R
H
S

*Home
of the
Panthers*

Rosemead High School WASC Accreditation
March 24 – 26, 2014
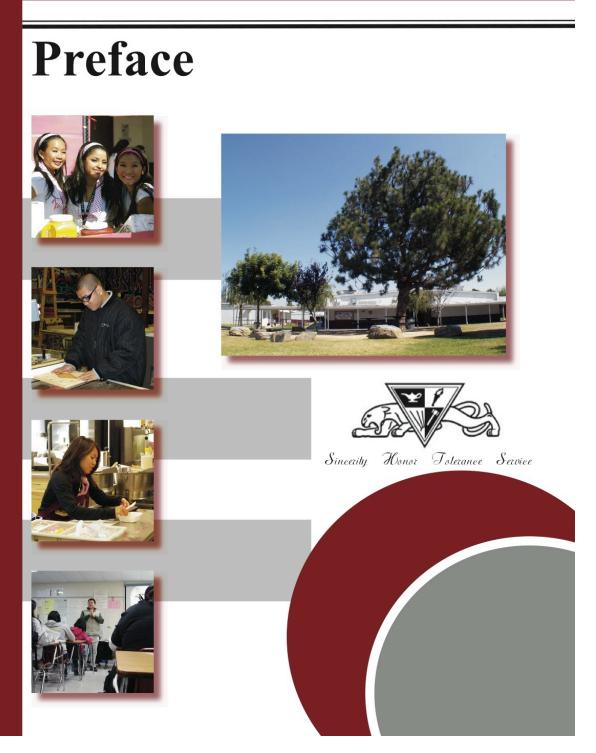
ROSEMEAD HIGH SCHOOL
WASC ACCREDITATION
TABLE OF CONTENTS

Appendix

CELDT	Clubs and Athletics
EMUHSD Goals	EMUHSD Adopted Textbooks
Graduation Requirements	LTEL Student Shadowing Results
Master Schedule	School Accountability Report Card
Single Plan for Student Achievement	School Quality Snapshot
Classified Survey	Parent Survey
Student Survey	Teacher Survey

Preface

Sincerity   Honor   Tolerance   Service

Preface

Under the guidance of the Principal and the Action Plan Council (Leadership Team), the FOL process has been the standard way of "doing business" at Rosemead High School for the past eighteen years. Based on staff preference Focus on Learning (FOL) groups have been updated each year. FOL groups have studied student achievement, analyzed data, identified areas of strengths and areas of growth in order to formulate school goals. The Rosemead High School mission statement and Schoolwide Learner Outcomes (SLOs) have been updated to reflect the needs of our student population each year as well. Additionally, all departments have aligned their course standards directly to state and national content standards and the school's SLOs. An increased emphasis on data analysis has become an integral part of both department meetings and our Monday Late Start mornings. The focus has been on monitoring and assessing student mastery of the standards and guiding curriculum and instruction schoolwide.

The action plans of Rosemead High School lay out the short-term goals (yearly) while the Single Plan for Student Achievement (SPSA) aligns with it. The SPSA and action plans are living documents that are updated annually to address the needs of students, faculty, staff and the school community. The four action plan components comprise a statement of our goals for the future: instructional programs for intervention and remediation, instructional programs for English Learners, proper inclusion for special education students, and common core standards preparation.

Finally, the stakeholders at Rosemead High School have addressed the five "outcomes of the self study" as set forth in the WASC/FOL manual:

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**

   There has been extensive involvement of all stakeholders in the Focus on Learning process. Through the Action Plan Council, the school has continually visited the action plans to ensure the direction of the school is focused on student needs. Students have participated during our Monday Late Start mornings in each of the focus groups this year, while parents have been attending both parent informational meetings, as well as meetings with their focus group this year during our Monday late starts. Each focus group includes an administrator, a representative from each department, a classified staff member, students and parents.

   Having such diversity in each focus group ensures that input and viewpoints are collected from all stakeholders to continually improve school programs and support student achievement. The entire school community has worked diligently and constructively in building a school dedicated to promoting academic achievement, while allowing students to pursue individual interests.

   The school's Action Plan Council has been the guide for steering the stakeholders through the Focus on Learning process. Collective decisions have been made with a single purpose in mind: to effectively use the Focus on Learning process to support student achievement and help move Rosemead High School forward.

2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.**
   Through district and site professional development in alignment with the action plans and the SPSA, all departments are required to align their standards with local, state, and/or national content standards as well as one or more of the school's SLOs. Over the course of time, departments have identified power standards, and created common assessments. Currently we are in the process of revising these to address the new common core standards. Faculty members have been trained in data analysis techniques, along with course leads we now are more formally and regularly analyzing student performance. The improvement of instructional practices is an on-going process at Rosemead High School.

3. **The analysis of data about students and student achievement.**
   Rosemead High School has used multiple sources of data to assess student achievement. Focus groups and departments have gathered and analyzed student work, state standardized test results as well as site and district Common Formative and summative benchmarks all being an integral part of the FOL process.
   There has been an increased focus on data analysis, particularly to measure student achievement for the purpose of modifying instructional practices and implementing new programs. New programs that have been implemented include English Intensive, Academic Language Development (ALD), Expository Reading and Writing Course (ERWC), CAHSEE mentoring, as well as Higher Opportunities Leadership Academy (HOLA) have been developed in the belief that consistent monitoring of student performance is necessary for improved student achievement. Data analysis is a high priority of the RHS staff. Beginning the 2012-2013 school year, Rosemead High School moved to EADMS to assist with compiling assessment data. Faculty members meet during our morning Late Start days, as well as within each department to continue assessment of student progress throughout the year.

4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria.**
   Throughout the Focus on Learning process, focus groups have met to consider the WASC/CDE criteria as it applies to the school program as a whole. Each group has read and discussed in depth the WASC/CDE criteria specific to their area of focus. Discussion has revolved around the content and the meaning of the FOL questions as they apply to the school program. Each focus group has thoroughly analyzed all aspects of the school in relation to their particular focus area, and as a result, strengths and critical learner needs have been identified in relation to the SLOs, academic standards and WASC criteria.

5. **The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**
   Consideration by the Action Plan Council of the identified needs from the Focus Group reports led to the creation of the action plans that address the most significant areas of need at RHS. We are confident that the action plans will meet the needs of all stakeholders and fully address the areas for growth at Rosemead High School.

While administrative participation and guidance are essential in adhering to the action plans, ultimate accountability is centralized with the collaborative oversight of the Action Plan Council. Nevertheless, the school community recognizes that whole-group involvement is necessary to achieve our goals.

The Action Plan Council will continue to meet monthly to examine the school's progress in meeting the plan. Information from student-parent-staff surveys will be completed and presented to all stakeholders. The Student and School Profile will also be updated yearly as test information and other data are received. Data assessments and the profile will be reviewed and approved by the Action Plan Council at the end of each school year. This assessment will be shared with all stakeholders and will be part of the school SPSA written each year.

Chapter 1
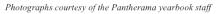
Student/Community Profile and Supporting Data Findings

Sincerity Honor Tolerance Service

Photographs courtesy of the Pantherama yearbook staff

CHAPTER I

Student and Community Profile with Supporting Data/Findings

Community Demographics

Rosemead High School (RHS) is located in the heart of the San Gabriel Valley, thirteen miles northeast of Los Angeles. The city of Rosemead is a culturally diverse community that is home to residents who range from low to middle-class socioeconomic status, with a median income of $41,964, according to the 2011 census. The census also showed that in ten years time, the Asian population rose to twenty-five percent (25.02%) of Rosemead city's 53,764 residents while the Hispanic population fell to thirty-three percent (33.8%), and the white population slightly increased from twenty percent (20.18%) to twenty-one percent (21.1%). Fifty-six percent (56.1%) of Rosemead's residents are foreign born with thirty-seven percent from Asian countries and eighteen percent (18.1%) from Latin, Central and South American countries.

School Demographics

Rosemead High School first opened its doors in 1949. Currently, RHS is fed by five elementary, as well as two middle feeder schools. As one of five comprehensive high schools in the El Monte Union High School District, it serves students from the cities of Rosemead, Temple City, San Gabriel, El Monte and South El Monte.

Currently our school has 1884 students enrolled. The population is culturally diverse; however, the ethnic population is split predominately between Asian and Hispanic ethnicities with forty-three percent (43.31%) of the population being Asian and forty-eight percent (48.67%) Hispanic.

Beginning in 2009, RHS went through major construction utilizing Measure D bond monies. During this time, the school added a two-story building with twenty-two classrooms, expanded and renovated the library, refurbished the track in the stadium, built a new weight room facility, installed a new heating and air conditioning system in the auditorium, and redesigned the landscaping throughout the campus. In addition, the parking lots were redesigned and resurfaced, new athletic turf on the track was added, and new outdoor basketball courts replaced the original ones that were demolished during construction. Finally at the beginning of this school year our student store was expanded and moved to a nearby building to provide additional space for textbook distribution as well as space to handle all other responsibilities that come from that department.

