additional information on the internet on school provided devices. Students of various abilities were grouped together to complete the assignment in order to encourage collaboration and student-led inquiry. Students are assessed on the quality of their hypotheses as well as for the detail and quality of their generated procedures.

Students in the Roseland University Prep Science department create procedures to test how unknown organisms should be biologically classified. Students are not provided with the proper procedures, rather students have to generate their own protocol for procedures and test their own generated hypotheses. The assignment is given on Google Classroom and students are encouraged to seek out additional information on the internet on their school provided device. Students are heterogeneously grouped to complete the assignment in order to encourage collaboration and student led inquiry. Students are encouraged to question the procedures generated by their peers in order to determine best practices moving forward as a group. Students were assessed on the quality of their hypotheses as well as for the detail and quality of their procedures.

RSP

Students practice learning styles by engaging in group

Science

Chemistry Evaporation Rates

[Low](#)

[Medium](#)

[High](#)

[Lab 2 Cell Structure](#)

<p>activities which include physical movement, mindfulness, and independent work time with or without music. Study practice through the use of various mediums (i.e. kinesthetic, video, writing, flashcards, orally)</p> <p>Physical Education: All Roseland University Prep Students in the Physical Education department complete a self-guided exercise plan for the duration of a 28-day period. Students are tasked with self-selecting three (3) exercises for seven (7) muscle regions (back, chest, biceps, triceps, legs, abdominals and shoulder) as well as a cardiovascular plan. Students must describe their workouts, log their workouts and create a calendar detailing their exercise plan. This final project culminates a year of physical education practice in which the instructor has guided the students to promote proper movement, technique and posture in various exercises and sports. This assignment is given to students via Google Classroom and students are required to research the exercises they will use for their exercise plan and submit their digital finished project on Google Classroom.</p> <p>Math: Students in the Math department at Roseland University Prep collaboratively work together following guided instruction to develop problem solving skills. Stations are set up around the classroom as students rotate to the next station following completion of their current station. Instructional strategies include guided and independent practice, gallery walks, and collaboration. Students are tasked to facilitate their own learning while helping their peers. The attached video demonstrates students working together collaboratively and teaching each other while instructor coaches and supports.</p> <p>Students in the Roseland University Prep Math department are assigned videos on Google Classroom and must complete a corresponding note-taking template. The video and corresponding note-taking template reinforce the guided instruction and collaborative work during class time.</p> <p>Foreign Language: Students in the Spanish Department at Roseland University Prep are tasked with researching and writing a report on the culture of a Spanish speaking country and then presenting their findings to their classmates. Students are able to self-select a Spanish speaking country as well as an aspect of their culture (Dance, food, fashion, art, music etc...) that interests them. Students are encouraged to select a country and a part of their culture that they find particularly meaningful or relevant to their interests. Students</p>	<p>Physical Education Learning Readiness Physical Education Final exercise project</p> <p>Math Closing of a Lesson and Student Whiteboard Practice (Video) Video Notes Template</p> <p>Foreign Language Low Medium Climate Change Jigsaw activity</p>
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are to use their school provided device to research their project and submit the completed work onto Google Classroom.

Students in the Foreign Language department at Roseland University Prep study the impact of climate change and create solutions that they can implement to play their part in correcting the problem. First, students read and analyze various texts related to climate change and synthesize the information provided. This project culminates in students creating an action plan for steps they can take to reduce their, and our school's impact on the environment. Projects have included compostable lunch ware, composting bins, reusable water bottles and bike/walk to school campaigns. Students work in groups and jigsaw their readings so the entire class has access to information on all the assigned readings. Students then self-evaluate their performance during the jigsaw activity via Google Classroom.

English: Students in the English Department at Roseland University Prep will use technology to explore topics of their choice related to the novel "Of Mice and Men". Following instructor led guided discussion, students will work independently on researching six (6) guided questions regarding the novel and the time period. Students will then create an Google slide/Powerpoint presentation detailing their findings to their classmates. This historical mini-research will help contextualize the novel and help the students derive a more in-depth understanding of it. Students will be provided with in-class time to research their presentation on the school provided device and must submit their findings on Google Classroom. This project-based learning opportunity allows students to contextualize the novel while providing more in-depth understanding.

Students in the English Department at Roseland University Prep read critically and actively while selecting important evidence from the novel "Purple Hibiscus" that relates to one of the novel's overarching themes. To complete this task, students are given supportive academic sentence frames to use at differentiated levels, as well as higher order questions. Additionally, students are required to keep a weekly reading journal and update it periodically. This self-guided learning technique follows instructor led discussion of the novel during class time as well as group discussion. Students are instructed to find quotes that they find interesting that relate to the overarching themes of the novel. The assignment sheet is

English
[Of Mice and Men Web Quest](#)
[English 10 Weekly Reading Guide](#)

<p>shared with students via Google Classroom.</p> <p>All students are supported by instructor and college/career coordinator in using technology to apply for financial aid.</p> <p>All teachers at RUP have a Google Classroom page set up for each other their classes.</p> <p>RCP Findings: English The corresponding evidence demonstrates a wide range of instructional methods and technologies, such as a student-led group lesson, a teacher-guided presentation, and a student sample of independent work. RCP teachers use technology to guide students to an understanding of course content.</p> <p>Math Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology. Students enjoy a balanced diversity of group work, guided work, and independent work.</p> <p>Art/Electives AVID class students participate in weekly tutorial groups that are student led. After the collaborative component of the tutorial groups have ended, students will independently reflect on their learning experience. The corresponding evidence contains: AVID class reflection of a tutor after a weekly tutorial session in class; AVID class notes from a tutor during a weekly tutorial session; photo of a tutorial in action.</p> <p>Foreign Language Evidence shows the differentiated and integrated use of various instructional methods, ranging from traditional handouts to modern technology. Students are challenged through accessible online lessons that allow students to keep their own pace and to choose the output to show their understanding.</p> <p>PE This project gave the students an opportunity to use multimedia and technology through the organization of an</p>	<p>RUP Schoolwide FAFSA Google Classroom</p> <p>RCP Evidence: English 9th Grade English: Student-Taught Grammar Lesson 11th Grade English Ethos, pathos, logos slideshow presentations</p> <p>Math Math 2 group computer Math 1 robotics Clinometer/Google Maps Project Deductive Reasoning Notes Math 3 Polynomials</p> <p>Art/Electives Tutor Reflection Tutor Preparation Sheet Tutorial photo</p> <p>Foreign Language Lesson plan: expressing time Lesson plans: expressions about senses Student work (drawn reading analysis) Student work (written analysis)</p> <p>PE Personal Fitness Program Project</p>
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<p>online fitness program. Differentiation was self-guided in that the students were able to choose their own workouts and routines.</p> <p>RSP/IS The RSP teacher is current in research-based instructional methodologies and differentiation strategies. These practices are implemented on a daily basis.</p> <p>Science Students learn through diverse and differentiated methods. The students, too, demonstrate their understanding through various modes: digital movies, digital presentations, physical posters, and more.</p> <p>Social Studies The evidence contains various student work samples that show students leading presentations, students being successful in a group situation, and students using multiple forms of technology. Social Studies students regularly perform digital research, and are encouraged to use multimedia and technology in an efficient, academic manner.</p>	<p>RSP/IS Teacher Toolbox</p> <p>Science Meiosis Stop Motion Gummy Bear Bar Graph Kuru PPT Cerebral Palsy PPT</p> <p>Social Studies World-Kahoot pictures Honors World- Kahoot pictures Gov- Radio Ad AP Gov- Supreme court presentations APUSH- Civil War Project (Video) Econ- Pictures of goods and services Ap Econ-Chapter 13 HW</p>
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Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Roseland Charter utilizes the Accelerated Schools Program, and a part of the ASP philosophy is that instruction in student lessons requires thinking, reasoning, and problem solving, is student-centered, and is equitable among all learners to ensure that all students have access to a high quality education and have the opportunity to be successful. All core classes are aligned to the Common Core Standards, which means that students are constantly engaged in critical thinking across all curricular areas, and both sites are AVID sites,</p>	

which emphasizes WICOR. RUP is an AVID school with students enrolled in an AVID course all four years of high school. Teachers employ AVID strategies in their classes such as delivering content that facilitates learning and results in inquiry-based instruction. During inquiry-based instruction students need to use their thinking, reasoning and problem solving skills while completing their course work.

RUP Findings:

English

In 9th grade English at RUP, students read *Of Mice and Men*. A part of this unit is to collaborate with a partner to research the idea of The American Dream through the historical context of The Great Depression, The Civil Rights movement, or migrant farmworkers in California today. Students must generate targeted research questions to guide their inquiry and in the end, in addition to providing an expository description of their topic, they must also formulate a reasoned argument addressing the extent to which The American Dream is a myth, or is a reality.

Math

Some related work in our Math classes incorporates students working in groups to think about how a particular math concept works. Students use reasoning and problem solving skills to find the best way to create a lesson for the class that engages their classmates in the material.

In another example, students completed an activity on Riemann Sums, and then used technology to check their calculations. First, students were required to compute the Riemann sums by hand and draw a graphical representation. Students had to reason what an appropriate interval length would be for each rectangle to calculate the desired sum. They also had to demonstrate the process by using three different estimation methods, requiring students to analyze the differences and similarities between each method. We ultimately discussed which approximation method was favorable and what made it more accurate. To check their work, students used an applet, in which they manipulated parameters to calculate the desired sum. The applet also provided a graph so students could compare their own

RUP Evidence:

English

[English 9 American Dream Multimedia Project Of Mice and Men Research.pdf](#)
[Student Example - Mid Level Mid - Work Cited](#)

Math

Lesson showing student work in presenting geometry concepts to their peers:
[High](#)
[Medium](#)
[Low](#)

Riemann Sums:
[Students Using Technology](#)

[Ex. 1](#) [Ex. 2](#)

Science

<p>representations. Students all had individual devices, but were encouraged to work together and collaborate.</p> <p>Science: Students in Chemistry participate in a scientific knowledge sharing session where they analytically think about the scientific data they collected, then they use reasoning skills to create a claim that answers the guiding question provided. Students create a whiteboard with their evidence and scientific reasoning/justification and use this to explain their process and engage in a critical thinking conversation. They use the feedback to write a final scientific report discussing their data and reasoning.</p> <p>In Biology, in conjunction with a unit on interdependence on ecosystems, and the effects of climate change on ecosystems, students calculate their carbon footprint. Students then think about their personal impact and critically think about ways they could reduce their impacts. Once they have a list they need to use reasoning to decide which of their personal impacts make the most sense to implement.</p> <p>Art: Students review several forms of art media and look at urban artwork from around the world. They need to think about which artistic components make up the art piece in question. Different types of art media from around the world approach design concepts using different approaches. Students need to critically think about how each artist represents each component, and using reasoning, students discuss with their small groups.</p> <p>Foreign Language: Study Abroad Research- Students have to demonstrate creative and critical thinking skills to decide what and how to organize their research presentation. They have to take into consideration what they need to live, eat, and get by if they were to live in the city they chose for this research abroad project. They need to work as a group on different details for how to live on their own, critically thinking about all components of living abroad, like housing and transportation. When they organize the information they need to organize it in a way so others can access it and comprehend it.</p>	<p>Argument whiteboard 1, 2, 3</p> <p>Electives/Art Carbon footprint reflection</p> <p>2. Art- Lesson Plan</p> <p>Foreign Language Study Abroad Research Project High Med Low</p>
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<p>Physical Education The students are in groups (teams) and work together to problem solve on a daily basis. The students use technology to help learn about exercises, sports, and skills needed to perform a variety of activities. Students are provided with a football formation and work together in groups to create football plays using a passing tree. Students use reasoning and critical thinking to evaluate which players should move in which formations throughout the play to ensure the play they designed will be successful. Students can evaluate their success by using their plays when competing against other teams.</p> <p>Health: Students assess their wellness through various categories and brainstorm creative solutions to improving their wellness.</p> <p>RSP/IS: Students engage in learning about their Special Education services beyond high school and how services/accommodations work in college/work by participating in various events/activities at the SRJC. Students can think critically about their options and choices throughout high school and beyond.</p> <p>RCP Findings: Art/Electives Art students demonstrate critical and creative thinking skills throughout the year as they complete a wide range of projects and activities. The evidence includes the instructions and finished products of a Surrealism Art Project, as well as a digital research/exploration assignment.</p> <p>English RCP students are given the freedom to use both creative and critical thinking to complete various projects that vary in educational purpose and required materials. Some examples include a digital research presentation and an artistic memory box of literary symbols.</p> <p>Foreign Language Evidence shows the product generated by students from creative and critical thinking through questioning. Questioning is used to guide students toward understanding, to share their</p>	<p>Physical Education Passing tree/making plays</p> <p>Create - wellness</p> <p>RSP SRJC Orientation SRJC DRD</p> <p>RCP Evidence Art/Electives Surrealism Art Project Surrealism Art Pieces Google Cultural Institute Visit</p> <p>English 9th Grade: Elizabethan Era Partner Presentation Lord of Flies Memory Box Project</p> <p>Foreign Language Independent work: research Group Work: poem writing</p>
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<p>thinking, to clarify misunderstandings, and to check for understanding.</p> <p>Math Students enjoy hands-on projects, and their ability to apply their knowledge to real-world situations. When students are challenged to be creative and think critically, they are able to use their resources and each other to complete the task. The evidence shows a wide range of hands-on, creative and critical-thinking projects, such as the creation of a large-scale Sierpinski Tetrahedron.</p> <p>Physical Education Students are given an opportunity to design an exercise program and are given multiple resources to pull from. This project requires students to use online research skills, integrate ideas, and demonstrate creativity.</p> <p>RSP/IS Students work with peers to promote democratic discussions and make decisions; questions probe reasoning and evidence; students clarify their conclusions; students synthesize comments, claims, and evidence and determine what additional research is required to deepen the investigation or complete the task.</p> <p>Science Science students must use critical thinking strategies to make connections between pieces of evidence and to analyze the significance of the evidence. Moreover, RCP provides students with the necessary technology resources, such as school-issued Chromebooks, to help students meet the learning objective.</p> <p>Social Studies: Students regularly use a wide range of instructional resources, such as technology, physical worksheets, and supplementary handouts, to assist in a variety of critical thinking practices. Students demonstrate the ability to practice reliable research skills, presentation skills, collaboration skills, and more. For example, one project that RCP social studies students complete is a mock Facebook page of a famous historical</p>	<p>Math Sierpinski Tetrahedron - Math 1 Sierpinski final project Math 2 group computer Math 1 robotics Tessellations</p> <p>Physical Education Personal Fitness Program Project "How to Build a Workout Program" Resource Sample Workout Programs</p> <p>RSP/IS Island Adventure</p> <p>Science The Case of Kirsten K. Video presentation of The Case Of Kirsten K.</p> <p>Social Studies Econ-Tucker One Page Ap Econ- Graphing digital HW World-Trench Warfare Honors World- Trench Warfare Gov- Forms of Government Post AP Gov- Amendment Flow</p>
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<p>figure. This project asks students to research their figure, create a custom Facebook page, and present it to the class.</p>	<p>Chart U.S. History- WWII Atomic Bomb Philosophical Chairs APUSH- Founding Fathers Facebook Page</p>
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Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge 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>Roseland Charter is adamant about preparing students to be independent, critical thinkers. Here at Roseland Charter, one way we prepare all students for success in college and career readiness by enrolling them in the AVID program. AVID supports students in continuously improving their organizational skills and collaborating with one another daily. Interdisciplinary AVID strategies used at both sites include Socratic Seminars, where students inquire about a specific topic and then engage in a formal discussion. Students are required to think critically and provide evidence for their viewpoints. These discussions empower students to apply their knowledge, while also being exposed to other viewpoints.</p> <p>RUP Findings: Social Studies: Our teachers work hard to create projects that promote critical thinking and inquiry, as well as being personally meaningful to the student. In government class, senior year, students must choose a current political issue to research and take action on. Students research an issue they feel strongly about, then create a powerpoint presentation to demonstrate why it is important. In addition, students must also write to a member of Congress about their chosen political issue. This requires students to inquire and research what Congress member to reach out to, and apply their knowledge to create a formal letter. This project pushes students to think critically about a topic they are passionate about and take active steps to bring more awareness to the issue. By writing to a member of Congress, students are extending their learning into the local community and</p>	<p>charter-wide Evidence:</p> <p>Socratic Seminar</p> <p>RUP Evidence: Letters to Representatives Shea - Government - Writing to a Member of Congress</p>

communicating their gained knowledge.