The stakeholders of Rosemead High School are all committed to providing the best possible educational and leadership opportunities for both students and staff. The staff includes seventy-six classroom teachers, five counselors, one Child Welfare and Attendance (CWA) Coordinator, one part-time Career Center Counselor (40%), one Library Media Teacher, one instructional coach, one part-time nurse (40%), sixty classified staff members and four administrators.

Approximately seventeen percent (310) of the student population in 2012-2013 have been designated as English Language Learners. Twenty-percent of currently enrolled students (381) report English as their primary language, while sixty-three percent are considered Fluent English Proficient or Reclassified Fluent English Proficient students (1191 total students). Currently, there are twenty-five languages spoken on campus. The school has approximately seventy-nine percent of its students receiving Free/Reduced Price lunches. As a schoolwide Title I school, all students qualify for Title I services. Forty-two percent of RHS parents (793 total) are high school graduates while thirty-seven percent do not have an education past the high school level. Data analysis has shown yearly decreases in student population over the last two years. Approximately twelve percent (12%) of the student population is receiving Special Education services and almost eighty percent (80%) of all students come from backgrounds where the language spoken at home is one other than English.

Rosemead High School identifies and recruits eligible families for the Migrant Education Program, providing academic and instructional support to these students. Some of the services provided are, but not limited to,: Summer Bridge Program for incoming freshmen, academic mentoring, tutoring, college awareness, motivational/inspirational counseling and yearly dental and vision screenings. There are thirty-seven students who qualify for the Los Angeles County Migrant Education Program. In order to qualify, students must have had to move to seek employment in agriculture, fishing or forestry within the last three years. Parents also receive information about other programs and agencies in the community.

Rosemead High School is classified as a Year-four Program Improvement campus. This designation is primarily due to our special education and English Language Learner academic performance on the CAHSEE. These two student groups have become a major focus of our action plans.

For AYP (Adequate Yearly Progress for NCLB), we met 14 of 22 criteria for the 2012-2013 school year. In English language arts, we did not meet our school-wide target, with only students in the Hispanic and Socioeconomically Disadvantaged subgroups meeting their AMO. In math, we did not meet our school-wide target nor did we meet any of the AMOs for any subgroup. This is the first year in over four years, that not one of the subgroups met their AMOs in the math AYP criteria. Although the proficiency rate shows that we did not meet the AMO for many of our subgroups, the pass rate indicates that we have made great strides, especially among the Hispanic students that have been a targeted subgroup to close our ethnic achievement gap. In addition it has been the focus of Rosemead over the past couple of years to focus less on standards based instruction and more on the types of instructional strategies used by our faculty. It is our goal to utilize the strategies of instruction to help all students achieve academic success and has therefore become over focus over the past couple of years.

Safety Conditions

In keeping with district policy, Rosemead High School believes that the safety of students, employees and guests is of the highest priority. Regular reviews of, and improvements to the Safe School Plan insure a safe and orderly environment, and support the school's strong commitment to safety. Fire drills are conducted once a month, and earthquake/evacuation drills are held once each semester to ensure that all students, staff and parents know the procedures to follow in the event that an emergency or disaster should occur. Rosemead is also in compliance with the districts "merge" Emergency Safety Program. The administration team is FEMA trained in the following areas: NIMS(National Incident

Management Systems) National Response Framework, and Incident Command System. The school has a strong connection to, and relationship with the Temple Sheriff's Station. We are fortunate enough to have a School Resource Officer (SRO) on campus during the school day to assist with campus safety. Deputies respond promptly when called, and are available to assist with law enforcement issues on campus when needed, and are a welcome presence at co-curricular activities, athletic events and dances. The SRO also works closely with families and the community in order to take a proactive approach in making our school safe for our students and staff rather than a reactive approach.

Since access to the RHS campus is difficult to maintain, the school has taken steps to address the safety on our campus by instituting a sign-in desk where non-students/staff check-in and out during schools hours at the entrance of the school. This has made the campus less accessible to outsiders. In order to provide a school climate that is safe, supportive and orderly, the school employs six part-time campus supervisors who are directed by the Assistant Principal for Activities and the Assistant Principal for Student Services. These staff members patrol the hallways and grounds during class time and are highly visible at times when large groups of students are out on campus.

Title I

Rosemead High School has qualified for Title I funding since 1999. This year, seventy-nine percent of Rosemead students qualified for free and reduced lunch. With school-wide Title I status, full resources are provided to all students with innovative strategies to address their academic needs. The Title I funded programs that are offered include ALD (Academic Language Development), AVID (Advancement Via Individual Achievement), and Reading Intensive.

SCHOOLWIDE LEARNER OUTCOMES	
Rosemead High School students will be able to demonstrate that they are:	
Academic Achievers who:	- demonstrate proficiency in reading, writing, and mathematics by passing state and federal mandated tests. - can utilize learning skills, tools, and strategies to achieve academic goals. - can use higher order thinking skills to access, analyze, and interpret information.
Effective Communicators who:	- can read and listen actively and critically. - can transfer ideas effectively into written and verbal format.
Responsible Citizens who:	- can show tolerance towards others, regardless of cultural, sexual, physical or religious orientation. - can be a productive and active member of society and the community.
Proficient Technology Users who:	- can demonstrate technology competency through the use of computers and applications. - can utilize technology to enhance learning and achieve academic goals.
Healthy Individuals who:	- can demonstrate competency in physical fitness by completing the state fitness exam. - can exhibit knowledge of high risk activities that affect their health and how to avoid them. - can exhibit knowledge of proper nutrition.

Specialized Programs

<u>English Intensive</u>

English 1P Intensive is a course designed to meet the needs of students who are reading slightly below grade level. This course is approved by the UC system to receive college prep credit, and it integrates several instructional strategies from the Scholastic READ 180 program. Students receive individualized remediation in vocabulary development, reading comprehension skills, and writing.   Student spend time reading independently, working on a computer to improve their reading skills, and participate in small group instruction designed to make sure each student grasps the material. Students are provided a grade level appropriate textbook from the McDougal Littell anthology; however, each unit is designed to target the skills previously highlighted. This course is scheduled as a two-hour block (two classes back to back) to accommodate the extra time needed for remediation. Once students have successfully completed English 1P Intensive, they will transition to a regular English 2P class with an Academic Language Development (ALD) support class sometime in their schedule.

<u>English Intensive Enrollment</u>

Year	# of students
2010-2011	70
2011-2012	37
2012-2013	44
2013-2014	55

<u>Academic Language Development (ALD)</u>

English Academic Language Development classes are designed to provide academic and language support for English Learners. This is a one-hour course that is separate from the student's college preparatory English class. The purpose of the ALD class is to not only provide students more time to grasp the college preparatory English curriculum, but to build vocabulary, improve reading comprehension, and writing skills. EL students are heterogeneously grouped in their college preparatory English class, and homogeneously grouped for their ALD class, so that the teacher can extend the teaching from the college preparatory class to the ALD period as well as provide separate remediation in reading, speaking, listening, and writing. ALD classes are offered at the sophomore and junior levels, due to limited funding.

<u>Academic Language Development Enrollment</u>

Year	ALD 2	ALD 3
2010-2011	Not offered	Not offered
2011-2012	64	36
2012-2013	46	52
2013-2014	46	10

AVID

Advancement Via Individual Determination is a college readiness program for elementary through secondary education that is designed to increase school-wide learning and performance. Here at Rosemead High School, the AVID program attempts to accelerate student learning by using research-based methods of effective instruction.

Although AVID serves all students, the AVID elective courses offered at Rosemead High School focus on the least served students in the academic middle. When we recruit students from our local feeder schools (Muscatel Middle School and Gidley Middle School), we target students that are interested in increasing their academic skill sets (critical reading, writing and research) and who are looking to be the first in their immediate family to attend college. With the introduction of a new, more focused student application process, we are able to efficiently and effectively identify the right student for our program. Moreover, we ultimately look to raise expectations of students and with the AVID support system in place; the hope is that our AVID students will rise to the challenge.

Since the program's inception here in 1998, we have grown exponentially at all four grade levels. In the last three years, we have increased our total enrollment of AVID students by 30 percent, and the rate of college acceptance for graduating seniors has also increased. Last year, 78 percent of Rosemead's AVID seniors were accepted to a four-year university and the remaining 22 percent planned on attending a two-year community college. A nationwide comparison of the data highlights the success of our program: in 2012, of the 33,204 AVID seniors nationwide, 58 percent were accepted to a four-year college and 32 percent to a two-year institution.