Physical Education: In Physical Education, classes are ninth grade and twelfth grade mixed, allowing the upperclassmen to demonstrate their acquired knowledge. By having mixed grade classes, teachers are able to see student growth from grade level to grade level. When examining student work, it is apparent that students can apply their acquired knowledge to demonstrate their learning. As a final project, students are required to think critically about why physical exercise is important and create an exercise plan. This project gives students the opportunity to apply what they have learned throughout their high school experience, and communicate how to stay healthy. Since this is a relevant topic to students, they are passionate about thinking critically on what information is the most important to communicate.

Math: Roseland Charter is focused on offering Integrated Mathematics to students each year. As students progress, they must use their acquired knowledge to reach higher levels of thinking related to the real world. The evidence provided displays a student working through a real-world motion problem worksheet. Students must apply their knowledge of derivatives to a real-world word problem they may encounter. This allows students the opportunity to inquire what information is necessary to solve the problem and respond to a variety of differentiating factors. By incorporating different variables, students have more opportunities to show the application of their knowledge at a higher cognitive level. These activities that promote inquiry cross-curricularly, prepare students to be successful post-secondary.

Spanish: “Un dia en la vida de Maggie Simpson” is a work sample created by a Spanish 2 student. It covers the Common Core State Standards-*ELA Presentational (Writing, Speaking, Visually Representing)*. This comic illustration, using a variety of sentences using reflexive verbs, represents an intermediate level of this standard. The student used background knowledge of his/her first language to apply to the target language in a very familiar topic (*The Simpsons*) using a variety of sentences, complemented with drawing, which demonstrates a very clear understanding. These posters were appropriate for and engaging to an audience of

Physical Education

[Exercise Final](#)
[Year 2 PE Final](#)

Math

[Real-World Motion Problem Worksheet](#)

Foreign Language

[Un día en la vida de... comic strip \(applying acquired knowledge of reflexive verbs\)](#)

high school peers.

English

In English class, through the “Burning Issue” assignment, students have opportunities to engage in a real world situation through their engagement with a challenging, year-long research paper. Their research is conducted on a relevant issue such as the national health care crisis, airport security, school lunches, and sexual assault in college, among others. They are required to research the problem in-depth using a variety of sources, including written research, radio broadcast interviews, and personal interviews of people affected by or involved in the problem. Students have to apply background and cross curricular knowledge to create a proposal where the students themselves are active participants in solving the issue.

Leadership

Students’ application of acquired knowledge and skills is extended cross curricularly, including electives like Leadership. Students in Leadership must participate in creating and implementing a whole class activity that focuses on building leadership skills. Each student is responsible for organizing their invented activity based on background knowledge, and leading a discussion to further inquire about the leadership skills accessed. This multi-beneficial activity allows students to apply their acquired knowledge, as well as develop their interpersonal communication skills.

RCP Findings:

Art/Elective:

RCP Art students are guided in learning about famous artist self-portraits; they then move on to apply their newly found knowledge - along with their previously acquired knowledge of art principles - in the creation of their own self-portraits. Moreover, students are assigned a quarterly writing assignment in which they demonstrate and express all of their acquired knowledge, while often innovating new and unique ideas.

English

Formative assessments (student work samples) demonstrate the students’ ability to apply knowledge and skills that are

English

[AP English Language Burning Issue Instructions](#)
[Price Burning Issue Instructions](#)

Leadership

[Student Government - Leadership Lesson](#)

RCP Evidence:

Art/Elective

[Self Portrait Analysis](#)
[Principles of Design Worksheet](#)
[Art Critique Essay - high](#)
[Art Critique Essay - medium](#)

English

[10th Grade: Conjunctive Adverbs Grammar Worksheet](#)

<p>acquired in the classroom. These assessments range from minute grammar practices to lengthy literary analyses and reflections.</p> <p>Foreign Language The evidence demonstrates that students can apply acquired knowledge and skills through higher cognitive questioning that requires students to analyze information and to apply their knowledge to come up with the answer.</p> <p>Math Students are willing to work through challenging problems, and apply their knowledge. Students could use more practice with long-term/challenging problems that have multiple entry points.</p> <p>PE: Students acquired knowledge of proper squatting technique through a wide range of instructional methods: close reading an article, watching a video, and lastly listening to the instructor’s lecture of performing a perfect squat. The students then applied that knowledge by performing the activity and recording the results.</p> <p>Science: Students apply their knowledge of the formula for photosynthesis to explain a natural phenomena. Students extended their knowledge of photosynthesis to the anatomical structure of spinach leaf disks.</p> <p>Social Studies: Student work sample shows: <ul style="list-style-type: none"> Students show deeper learning Students show understanding of complex topics Students show deeper learning and recall in test and quizzes <p>U.S. History- Students perform research in order to complete a graphic organizer. Students research the role that the wealthy industrialists played during the Gilded Age. They are able to extend their learning by taking the point of view of an industrialist in order to answer questions.</p> <p>In AP US History, students are asked to write an in-class</p> </p>	<p>11: Current event activity from TNJC unit</p> <p>Foreign Language Independent work: research Group Work: poem writing Independent work: student analysis</p> <p>Math Math 1 - Parallel and Perpendicular Lines Writing</p> <p>PE (Teacher Instructions) How to Perform a Squat (Online Guide) How to Perform a Perfect Squat</p> <p>Science Photosynthesis Investigation</p> <p>Social Studies Econ-Article Review Ap Econ-Ch 11 Quiz Honors World and CP World-WWI Rubric Gov- Power Games AP Gov-Quiz U.S. History- The Men Who Built America APUSH- Gilded Age DBQ</p>
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<p>essay which addresses a document-based question prompt. Students have to incorporate their acquired knowledge along with critical thinking skills.</p>	
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Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. 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.*

C2.4. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

Findings	Supporting Evidence
N/A	

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 preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Roseland provides a rigorous, relevant learning experience that is tied to the charter's college readiness culture. All students are supported in taking and completing A-G courses, and the charter has adopted numerous programs and policies that provide all students with the opportunity to realize the charter's college-readiness goals. AVID practices and philosophy--which include WICOR, real-world skills development, and a college-going culture--are woven throughout instruction at the Roseland Charter. The values and philosophy of ASP, which emphasize student-centered learning, the school as an area of expertise, equity, participation & risk-taking, trust, and respect, are cornerstones of the learning experience here. All core content is tied directly to state and national standards, and teachers hold their students to high expectations with appropriate scaffolding. Teachers utilize a variety of technological tools to enhance student learning, and students use technology daily (the charter is one-to-one) as a part of a 21st century curriculum. Teachers have been trained in and utilize a variety of instructional strategies and engagement strategies as a means to reach all students and their various learning styles, and to hold students accountable for their learning. Schoolwide and department agreements in literacy, numeracy, and other content-related ways help to ensure consistency in curriculum and instruction.

Prioritize the strengths and areas for growth for Category C.

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

- Student-led, project-based learning directed by student interest and inquiry being conducted across content areas
- charter-wide use of technology includes consistent use of Google Classroom, one-to-one technology, Google Docs, multimedia presentations, Quizlet, and many other applications
- Most teachers communicate clear expectations to students by using examples, models, step-by-step assignments, etc.
- Most students using agendas/planners to keep track of important dates and assignments
- Effective research skills are being practiced in all content areas (charter-wide)
- Formal writing assignments in all subjects are being implemented charter-wide and exemplify a cross-curricular focus on literacy.
- The schoolwide (in both English and Spanish) Poetry Out Loud contest at both sites

improves student presentation skills, poetry analysis, self-empowerment, and on-site community building.

- Soft-skill development: public speaking, social-emotional awareness, executive functioning skills
- Schoolwide AVID program helps students with college readiness.
- Positive school culture enhances instruction.
- Strong charter-wide literacy initiatives practiced schoolwide - Close Reading, vocabulary instruction, process writing, schoolwide writing rubric.

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

- RCP is questioning the efficacy of [AVID](#) schoolwide and is examining whether or not to make it targeted for a specific population of its student body.
- Continue to develop both designated ELD programs, and integrated ELD strategies across all content areas. Additional professional development is needed for designated ELD teachers.
- Utilize IA's to push into classes for the specific purpose of supporting ELL students and students with IEPs
- Many incoming 9th graders are coming in with reading levels that are below grade level, some of these students are very far below grade level.
- Many incoming 9th graders are coming in with math levels that are below grade level, some of these students are very far below grade level.
- Need for more elective courses to offer students opportunities for learning beyond core classes.

Category D: Standards-based Student Learning: Assessment and Accountability

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

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

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 effect 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

Professionally Acceptable Assessment Process

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

D1.1. Prompt: *Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
<p>charter-wide Findings</p> <p>At Roseland Charter, we use the CAASPP website to administer the SBAC interim tests to our students, which helps inform us of the students’ strengths and growth areas for college readiness. We also administer the STAR Reading, Spanish, and Math assessments throughout the year to synthesize data collection of our students in order to disseminate the data to all concerned parties. Any previously unassessed students who speak a language other than English at home take the ELPAC Initial Assessment to determine their English proficiency levels in listening, reading, writing, and speaking, and to place them in the appropriate level classes. All designated English Learners take the yearly ELPAC Summative Assessment in the Spring to assess their progress and to determine whether they are ready to be</p>	<p>charter-wide Evidence</p> <p>RUP AP 5 Year Score Summary</p> <p>RUP AP Score Summary (2019)</p> <p>RCP AP Score Summary (2019)</p> <p>RCS ELPAC & Language Status</p> <p>RCS SBAC Data 2018-19</p> <p>RCS STAR Math Longitudinal Report Fall 2019</p> <p>RCS STAR Reading Longitudinal Report Fall 2019</p>

redesignated.

Each site offers AP classes in Economics, US History, and Spanish and English Language. Students take AP exams at the end of the year.

The Schoolwide Writing Rubric is used to assess formal writing assignments across the charter. Also, there is a schoolwide no-late work policy for 11th and 12th graders.

Time for data assessment and troubleshooting is built into the bi-monthly School as a Whole (SAW) meetings where staff meets in departments, across grade levels, and as a whole school to discuss findings and create interventions.

RUP Findings

English: Teachers use reading quizzes, vocabulary tests, quick writes, and formal writing assignments to assess students’ growth and knowledge.

Math: The Math department uses varied assessment strategies to monitor students’ progress towards goals. These assessments include: daily informal verbal checks, exit slips, warm-up activities, quizzes, tests, oral assessments, and projects. The math department implements California Common Core standards and uses the standards as a framework to guide assessment goals and outcomes. Each unit is structured around the content areas put forth by California state standards, and assessments are designed to evaluate students’ growth in these areas. Quizzes are given frequently and tests are given at the end of each unit, as well as final assessments at the end of each semester. Other methods of assessments such as projects and oral presentations are given to address students’ unique learning needs.

Science: The department-wide benchmark is given throughout each school year to track student progress. Teachers attended professional development training on Argument Driven Inquiry (ADI) strategies, which have been implemented in Biology and Chemistry courses. Through the ADI process, students self and peer-assess their progress in combination with teacher feedback.

History: The Social Studies department has bi-annual benchmarks for coursework to analyze performance. The

[RCP Wed. SAW notes](#)

RUP Evidence

English:

[RUP STAR Reading Summary Report Fall 2019](#)

Math:

[RUP STAR Math Summary Report Fall 2019](#)

Calculus project (summative assessment)

[Rubric](#)

[High Example](#)

[Medium Example](#)

[Low Example](#)

Math III Statistics Project (formative assessment)

[Rubric](#)

[High Example](#)

[Medium Example](#)

[Low Example](#)

Math I Quiz (formative assessment)

[Low Example](#)

[Medium Example](#)

[High Example](#)

Science:

[ADI strategies](#)

[Argument Whiteboards as formative assessment](#)

schoolwide writing rubric is used to assess writing. Teachers also use schoolwise to assess student completion rates and comprehension for each classwork and homework assessment.

PE: The PE department utilizes a stretch quiz, unit tests, and formal and informal assessments during skills, drills, games, reports and projects.

Foreign Language:

The Spanish department uses the Diagnostic Test at the beginning of the year for placing students in classes based on proficiency level, and Star Spanish results twice a year in October and March to determine students' strengths and growth areas. Throughout the year, student progress is also assessed through warm-up activities, regular verbal checks, exit tickets, quizzes, tests, oral and written assessments, oral presentations, and research projects. The AP tests at the end of the year provides a cumulative assessment.

Art/Elective:

AVID: AVID students are assessed based upon their ability to get and stay organized through binder checks. AVID students are assessed upon their ability to plan and schedule their time effectively based on planner and grade checks.

RSP/IS:

RSP: RSP Grade checks and progress monitoring allows students to be accountable for their grades. Students take IEP assessments, as well as participate in IEP meetings with staff and families.

IS: The Independent Study packet is given to IS students, which includes all of their assignments in each subject area. Students grades are assessed by RSP and IS teachers based on their assignment scores.

RCP Findings:

English

The English department uses baseline, mid-level, and final benchmark assessments score reports to analyze and report student performance data to all stakeholders through the use of Grammarly, Schoolwise Gradebook, and parent phone calls. Professional development time as well as School as a

History:

[Benchmarks](#)
[Schoolwide rubric](#)

PE:

[Stretch Quiz](#)
Unit test
Skills/Drills assessment
Reports

Foreign Language:

[Beginning of the year assessment](#)
[Diagnostic test:](#)
[Star360 in Spanish](#)
[AP Spanish Benchmark April](#)

Art/Elective:

AVID:
[AVID Organizational check](#)
AVID Agenda Check
[AVID 9 Binder Check](#)

RSP:

[Grades Checks](#)
IEP Progress on Goals

IS:

[Independent Study monthly packet](#)

RCP Evidence:

English
[AP Eng/Lang Benchmark](#)

Whole (SAW) time is used to analyze data.

Math

Students are assessed quarterly by a combination of SBAC Interim tests, teacher-created benchmarks, and formative assessments. Parent letters are sent home for struggling students. Department time is given to discuss student achievement across grade-levels and courses.

Science

Schoolwise displays student performance data to all stakeholders- parents, students, teachers, and admin. Tests and quizzes are graded and returned to students so they are aware of their progress.

History

Teachers have a variety of assessment types in the history department. The students have detailed grade reports that break down their strengths and their weaknesses and are available to the students and their parents through the online grade book.

PE

Fitnessgram testing is used to assess students cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Foreign Language

Throughout the year, student progress is also assessed through warm-up activities, regular verbal checks, exit tickets, quizzes, tests, oral and written assessments, oral presentations, and research projects. AP tests at the end of the year provides a cumulative assessment.

RSP/IS

The Independent Study packet is given to the IS students, which includes all of their assignments in each subject area. Students grades are assessed by RSP and IS teachers based on their assignment scores.

Art/Electives:

AVID: AVID students are assessed with binder checks to monitor their organization. AVID teachers use grade checks and planner checks to assess students' ability to plan and schedule their time effectively.

Math

[Winter Benchmark](#)
[XL Diagnostics](#)

Science

Schoolwise Gradebook Portal

History

Student Grade Report- AP
Econ
APUSH- Student grade Report

PE

[PE Fitnessgram results example](#)

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>charter-wide Findings: Assessment data is analyzed in department and grade level collaboration meetings for instructional planning. These meetings take place twice a month on Wednesdays during SAW time.</p> <p>There are schoolwide agreements and systems that help to establish consistency with grading which include the following: Schoolwide Writing Rubric, Late Work Policy, Portfolio/Advisory grading, recording grades in Schoolwise, trainings and discussions on number of assignments and weighting.</p> <p>RUP Findings: English Teachers use the schoolwide writing rubric and/or the Advanced Placement Scoring Guide, as well as STAR Reading Level Assessment, and SBAC Interim Blocks to monitor students’ growth and progress throughout the year.</p> <p>Math Staff uses online assignment technology called Math XL and Math IXL. This ensures consistency and objectivity in grading of all students. It also provides instant feedback for students, so that students can immediately address their mistakes and misconceptions. For Math XL, students are given a set number of problems (all students receive the same problems). There are two features: built-in tutorials and “help me with this example” that help students complete problems. For Math IXL, students are given adapted assignments. That is, they are assigned different problems based on the problems they answer correctly and incorrectly. All students are able to achieve 100% on the assignment by answering more questions. Every math teacher utilizes these programs, therefore promoting consistency of expectations and grading.</p> <p>Science Within each science class, knowledge is assessed through standardized unit tests, quizzes, labs, and projects. Follow up</p>	<p>charter-wide Evidence: RCP Wed. SAW notes RUP SAW Notes 18-19 Schoolwide rubric RUP Quick Guide to Agreements RCP Quick Guide to Agreements Advisory Syllabus Department agreements</p> <p>RUP Evidence: English AP Eng Lang Benchmark Reporting STAR 360 Reading Level Growth Results</p> <p>Math Math XL: Gradebook example Math XL: View an Example (Tutorial) Math IXL: Overview of Students Math IXL: Progress and Growth</p> <p>Science NGSS standards</p>

<p>lessons are given if level of understanding is not attained. Grading categories and scales are consistent throughout classes.</p> <p>History For World History, all instructions incorporate a student-driven research project for WW1. There is a universal rubric to score this research project. Unit tests and writing assignments are standardized across classes.</p> <p>PE Standardized class grading scale and policies determine the grades for the student for each semester.</p> <p>Foreign Language Spanish AP classes use College Board Rubrics to align with the assessment and expectations of these classes. The STAR Spanish assessment is used as a diagnostic test.</p> <p>Art/Elective AVID: AVID utilizes the schoolwide writing rubric, schoolwide agreements around number of assignments within a grading period (maximum numbers and minimum numbers), and schoolwide agreements around recording grades in Schoolwise.</p> <p>RSP/IS School systems provide consistent view of student progress and performance levels.</p> <p>RCP Findings:</p> <p>English The school instructional staff uses class and schoolwide writing rubrics based on CCSS ELA & Literacy Standards to determine students' growth and performance levels with regards to writing. The school also uses schoolwide academic agreements to ensure consistency across and within grade levels and content areas.</p> <p>Math Assessments are created through staff and administration collaboration based on CCSS standards for math. The math department uses common assessments for each course, as well as STAR 360 and SBAC interims quarterly. Grade scales are common throughout each course, and are outlined in the course syllabus. Students and families can</p>	<p>History WWI Project National History Day</p> <p>PE PE policies and procedures</p> <p>Foreign language AP Spanish rubrics Star360 Spanish</p> <p>RCP Evidence: ASP meeting Steering notes</p> <p>English Class Writing Rubric Schoolwide agreements</p> <p>Math Grading in Syllabus</p>
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<p>view grades on Schoolwise, which are updated weekly.</p> <p>Science Instructional staff creates weighted categories for their gradebooks during staff-wide training and discussion to ensure consistency across the grade levels and departments.</p> <p>History The history department works together to determine consistent grading procedures, rubrics, and the weighted value of different types of work. Participation is highly valued in history class. Students are provided with clear grading policies. Students are provided with the grading categories in the syllabus which the parents read and sign. Students and parents can also view and access the grading categories through Schoolwise.</p> <p>PE PE assessments and grades are based on the Physical Education California State Standards. Students take baseline skills assessments during the year and set goals based on the results (e.g. mile run time, push up, etc.).</p> <p>Foreign Language The Spanish department uses a diagnostic test at the beginning of the year for placing students in classes based on proficiency level. Throughout the year, student progress is also assessed through warm-up activities, regular verbal checks, exit tickets, quizzes, tests, oral and written assessments, oral presentations, and research projects.</p> <p>IS Independent study students' classroom grades are monitored with bi-weekly grade checks. Their independent study packets are assessed at the end of every learning period.</p>	<p>Science Weighted Categories Gradebook Schoolwise Student</p> <p>History Schoolwise Grading Categories US History History Yearly Progress World Syllabus</p> <p>PE PE Pickleball unit</p>
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, 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 schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>charter-wide Findings: RUP and RCP have a common CST process to refer students and devise plans to provide wraparound services. The charter uses Alumni feedback to assess college and post-secondary preparedness. The charter uses grade-level time during SAW to compare assessment results and ensure consistency across grade levels. The Director of College and Career Counseling at each site regularly monitor completion of requirements and credits necessary for graduation and college acceptance for all students</p> <p>RUP Findings: Art/Electives AVID: In AVID, students and teachers enter into a student/teacher contract that focuses on areas of growth and strength for each individual student. The student and teacher use this contract as a benchmark to gauge their progress and how to achieve their goals.</p> <p>English Teachers use test results to determine students' initial ELA skills and continue to follow and monitor their progress throughout the year. The test results allow teachers to engage with students on the necessary and proper level to reach students in the most effective manner while allowing teachers to pinpoint areas to focus upon and areas where students have background knowledge and understanding.</p> <p>Foreign Language: Foreign Language classes use online resources such as quizlet to check for understanding and growth in the content material as well as via one on one meetings to review assessment results to determine their areas of strength and growth. This allows teachers to monitor progress year round as well as allowing the student to be an</p>	<p>charter-wide Evidence: RCP Wed. SAW notes RUP SAW Notes 18-19</p> <p>RUP Findings: Art/Electives Student-Teacher Contract</p> <p>English STAR 360 Reading Level Growth Results AP Eng Lang Benchmark Reporting</p> <p>Foreign language: Vhlcentral.com Quizlet Benchmarks Students Reflection and goal setting</p>

<p>active participant in their education.</p> <p>History The Social Studies department uses benchmarks to determine student understanding of content material as well as focusing on areas of growth and improvement through a variety of rubrics and assessments measuring both hard and soft skills. The Social Studies department uses universal projects and rubrics to engage all students in learning.</p> <p>PE Assessment of students' knowledge of content is evaluated progressively and laterally throughout the department. The Schoolwise grading system allows the students to follow their grades during each quarter/semester. The grading scale, policy, and mission statement for PE help the student to understand what is expected of them.</p> <p>Science Department-wide benchmark exams are given to all enrolled students to track progress. Rubric are used to evaluate students' level of questioning, inquiry, explanation, and reasoning, as well as writing process.</p> <p>RSP RSP uses IEP meetings to assess student skills, challenges, and devise a plan for accommodations. Directed studies monitor grades and test scores to determine what kinds of supports and interventions are needed for each individual student.</p> <p>Math The math department uses Math IXL to monitor student progress towards goals, as well as biannual STAR assessments. The results for STAR assessment are used to determine which students need mathematical</p>	<p>History Economics Benchmarks History Presentation Rubric Writing Rubric WWI Project</p> <p>PE pickleball stretch quiz PE grading policy basketball test</p> <p>Science science department data analysis benchmark science lab report rubric</p> <p>RSP Grade Check sample</p> <p>Math Math IXL Grade-Level Topics Individual Skill Chart Overview of Student Progress Progress and Growth</p>
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intervention. These students are provided with supplementary material and guidance from Instructional Assistants. In addition to standardized tests, the math department uses the same assessments across grade levels (i.e. all Math II classes take the same in-class tests).

RCP Findings

Concerns over student performance are addressed in many ways. Staff members bring concerns to Steering meetings and are then directed to SAW, admin, ad hocs, etc.. During SAW, we have cross department meetings to discuss how to best support student needs. For example, many students were struggling with dimensional analysis in Chemistry, so the science and math teachers met to discuss how to support that unit in math classes.

Additionally, teachers evaluate the progress of their students within each class. If there are students that are particularly concerning, the teacher fills out a CST referral and that student is evaluated by the team for additional services and/or next steps.

English

Teachers use Schoolwise gradebook to monitor students' growth and progress toward meeting learner outcomes, academic standards, and college/career readiness indicators. The school also uses a schoolwide writing rubric to determine students' writing grades.

Math

Teachers have access to various methods to monitor student progress throughout the course of the school year, such as IXL and online assignments through the Big Ideas textbook. Teachers can then communicate with parents, students, and administration on the progress of the students.

[Skills Practiced](#)

RCP Evidence

English

[Screenshot of gradebook](#)
[Schoolwide writing rubric](#)

Math

[IXL Diagnostics](#)
[Gradebook snapshot](#)

<p>Science Schoolwise gradebook keeps a running record of all students’ progress across content areas. 2018-19 was the first year of the operational CAST. Moving forward, the science department will analyze the results of the CAST and plan instruction based on students’ needs.</p> <p>History Quarterly assessments based on the California state standards for Social Science help monitor student learning and growth. The AP course gradebook demonstrates rigorous academic standards that follow the pace and description of the syllabus.</p> <p>PE The PE department tracks and records a baseline as well as improvements in physical fitness and performance as it pertains to the 5 major components of fitness.</p>	<p>Science Schoolwise Gradebook</p> <p>History World Quarter 2 Grade Book Screen Shot APUSH- Letter Grade Book</p> <p>PE PE Fitnessgram</p>
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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 of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence
N/A	

Assessment of Program Areas

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

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>schoolwide/charter-wide: The Director of College and Career Counseling at both sites regularly monitors completion of requirements and credits necessary for graduation and college acceptance for all students.</p> <p>RUP Findings Art/Electives: AVID: Students meet with AVID teacher to determine their path to graduation. Students must determine areas for growth in order to achieve their goals of H.S. graduation and/or college readiness.</p> <p>English: The English department creates relevant, challenging, and real-world assignments and assessments to prepare students for post-secondary success. Problem-posing, collaborative, student-centered assignments such as the service learning project prepare students to be critical thinking members of society.</p> <p>Foreign Language: The Foreign Language Department creates and establishes relevant homework, class work, and formative assessment tasks based on relevant real-world skills and scenarios.</p> <p>History: Teachers use current events and issues to connect to course material through a variety of formats. Through these assessments, students are able to learn, practice and hone their political and financial literacy that will translate to life after RUP. Students will also use relevant forms of technology to be prepared for life and careers in an ever expanding digital world.</p> <p>Math The Math department meets bi-monthly to discuss student progress, instructional strategies, and vertical alignment. The Math department adheres to the math department agreements, which indicate number of assignments per quarter, appropriate utilization of class time, and implementation of required reading/writing activities throughout the year.</p>	<p>Under 2.0 letter Progress Report and Semester Report Card Monitoring D and F list Honor Roll List</p> <p>RUP Evidence:</p> <p>Foreign language: Narrative Writing Fashion Show Post card</p> <p>History Current Events Budget Project Homework/Classwork Rubric Roman Documentary 1984</p> <p>Math Math Department meeting minutes (example) Math Department Agreement</p>

<p>AVID Students meet with AVID teachers to determine their path to graduation.</p> <p>PE Observations by our school leadership and peer observations help the PE department adjust and correct their curriculum during the year. Formal and informal adjustments are made daily, weekly, and quarterly to ensure that the student is understanding the material and it is authentic to the student.</p> <p>Science The Science Ad-hoc meets regularly to discuss and determine progress and needs. Members include teachers and administrators from middle and high school. Site members also collaborate on alignment of curriculum and background knowledge to allow for greater student success and assimilation.</p> <p>RSP The Special Education team consisting of the District Special Education Director and all SPED teachers of the charter, middle through high school, meet throughout the year to align programs based on student needs, achievement, and compliance.</p> <p>RCP Findings Every year, there is a staff training and discussion where agreements are made regarding gradebook set-up (assignments per category, weighted categories, etc.). The Director of College and Career Counseling monitors graduation credits and course completion for each student. Students also meet with teachers and the Director of College and Career Counseling to discuss options for retaking A-G courses to remain 4 year eligible.</p> <p>English Teachers and administrators work closely to assess student proficiency and program effectiveness. This data is used to place students in settings that will best accommodate their needs.</p> <p>Math The math department meets at the end of the year to discuss</p>	<p>PE Admin Evaluations Peer Observations Unit reflections:formal and informal</p> <p>Science Science ad-hoc meeting agenda</p> <p>RSP Sample SPED meeting agenda</p> <p>RCP Evidence</p> <p>English Rising Class Placement Suggestions</p> <p>Math Graduation Requirements</p>
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<p>curriculum pacing guides for the upcoming school years, and to reflect on previous course success and challenges. Students meet with the Director of College and Career Counseling each year to discuss their track for graduation and college readiness.</p> <p>Science Syllabus includes clear grading and homework policies. Science Ad-hoc meets regularly to discuss and determine progress and needs. Members include teachers and administrators from middle and high school. Site members also collaborate on alignment of curriculum and background knowledge to allow for greater student success and assimilation.</p> <p>History The school clearly explains graduation requirements every year and each teacher has them displayed in their classroom and can address any students concerns related to their subject. The course syllabus outline requirements for course completion and graduation.</p> <p>PE The PE syllabus clearly covers many of the requirements including homework, credits, expectations as well as grading policies and is reviewed by school leadership.</p>	<p>Science Chem Syllabus Anatomy and Physiology Course Description</p> <p>History Graduation Requirements</p> <p>PE PE Syllabus</p>
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Schoolwide Modifications Based on Assessment Results

D1.5. 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.