Advanced Via Individual Determination Enrollment and AP/Acc Enrollment

Year		AVID Students	Enrolled Acc/AP Classes
Fall	2010-2011	96	59 (61%)
Spring	2010-2011	92	61 (66%)
Fall	2011-2012	116	66 (57%)
Spring	2011-2012	109	57 (52%)
Fall	2012-2013	131	58 (44%)
Spring	2012-2013	129	57 (44%)
Fall	2013-2014	121	42 (35%)

Expository Reading and Writing

The Expository Reading and Writing Course (ERWC) was originally developed as part of the California State University's (CSU) Early Assessment Program (EAP), which was originally established to provide opportunities for students in their junior year of high school to measure their readiness for college-level English and mathematics, and more importantly, to facilitate opportunities for them to improve their skills during their senior year in high school. To that end, ERWC is designed as an alternative twelfth-grade curriculum for students who have not yet demonstrated college readiness in English on the EAP test at the end of their junior year, or for students who are simply looking to refine their critical thinking, reading and composition skills before undertaking college-level coursework. Five years ago the CSU published

the first version of this curriculum, which proved to be very popular with teachers and students alike. Since its initial publication, more than 500 California high schools have adopted the full course. In 2011, Rosemead High School recognized the value of the course for its college-bound seniors, and fully implemented it. Each summer, incoming seniors are given a thorough introduction to the course during the pre-registration period so that they are able to make an informed decision on whether or not the course would meet their learning style and or future career path. Currently, we offer three sections of ERWC, have over 100 students enrolled and plan to expand our course offerings in order to address the new Common Core State Standards (CCSS).

Expository Reading and Writing Enrollment

Year		Senior Enrollment	Students Enrolled in ERWC
Fall	2010-2011	437	35 (8%)
Spring	2010-2011	493	63 (13%)
Fall	2011-2012	465	102 (22%)
Spring	2011-2012	436	108(25%)
Fall	2012-2013	469	97 (21%)
Spring	2012-2013	459	97 (21%)
Fall	2013-2014	440	107 (24%)

AP/Acc Program Overview

Rosemead High School's Advanced Placement and Accelerated program (AP/Acc) is meant to prepare students for the rigors of their college and career choices. Typically, students in the 9th and 10th grades take ACC courses in preparation for the AP course they will take in their 11th and 12th grade years. Both are based on the following two important premises set out by the College Board, the entity which grades the AP exams. The first is the expectation that all students can perform well at rigorous academic levels. This expectation is reflected in curriculum and instruction of courses designated as AP/Acc such that all students are consistently being challenged to expand their knowledge and skills to the next level, above and beyond that of our already rigorous college prep courses.

The second important premise of the AP/Acc program is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Addressed effectively, accelerated courses offer opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning they will need when they enter the AP courses. AP courses prepare students for the AP exam, which they must take per district mandate in order to receive the extra grade point associated with AP courses, and for their college and career choices. All AP courses follow a College Board approved syllabus which is available through the College Board website.

Accelerated and Advanced Placement Enrollment
(students may be enrolled in more than one course but are only counted once)

Year	Total Student Enrollment	Acc/AP Student Enrollment	Chinese/Vietnamese Enrollment	Hispanic Enrollment
2010-2011	1995	672	430	162
2011-2012	1994	804	450	223
2012-2013	1877	791	461	238
2013-2014	1849	766	460	237

Enrollment in the AP/Acc program is open to all students, though each course does have strong recommendations that are meant to ensure that students have the rudimentary skills they will need to succeed. Over the last three years, our program has, for the most part, consistently grown. Music Theory AP and Studio Art AP have been eliminated due to budget constraints and lack of student request, but overall, the Acc/AP program has grown as students have become more encouraged to prepare themselves for the rigors of our technically advanced and intellectually challenging global marketplace. More specific score data is included later in this chapter.

Online Credit Recovery
Our concurrent program is through our Adult Education School and it is available online only. These courses are offered to students that are at least 16 years of age. They need to have failed the course prior to taking it at Rosemead. These courses are for credit recovery only, not A-G credit. The online teacher is a California credentialed teacher, our school personnel only monitors and gives the tests. There isn't a minimum time for completion of each course and some finish in 12-15 hours however the maximum allotted time is sixty days. There is also EL as well as Special Education accommodations written into the curriculum.

Preparing Students for Postsecondary College/Careers
Our Career Center helps students prepare for their lives after high school by offering grade appropriate college and career counseling and education. Staffed by a Career Guidance Coordinator, Mr. Wyatt Bernthal, and a Career Guidance Technician, Ms. Irma Saenz, our Career Center computer lab provides access to college and financial aid applications. Furthermore, Mr. Bernthal, who we must share with other campuses in the district, personally organizes and coordinates informational meetings with students to help them navigate the various programs offered to them, such as the Rio Hondo/EMUHSD Partnership for College, the *My Path to Success* College and Career Preparation Curriculum, the Trio Programs: Upward Bound and Talent Search, and the Cal. Soap/CSULA Outreach and Support programs with the assistance of Ms. Saenz, who is on campus full time to assist students in Mr. Bernthal's absence. Additionally, our career center coordinates with other agencies to provide access to college and financial aid workshops. Finally, the career center provides students with a Career Interest Inventory, as well as support in signing up for SAT, ACT, PSAT, and college placement exams, in order to best prepare students for their futures. The Career Center staff uses a combination of classroom presentations and voluntary meetings to make information known to students. Overall, it can be said that Rosemead students have a Career Center with many resources to help them succeed once they leave our campus.

School Population Data

Overall Student Population:

Year	2009-10	2010-11	2011-12	2012-13	2013-14
Total	2041	1997	1990	1886	1852
Asian	45% (923)	44% (876)	43% (856)	43% (818)	43% (805)
Hispanic	50% (1010)	50% (1003)	50% (988)	49% (922)	48% (893)
Other	5% (108)	6% (120)	7% (146)	8% (146)	9% (154)

The school population at RHS has declined slightly each year since our last WASC visit. Overall there are fewer total students that attend RHS (approx. 200), but the ethnic makeup of the school has remained consistent.

Student Attendance Data:

Year	ADA Percentages	Mobility Rate	Truancy Rate
2010-2011	96.67%	12%	0.38%
2011-2012	97.32%	14%	0.38%
2012-2013	97.68%	11%	0.25%

Rosemead High School's student attendance has remained consistent over the past three years with a slight increase in attendance rates over the past four years. The mobility of RHS students indicate that few students tend to leave the school during their four years of education. In addition, the truancy rate remains low with a decrease during the 2012-13 school year.

Suspension/Expulsion Data

Year	Suspensions	Expulsions
2010-2011	88	0
2011-2012	95	0
2012-2013	71	3

Rosemead High School has had an overall low suspension rate over the past three years. Although the expulsion rate has slightly increased over the last year there does not seem to be a problem in this area.

Staff Data

Overall Staff Population

	2009-10	2010-11	2011-12	2012-13
Total Certificated Members	100	90	119	115
Admin	4	4	4	4
Guidance	8	7	9	8
Teachers	88	79	106	103
Classified	57	57	60	54

Although the total number of certificated members employed at RHS has increased by 15 in the past four years, many of the additional staff members have been for specific intervention classes. Additionally, RHS lost three certificated teachers due to budget cuts between the 2011-2012 and 2012-2013 school years and with less certificated teachers the average class size ratio has slightly risen.

Certificated Staff Population by Gender and Ethnicity

	2009-10	2010-11	2011-12	2012-13
Female	52	51	64	62
Male	48	39	55	53
Asian	18	17	17	15
Pacific Islander	1	0	1	1
Filipino	2	2	2	0
Hispanic	28	26	46	42
African American	4	5	6	4
White	45	40	47	50
Multiple/No response	1	0	0	2

The RHS faculty has a few more female teachers than males and the primary ethnicity of teachers is white (50). However there are a large number of Hispanic teachers (42) and the next largest group are Asian teachers (15). There has been a significant increase in hiring Hispanic instructors over the past three years with 14 more Hispanic faculty members in 2012-2013 than in 2009-2010.

Teacher Years of Experience at Rosemead

	2009-10	2010-11	2011-12	2012-13
Average Years of Service	12	10.8	10.6	13.7
Average Years in District	9.8	8.7	8.6	12
Number of First Year Staff	5	9	15	1
Number of Second Year Staff	6	8	11	0

2011-2012 saw a significant increase in younger staff members due to the district-wide "golden handshake" offer to potential retirees. However, RHS traditionally retains its faculty and many spend their entire teaching career within the district.

Advanced Degrees at Rosemead

	2009-10	2010-11	2011-12	2012-13
Doctorate	1	0	1	1
Master's Degree + 30	22	17	20	21
Master's Degree	23	24	31	26
Fifth Year Induction	0	1	2	2
Bachelor's Degree + 30	30	29	34	35
Bachelor's Degree	12	6	9	8
Less than Bachelor's Degree	0	1	5	4

As of 2012-2013 there is only one faculty member with a doctorate, however forty-seven faculty members have Master's Degrees and thirty-five have Bachelor's Degree with additional units. These statistics reflect the dedication of the RHS faculty to furthering their own education in order to better serve our students.