D1.5. 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
<p>charter-wide Findings: charter-wide the Accelerated Schools Plus (ASP) Process is used as a method to involve all stakeholders in devising action plans that are used to inform the creation of the LCAP.</p> <p>Based on teacher observation, the ACES assessment, Review 360, and the Healthy Kids Survey, there was an identified need to address student social emotional health.</p>	<p>charter-wide Evidence California Healthy Kids Survey 2015-2016 Social Emotional Standards PBIS website for interventions Professional development days</p>

The K-12 social emotional cadre was created and developed the charter-wide practice of using the Positive Behavior Interventions and Supports (PBIS) website to identify, track, and address student behavior. The cadre also created professional development training on Social Emotional skills that teachers have attended. Based on this training, teachers have implemented social emotional skill activities across the charter.

Several teachers charter-wide have also attended a trip to the Museum of Tolerance in Los Angeles which focuses on building compassion, empathy, and implementation of social justice within the classroom.

Based on trend findings from state assessments, ACT and charter-wide benchmarks, science has been identified as a challenge area across the charter. In order to address this challenge area, the Science Adhoc was created to discuss data and create an action plan for improving science skills across the charter. This group also worked to address the rollout of the new NGSS standards for Science. Additionally, Biology and Chemistry instructors attended an Argument Driven Inquiry Professional Development training and purchased materials for the implementation of the Argument Driven Inquiry method charter-wide. Argument Driven Inquiry focuses on improving overall critical thinking skills and shifts the focus to science and engineering skills rather than memorization of science information. Students go through the inquiry process to better access the curriculum in a way that requires them to look at data, develop claims, and support those claims with evidence. Instructors have begun implementing activities and lab reports that are based in argumentation and inquiry. Science classes receive an additional budget for lab materials and hands on activities.

RUP Findings

At RUP, there has been a focus on Executive Functioning Skills. The staff received a training on Executive Functioning Skills during a SAW meeting and teachers received posters of each Executive Functioning Skills to place in their classrooms. Teachers have been emphasizing these skills as a way to improve access to their regular curriculum.

Science

RUP has partnered with SSU to implement their new freshman level science class. This is a STEM class called Learning by Making. This partnering and process includes

[Science Adhoc Agenda](#)
[ADI Assessment of Writing Rubric](#)
[Copy of example Lab Report](#)

RUP Evidence
[Executive Functioning Skills](#)

Science
[Learning by Making website through SSU](#)

<p>multiple Saturday trainings for the teacher as well as a week training during the summer. The class focuses on 21st century learning skills such as coding, circuitry, electronics, and scientific investigation.</p> <p>PE For PE, the leadership of the school reviews grades and outcomes to ensure that the curriculum is on track and successful. Professional development from admin and the teacher help guide the instruction in a progressive and successful direction.</p> <p>Foreign language: Star Spanish results direct changes in the school program as it demonstrates students' reading levels at the beginning and towards the end of each school year for every student taking Spanish.</p> <p>RCP Findings English: Based on student work, teachers and administration have developed a schoolwide tutoring system (before school and after school) to aid in their development of writing. Teachers use written feedback on students' work as a way to support student achievement as well as to monitor their development as writers.</p> <p>Math: Based on the data of students struggling in math, the tutoring program has been implemented and is offered twice a week before school.</p> <p>History: The cumulative final shows that students are tested not only for subject knowledge but for retention over time. The results are used as only 10% of the students semester grade but fully utilized by the teacher to see what the students retained the best and where curriculum need to be modified or remade. The Exit Ticket provides quick feedback to the teacher while assessing what the student understands.</p> <p>PE: PE courses run baseline tests for students on a number of health components. These results help guide instruction on</p>	<p>PE Class observations and outcomes for each semester and yearFitness gram testing scores.pdf</p> <p>Foreign language: Star360</p> <p>RCP Evidence Tutoring Flyer (incl. Writing Lab) Essay w/ comments and feedback</p> <p>History December final exam world APUSH- Exit Ticket</p> <p>PE: PE Fitnessgram</p>
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what needs further focus.	
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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

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>charter-wide Findings:</p> <p>Teachers regularly meet in grade levels, departments, ASP groups during SAW and/or release days to analyze assessment data and to plan instruction to improve student achievement. State testing data and local assessments (benchmarks, STAR Reading/Math, etc.) are utilized for this purpose. This year (19-20) will be the first year science state testing (CAST) results will be available for analysis.</p> <p>The LCAP Annual Update for the Charter is shared with staff each year to show the progress of the Expected Measurable Outcomes and level of implementation of planned actions.</p> <p>Statewide Physical Fitness assessments (Fitness Gram) are mailed home to parents and are shared at board meetings.</p> <p>The gradebook through Schoolwise is available to all students, parents, and staff at all times (including previous years) so stakeholders can track progress and performance for the student as a whole or in individual classes. In addition, student's state testing reports are available through this platform.</p> <p>All students complete a portfolio each year based on the Student Learner Outcomes. Students use evidence to write</p>	<p>charter-wide Evidence:</p> <p>Post Secondary Ad Hoc Inquiry</p> <p>Lit Ad Hoc Action Plan</p> <p>12th Grade Level Meeting Agenda</p> <p>LCAP Annual Update - sharing</p> <p>PE Fitnessgram</p> <p>Schoolwise</p> <p>RUP Portfolio Packet</p> <p>RUP AVID Site Team minutes 18-19</p> <p>Under 2.0 letter</p>

<p>justifications that support meeting the SLO's.</p> <p>The AVID Site Team meets monthly to share about the progress of each AVID grade level, ensuring consistency and progression from grade level to grade level. During SAW, AVID teachers communicate and work with all teachers quarterly to discuss student performance.</p> <p>Below 2.0 letters are mailed home to parents every six weeks to inform parents if their child is falling behind in their classes.</p> <p>Annual IEP meetings are held for our Students With Disabilities. These meetings include progress on IEP goals and assessments.</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
N/A	N/A

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative 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 approaches. (This may include 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
<p>RUP Findings</p> <p>Art/Electives</p> <p>AVID</p> <p>In the AVID 9 College, Major, Career project students are provided formative assessment of their progress as they go along. AVID requires organizational checks weekly. Students who are disorganized must use the time to organize themselves.</p> <p>Speech: Students in speech are required to complete four speeches of increasing difficulty throughout the year. The rubric changes depending upon the type of speech given.</p> <p>English</p> <p>Teachers use the STAR Reading benchmark assessments to guide, modify and adjust our curriculum. Teachers regularly meet as a department to discuss student challenges and</p>	<p>RUP Evidence</p> <p>AVID Elective</p> <p>AVID 9 College, etc. Notes (A) AVID 9 College, etc. Notes (A) AVID 9 College Notes (A) AVID 9 College, etc. Notes (A) AVID 9 College, etc. Notes (A) AVID 9 College, etc. Notes (A) AVID 9 College, Major, Career Project (A) AVID 9, College, Major, Career Project (B) AVID 9 College, etc. Notes (B) AVID 9 College, Major, Career Project ©</p>

areas of need. Based on writing assignments, tests, and anecdotal evidence, teachers review material, provide interventions, and collaborate to create best practice assignments. The English department implements a writing process for written assignments: rough draft, peer edits, and final drafts. This allows teachers to monitor their progress while they complete the assignment and offer feedback during various stages of their writing.

Foreign Language

College Reports allow AP Teachers to see overall results and make broad decisions about areas of curriculum that need more attention.

Students provide feedback to teachers about different curriculum areas through course evaluations.

History

Teachers use a variety of formative and summative assessments to gauge understanding, areas of growth and areas of strength. Some examples of formative assessments would be quick writes, exit tickets, and pre tests. The History department implements a writing process for written assignments: rough draft, peer edits, and final drafts. This allows teachers to monitor their progress while they complete the assignment and offer feedback during various stages of their writing.

Math

Formative assessments are scored and analyzed using rubrics. Results are recorded and further instruction is planned based on students' scores. For this particular assessment, a follow-up activity was created to address students' needs.

Informal in-class assessments are used to modify instruction and plan future learning activities. Informal assessments include verbal check-ins, warm-up activities, individual and group whiteboard assessments.

Per math department agreement, all assignments are graded within two weeks. Feedback is reported to students and grades are entered within two weeks. The Math department also requires students to complete self-assessments and reflect on their work and progress. Self-assessments include students completing test corrections, answering reflection questions on assignments, as well as meeting with instructors

[AVID organizational check](#)

Speech Elective

[Speech Rubric](#)

English

[STAR 360](#)

Foreign language:

[College Board Report for AP](#)

[Spanish Exam.](#)

[College Board Instructional](#)

[Planning Report for AP](#)

[Spanish Exam](#)

[-Students' evaluation of the class](#)

History

Economics and You - Quick Write

Math

Calculus Formative

Assessment/Rubric/Analysis

[Formal Assessment](#)

[Formal Assessment Rubric](#)

[Example of Formal](#)

[Assessment Analysis](#)

[Follow-Up Learning Activity](#)

[Informal Assessment](#)

Math I: [Student Feedback](#)

Calculus: Self-assessment and meeting for feedback.

[Self-Assessment Activity](#)

[Teacher meeting and feedback](#)

(video)

<p>to reflect on performance and progress.</p> <p>Science Lab report rubrics are used to assess student progress throughout their high school tenure.</p> <p>PE Grades are updated every Friday to ensure that the grade the student views is correct. Feedback is given every day in class via conversation, written, email, or phone call. The student is always up to speed with what is expected and what is needed to correct the grade in order to have the best possible outcome for the class.</p> <p>RCP Findings English Results from formative and summative assessments show student strengths and weaknesses; this data is used to modify or adjust instruction.</p> <p>Math Mid project assessments are used to confirm that students are understanding the steps towards completing formal financial statements.</p> <p>Teachers communicate with students in various ways: during class with the whole group, small groups during class time or outside of class, and individually in a confidential way (as shown on the quiz feedback attached).</p> <p>Science Exit Tickets are used to assess understanding after each day of class. Google Classroom enables teachers to provide each student with immediate feedback; students can respond to comments and suggestions with questions or can resolve feedback right away. Teachers also monitor student progress while students are working.</p> <p>History All teachers give two summative assessments, one in December and one in May. Teachers use the grades to guide the next years' instruction. Teachers return all work graded up to three weeks after received (essays). Check ins, improvement in writing skills, and final cumulative works, show this best.</p>	<p>Science science lab report rubric</p> <p>RCP Evidence English Root Word Test No Red Ink Quiz Data</p> <p>Math Monopoly - Trial Balance Math check-in</p> <p>Science Density Exit Ticket Google Classroom Student Work</p> <p>History Final exam AP U.S. History- Sinking of the History USS Maine Activity U.S. History- Sinking of the USS Maine 2 Final Exam Government</p>
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<p>Physical Education Based on previously acquired data from our fitnessgram tests over the years we are able to adjust our approach to progressive training of the components of fitness. Students are asked to complete unit reflections. The reflection includes a demonstration of understanding for some core concepts and skills of that unit as well as the students personal struggles or success with the unit.</p> <p>Foreign Language Schoolwise is used for students, parents and staff to monitor students' progress.</p>	<p>APUSH-Monitor Grade in Class</p> <p>Physical Education PE Fitnessgram table PE Pickleball unit</p> <p>Foreign language Schoolwise</p>
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Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. 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 teacher and student feedback.*

Findings	Supporting Evidence
<p>Focus Group interviews: Across the charter, student focus groups were interviewed to evaluate the extent to which students understand expectations of student performance and learner outcomes. The following questions were asked.</p> <ol style="list-style-type: none"> 1) How are you showing your writing and reading skills in all of your classes, not just English? 2) How are you using the skills you have learned in math to prepare you for your future? 3) How is your school addressing your social-emotional needs? 4) What additional opportunities would you want your school to offer? <p>charter-wide Responses: Writing and reading: Cornell notes, MLA Format for essays, essay writing in many classes, reading in all classes, projects</p>	<p>Student/Parent Focus Groups - RUP and RCP</p>

that require research and synthesis of information

Math: Banking, making food, measuring, calculating costs and discounts, budgeting, preparing for a career involving math, budgeting

Social/Emotional Needs: Teachers and staff are very supportive; sometimes students want to discuss problems with friends not adults; sometimes advice from adults is not helpful OR students don't take the advice; students feel it's important to connect with teachers; the school makes efforts to reach students; would like to be checked in on more often by a staff member; students feel that someone is always there if they need them.

Additional Opportunities that students would like: More sports (softball, football, cheerleading, girl's football), music, more clubs (minorities, LGBT, clubs for scholarships), other languages, extra-curricular activities outside of school connecting community, life skills (credit scores, taxes, insurance, money management), classes that focus on career; career connected activities, more electives.

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 preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

All teachers charter-wide utilize formative standards-based assessments, or benchmarks, to guide instruction, with common assessments being widespread, but not yet universal across departments. These assessments are agreed upon and evaluated through the ASP process, a process used charter-wide to evaluate the effectiveness of the action plans and agreements. Site based ASP groups then designate resource allocation and professional development through the LCAP process.

Assessment results are discussed at SAW meetings where our professional learning communities, or ASP groups, drive curricular and instructional decisions. Though we are really good at big wheel solutions and developing action plans, and provide collaboration time during SAW, ASP group work, grade level and department time, we lack a system for data analysis and data informed collaboration. This is made more difficult within small departments, sometimes consisting of one member.

Based on our need to focus on math intervention, STAR Math assessment results through the Renaissance Learning platform are used to place students in math intervention groups charter-wide.

Other forms of assessment of classroom instruction include real life projects with rubrics, peer observations, and admin observations through the evaluation process.

Other Charter and schoolwide programs being assessed include our AVID program, the College and Career process, SEL work, and Student Learner Outcomes through the Portfolio process.

Students and families are informed of their academic progress through the use of the online gradebook system called Schoolwise. Services are distributed to students in need of further academic and social-emotional support through the CST process.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Students and parents have access to assignments, grades, and state testing results online.

- Progress reports and report cards are mailed home quarterly. Below 2.0 letter is mailed home 3 times a year for RUP and quarterly for RCP.
- During Parent University and Rising class meetings students and parents learn of their progress with graduation/college requirements.
- We use assessment data to place students in some classes such as Spanish and ELD.
- All students have the opportunity to participate in high level rigorous classes.
- We utilize a wide range of assessment strategies.
- Teachers implement differentiated tests and assessments for students with IEPs and/or are English Learners
- We use a schoolwide rubric for grading writing.
- STAR and other local assessment data in Math is used to determine students needing Math intervention.
- In AVID classes (which all students take), students regularly check their grades and are required to communicate with their teachers. Directed Studies does this as well.
- RUP - some teachers (AVID, Spanish) have one on one goal setting meetings with students after assessments
- Students have open and honest conversations with staff on a regular basis. Staff seek support from CSTs and/or community resources to support the students.
- Determining student needs (basic, SEL) that affect learning

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Many departments and teachers use benchmarks, but it is questionable how useful they are to each subject or individual teacher. For example, benchmarks for English classes may be more useful than for History. English teachers are able to see student proficiency levels at the beginning of the year and how those grow or change throughout the year; whereas in history class, teachers use the gradebook for each assessment to determine student understanding and achievement. Linear compared to non linear (standards that build vs. stand alone); Need more skill based benchmarks for all subject areas
- Data analysis process based on benchmarks
- Math achievement scores are below standard. Specifically, SBAC scores were below standard. More preparation materials would help improve SBAC scores and improve the day of testing.
- The number of students with disabilities is increasing each year; math and ELA scores are low for these students.
- The number of ELs and long-term English Learners is increasing every year. Math and ELA achievement scores are low for EL subgroups.
- For writing instruction, we could implement time for regular norming practices.
- RCP - setting up gradebook and grading practices
- PBIS website - more training needed regarding tier one interventions
- Parent feedback and systems have low participation
- Some departments have only a single teacher. Reaping the benefits of collaboration for their subject area is challenging.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family 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 students' 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

Parent Engagement

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

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, 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>Regular Involvement of Family, as active partners in learning/teaching process:</p> <p>Parent University: In order to keep parents informed, the Roseland Charter holds grade-level Parent Universities to cover topics pertinent to that grade-level. This involves educating parents in navigating the education system, both during high school and post-secondary. As students move to the upper grades, our focus shifts to preparing them for the college application process, FAFSA, scholarships, as well as the Dream Act. These meetings are held in Spanish and English by our Director of College and Career Counseling. In addition, many parents meet individually with the Director of College and Career Counseling to aid in the completion of students' post-secondary plans.</p> <p>Back to School Night: Each charter high school holds a Back to School Night in which parents receive information about their students' schedule, the online grading program, and individual Google Classrooms. These nights, which are translated into Spanish, create an open line of communication and provide parents with information about the systems and tools they can use to access their student's individual educational process and progress. Additionally, parents are</p>	<p>Parent University</p> <p>Back to School Night ppt -</p> <p>RUP Back to School Night Agenda</p> <p>Parent Club Meeting Notes-RCP</p> <p>Back to school night (agenda or slideshow regarding handbook)</p> <p>Charter Site Council</p> <p>19-20 Charter ELAC Plan</p> <p>RUP Website</p> <p>RCP Website</p>

given quarterly newsletters in both Spanish and English that provide important Charter updates and information.

Charter Site Council: The charter School Site Council (SSC) consists of staff, parents, and students from all charter sites (RUP, RCP, RAMS) following the requirements for SSC composition. The SSC meets throughout the year and completes the required tasks.

Charter ELAC Plan: The Roseland Charter hosts an English Learner Advisory Committee (ELAC) with parents of English Learners. Each site (RUP, RCP, RAMS) has its own ELAC meetings throughout the year in conjunction with our Parent Club meetings. These meetings are held with the intent to report out and receive parent input on the Charter’s English Learner Program. These meetings are held in Spanish and English.

School Websites: The Roseland Charter shares information with parents and the greater community through our user-friendly, consistently maintained and updated websites. All websites are interlinked, to provide fluid interdistrict connection. Email addresses are readily available for all faculty and staff, providing our parents with communication access to everyone within our district. The information is clear and concise, and is accessible with an option to translate the content into almost any language. There are documents, photos, and links, all provided within an easily navigated system.

Parent Coffee: Parents are invited to attend monthly coffee meetings, as requested by parents at RUP last year. At these coffee reunions, parents are able to ask questions in a comfortable, bilingual, social setting, facilitated by both the school Principal and Assistant Principal. There are purposefully no meeting agendas, enabling parents to bring forth their own questions, concerns, and solutions. RCP is beginning implementation Spring 2020.

AVID Site Team: Through the monthly or bimonthly AVID Site Team meetings that are held in both Spanish and English, parents collaborate with faculty and staff members to promote and develop a college-going culture for all students. The AVID Site Team implements, evaluates, and revises curriculum, academic support systems, elements relating to

[Parent Coffee - RUP](#)

[AVID Site Team Notes](#)

[Post-secondary Ad Hoc parent survey](#)

[Community Advisory Board](#)

[RUP Scholarship Interview Invitation from Superintendent to staff K-12](#)

[Post-Secondary Ad Hoc Action Plan](#)

[Portfolio Day flyer to community members](#)

[Portfolio Day - Community Stakeholders](#)

[Through College Mentor Program](#)

[Career Day](#)

[504 Plan Template](#)

[IEP Agenda](#)

Independent Study Master Agreement

school culture and student social-emotional well being. Parents are an integral part of the guiding, implementation, and deepening of the Roseland Charter AVID program.

Post-Secondary Ad Hoc Action Plan: This ad hoc group is assigned to analyze the data pertaining to the post-secondary paths of our students. We consider the strengths and challenges for our students as they enter college, as well as strengths and challenges of which we provide. We hypothesize why a particular problem exists, and create mini-visions to guide our work. We surveyed our parents regarding their definition of success for their students in post secondary pursuits. See link on the right for survey questions. Results were translated from Spanish to English to add to our Post-Secondary Ad Hoc folder for future analysis and planning.

Regular Involvement of Community, as active partners in learning/teaching process:

Community Advisory Board: The charter school has a Community Advisory Board whose primary role is to organize and participate in fundraising events that fund the Roseland Charter School’s scholarship fund. The scholarship is gap funding of last resort for Roseland Charter students.

Roseland Charter Scholarship: All Roseland Charter seniors are encouraged to apply for the Roseland Charter scholarship. In addition to the application requirement students must participate in scholarship interviews. The interview panels consist of K-12 teachers and district staff of the Roseland School District.

Private Scholarships: Many private scholarships specifically for our students are offered by members of the community.

Mentor Program: RUP and RCP students can apply during their 11th grade year to be a part of the mentor program. Students are matched with a mentor who supports the student from their junior year in high school through their first year of college. The program was put in place to support our first generation college students with preparing for college, completing requirements, and persisting through college..

Career Day: Both RUP and RCP sponsors a Career Day.

Members of the community are invited to present information on their chosen profession. Each student can see up to 5 presentations.

Portfolio Day: Each year, all students at both RUP and RCP complete and present a portfolio to community members. Portfolio Day is an inspiring day. The purpose of Portfolio Day is to give students the opportunity to present themselves in a professional manner to a panel of people from the community. In this interview-like atmosphere, students connect with members of the community who they may not have the opportunity to otherwise meet.

Involving Parents of non-English speaking, special needs students, etc.:

504 Plan: Support is given to students with medical disabilities. Parents, student, site administrator and a psychologist if needed are involved in assessing and providing necessary accommodations appropriate to the student's needs.

RUP Student Led IEP: Roseland Charter recognizes the importance of parent participation in the special education decision-making process. We involve parents, asking them to take an active role as a member of the Individual Education Program (IEP) team that determines a student's path. Our student-led IEP meetings are facilitated in both Spanish and English, and parents are given information about accommodations available through Roseland Charter, as well as asked to help determine the accommodations that will best meet their child's needs.

Independent Study: Credit Recovery

The Independent Study program serves students who have severe personal or family situations, health issues, and/or are in need of credit recovery. Within this program Roseland Charter conducts parent meetings to facilitate communication and provide information. Culminating in a master agreement that parents review and sign each semester, an outline of the program and the courses their student will take is provided and agreed upon.

Governance Program: Using the Accelerated Schools framework allows our school to gather data and stakeholder input that establishes informed solutions, decisions that

impact our staff, students and Roseland Community.	
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E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains 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 and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
<p>Providing an emotionally/physically safe, orderly, and welcoming environment for all students is a very high priority for The Roseland Charter.</p> <p>Processes that ensure a safe and orderly environment: The Roseland Charter abides by the federal law known as Title IX that prohibits discrimination based on race, sex/gender orientation or any protected class. The Roseland Charter also incorporates Uniform Complaint Policies (UCP) that allow for families or students to file a grievance in the event that a student were to feel discriminated. The UCP Policies are available online for students and families. This procedure assists in facilitating a safe and orderly learning environment that supports students.</p> <p>In order to ensure safety in internet usage for our students, the Charter implements an internet use agreement. Our Roseland Charter is a one-to-one school (each student has a personal computer or is issued a chromebook) and all internet usage is highly monitored by our District Technology Support staff, as well as by a site Media Specialist. If a student is exploring questionable or dangerous content online, the Roseland Charter is immediately notified. Students also</p>	<p>District website link to Title IX and UCP</p> <p>First Day Packet of forms and required notices on website including Internet Use Policy and UCP Annual Notice</p> <p>Roseland Mock Emergency Drill Plan</p> <p>ICS Charts - RUP and RCP RUP ICS Chart 2018-2019</p> <p>Lock Down Procedures RUP Lockdown Procedures Updated 2017</p> <p>District wide encrypted walkies for enhanced communication</p> <p>Mandated Trainings on PD</p>

receive information about internet safety in their advisory classes.

As part of ensuring a safe and orderly learning environment, The Roseland Charter has created and implemented emergency plans in the event that a real emergency were to take place. The Incident Command System (ICS) charts include duties, responsibilities and roles for all staff members involved (e.g. teachers, administration, office staff, etc). Staff receives yearly training in their ICS training in addition to the scheduled emergency drills. Furthermore, we actively partake in a quarterly emergency drills for earthquake, fire and lockdown emergencies. In addition to the drills, the Roseland Charter has clarified lockdown procedures which are posted in every classroom. These procedures are followed during quarterly drills, including transitioning between code green, code red, and code yellow to ensure student safety and awareness of these procedures.

All Roseland Charter staff participate in various mandated trainings that address mandated reporting, Suicide Prevention, Human Trafficking, Bullying, and LGBTQ+ issues. These trainings ensure that all staff are not only aware of their mandated duties, but are informed on the processes and procedures assigned by the school in dealing with myriad student mental and physical health issues. Staff is offered training in first aid and CPR.

The Roseland Charter incorporates a Wellness Plan that includes policies and procedures which promote students' health, well-being, and overall ability to learn. Some areas of the wellness plan include policies regarding food on campus as they relate to classroom celebrations, sale of foods on campus and fundraisers. Updates to the plan reflect changes in requirements that were set forth by the USDA and other state/national agencies. These plans and procedures aid in the overall creation of a safe and orderly learning environment.

All Charter Students receive Health Education in their AVID classes through all four years of high school. These trainings provide a safe place for information regarding serious teen issues such as suicide, drug and alcohol use, sexuality, contraception, consent, and bullying. The Roseland Charter works with outside agencies to present this information to students in a way that is engaging and developmentally appropriate.

[Day - LGBTQ, CPS, Human Trafficking, Suicide Prevention, Bullying](#)

[Wellness Plan](#)

[RUP Health Ed schedule](#)

[Required RSD training video links - Blood Borne Pathogens, Pest Management](#)

[Science Safety Contract Safety Lab Report](#)

[Daily Cleaning Maintenance Schedule](#)

[Support ticket for facility maintenance, technology support](#)

[2018 SARC](#)

<p>Processes that ensure a clean environment: As part of promoting a clean environment, all staff members at the Roseland Charter are trained prior to the start of the school year in regards to handling bloodborne pathogens and pest management. These undoubtedly support the maintenance of a clean learning environment.</p> <p>Maintaining clean classrooms and campuses is a priority for The Roseland Charter. As a result, The Roseland Charter uses a procedure for submitting requests to address maintenance items that need attention from our grounds crews. Teachers and staff members use the digital support ticket for facility and technology request form as a way to streamline the process of grounds maintenance.</p> <p>The daily cleaning and maintenance schedule displays the procedures which Roseland Charter facilities staff use to maintain a clean and functioning environment for student use and learning. The facilities director ensures that all learning environments are cleaned daily and regularly.</p> <p>The Schools Accountability Report Card evaluates the Roseland Charter facilities annually using the Facilities Inspection Tool (FIT). All aspects of the Roseland Charter Facilities, including cleanliness, systems, safety, and structural receive a “good” status. This demonstrates the safety and cleanliness of the Charter facilities.</p>	
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High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, 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
<p>Atmosphere of caring, concern, and high expectations while honoring individual difference:</p> <p>Clubs and Organizations: Clubs provide opportunities for students to participate in activities, taking on roles as leaders</p>	<p>CST Referral Process</p> <p>Coordinated Services Team Process</p>

or members. Interaction with peers, faculty and staff, and volunteers from outside of the school fosters caring relationships with peers and adults. Club membership is based upon personal interest, thus honoring individual differences.

AVID: All Roseland Charter students are enrolled in AVID to support high academic expectations, and open access to college preparatory curriculum while providing students with the tools to be academically successful. Despite the societal and socioeconomic challenges most of our students face, they perform well according to national averages in key college and career success measures. The AVID teachers and all other staff create lifelong connections with their students, and positively impact the trajectory of their students' lives.

9th Grade Compadres: At Roseland University Prep ninth graders are given eleventh and twelfth grade leaders who mentor the acculturation process into our school.

Modeling Community: Faculty, staff, students, and parents all hold the feeling of being a part of a large family and we share that with everyone who walks through our door. Individuals greet one another verbally, with a greeting and show of care and respect. We also share physical connection--eye contact, a hand shake, or even waving "hello." We never fail to connect and share with one another.

Student Learning Outcomes: Roseland Charter has designated specific terms that highlight the qualities we hope to foster in ourselves and in our students: Integrity, Justice, Curiosity, and Achievement. Students address these qualities throughout the year, and eventually highlight actions they have taken that represent these qualities in their student Portfolio Presentations.

Coming Out Day: For National Coming Out Day, RUP students created a video based on these stories and shared them with the school. Then, students were encouraged to show their support through positive notes and even post their support on social media.