Overall Classified Staff Population

Classified	2009-10	2010-11	2011-12	2012-13
Full-Time Paraprofessional	12	21	6	7
Part-Time Paraprofessional	1	2	7	5
Full-Time office/clerk	13	N/A	12	11
Part-Time office/clerk	--	N/A	0	0
Full-Time other	18	18	16	15
Part-Time other	13	16	19	16

The classified staff population has remained relatively consistent over the past five years. However the paraprofessional population has decreased significantly. This is due to limited funding which has impacted our Special Education and English Learner programs.

Classified Staff Population by Gender and Ethnicity

Classified	2009-10	2010-11	2011-12	2012-13
Female	39	37	39	35
Male	18	20	21	19
Asian	2	0	0	0
Pacific Islander	0	3	4	2
Hispanic	48	46	48	42
White	6	7	7	7
African American	--	1	1	1
None Given	--	---	---	2

The classified population at RHS shows more female employees (35) than males (19) with the vast majority being Hispanic. It is advantageous that so many of our classified employees are bilingual because it really helps in our ability to communicate with parents as well as students.

Student Outcome Data

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13
Number of Students Included	1405	1405	1430	1378
Base API	734	771	775	796
State Rank	6	7	7	7
School Rank	6	9	8	9
Growth Target	5	5	5	4
API Target	739	776	780	800
Year Growth	769	778	795	807

Over the past five years RHS has made significant increases to our API score improving by 38 points and surpassing the 800 benchmark set in 2012-2013. RHS's similar school rank has also improved from a 6 to a 9 and we have consistently met the majority of our growth targets.

Similar School Ranking

	2009-10	2010-11	2011-12	2012-13
Statewide ranking	6	7	7	7
Similar schools ranking	6	9	8	9

As stated above, RHS has improved its similar school ranking from a 6 to a 9 and its statewide ranking from a 6 to a 7. This is primarily due to our increased AP scores.

Adequate Yearly Progress

Annual Measurable Objectives (based on ELA CAHSEE scores)

Year	2009-10	2010-11	2011-12	2012-13
Number of Students Tested	512	466	490	464
Participation Rate	99% (507)	100% (466)	99% (485)	99% (459)
Schoolwide Proficient	62.6% (318)	69.5% (324)	62.9% (299)	63.4% (294)
Asian Proficient	77% (171)	82.1% (179)	79.5% (178)	75.5% (163)
Hispanic Proficient	48.8% (123)	57.9% (132)	47.7% (114)	50.7% (109)
Special Needs Proficient	21.6% (8)	23.5% (12)	11.8% (4)	9.3% (4)
Socio. Disadv. Proficient	61.7% (258)	66.7% (264)	59.8% (238)	61.5% (240)
English Learner Proficient	41.7% (80)	48.7% (96)	39.2% (71)	37.6% (67)

ELA AYP data shows consistency in the percentage of tested students as well as a consistent overall proficiency rate with the exception being the 2010-2011 school year when many interventions were implemented (specifically CAHSEE mentoring) and we achieved our highest results to date. In 2012-2013 our Hispanic, socio-economic disadvantaged groups proficiency all improved from the previous year however, our Asian, special needs and English Language Learners scores dropped slightly.

Annual Measurable Objectives (based on Math CAHSEE scores)

Year	2009-10	2010-11	2011-12	2012-13
Number of Students Tested	515	465	489	461
Participation Rate	99% (510)	100% (465)	98% (465)	98% (452)
Schoolwide Proficient	64.7% (333)	68.3% (318)	66.0% (313)	66.0% (304)
Asian Proficient	85.6% (190)	86.2% (188)	90.2% (202)	86.5% (186)
Hispanic Proficient	45.7% (116)	52.0% (119)	44.1% (105)	45.4% (98)
Special Needs Proficient	18.9% (7)	21.6% (11)	12.1% (4)	9.3% (4)
Socio. Disadv. Proficient	63.8% (268)	66.7% (264)	63.7% (253)	64.6% (252)
English Learner Proficient	48.2% (93)	53.8% (106)	49.2% (89)	49.7% (88)

Math AYP data reflects many of the same trends as the ELA data with the 2010-2011 school year showing the highest achievement results where all groups increased their proficiency. Schoolwide proficiency has remained fairly consistent overall and in 2012-2013 our Hispanic, socio-economic disadvantaged groups improved their proficiency rates while English Learners and special needs proficiency declined slightly.

California High School Exit Exam (CAHSEE) Results

CAHSEE ELA Pass Rate

Year	2009-10	2010-11	2011-12	2012-13
# of Students Tested	512	466	490	464
Overall	88% (449)	85% (397)	84% (414)	85% (396)
Asian	93% (209)	91% (198)	92% (210)	90% (200)
Hispanic	83% (212)	79% (182)	78% (193)	80% (176)
Special Needs	55% (12)	13% (4)	29% (10)	28% (11)
Socioeconomic Disadv.	87% (366)	84% (324)	83% (339)	85% (336)
English Learner	53% (42)	55% (43)	62% (52)	55% (41)

The table above shows our CAHSEE Pass Rate (not proficiency rate) for the last four years in ELA. Our pass rate is much higher than our proficiency rate, which illustrates the discrepancy that arises from state mandates versus federal mandates. This discrepancy will be discussed in more detail in the next section. In regard to our CAHSEE Pass Rate, we see that 2009-2010 shows the highest achievement levels for

most subgroups. This was the year that special education inclusion and collaboration was introduced as well as the sophomore CAHSEE mentorship program which may have contributed to this high level of achievement. In the following year all groups with the exception of ELLs slightly decreased in achievement and have remained relatively consistent since. However in 2011-12, the ELL subgroup's pass rate increased significantly which may have been due to the introduction of Edge as the primary ELD curriculum which is much more rigorous than the High Point program. However, ELL achievement dropped right back to its previous level in the following year. This decline may be due to a change in teachers involved in the program as well as the fact that ELD courses are designed to teacher English language development skills and not grade level appropriate content standards.

2009-2013 CAHSEE ELA Proficiency vs. Pass Rate

	ELA			ELA		
Year	2009-10			2010-11		
# of Students Tested	512			466		
	Proficient	Pass	Difference	Proficient	Pass	Difference
Schoolwide	63%	88%	26%	70%	85%	15%
Asian	77%	93%	16%	82%	91%	9%
Hispanic	49%	83%	35%	58%	79%	21%
Special Needs	22%	55%	34%	24%	13%	-11%
Socio. Disadv.	62%	87%	26%	67%	84%	17%
English Learner	42%	53%	12%	49%	55%	6%
	ELA				ELA	
Year	2011-12			2012-13		
# of Students Tested	490			464		
	Proficient	Pass	Difference	Proficient	Pass	Difference
Schoolwide	63%	84%	21%	63%	85%	22%
Asian	80%	92%	12%	76%	90%	14%
Hispanic	48%	78%	30%	51%	80%	29%
Special Needs	12%	29%	17%	9%	28%	19%
Socio. Disadv.	60%	83%	23%	62%	85%	23%
English Learner	39%	62%	23%	38%	55%	17%

The tables above illustrate the discrepancies between our CAHSEE proficiency rate and our CAHSEE pass rate for ELA. In some subgroups, this discrepancy is significant. For example, our special education, ELLs, and Hispanic subgroups show a large discrepancy between proficiency and passing. This "gap" mirrors the overall achievement differences we have been focusing on for the last six years and highlights the need to continue our efforts at closing this achievement gap. Plus, with the additional of common core standards, all students are required to demonstrate their knowledge using more critical thinking and writing which we anticipate will be challenging for our lower performing significant subgroups.

2012-2013 ELA CAHSEE Results: English 2P/ Accelerated / ALD Students
    (for students enrolled in traditional college-preparatory English classes)

English 2P classes only	English Class	Proficient 380+	Passed 379-350	Didn't Pass	Total Students
Eng. 2P Acc. Students	Eng. 2 Acc. P	71	0	0	71
Eng. 2P with ALD Students	Eng. 2 P	69	40	18	127
Reg. English 2P Students	Eng. 2 P	144	51	14	209
Total		**284**	**91**	**15**	**407**
		Proficient	Passed	No pass	
Percent Total		69.77%	22.35%	7.84%	

The table above illustrates ELA CAHSEE results for students who were enrolled in a traditional college-preparatory English courses in 2012-2013. It is clear from the data that these students have a very high proficiency and pass rate with 92.12% either scoring proficient or passing on their first attempt. All courses are aligned to grade specific content standards and have an entire unit dedicated to CAHSEE preparation which most likely accounts for our students' success.