Effective school policies, programs, and procedures that support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices:

[Yoga in Detention](#)

[RUP Club List 2018-19](#)

[Defined Support Systems](#)

[PBIS World Classroom Intervention Support](#)

[Group Counseling Sample Schedule](#)

[Counseling Intern Snapshot](#)

[Roseland District Social Emotional Standards](#)

[Coming Out Day Stories](#)

[9th Grade Compadres Meeting Plan](#)

[Dia De Los Muertos Altar](#)

[Graduation walk at the elementary school](#)

[RCP walk at Roseland](#)

[Fall Theater and Ballet Folklorico Performance](#)

[SEL Action Plan](#)

PBIS World Classroom: By using Positive Behavioral Intervention and Supports World, (PBIS World) Roseland Charter encourages good behavior, through prevention, not punishment. PBIS World is a website containing links to hundreds of interventions, supports, resources, and data collection tools, all of which are organized into a tiered framework, or reference tool.

The Coordinated Services Team (CST): This group holds weekly meetings and has an online referral system that allows students to receive wrap-around services during the school day, and a referral to community based agencies. These services and agencies provide continued student and family support services. The Student Study Team is under the umbrella of the Coordinated Services Team. The referral application includes information on student strengths and weaknesses, developmental stages, health, academic progress, and previous interventions, if any.

Intervention Support and Defined Support Systems: Roseland Charter has a variety of intervention support for students. At Roseland University Prep, Learning Lab teachers provide support for students during regularly scheduled class periods, working with Math and English teachers to determine appropriate interventions that they can use during this time. At RCP, before school tutoring is offered by the English, Math, and Spanish Departments. They also have a Teacher On Special Assignment (TOSA) that pushes into Math classes to provide additional support. Roseland Charter has Coordinated Services Teams that meet weekly to update and review current referrals by teachers and staff regarding social, emotional, and/or academic issues that arise with our students.

Students who are classified as English Language Learners and/or as having an Individual Educational Plan receive academic instructional plans to provide the access which they require. Short Term Independent Study is available if the student is going on vacation or has a lengthy illness which will cause him/her to miss at least two consecutive (2) days of school. Long Term Independent Study plans are granted to students for a variety of reasons such as extreme family situations, personal situations, and/or they need credit recovery. It serves as a hybrid program in which students are present for particular classes. The Student Study Team is available for issues relating to academics, absences, or

behavior; student studies are initiated by the Coordinated Services Team after receiving a referral on a student.

Social Emotional Learning: The Social Emotional Ad Hoc's mini mission states that all Roseland School District students will have consistent access to services and resources that develop and foster social/emotional competence and resiliency during their academic journey. Current resources that are available include Community Action Partnership, California Parenting Institute, Lifeworks, Social Advocates for Youth, Positive Images, Side by Side, Boys & Girls Club, National Alliance on Mental Illness, Project True, Double Punches, and more.

Yoga in Detention: At RUP, student detention is held after school twice a week and provides a positive space and practice of yoga and meditation. Students benefit from self reflection and intentional movement. Guidance about being in the moment and quieting the mind are central to this program. This practice provides students with tools to improve their physical, emotional, and behavioral responses in and out of school.

Group Counseling: Roseland Charter provides group counseling to students. The groups are established around the specific emotional needs of group members. Such needs may be but are not limited to: Grief and Loss, Self Esteem, Healthy Relationships, Life Skills and Identity Development, and Healthy Coping Skills. Each group has lessons and well-developed discussion questions such as: death & dying family members, loss of homes and displacement, anxiety & depression, anger management & self destruction.

Celebrations of students' heritage and ethnicity:

Dia De Los Muertos: Students, faculty, staff and parents to honor the life of someone important to them who has passed away. This is a Mexican tradition that allows our community to remember our ancestors.

Ballet Folklorico: This is an after school group that learns classical ballet folklorico dances and performs at school functions and in the greater community.

Fall Theater and Ballet Folklorico Production: Two of the

<p>Roseland University Prep after school arts programs team up to create a performing arts production that is rich in Mexican cultural heritage. The theater department selects a show that is written by a Latino playwright and that is based upon Latino culture. Ballet Folklorico performs with the theater department, and actually acts as a part of the show.</p>	
<p>Hispanic Heritage Month: Daily announcements are made, and an information board highlights the leaders of the Hispanic community. Students learn about these leaders and the modern and historical events these people took part in.</p>	

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community 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.*

Findings	Supporting Evidence
<p>The Roseland Charter staff holds multiple annual meetings for Roseland Teachers to inform them and receive input about the Local Control and Accountability Plan (LCAP). This data provides our district and school staff with an opportunity to see where we are doing well and where there is room for improvement with meeting the needs of staff and students. In addition, these meetings are a chance for staff to be informed, ask questions, and communicate with the district staff in terms of Charter funding and goal-setting. These meetings are open to all staff members. Additionally, parents are surveyed and staff are surveyed before the development of the LCAP plan. Additionally, parents and staff review the document and are provided the opportunities to give feedback on the LCAP.</p>	<p>LCAP Review and Updates</p> <p>Review360 - Software for giving input on student behavior and emotional support needs</p> <p>ASP Process - SAW & Steering Agenda</p> <p>2018-19 Charter Cadres, Ad Hocs, Workgroups List</p>
<p>The Roseland Charter uses the Accelerated Schools Process (ASP) as a framework for communication and collaboration across the schoolwide community in order to better support students and foster a community of trust, respect and professionalism. The process aids in the development of action plans, workgroups and other collaborative structures which support learning environments that address the whole child’s needs (academic, professional, emotional, social).</p>	<p>Steering Notes -RUP</p> <p>Steering Notes -RCP</p> <p>New Teacher Training Schedule</p> <p>RCP end of semester reflections</p>
<p>The Roseland Charter utilizes the Accelerated Schools process to address issues and needs. Through the use of Cadres, Ad Hocs, and Workgroups teachers, staff, administration, students, and parents provide input and an opportunity to engage in the</p>	<p>Schoolwide agreements</p> <p>Advisory Calendar -RUP</p>

process of researching, evaluation, planning, and reflecting on these Cadres, Ad Hoc's, and Workgroups. Additionally, the focus of these ASP groups come from stakeholder input. Some of the groups currently in process for the Roseland Charter are Social and Emotional Learning, Cross-Curricular Literacy, and Post-Secondary success. These groups create concrete action items that are then reviewed by teachers and staff and turned into Roseland Charter agreements.

The Roseland Charter implements a bi-weekly steering committee that involves representatives from each department within the school community, including faculty, support staff and administrative staff. The committee meets weekly to discuss schoolwide needs, concerns and brainstorm solutions to any arising issues. Furthermore, notes are taken and shared to all school staff as a way to ensure transparency and provide clear communication for the entire school. These meetings are an essential component in increasing communication and collaboration amongst school leadership, staff and stakeholders.

In order to further promote an atmosphere of trust, respect and professionalism, The Roseland Charter conducts trainings for all staff that are new to the charter as a way to help bridge any information gaps that staff may have with regards to our charters' structures, processes, procedures and/or overall school culture. School leadership teams, as well as some returning teachers, meet with new staff before the beginning of the academic year to ensure everyone is on the same page before the year begins.

At the end of every semester, The Roseland Charter staff communicate and collaborate in a process known as end-of-semester reflections. Staff take notes on a shared document in regards to schoolwide events, processes and other procedures that have taken place during the course of the semester. Afterwards, staff discuss their comments during staff meetings as a way to reflect on what worked and what needed improvement. This aids in developing respectful, trusting and professional relationships that carry into our daily communication and collaboration as a whole staff.

Through the Accelerated Schools Process, as well as department and grade-level times, the Roseland Charter schools develop schoolwide and department agreements. These agreements are reflected upon by administration, teachers, and staff each year and are adapted to best fit

[Advisory Calendar](#) -RCP

[Roseland Educators Association Representative and RUP Principal Meeting Schedule](#)

[Portfolio Day Questions about RUP ESLR's](#)

[Roseland Educators Association Contract](#)

individual department and grade level needs. This ensures that all staff, including new staff, have clear communication and support when it comes to these agreements.

All Roseland Charter students take part in a weekly class called Advisory. This Advisory time provides students and staff with an opportunity to be informed about school events, procedures, updates, and news. Additionally, this is a time for the Charter to send out parent communication, as well. All incoming ninth grade students receive information during this class about school policies and procedures. This is also a time for students to be surveyed as part of the ASP action plans and provide input on school events.

Both Roseland Charter school principals have monthly meetings with the site Roseland Educators Association representative. These meetings provide a time for teachers to have their voices heard and needs met. These concerns are then addressed by the administration and presented at the follow up Roseland Educators Association. This process ensures a safe way for educators to voice concerns, as well as a process for administrators to ensure that teachers receive necessary support.

An important component with regards to fostering an atmosphere of professionalism and collaboration includes a charter-wide event known as Portfolio Day. Portfolio Day is a day in which students dress in professional attire and present their portfolio to community stakeholders as well as school faculty and alumni. Students spend all school year working on their portfolios (a project that is crafted and executed by teachers working in collaboration and constant communication with one another), culminating in their portfolio day presentations. During their presentations, panels composed of faculty, community stakeholders and alumni ask students specific questions that are related to schoolwide missions. Students respond to the questions and demonstrate their related work.

The Roseland District participates in Interest-Based Bargaining (IBB) to negotiate the contract for the Roseland Educators Association contract. IBB is a negotiating strategy in which both sides start with declarations of their interests instead of putting forward proposals, and work to develop agreements that satisfy common interests and balance opposing interests.

Interest-based bargaining is also called integrative or win-win bargaining. This is an example of how The Roseland Charter

works to collaborate and communicate to make sure all needs are met for both staff and district employees.	
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E3. Personal and Academic Student Support Criterion

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

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>Our school offers all our students A-G required classes, which meets their academic needs, in order for them to all have or develop a post-secondary plan that meets their goals. We have an 8 period day which allows for academic support, electives and rigorous classes to give students the opportunity to deepen their learning and expose them to college and professional options after high school. Due to the fact that our overall demographics have a high percentage of low socio-economic status and the vast majority of our students are Latinx, access to courses is equally available across demographics.</p> <p>Almost all students are enrolled in the AVID (Advancement Via Individual Determination) elective, which supports them in their success in their A-G required course load. Additionally, AVID 12 is dedicated to supporting all students in the college application process and post-secondary education and careers.</p>	<p>Graduation Requirements</p> <p>Graduation policy</p> <p>Master Schedule</p> <p>RUP Bell Schedule</p> <p>RCP Bell Schedule</p> <p>RUP AP Student Race/Ethnicity 2019</p> <p>RUP AP Students by Fee Reduction</p> <p>AP students demographic breakdown by fee reduction (last year)-RCP</p>

<p>Students are encouraged to sign up for the PSAT as well as the AP tests for their corresponding subject areas. Students are also provided with fee waivers on behalf of the charter for their AP tests that reduce the cost of taking the AP test.</p> <p>Students in the AP courses also are provided with an additional free AP bootcamp that serves as preparation for their upcoming test. Students need only be in the AP course and sign up and attend the bootcamp.</p>	<p>schoolwide AVID Vertical Alignment</p> <p>PSAT/Day of Service Schedule</p> <p>AP English Bootcamp</p>
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Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
<p><u>Learning Lab</u> Roseland University Prep has created an intervention system for students who have been identified as below average in Reading and Math. Students are placed in these programs through Star Assessments.</p> <p><u>Coordinated Services Team</u> The team that meets weekly to look at our web based referral system to provide students and families with on and off campus services. These services are provided to positively affect the students wellbeing in order to support the access and capacity for their education.</p> <p>The Roseland Charter has multi-tiered systems in place to identify and encourage students in need of additional support (academic, social/emotional, basic needs, etc.). The multi-tiered prevention and intervention services being implemented come from our District Wide SEL Ad Hoc and Action Plan. The goal is to provide consistent Tier 1 level of services and resources to decrease the numbers of Tier 2 & 3 students.</p>	<p>SEL action plans</p> <p>Coordinated Service System</p> <p>CST Data</p> <p>Social Emotional Learning Standards</p> <p>Post-Secondary Action Plan</p> <p>Universal Design for Learning</p> <p>Accommodations RUP 2019-20</p> <p>504 Plan Template</p> <p>Teacher IEP Feedback Form Sample Individualized Education Plan</p> <p>Designated ELD Action Plan</p> <p>Homework Club</p>

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
NA	

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.

Findings	Supporting Evidence
<p>School leadership and staff collaborate to ensure that these systems impact student success and achievement.</p> <p>The Roseland Charter implements the Star reading assessments, a comprehensive interim and formative reading test that provides schools with valid student growth data as it relates to their reading abilities in English, Math and Spanish. Teachers across subject areas administer the assessment at various times throughout the school year in order to gauge students’ growth. School staff use the data from the Star reading assessments in order to identify students in need of additional reading help and collaborate with other stakeholders to develop systems of support and/or intervention that can help students grow in their reading abilities.</p> <p>Roseland University Prep has created an intervention system for students who have been identified as below average in Reading and Math. The Learning Lab data is collected for 9th graders to assess their reading and math skills so that we can provide intervention support services during the students Math and English classes. These students receive individual intervention in reading and math until they are exited from the program once they have received proficiency in these areas. All ninth grade students who have been identified to receive this intervention and then students remain in the intervention program in tenth grade and above if needed. Roseland University Prep has a Learning Lab Assistant who runs this program, in addition to Resource Specialist teachers.</p> <p>At RCP, students can attend before and after school tutoring for specific subjects with their teachers. This is a voluntary program where students can choose to participate.</p> <p>At RUP, students can attend an afterschool Homework Club for a space to do homework and/or to get extra homework</p>	<p>Learning Lab Plan</p> <p>RUP STAR Math Summary Report Fall 2019</p> <p>RUP STAR Reading Summary Report Fall 2019</p> <p>RCS STAR Math Longitudinal Report Fall 2019</p> <p>RCS STAR Reading Longitudinal Report Fall 2019</p> <p>Coordinated Services Team Website Introduction</p> <p>CST portal - on website</p> <p>RUP Homework Club</p> <p>RCP Before and After School Tutoring</p> <p>English Learner Master Plan Newcomer Workgroup/Action Plan</p> <p>RUP Master Schedule</p> <p>Master schedule -RCP</p> <p>Sample Weekly Counseling Schedule</p> <p>Redacted Counseling groups</p>

help. This is a voluntary program where students can choose to participate.

Benchmark data by The Roseland Charter is collected by department as a way to have information on how students are learning the content of their classes. Benchmark data is used to chart student progress with regards to academic content as well as to create interventions (either by the individual teacher, by department or as a school) that aim to improve student learning of content material.

A referral process is in place for teachers/staff who are concerned about particular students. Referrals are submitted via an online portal to a team known as the Coordinated Services Team (CST). The team determines next steps based on achievement, discipline, behavioral data to offer resources to students and support their overall achievement.

The Student Study Team (SST) is a team of specialists, administrators, teachers, and parents who meet to brainstorm interventions to help students with their individual needs usually after tier I classroom interventions have been attempted. The Student Study Team can be called for issues relating to academics, absences, or behavior and is initiated by the Coordinated Services Team after receiving a referral on a student. The team recommends a plan to support the student and has follow-up meetings to ensure implementation and success of the plan. The Student Study Team can initiate special education testing.

The Roseland Charter has a systematic approach to Reclassifying Fluent English Proficient (RFEP) students. The process includes testing the student reading, writing, and listening abilities through the English Language Proficiency Assessments for California test. In addition, students take the STAR reading test and teachers provide feedback with regards to their grasp on content within their English classes. In addition to the intervention provided by Roseland University Prep, both schools implement integrated ELD in all classes. Students identified as English Learners are also enrolled in a Designated ELD course. These courses provide structured and strategic support to aid students' growth in English language learning with the goal of reclassification.

The Roseland Charter uses a system of support known as Directed Studies to support the academic and personal needs of students with learning plans, IEP's or disabilities/special

needs. Students with learning plans, IEP's or disabilities/special needs are provided with a period in their schedule of classes titled Directed Studies in which they attend class with a Special Services (RSP) teacher and work on improving the areas of growth identified in their learning plans. During this time, students also learn how to advocate for their accommodations in their regular classes as well as learn how to take ownership and individualize their learning plan. At RCP, the Directed Studies is also used to support Newcomer students (newly arrived to the United States) in accelerating their learning of basic English communication skills. The master schedules indicate the periods in which Directed Studies take place.

The Roseland Charter ensures that student emotional needs are met in addition to their academic needs through the Counseling Department. Students can be referred or they can self refer for counseling. Both school sites have a full-time Social Emotional counselor. In addition, counseling interns are available to help with social emotional needs of students. At RUP, all ninth grade students meet quarterly with a counselor and those who are identified as at-risk continue to meet with a counselor all four years. Additionally, the Roseland Charter has also implemented counseling groups which address various student emotional and social needs, including home loss, social skills, and grief groups. In addition, twice a year teachers identify at risk students through Review 360. Every single Roseland Charter student is reviewed through this process and those who are identified as at-risk become part of the counseling and Coordinated Services Team process. This system is in place to ensure that no Roseland Charter student is overlooked in terms of emotional need.

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet.*

Findings	Supporting Evidence
N/A	N/A

Co-Curricular Activities

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

E3.4. 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 schoolwide*

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learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
<p>All Roseland Charter students must complete community service hours as a graduation requirement. In ninth and tenth grade, students complete 15 hours of community service and their service may be completed in the District. In eleventh and twelfth grade, students complete at least 20 hours of community service outside of the District. This ensures that students have experience with a variety of organizations that serve their community. Additionally, Roseland University Prep participates in an annual day of service in which all students are matched up with community organizations to serve, including the local food bank and local retirement communities. The goal is for students to give back to their community when they leave Roseland. This relates to the SLO of justice and integrity in that students learn to not only be successful academically, but also to be contributing members of society.</p> <p>The Roseland Charter students participate in annual college trips, tours, and experiences which allows students to experience a variety of colleges. In addition to college tours, all Roseland Charter juniors participate in a shadow day at Sonoma State University. During these shadow days students are able to experience college courses and talk to real college students about their experience. To evaluate their experiences, students reflect on the day and what they have learned. These college trips connect to the Charter vision of through college.</p> <p>The Roseland Charter has in place various after school sports teams for different seasons, resulting in a well-rounded and year long sports program. Students are allowed to participate in sports after fulfilling basic requirements set forth by the state of California and the Charter overall. These requirements include having a minimum 2.0 GPA, completing a physical examination, filling out the District wide athletic packet and being a student in good standing. These requirements align with both schools' mission statements, specifically as they relate to enriching experiences, leadership opportunities, achievement, integrity and overall success. In order to evaluate the level of student involvement, both schools use team rosters as well as the district's Title IX report with numbered data that demonstrates how many teams each school has with the amount of students participating in each team.</p>	<p>Community Service Options Powerpoint Presentation</p> <p>Day of Service</p> <p>Advisory Schedule College Trips</p> <p>Sports List -RCP Sports List -RUP Soccer Picture District website link to Title IX and UCP</p> <p>Wellness Class RUP Master Schedule Master schedule -RCP</p> <p>Variety of Clubs Clubs</p> <p>Rallies & Lunchtime Activities</p> <p>Senior Camping</p> <p>Kindness Week</p> <p>School Awareness Week</p>

Roseland Charter students are provided a variety of electives. Electives are student-selected and vary from year to year. These electives support students receiving an authentic and interest-based opportunity to explore various interests and develop their character. Because the Charter vision is for students to have access to college, many of these electives meet A-G requirements. Some of these electives include History through Film, Digital Photography, Student Government, AVID, Anatomy, and Wellness.

The Roseland Charter provides various clubs and activities for students to participate in both during and after school. These clubs are geared to represent student interest and range from academic in nature (Science club, STEM club) to fun in nature (video game club, anime club) to service based in nature (MEChA, GSA club). Students need only commit to attending weekly meetings and participating in club events in order to be a part of any club on campus. As a whole, the clubs available to students directly relate to both schools' mission statements, encompassing the schools' goals to develop students who are socially conscious, developing leaders, focused on achievement, digitally literate, appreciative of the environment, curious and with integrity. The Charter evaluates the level of involvement of students in clubs by requiring students to submit monthly attendance reports, participate in a yearly club rush event, and overall seeing a more spirited campus.

The Roseland Charter is dedicated to providing a wealth of student activities during the school day and after school in order to reach the District mission of providing a personalized environment which makes students feel safe and makes the Roseland Charter schools feel like a home to many of our students. These events and activities range from competitive blood drive donations to raising awareness for important topics affecting teens. Students provide input on what types of activities they want and are invited to participate in the 50+ events provided at each school during the year. Additionally, these events are student planned and run by the Student Government class. Students participate in competitive activities which create a positive atmosphere on campus. In addition, the schools provide lunch time sports in which students and teachers can play together in various activities, including volleyball, pickleball, basketball, etc. Students also are given the opportunity in blood drives and volunteer opportunities throughout the community. Finally, students

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create awareness days and weeks in which they, or outside speakers, bring awareness to important events affecting various populations within the school.	
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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
N/A	

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 preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

The Roseland Charter has seen an increase in parent engagement in the past few years with the implementation of programs which involve parents in decision making and encourage parent voice in a non-threatening and culturally sensitive atmosphere. In addition, Roseland has implemented specific programs with the purpose of including the parents of all students with learning disabilities. Roseland continuously engages community members through partnerships and all students are given multiple opportunities to engage with community members throughout the school year.

The Roseland Charter has focused on creating programs and systems in which all students are provided a safe, clean, and orderly environment. Roseland has implemented an exemplary Emergency Operations System and Incident Command System and students and staff are active in emergency preparedness participation. Roseland ensures that students are engaged in safety training for issues related to their emotional, mental, and physical health. Additionally, Roseland has created systematic measures to ensure that all facilities are clean and repaired as quickly and efficiently as possible.

Anyone who walks into a Roseland Charter campus can immediately see the small, family-style culture that permeates all aspects of the Roseland Charter. Roseland University Prep has designated specific terms that highlight the qualities we hope to foster in ourselves and in our students: Integrity, Justice, Curiosity, and Achievement. This vision permeates all that happens on campus and is reinforced through the Portfolio Process, which is a graduation requirement for all Roseland students. Additionally, the Roseland Charter has created agreements for supporting student emotional needs within the classroom and has a counseling internship program which ensures that no student goes unnoticed. Roseland celebrates student heritage and diversity through its curriculum, clubs, and school events.

The Roseland Charter participates in the Accelerated Schools Process, which ensures that all stakeholder voices are part of the decision making process. Specific pertinent needs and issues are addressed through this Cadres, Ad Hoc, and Work Groups and all stakeholder input is considered during this process. Many of these groups are Charter-wide so that all campuses are represented.

The Roseland Charter's A-G graduation requirements ensure that all students have access and ability to take rigorous, college-preparatory curriculum with the goal of narrowing the achievement gap for the Roseland population. All students are enrolled in AVID courses, which offer student support in succeeding in these challenging courses. In order for all students to have equitable access regardless of academic challenges, Roseland University Prep has implemented a learning lab which provides a multi-tiered intervention student support system. In addition to academic support, the Roseland Charter has also implemented a multi-tiered

intervention system for students to receive emotional support.

Finally, through its academic program, elective courses, and school clubs, the Roseland Charter provides students with a wealth of extra-curricular activities that support the Charter vision of creating well-rounded students who have access to post-secondary success. Many of these programs are created around the idea that students should receive justice themselves, while also developing the skills with which they can actively give back to their community.

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

- Strength in educating our parents about student educational plan and post-secondary plan (including financial)
- ELAC at each school site
- Parent trust in our school, positive reputation in the Roseland Community
- Bilingual Access at all parent meetings, parents are informed in Spanish about all areas of the IEP process
- A wealth of community involvement and support
- Myriad policies and systems communicated in a variety of ways to ensure student physical and emotional safety and facility cleanliness
- Our family feel - respectful, ESLR's are a part of how staff and students interact, consistency with our students, our small school size supports this culture, generations of our school, students trust us
- Equal voice and opportunities to have all voices heard in terms of school expectations, class expectations, program development
- Small environment lends itself well to collaboration and communication
- All students are taking A-G
- Support systems in place for helping IEP, English Learners, and Newcomers
- We have a ton of systems in place to identify and intervene in emotional and academic needs
- We are providing a lot of extra-curricular activities given our facilities and small-size
- Student/teacher relationships and staff and student relationship
- Student survey: Majority of students feel happy, safe, and supported

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Parent education using technology to access our grade reporting system, Schoolwise; our school website; Google Classroom; and navigating basic technology as a whole
- Formal committee participation for parents is low; making being part of these committees accessible
- Involving parents of English Learners
- Learning Lab for Roseland Collegiate Prep.
- Digital Citizenship for Students could be used
- How do we empower parents more?
- RCP parent coffee
- RCP/RUP Collaboration in a way that honors the unique differences at each school

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- Finding additional resources and intervention programs to assess and support students at an individualized level for the students in terms of math and reading development
- Not enough funding and facilities for all types of extra-curricular activities that students would like to participate in
- Increasing numbers of 504's and IEPs at both sites, as well as ELs, these students are also scoring lower than other students in math and ELA
- The number of ELs and LTEs are increasing every year and RFEP rates are declining.
- RCP to develop vision and Student Learning Outcomes

Chapter IV

Summary from Analysis of Identified Major Student Learner Needs



Class of 2017; RCP's first graduating class

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

Community Profile and Data Findings

The major identified student learner needs:
Math achievement for all students
English Learner achievement and support, especially for Long Term English Learners
Achievement for Students with Disabilities, especially in math

Focus Group Findings

Organization: Vision and Purpose, Governance, Leadership, Staff, Resources	
Strengths	Growth Areas
charter-wide <ul style="list-style-type: none"> ● governance and decision making systems - in place, well utilized ● staff potential and resources maximized ● vision - supported by data ● effective charter-wide initiatives ● technology program 	charter-wide <ul style="list-style-type: none"> ● parent engagement in governance ● professional development time directed towards classroom/learning ● evaluation of action plans/agreements RCP <ul style="list-style-type: none"> ● mission/vision

Curriculum: Standards-Based Student Learning	
Strengths	Growth Areas
charter-wide <ul style="list-style-type: none"> ● service learning projects across disciplines ● college culture and support systems ● current research-based best practices 	charter-wide <ul style="list-style-type: none"> ● professional development - outside trainings ● collaboration time (release days)- Spanish, History, Art, and Math

<ul style="list-style-type: none"> revising and updating - standards based curriculum ELA - ad hoc created charter-wide initiatives release days for collaboration - ELA, math, science charter aligned programs Common Core and state standards implemented A-G requirements support structures <p>RUP</p> <ul style="list-style-type: none"> AP aligned content and strategies - ELA, other areas <p>RCP</p> <ul style="list-style-type: none"> AP strategies - AP and honors courses 	<ul style="list-style-type: none"> parent outreach tech skills <p>RCP</p> <ul style="list-style-type: none"> charter-wide writing rubric - revisit
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Instruction: Standards-Based Student Learning	
Strengths	Growth Areas
<p>charter-wide:</p> <ul style="list-style-type: none"> project-based learning across content areas use of technology and applications clear expectations for students - examples, modeling, etc. student use of agendas/planners students learn research skills formal writing assignments; all subjects Poetry Out Loud programs soft skill development schoolwide AVID program for college readiness positive school culture strong charter-wide literacy initiatives practiced schoolwide 	<p>charter-wide</p> <ul style="list-style-type: none"> continue to develop integrated and designated ELD; more designated ELD training needed utilize IA's for EL and SWD support in classrooms incoming 9th graders below/far below grade level in reading and math more elective opportunities needed for extended learning <p>RCP</p> <ul style="list-style-type: none"> RCP is questioning AVID schoolwide vs. targeted

Assessment

Standards-Based Student Learning	
Strengths	Growth Areas
<p>charter-wide:</p> <ul style="list-style-type: none"> ● communication with parents/students on progress; assignments, grades, graduation/college requirements ● opportunity for all students to participate in high level classes ● wide range of assessment strategies ● differentiated assessments - students with IEPs/ EL's ● schoolwide writing rubric ● student math intervention determined by local assessment data ● students are required to check grades and communicate with teachers ● Coordinated Services system is utilized by staff to seek support services for students ● determining student needs (basic, SEL) that affect learning <p>RUP:</p> <ul style="list-style-type: none"> ● goal setting meetings with students (AVID, Spanish) 	<p>charter-wide:</p> <ul style="list-style-type: none"> ● need more skill based benchmarks for all subject areas to improve effectiveness of current system; data analysis process needs improvement ● math SBAC scores have been below standard; need more prep materials ● number of SWDs increasing each year; math and ELA scores are low ● number of ELs, specifically LTELS are increasing every year; math and ELA achievement scores are lower ● writing instruction - time needed for regular norming practices ● PBIS website - more training needed (tier one) ● parent feedback and systems - low participation ● single teacher departments; collaboration <p>RCP</p> <ul style="list-style-type: none"> ● setting up gradebook and grading practices

School Culture and Support for Student Personal and Academic Growth	
Strengths	Growth Areas
<ul style="list-style-type: none"> ● educating parents on student educational plan/post-secondary plan (including financial) ● ELAC is now at each site ● parent trust; positive reputation in the Roseland Community ● bilingual access - all parent meetings and communication ● community involvement/support ● policies/systems - ensuring student physical and emotional safety, and school cleanliness 	<ul style="list-style-type: none"> ● parent education on using technology ● formal parent committee participation is low ● differing intervention systems between sites (Learning Lab at RUP, before school tutoring at RCP) ● digital citizenship for students could be used ● engaging/empowering parents ● RCP/RUP collaboration - honoring unique differences ● effective intervention programs to

<ul style="list-style-type: none"> ● family feel culture - respect, trust, generations of students and their families ● equal voice/opportunities - school/class expectations, program development ● small environment - collaboration and communication ● support systems in place for SWDs and ELs, IEP, and Newcomers ● systems for identifying emotional and academic needs ● providing a lot of extra-curricular activities given our facilities and small-size ● student/teacher/staff relationships ● majority of students feel happy, safe, and supported 	<p>assess and support students at an individualized level needed; ELA and math</p> <ul style="list-style-type: none"> ● not enough funding/facilities/staff for all extra-curricular activities that students would like to participate in ● increasing numbers of students with 504's, IEPs; ELs especially LTELs, Newcomers; achievement levels of these subgroups and managing support ● lack of diversity and all students are taking A-G <p>RCP</p> <ul style="list-style-type: none"> ● develop vision and Student Learning Outcomes
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Student Focus Groups	
Strengths	Growth Areas
<p>RCP:</p> <ul style="list-style-type: none"> ● relationships with staff ● experience math & literacy across the curriculum ● learning experiences applicable to life after HS <p>RUP:</p> <ul style="list-style-type: none"> ● staff plays a big role in addressing social-emotional needs ● community involvement/feel ● literacy is apparent in all subjects ● financial algebra providing skills for the future 	<p>RCP:</p> <ul style="list-style-type: none"> ● elective and extracurricular options <p>RUP:</p> <ul style="list-style-type: none"> ● want more elective/club/sports options

Parent Focus Groups	
Strengths	Growth Areas
<p>RCP:</p> <ul style="list-style-type: none"> ● students feel connected to school and 	<p>RCP:</p> <ul style="list-style-type: none"> ● more electives & extracurricular

<p>staff, like the open door policy for dropping in</p> <p>RUP:</p> <ul style="list-style-type: none">● school teaches students to be self-sufficient● provides opportunities and support● extracurriculars and counseling important for addressing social-emotional needs	<p>options</p> <p>RUP:</p> <ul style="list-style-type: none">● would like more elective/club/sports options
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Chapter V

Schoolwide Action Plan



RUP alumni who graduated from UCLA

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to close achievement gaps of student groups in the schoolwide action plan.
- C. Describe the school’s follow-up process, ensuring an ongoing improvement process.