2012-2013 ELA CAHSEE Results: ELD and SAI students
    (for students NOT enrolled in traditional college preparatory English classes)

ELD and SAI Classes Only	English Class	Proficient 380+	Passed 379-350	Didn't Pass	Total Students
ELD 1 & ELD 1 Lab Class	ELD 1	0	0	7	7
ELD 2 & ELD 2 Lab Class	ELD 2	0	3	5	8
ELD 3 & ELD 3 Lab Class	ELD 3	0	6	3	9
SWD English Class	SAI English	0	1	13	14
Total		**0**	**10**	**28**	**38**
		Proficient	Passed	No Pass	
Percent Total		0%	26.31%	73.68%	

The table above illustrates ELA CAHSEE results for students who were NOT enrolled in a traditional college-preparatory class in 2012-2013. These were primarily our ELL and special education students. Since both ELD and SWD English classes are not aligned to grade level content standards, the students enrolled do not pass the CAHSEE at the same rate as those who are enrolled in a college-preparatory English course. This discrepancy is understandable because our ELD classes focus on English language development skills, which students must acquire before being expected to pass the CAHSEE. Similarly, special education students who are not ready for inclusion also face this additional disadvantage. It is important to note that this population of students is most responsible for our failure to meet certain AYP criteria even though as a group they only represent 8.5% of the total sophomore class of 445 students.

2012-2013 Math CAHSEE results

Year	2009-10	2010-11	2011-12	2012-13
# of Students Tested	515	465	489	461
Overall	85% (437)	88% (409)	84% (411)	88% (404)
Asian	97% (219)	95% (207)	97% (222)	95% (207)
Hispanic	75% (191)	81% (185)	71% (175)	80% (177)
Special Needs	26% (7)	26% (8)	42% (14)	33% (13)
Socioeconomic Disadv.	84% (353)	87% (334)	82% (335)	87% (342)
English Learner	57% (46)	72% (54)	71% (60)	67% (49)

The table above illustrates our CAHSEE math pass rates for the past four years and in general, our math performance mirrors our ELA results. In 2010-11, Hispanic, Socio-economic disadvantaged and ELL scores slightly increased from the previous year, then dropped slightly in the next two. We are encouraged that our Hispanic results from last year increased although special needs and ELL subgroups both declined. We are eager to see how the new integrated math program will impact CAHSEE results. We are hopeful that the collaborative nature of the class will strengthen our students' basic mathematical skills so that they are more successful on the CAHSEE.

CAHSEE Math Proficiency vs. Pass Rate

Year	2009-10			2010-11		
# of Students Tested	512			466		
	Proficient	Pass	Difference	Proficient	Pass	Difference
Schoolwide	65%	85%	20%	68%	88%	20%
Asian	86%	97%	11%	86%	95%	9%
Hispanic	46%	75%	29%	52%	81%	29%
Special Needs	19%	26%	7%	22%	26%	4%
Socio. Disadv.	64%	84%	20%	67%	87%	20%
English Learner	48%	57%	9%	54%	72%	18%
Year	2011-2012			2012-13		
# of Students Tested	489			461		
	Proficient	Pass	Difference	Proficient	Pass	Difference
Schoolwide	66%	84%	18%	66%	88%	22%
Asian	90%	97%	7%	87%	95%	8%
Hispanic	44%	71%	27%	45%	80%	35%
Special Needs	12%	42%	30%	9%	33%	24%
Socio. Disadv.	64%	82%	18%	65%	87%	22%
English Learner	49%	71%	22%	50%	67%	17%

The tables on the previous page illustrate the discrepancies between our CAHSEE proficiency rate and our CAHSEE pass rate in math. As was shown in ELA, some subgroups show significant discrepancies. For example, our special education, ELLs, and Hispanic subgroups show a large discrepancy between

proficiency and passing. This "gap" mirrors the overall achievement differences we have been focusing on for the last six years and highlights the need to continue our efforts at closing this achievement gap.

CAHSEE Reading Results

		Word Analysis Avg % Correct		Reading Comprehension Avg % Correct		Lit Response & Analysis Avg % Correct	
ALL STUDENTS							
2009-2010	512	78%	(399)	84%	(430)	82%	(420)
2010-2011	397	80%	(318)	80%	(318)	81%	(322)
2011-2012	490	80%	(392)	78%	(382)	82%	(402)
2012-2013	464	82%	(380)	79%	(367)	79%	(367)
ASIAN							
2009-2010		Data was not available on cde website					
2010-2011	218	85%	(185)	84%	(183)	85%	(185)
2011-2012	228	85%	(194)	84%	(192)	86%	(196)
2012-2013	221	86%	(190)	83%	(183)	83%	(183)
HISPANIC							
2009-2010	256	76%	(195)	81%	(207)	77%	(197)
2010-2011	230	75%	(173)	75%	(173)	71%	(163)
2011-2012	248	76%	(188)	72%	(179)	78%	(193)
2012-2013	220	78%	(172)	75%	(165)	76%	(167)
SPEC. NEEDS							
2009-2010	27	64%	(17)	63%	(17)	60%	(16)
2010-2011	30	47%	(14)	47%	(14)	54%	(16)
2011-2012	34	58%	(20)	47%	(16)	60%	(20)
2012-2013	39	56%	(22)	50%	(20)	53%	(21)
SOCIOEC. DISADV							
2009-2010	419	78%	(327)	84%	(352)	81%	(339)
2010-2011	388	79%	(307)	79%	(307)	80%	(310)
2011-2012	408	79%	(322)	77%	(314)	81%	(330)
2012-2013	395	82%	(324)	78%	(308)	79%	(312)
ENG. LEARNERS /# TESTED							
2009-2010	80	63%	(50)	84%	(67)	61%	(49)
2010-2011	78	64%	(50)	61%	(48)	63%	(49)
2011-2012	84	69%	(58)	64%	(54)	68%	(57)
2012-2013	75	64%	(48)	59%	(44)	62%	(47)

As the table above indicates, overall student performance in the major areas tested for CAHSEE show consistent results. That consistency is also seen within the subgroup data for each testing strand. There are some fluctuations (ELL Reading Comprehension in 2009-2010), but for the most part, scores have remained consistent.

CAHSEE Writing Results

		Writing Strategies Avg % Correct		Writing Conventions Avg % Correct		Writing Applications Average Score (out of 4)
ALL STUDENTS						
2009-2010	512	73%	(374)	80%	(410)	2.7
2010-2011	397	76%	(302)	78%	(310)	2.7
2011-2012	490	72%	(353)	79%	(387)	2.7
2012-2013	464	76%	(353)	75%	(348)	2.6
ASIAN						
2009-2010		Data not available on cde website				
2010-2011	218	81%	(177)	83%	(181)	2.8
2011-2012	228	79%	(180)	86%	(196)	2.9
2012-2013	221	81%	(179)	81%	(179)	2.7
HISPANIC						
2009-2010	256	67%	(172)	76%	(195)	2.5
2010-2011	230	70%	(161)	73%	(168)	2.5
2011-2012	248	66%	(164)	72%	(179)	2.5
2012-2013	220	71%	(156)	70%	(154)	2.4
SPEC. NEEDS						
2009-2010	27	49%	(13)	61%	(16)	2.1
2010-2011	30	41%	(12)	42%	(13)	2.0
2011-2012	34	42%	(14)	52%	(18)	2.0
2012-2013	39	48%	(19)	50%	(20)	1.9
SOCIOEC. DISADV						
2009-2010	419	72%	(302)	80%	(335)	2.7
2010-2011	388	75%	(291)	77%	(260)	2.6
2011-2012	408	71%	(290)	78%	(318)	2.7
2012-2013	395	76%	(300)	74%	(292)	2.5
ENG. LEARNERS						
2009-2010	80	49%	(39)	65%	(52)	2.3
2010-2011	78	58%	(45)	60%	(47)	2.1
2011-2012	84	55%	(46)	65%	(55)	2.2
2012-2013	75	60%	(45)	56%	(42)	2.1

The table above shows that overall student performance on the major strands in writing and indicate a need to improve in all subgroups. Although our Asian population scored slightly higher on average than the other subgroups, no subgroup has achieved consistent proficiency (3) in any writing category. These scores seem to indicate the need for more schoolwide writing experiences which is also a vital skill utilized by the new SBAC assessment to be given as a pilot test in 2013-2014. Although we have tried several ways to get core departments to write more, the new common core standards, SBAC assessment, and literacy coach training may help force reluctant teachers to implement more writing and writing instruction in non-English core classes in the future.

CAHSEE Math Strand Results

		Probability & Statistics Avg % Correct	Number Sense Avg % Correct	Algebra & Functions Avg % Correct	Measurement & Geometry Avg % Correct	Algebra 1 Avg % Correct
ALL STUDENTS						
2009-2010	515	80% (412)	78% (402)	79% (407)	72% (371)	67% (345)
2010-2011	465	79% (367)	80% (372)	78% (363)	73% (339)	71% (330)
2011-2012	489	79% (386)	75% (367)	78% (381)	75% (367)	71% (347)
2012-2013	461	80% (369)	77% (355)	78% (360)	75% (346)	70% (323)
ASIAN						
2009-2010		Data was not available on cde website				
2010-2011	218	86% (187)	88% (192)	87% (190)	82% (179)	83% (181)
2011-2012	228	88% (201)	86% (196)	88% (201)	88% (201)	85% (194)
2012-2013	218	87% (190)	87% (190)	85% (185)	85% (185)	82% (179)
HISPANIC						
2009-2010	255	71% (181)	69% (176)	72% (184)	63% (161)	56% (143)
2010-2011	229	73% (167)	73% (167)	71% (163)	65% (149)	60% (137)
2011-2012	247	71% (175)	65% (161)	69% (170)	63% (156)	59% (146)
2012-2013	220	72% (158)	67% (147)	70% (154)	65% (143)	59% (130)
SPEC. NEEDS						
2009-2010	27	50% (14)	53% (14)	50% (14)	43% (12)	35% (9)
2010-2011	31	48% (15)	48% (15)	46% (14)	41% (13)	32% (10)
2011-2012	33	56% (18)	52% (17)	50% (17)	42% (14)	37% (12)
2012-2013	39	51% (20)	46% (18)	49% (19)	40% (16)	36% (14)
SOCIOEC. DISADV						
2009-2010	421	79% (333)	78% (328)	79% (333)	72% (303)	67% (282)
2010-2011	385	79% (304)	79% (304)	78% (279)	72% (277)	71% (273)
2011-2012	407	78% (317)	74% (301)	77% (313)	73% (297)	70% (285)
2012-2013	393	79% (310)	77% (303)	77% (303)	74% (291)	70% (275)
ENG. LEARNERS						
2009-2010	127	77% (98)	73% (93)	76% (97)	68% (86)	58% (74)
2010-2011	75	65% (49)	68% (51)	67% (50)	61% (46)	62% (47)
2011-2012	84	67% (56)	64% (54)	67% (56)	64% (54)	61% (51)
2012-2013	73	64% (47)	63% (46)	64% (47)	60% (44)	59% (43)

Similar to ELA, the table above indicates that overall student performance in the major areas tested in math show consistent results. This consistency is also seen within most of the subgroup data for each testing strand. However, it is clear that there is a significantly lower performance level for our special needs students in Algebra I concepts and Measurement and Geometry strands. As expected, there is less of an achievement gap in math in regard to ELL student performance considering there is less reading and writing required on this exam.

Early Assessment Program Results

EAP ELA Results

		Ready for College Avg %		Ready for College Conditional Avg %		Not Ready for College Avg %	
ALL STUDENTS							
2009-2010	398	20%	(80)	N/A		80%	(317)
2010-2011	446	26%	(115)	N/A		74%	(330)
2011-2012	401	26%	(102)	21%	(82)	54%	(216)
2012-2013	408	33%	(133)	15%	(63)	52%	(212)
ASIAN							
2009-2010	195	35%	(68)	N/A		65%	(126)
2010-2011	211	40%	(84)	N/A		60%	(127)
2011-2012	204	36%	(74)	19%	(38)	45%	(91)
2012-2013	229	41%	(95)	18%	(41)	41%	(93)
HISPANIC							
2009-2010	185	5%	(10)	N/A		95%	(175)
2010-2011	210	12%	(26)	N/A		88%	(183)
2011-2012	182	15%	(27)	21%	(39)	64%	(116)
2012-2013	168	20%	(33)	13%	(21)	68%	(114)
SPEC. NEED							
2009-2010	20	0		N/A		100%	(20)
2010-2011	12	0		N/A		100%	(12)
2011-2012	10	*		*		*	
2012-2013	7	*		*		*	
SOCIOEC. DISADV.							
2009-2010	331	19%	(62)	N/A		81%	(269)
2010-2011	352	25%	(86)	N/A		75%	(265)
2011-2012	342	25%	(84)	19%	(65)	56%	(192)
2012-2013	336	30%	(101)	14%	(47)	56%	(188)
ENG. LEARNERS							
2009-2010	58	0		N/A		100%	(58)
2010-2011	45	0		N/A		100%	(45)
2011-2012	46	0		2%	(1)	98%	(45)
2012-2013	56	0		0		100%	(56)

The table above shows our English results for the CSU Early Assessment Program. Although these results may appear discouraging, the addition of the "conditional" status in 2011-2012 informs us that the percentage of students not ready for college is not as drastic as the 2009-2011 data might suggest. In 2011-12 46% of all students were ready for college at some level and that percentage increased to 48% in 2012-2013.

EAP Algebra II Results

		Ready for College Avg %		Ready for College - Conditional Avg %		Not Ready for College Avg %	
ALL STUDENTS							
2009-2010	84	17%	(14)	29%	(24)	55%	(46)
2010-2011	71	11%	(8)	30%	(21)	59%	(42)
2011-2012	83	2%	(2)	37%	(30)	61%	(50)
2012-2013	114	11%	(13)	39%	(44)	50%	(57)
ASIAN							
2009-2010	47	23%	(11)	28%	(13)	49%	(23)
2010-2011	40	20%	(8)	35%	(14)	45%	(18)
2011-2012	40	5%	(2)	38%	(15)	56%	(22)
2012-2013	65	17%	(11)	46%	(30)	37%	(24)
HISPANIC							
2009-2010	29	10%	(3)	28%	(8)	62%	(18)
2010-2011	28	0		21%	(6)	79%	(22)
2011-2012	42	0		33%	(14)	67%	(28)
2012-2013	45	2%	(1)	31%	(14)	67%	(30)
SPEC. NEED							
2009-2010	1	*		*		*	
2010-2011	1	*		*		*	
2011-2012	0	0		0		0	
2012-2013	3	*		*		*	
SOCIOEC. DISADV.							
2009-2010	71	20%	(14)	27%	(19)	54%	(38)
2010-2011	57	11%	(6)	32%	(18)	58%	(33)
2011-2012	70	1%	(1)	38%	(26)	61%	(42)
2012-2013	99	10%	(10)	39%	(39)	51%	(50)
ENG. LEARNERS							
2009-2010	11	27%	(3)	18%	(2)	55%	(6)
2010-2011	2	*		*		*	
2011-2012	3	*		*		*	
2012-2013	13	31%	(4)	46%	(6)	23%	(3)

The table above shows the results of our junior Early Assessment Program exam in Algebra II. Although there is still work to be done in improving the number of students who are unconditionally ready for college, there are some positive trends that can be discussed. For example, we have increased the number of students who are taking Algebra II in all subgroups which is encouraging and over the past four years have seen more students moving into the conditional or ready category. Obviously we have to continue to improve these results so that students who graduate from RHS and continue their education, do so completely prepared for success.

EAP Summative High School Mathematics Results

	Ready for College Avg %		Ready for College - Conditional Avg %		Not Ready for College Avg %	
ALL STUDENTS /# TESTED						
2009-2010	105	39% (41)		59% (62)		2% (2)
2010-2011	118	31% (36)		66% (78)		3% (4)
2011-2012	107	29% (31)		67% (72)		4% (4)
2012-2013	152	33% (50)		63% (96)		4% (6)
ASIAN/# TESTED						
2009-2010	97	41% (40)		58% (56)		1% (1)
2010-2011	104	31% (32)		68% (71)		1% (1)
2011-2012	88	33% (29)		65% (57)		2% (2)
2012-2013	128	34% (44)		63% (81)		2% (3)
HISPANIC/# TESTED						
2009-2010	7	*		*		*
2010-2011	9	*		*		*
2011-2012	18	11% (2)		78% (14)		11% (2)
2012-2013	21	24% (5)		62% (13)		14% (3)
SPEC. NEED /# TESTED						
2009-2010		N/A		N/A		N/A
2010-2011		N/A		N/A		N/A
2011-2012	1	*		*		*
2012-2013	0	--		--		--
SOCIOEC. DISADV. /# TESTED						
2009-2010	85	38% (32)		61% (52)		1% (1)
2010-2011	91	26% (24)		70% (64)		3% (3)
2011-2012	84	29% (24)		68% (57)		4% (3)
2012-2013	116	31% (36)		66% (77)		3% (3)
ENG. LEARNERS/# TESTED						
2009-2010	4	*		*		*
2010-2011	2	*		0		*
2011-2012	3	*		*		*
2012-2013	6	*		*		*

The table above shows the summative high school mathematics results for 2009-2013. Highlight of this data include the high level of college readiness for this particular group. Over the past four years, over 90% of the population was either ready or conditionally ready for college math and within the past two years, the Hispanic population included has increased. Students that would be eligible to take this exam are enrolled in math courses above Algebra II.