GOAL 1 Goal: Increase student Math Literacy, confidence, and competence to be prepared for post-secondary success.						
Action Plan Task	1.A. <i>Math Work Group</i> - Create schoolwide numerical literacy agreements					
Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/ charter-wide	Resources/ Budget	Action Item Assessment
1.A.1. Workgroup is created with representatives from each department to revise/create numerical literacy agreement. Representatives from each department inform math department how numerical literacy can be implemented within their content areas	Fall 2020	site administrators charter leadership team math department all content area teachers	1	RUP RCP charter-wide	PD day SAW time release time hourly pay	student and teacher surveys, informal observations/ Instructional Rounds, ASP Reflections Math SBAC, STAR Math
1.A.2. Math department meets to revise agreements (RCP and RUP together)	Fall 2020					
1.A.3. Math department meets with workgroup again to share final revisions to numerical literacy agreement	Spring 2021					
1.A.4. Implementation of new Numerical Literacy Agreement	2021-2022					
1.A. Assessment of the implementation of Numerical Literacy Agreement	Spring 2023					

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<i>(i.e.-student survey, informal observations, ASP Reflections)</i>					
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Action Plan Task	1.B. Cross grade level collaboration - Middle school to High school
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Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/ charter-wide	Resources/ Budget	Action Item Assessment
1.B.1. Middle and high school teachers meet to align and collaborate	Fall 2020 Once per semester 2020-2023	charter leadership team math teachers	1, 3	charter-wide	PD day	teacher survey - measure effectiveness

Action Plan Task	1.C. Strengthen the use of local Action Item Assessments to inform instruction - STAR Math, benchmark, SBAC Interim
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Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/ charter-wide	Resources/ Budget	Action Item Assessment
1.C.1. Give STAR 360 assessment 3 times a year	2020-2023	charter leadership team	1	RUP RCP	SAW department time	teacher survey - effectiveness
1.C.2. STAR Math and SBAC Interim training for math department on analyzing assessment results	2020-2021 continue as needed	site administrators math department teachers		charter-wide	PD days release time	end of year reflection for math department
1.C.3. Math department collaboration meetings to strategize instruction based on assessment results (overall trends and individual student needs)	2020-2023				hourly pay	Math SBAC, STAR Math
1.C.4. Reflect on effectiveness at the end of the year to determine next best steps	2020-2021					
1.C.5. Continue practice and annually update as needed	2021-2023					

Action Plan Task	1.D Math Department Time - *See Goal #5
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Sub Tasks	Timeline	Person(s) responsible for	LCAP Goal	RUP/RCP/ charter-wide	Resources/ Budget	Action Item Assessment
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		implementation				
1.D.1. Provide time for planning to ensure consistency across math courses 1.D.2. Assign Learning Lab IAs to specific math courses to help them be most effective in providing support	2020-2023	charter leadership team math department teachers Learning Lab staff	1	charter-wide RUP	SAW department time PD days release time hourly pay	benchmark data STAR Math Math SBAC

GOAL 2						
Goal: Continue to provide and refine support systems for our students who are English Learners, and for students with IEPs or 504s, in order to improve their academic and social-emotional development.						

Action Plan Task	2.A. Designated ELD teacher collaboration time					
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Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
2.A.1. ELD teachers will collaborate and plan targeted ELD lessons based on assessment data (formative, STAR Reading, SBAC, ELPAC) 2.A.2. ELD teachers will be provided data needed	2020-2023 *annually determine need	site administrators charter leadership team Designated ELD teachers *administration to determine best format - Schoolwise/ Illuminate	1	RUP RCP charter-wide	Title III release time hourly pay	ELPAC scores RFEP rates numbers of LTELS

Action Plan Task	2.B. ELD work group					
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Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
2. B.1. Research best practices, best support model for ELs, and observe outside programs 2.B.2. Attend outside PD	2020-2023	Designated ELD teachers charter leadership team	1	RUP RCP charter-wide	Title III release days	ELPAC scores RFEP rates numbers of LTELS

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2.B.3. Determine the best way to support LTELS and the reason for not RFEPing						
Action Plan Task	2.C. Vertical communication with Elementary/Middle school					
Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
2.C.1. Annual communication between elementary/middle/high school cadres 2.C.2. Sharing of successful strategies and areas of content mastery, as well as struggles	2020-2023	charter/district leadership team Teacher leads (TBD)	1, 2	charter-wide	time	teacher survey - effectiveness
Action Plan Task	2.D. Teacher training for ELD, SPED, and GE Teachers					
Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
2.D.1. Teacher training for supporting students in accessing the curriculum and working to better differentiate instruction based on assessment results	2020-2023	site administrators RSP teachers	1	charter-wide	PD days UDL website link	California Dashboard
2.D.2. Designated and integrated (all content) ELD professional development at the beginning of the year and mid-year	2020-2021 Reassess need annually	ELD teachers/all content teachers charter leadership team	1	charter-wide	Title III outside PD	ELPAC scores LTEL numbers
2.D.4. Training and/or time with RSP teachers to understand accommodations list and to preview students during PD Day (August) 2.D.5 October check ins during department meeting time	2020-2023	All content teachers RSP teachers ASP Coaches site administration	1	RUP RCP	PD days SAW department time	teacher surveys
Action Plan Task	2.E. Learning Lab Support					

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Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
<p>2.E.1. Strengthen and clarify the role of the learning lab in both targeted support and tutorials</p> <p>2.E.2. Plan meeting times for Learning Lab IAs and RSP teachers to meet to improve student learning</p>	2020-2025	<p>site administrators</p> <p>RSP teachers</p> <p>Learning Lab IAs</p>	1	RUP	time - school day	<p>teacher, student, and support staff survey</p> <p>STAR assessment data/SBAC interim and summative data</p>

Action Plan Task	2.F. <i>Intervention Plan</i>					
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Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
2.F.1. Research and develop an intervention plan for students struggling in math and English	2020-2025	<p>site administrators</p> <p>RSP teachers</p> <p>general education teachers</p>	1	RCP	<p>work group - including general ed math and English teachers</p> <p>release days</p>	<p>teacher, student, and support staff survey</p> <p>California Dashboard</p> <p>STAR assessment data/SBAC interim and summative data</p>

Action Plan Task	2.G. <i>Additional Trained Adults in Classrooms</i>					
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Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
<p>2.G.1. Annual IA training including support for push in programs</p> <p>2.G.2. IA's for English Learners and IEP & 504 students</p>	2020-2023	<p>charter leadership team</p> <p>site administrators</p>	1	<p>charter-wide</p> <p>RUP</p> <p>RCP</p>	<p>time - school day</p> <p>outside trainings</p> <p>staffing -</p>	<p>support staff survey</p> <p>student progress monitoring - IEP goals,</p>

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					administration to schedule/determine	ELPAC
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<p>GOAL 3 Goal: Increase parent communication, collaboration, and engagement</p>

Action Plan Task	3.A. <i>Implement a consistent communication system based on parent input and feedback</i>
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Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
3.A.1. Ask parents for input on which forms of communication are currently successful (robo calls, Parent Coffee, Back to School night, etc.); and what additional forms of communication that might be effective (text messages, etc)	2019-2020	site administrators school site staff and teachers	3, 4	RUP RCP	time - school day Steering and SAW time	parent surveys sign in sheets - monitor parent attendance
3.A.2. Communicating to staff about results of inquiry, and training on how to apply best practices for parent communication	2020-2021					

Action Plan Task	3.B. <i>Strengthen our system for communication between teachers and our Spanish-speaking families</i>
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Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
3.B.1 Each site to create/refine/communicate process to allow multiple methods for non-Spanish speaking staff to communicate home 3.B.2. Spanish-speaking staff available for phone calls home 3.B.3. District and school websites are accessible in multiple languages; educate parents of the feature	2020-2023	site administrators teachers and support staff	3, 4	RUP RCP	time - school day	teacher, staff, and parent surveys

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Action Plan Task	3.C. Create a work group of parents and staff					
Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
<p>3.C.1. Create a work group of parents and staff to research ways of increasing parent involvement at events, meetings, and programs, especially for parents of ELs and students with IEPs</p> <p>3.C.2. Ensure parents of our subgroups are represented in the group</p> <p>3.C.3. Create plan, implement and revise as needed</p>	2020-2023	<p>site administrators</p> <p>teachers/staff</p> <p>parents</p>	3, 4	<p>RUP</p> <p>RCP</p>	<p>coffee and snacks for parents</p> <p>time - school day</p>	<p>parent survey</p> <p>sign in sheets - monitor parent attendance</p>

Action Plan Task	3.D. Create/refine Parent Coffee					
Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
<p>3.D.1. Create parent coffee at RCP</p> <p>3.D.2. Refine parent coffees at RUP</p>	2020-23	<p>site administrators</p>	3, 4	<p>RCP</p> <p>RUP</p>	<p>coffee and snacks for parents</p> <p>time - school day</p>	<p>parent survey</p> <p>sign in sheets - monitor parent attendance</p>

GOAL 4
Goal: Provide more enrichment opportunities both in elective and extracurriculars for students.

Action Plan Task	4.A. Create/ Enrichment Opportunities AdHoc					
Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
<p>4.A.1. Create Enrichment Opportunity ad hoc to go through inquiry</p> <p>4.A.2. Plan implemented</p>	<p>2020-21</p> <p>2021-23</p>	<p>ASP Coaches</p> <p>site administrators</p>	2	<p>RUP</p> <p>RCP</p> <p>(separate</p>	<p>SAW</p> <p>hourly pay</p>	<p>student, teacher, staff, parent surveys</p>

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		ad hoc members College and Career Directors		plans)		
Action Plan Task	4.B. Professional Development for Sports Coaches					
Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/ charter-wide	Resources /Budget	Action Item Assessment
4.B.1. Professional development for sports coaches	2-3 years	Athletic Directors site administrators	2	RUP and RCP	site budget	track longevity of coaches
Action Plan Task	4.C. Improve and implement Student Steering					
Sub Tasks	Timeline	Person(s) responsible for implementation	LCAP Goal	RUP/RCP/ charter-wide	Resources /Budget	Action Item Assessment
4.C.1. Improve and implement student steering meetings	2020-21	ASP Coaches site administrators	2	RUP and RCP	time - school day	sign in sheets - student attendance

GOAL 5						
Goal: Provide purposeful differentiated PD options throughout the year in order to prepare students for post-secondary success.						
Action Plan Task	5.A. Professional Development System/Research					
Sub Tasks	Timeline	Person(s) Responsible for implementation	LCAP Goal	RUP/RCP/ charter-wide	Resources/ Budget	Action Item Assessment
5.A.1. Department/grade level time for research and discussion for professional development options applicable to specific needs for teachers and staff	Fall 2020	ASP Coaches site administrators/ charter leadership team	1, 2, 3	RUP RCP charter-wide	SAW department/ grade level time PD Day	teacher survey end of semester reflections
5.A.2. Create a system	Fall 2020	All content teachers				
5.A.3. Utilize reflections to evaluate professional	2020-2021					

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development time with school as a whole through surveys at end of PD days and December/May reflections - Google forms		support staff				
Action Plan Task	5.B. Content Area Collaborations Across Sites					
Sub Tasks	Timeline	Person(s) Responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
5.B.1. Develop content area collaborations across sites once a year during department release days or during PD days	2020-2023	site administrators/ charter leadership team teachers	1, 2, 3	RUP RCP charter-wide	PD days release days	teacher survey
Action Plan Task	5.C. Use Benchmarks and Assessment Data					
Sub Tasks	Timeline	Person(s) Responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
5.C.1. Use Benchmark/ STAR/ SBAC Interims data during English and Math release days for planning	2020-2023 twice per year	site administrators charter leadership team English/Math teachers	1, 3	RUP RCP charter-wide	release time	SBAC scores STAR scores teacher survey
Action Plan Task	5.D. Action Plan Evaluations					
Sub Tasks	Timeline	Person(s) Responsible for implementation	LCAP Goal	RUP/RCP/charter-wide	Resources/Budget	Action Item Assessment
5.D.1. Continuing evaluation of action plans during semester reflections with 3 year ASP evaluation process.	2020-2023 twice per year	ASP Coaches site administrators/ charter leadership team	1, 2, 3	RUP RCP charter-wide	SAW time	monitoring of quick guide and/or schoolwide agreement document

Appendix

- A. Local Control and Accountability Plan (LCAP): The district LCAP is posted on each district's website; [Link](#)
- B. Results of student questionnaire/interviews/survey
- C. Results of parent/community questionnaire/interviews/survey
- D. The most recent California Healthy Kids Survey
- E. Master schedule
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
- I. California School Dashboard performance indicators
- J. School accountability report card (SARC)
- K. CBEDS school information form (Charter - no teacher data)
- L. Graduation requirements
- M. Any pertinent additional data (or have on exhibit during the visit)
- N. Budgetary information, including school budget
- O. Glossary of terms unique to the school