California English Language Development Test (CELDT) Results

Initial assessment of all students

9th Grade	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Number Tested
2009-10	15% (4)	19% (5)	12% (3)	8% (2)	45% (12)	26
2010-11	19% (3)	25% (4)	0	0	56% (9)	16
2011-12	14% (2)	0	0	7% (1)	79% (11)	14
2012-13	0	15% (2)	15% (2)	15% (2)	54% (7)	13
10th Grade	**Advanced**	**Early Advanced**	**Intermediate**	**Early Intermediate**	**Beginning**	**Number Tested**
2009-10	8% (1)	17% (2)	8% (1)	25% (3)	42% (5)	12
2010-11	0	14% (1)	0	0	86% (6)	7
2011-12	0	10% (1)	10% (1)	0	80% (8)	10
2012-13	14% (1)	0	0	14% (1)	71% (5)	7
11th Grade	**Advanced**	**Early Advanced**	**Intermediate**	**Early Intermediate**	**Beginning**	**Number Tested**
2009-10	13% (1)	0	0	25% (2)	63% (5)	8
2010-11	9% (1)	0	0	18% (2)	73% (8)	11
2011-12	0	10% (1)	10% (1)	10% (1)	70% (7)	10
2012-13	0	17% (2)	8% (1)	25% (3)	50% (6)	12
12th Grade	**Advanced**	**Early Advanced**	**Intermediate**	**Early Intermediate**	**Beginning**	**Number Tested**
2009-10	14% (1)	14% (1)	14% (1)	29% (2)	29% (2)	7
2010-11	0	0	25% (1)	0	75% (3)	4
2011-12	0	0	17% (1)	0	83% (5)	6
2012-13	0	0	0	0	100% (4)	4
TOTAL	**8.38% (14)**	**7.18% (19)**	**7.18% (12)**	**11.37% (19)**	**61.67% (103)**	**167**

The table above shows the initial assessment results for English language learners from 2009-2013. These results indicate a high level of beginning and early intermediate designation for students enrolled at RHS with 73% being assessed in the lowest two categories. This is significant because most of our incoming EL population end up in ELD 1 or 2 which means these students may not even qualify to take a college preparatory English class until their junior year. This is also significant to our CAHSEE results since the ELD curriculum is aligned to the English Language Development content standards and not grade level appropriate content standards. With the added challenges associated with common core, this population of students is the most at risk for academic failure on these high stakes assessments.

Advance Placement and Accelerated Courses

AP/Acc Course Offerings

Currently the AP/Accelerated classes serve 153 students. Rosemead High School offers 16 Advanced Placement courses (29 periods throughout the day) and 9 accelerated courses (24 periods throughout the day). The Music Theory class is offered everyother year.

Accelerated classes offered	Advanced Placement classes offered
English 1P	English Language and Composition
English 2P	English Literature and Composition
Spanish 1X	Spanish Language
Spanish 2X	Spanish Literature
Geometry P	Chinese Language and Culture
Algebra 2P	Statistics
Biology 1P	Calculus AB
Chemistry 1 Honors	Calculus BC
World History	Music Theory (offered every other year)
	Biology
	Physics B
	Chemistry
	U.S. History
	U.S.Government & Politics
	Economics Macro

Advanced Placement Results

Biology

Year	1	2	3	4	5	TOTAL
2009-10	18	13	10	6	5	52
2010-11	79	21	17	9	7	133
2011-12	62	23	12	12	2	111
2012-13	12	47	33	7	0	99

While the number of students enrolled in AP Biology has dropped significantly since the open enrollment policy was introduced, it should be noted that our pass rate has now returned to 40%, which is where it was before open enrollment. Additionally, we now have nearly double the students enrolled in the course as we did in 2009-10. The growth suggests that we have succeeded in allowing more students the opportunity to pursue their educational goals, and the return of the 40% pass rate suggests that students are rising to the challenge.

Calculus AB

Year	1	2	3	4	5	TOTAL
2009-10	3	3	6	10	17	39
2010-11	29	9	12	13	12	75
2011-12	30	16	26	11	20	103
2012-13	29	24	24	23	14	114

Enrollment has steadily increased since the introduction of our open enrollment policy. While our pass rate did drop in the first year from 85% to 49%, it is encouraging to see that as enrollment increased, so has the pass rate. For the past two years, more than 50% of students enrolled in the course have earned a 3 or better on the AP exam. We can conclude that offering more students the opportunity to take this challenging curriculum has paid off well, as many are succeeding.

Calculus BC

Year	1	2	3	4	5	TOTAL
2009-10	1	0	0	0	0	1
2010-11	2	2	1	0	1	6
2011-12	5	3	4	2	5	19
2012-13	4	1	1	4	4	14

This difficult course has seen quite a jump in enrollment since the open enrollment policy was introduced, and student success has also improved. As the Calculus AB course grows, we can look for more success in the in the course. Currently, our students enrolled in the class have gone form a 0% pass rate on the AP exam in the 2009-2010 school year, to 64% in the 2012-2013 school year.

Chemistry

Year	1	2	3	4	5	TOTAL
2009-10	11	5	3	6	3	28
2010-11	7	6	4	3	1	21
2011-12	17	4	3	3	1	28
2012-13	19	3	6	3	0	31

Our AP Chemistry enrollment has not grown after open enrollment was introduced. Student interest and skill certainly play a factor, as this is an advanced course. Clearly improvement needs to be made in both recruitment and instruction so that more students are successful on this challenging exam.

Chinese Language & Culture

Year	1	2	3	4	5	TOTAL
2009-10	0	0	1	2	8	11
2010-11	0	1	3	2	10	16
2011-12	1	1	4	3	11	20
2012-13	0	0	2	2	23	27

The Chinese Language and Culture course's student population has grown each year and students have succeeded by earning a 3 or better on the AP exam. The course's success is evident in the high pass rate of its students, which is nearly 100%.

English Language and Composition

Year	1	2	3	4	5	TOTAL
2009-10	3	18	19	6	0	46
2010-11	5	20	22	11	6	64
2011-12	1	14	28	20	4	67
2012-13	1	18	34	14	8	75

Since open enrollment, course size and student success has increased. Counselors and AVID teachers have encouraged college bound students to take this course, as scores of 4 or higher exempt students from freshman composition requirements in many universities. Scores have risen with enrollment, from 54% in 2009-10 to 74% in 2012-13.

English Literature and Composition

Year	1	2	3	4	5	TOTAL
2009-10	3	18	19	6	0	46
2010-11	2	17	17	7	3	46
2011-12	4	21	19	4	1	49
2012-13	2	13	18	10	3	46

While enrollment has not increased, this may be due to the Expository Reading and Writing Course gaining popularity among college bound seniors. Student success has been a focus of the instructors, as is evident by the jump in scores of 3 or better, which went from 54% in 2009-10 to 67% in 2012-13.

Macroeconomics

Year	1	2	3	4	5	TOTAL
2009-10	20	10	12	9	0	51
2010-11	16	22	25	28	14	105
2011-12	25	39	45	41	8	158
2012-13	23	28	29	59	32	171

Enrollment in this class has grown every year, demonstrating the demand for a high-level economics course among our population. Students who have chosen to take this course have success on the exam, further demonstrating the success of our open enrollment policy. In 2009-10, 41% of students earned a score of 3 or better, but in 201-13, with a much higher enrollment, 70% of students earned a 3 or better.

Music Theory

Year	1	2	3	4	5	TOTAL
2009-10	1	3	2	0	0	6
2010-11	0	0	0	0	0	0
2011-12	0	5	3	3	1	12
2012-13	0	0	0	0	0	0

The music theory course is now offered every two years. As a specialized course, it is difficult to find students with the interest and skill to complete coursework and succeed on the exam every year. However, its existence demonstrates a desire to offer students a wide range of courses. Furthermore, the years when the course is not offered are to be used to prepare students for the advanced study of music theory, a course of study that is often first introduced to our students when the arrive on our campus. The

fact that 50% of students who took the course earned a score of 3 or better on the AP exam speaks to its success.

Physics B

Year	1	2	3	4	5	TOTAL
2009-10	2	9	6	4	0	21
2010-11	6	2	0	4	1	13
2011-12	13	7	2	0	1	23
2012-13	6	6	11	3	2	28

Like Chemistry, Physics B is a course that has not seen a large increase in enrollment. Student skill and interest is certainly a factor. But the course has seen steady enrollment since 2010-11, when enrollment dropped slightly. However, the number of students taking the class demonstrates that there is a need being met by offering the course. Furthermore, the fact that the pass rate has moved back above the 50% mark suggests that students taking the class are choosing a course they care about and can succeed in.

Spanish Language

Year	1	2	3	4	5	TOTAL
2009-10	2	2	2	6	3	15
2010-11	0	2	5	8	8	23
2011-12	0	3	4	10	16	33
2012-13	2	5	5	8	10	30

The Spanish Language course has doubled its enrollment, and student success has remained high. Like our Chinese AP course, it requires familiarity with the language, but the increase in class size reveals the desire of students to pursue a more rigorous study of Spanish, which is evident in the fact that 70% of students taking the course are earning scores of 3 or better.

Spanish Literature

Year	1	2	3	4	5	TOTAL
2009-10	6	4	6	3	2	21
2010-11	3	0	1	5	0	9
2011-12	2	2	3	3	2	12
2012-13	0	3	6	5	0	14

While class size has fluctuated, student success has not. The students who take this course certainly seem to know what the course entails and strive to meet their goals, as is evident by the fact that student scores of 3 or better has consistently been above 50%.

Statistics

Year	1	2	3	4	5	TOTAL
2009-10	8	8	5	3	5	29
2010-11	8	9	3	6	3	29
2011-12	6	5	9	0	1	21
2012-13	12	7	11	4	0	34

Our Statistic class size has remained constant, which may have to do with the difficulty of the course. However, the fact that at least 40% of the students have scored a 3 or better reaffirms the need for this course.

Studio Art: 2-D Design (began 2008-09)

Year	1	2	3	4	5	TOTAL
2009-10	0	1	8	2	0	11
2010-11	0	1	3	2	2	8
2011-12	0	1	8	4	0	13
2012-13	0	0	1	0	0	1

Like Music Theory, this course will now be offered every other year in order to build student interest and skill. The success of students from 2009-10 to 2011-12 demonstrates the success the course can have when students are prepared for the tasks asked of them, as about 90% of students earned a 3 or better.

U.S. Government & Politics

Year	1	2	3	4	5	TOTAL
2009-10	18	16	8	7	1	50
2010-11	5	9	13	0	6	33
2011-12	2	8	7	9	10	36
2012-13	0	4	12	8	4	28

Enrollment for US Government & Politics has shrunk, but success on the exam has increased. One reason may be the fact that this year-long course competes with a semester-long course that attracts many more seniors. However, 32% of students who took the exam in 2009-10 and earned a score of 3 or better, while that number increased to 85% in 2012-13. Student success demonstrates the power of allowing open enrollment to dictate the growth and reduction of AP courses offered.

U.S. History

Year	1	2	3	4	5	TOTAL
2009-10	18	20	8	2	2	50
2010-11	7	12	19	19	9	66
2011-12	4	16	21	32	15	88
2012-13	4	15	16	34	18	87

Like English Language & Composition, this course, offered in the junior year, has become more popular and successful. While 24% of students earned a 3 or better in 2009-10, at least 65% have earned a 3 or better on the exam since the 2010-11 school year.

AP Enrollment Ethnicity Breakdown by Significant Subgroups

	Total 11/12th Grade Enrollment	Total 11th/12th Grade AP Enrollment	Asian AP Enrollment	Hispanic AP Enrollment
2009-10	972	313 (32%)	230 (73.5%)	70 (22.4%)
2010-11	963	332 (34.5%)	253 (76%)	68 (20.5%)
2011-12	962	404 (41.9%)	286 (70.9%)	99 (24.6%)
2012-13	932	404 (43.4%)	277 (68.6%)	96 (23.8%)

The purpose of our open enrollment policy was to increase the number of Hispanic students in our AP courses. While that has grown modestly, it is important to realize that student choice must surmount our desire. As we move forward, we hope all students will be motivated to pursue the more rigorous coursework of an AP course. We will look to our counseling staff and AVID teachers to help create a school culture that encourages our Hispanic students to enroll in AP courses.

AP Total Test Scores

	2009-10	2010-11	2011-12	2012-13	TOTAL
Number of Test Takers	293	323	379	398	1393
Number of Test Results	648	495	648	819	2610
Score 5	44	83	98	124	349
Score 4	80	117	157	189	543
Score 3	126	146	198	211	681
Score 2	168	134	167	177	646
Score 1	230	169	169	118	686

As noted beneath the data for each course, we have seen a consistent increase in enrollment and AP test scores. We view this as a success because it demonstrates that when given the chance to choose their courses, students select courses that interest them and that motivate them to succeed. It should be noted that there are some mathematical inconsistencies in this data since the total number of test takers and the total test results reflect in some instances the same student taking multiple AP exams.

University of California A - G Requirements Completion

	Total 12th Grade Student Grads Enrollment	Total Grads with UC/CSU Course Completed	Asian UC/CSU Courses Completed	Hispanic UC/CSU Courses Completed
2010-2011	408	161 (39.5%)	125 (60.7%)	31 (16.7%)
2011-2012	441	216 (49%)	156 (73.2%)	54 (26.7%)
2012-2013	402	218 (54.23%)	148 (67.89%)	61 (27.98%)

As we seek to close the achievement gap between our Asian and Hispanic populations, we are somewhat pleased with the results of our A-G Completion data. The percentage of students who have completed A-G courses has increased, as has overall success since the 2010-2011 school year. It is disappointing that our Asian population completion rate fell from 73.2% in 2011-12 to 67.89% in 2012-13, but that is a reminder to us to review the data to make sure that we do not neglect this portion of our population. We are pleased that we have seen steady gains in A-G Course completion by our Hispanic students. However, we have a long way to go to closing the gap, and will continue to monitor successful programs, such as our CAHSEE mentoring program.

Scholastic Aptitude Test (SAT) Results

	2009-10	2010-11	2011-12	2012-13
Number Tested	220	190	266	255
Critical Reading Avg.	465	483	467	477
Math Average	519	540	509	522
Writing Average	460	477	466	472

We have seen growth in the number of students taking the SAT since 2009-2010. The drop in number of students taking the exam in 2012-13 may be due to lower enrollment. The While the score averages for each section have fluctuated, it is good to see that gains have been made since the 2009-10 year. As we increase rigor in our classes, and continue to close the A-G achievement gap, we hope to see these score averages rise and remain stable

2012-2013 D & F Data

D – LIST	9th Grade Total	9th Grade Ds	10th Grade Total	10th Grade Ds
Fall 2012-13	276	13.75%	254	12.65%
Spring 2012-13	409	20.39%	447	22.28%
	11th Grade Total	11th Grade Ds	12th Grade Total	12th Grade Ds
Fall 2012-13	203	10.11%	174	8.70%
Spring 2012-13	410	20.44%	354	17.65%

F-LIST	9th Grade Total	9th Grade Ds	10th Grade Total	10th Grade Ds
Fall 2012-13	152	7.58%	146	7.28%
Spring 2012-13	435	21.68%	347	17.30%
	11th Grade Total	11th Grade Ds	12th Grade Total	12th Grade Ds
Fall 2012-13	117	5.83%	91	4.53%
Spring 2012-13	237	11.81%	93	4.63%

We are pleased to note an overall decrease in our percentage of Ds and Fs. While we wish for our students to succeed, we realize that classroom standards must be high and coursework must be rigorous in order for students to master our State standards. We will remain vigilant to be sure that rigor is found in every class and that students are give the support they need to that these numbers, which are higher than we would like, can continue to decrease.

Graduation Rates
The following list indicates the percentage of students who have successfully graduated from Rosemead High School since 2009-2010. The school is particularly pleased with the graduation rate of 2005-2006 (98.5%) as it was an extremely bright group of students but is equally pleased with the overall percentages found in the other three years.

2009-10: 95.05% (480)   2011-12: 94.08% (461)
2010-11: 95.19% (416)   2012-13: 86.93% (399)

California Standardized Testing (CST) Results

ELA CST Results 9th Grade: All Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	455	474	440	372
Advanced	24% (109)	31% (147)	36% (154)	33% (123)
Proficient	41% (187)	31% (147)	26% (114)	37% (138)
Basic	22% (100)	22% (104)	25% (110)	19% (71)
Below Basic	7% (32)	10% (47)	9% (40)	9% (33)
Far Below Basic	6% (27)	6% (28)	3% (13)	3% (11)

Since the 2010-2011 school year, we have seen a modest increase in the percentage of students scoring Proficient or better. In 2009-10, 65% of all students scored Proficient or better, and by 2012-13 that number increased to 70%. This may be due to better articulation with feeder schools, full inclusion of special education students into general education English 1P courses, and the open enrollment of our English 1P Accelerated program. The added rigor of these changes could have helped student scores increase. Another factor could be the introduction of English Intensive in the 2010-11 school year. Finally, new textbooks were introduced in 2011-12, which were aligned to the Content Standards. Likewise, the modest decrease in the percentage of students scoring Basic or below could be due to the same factors. The introduction of the web-based USA Test Prep and Quizstar programs may have also contributed to student success, though it was not introduced until the 2012-13 school year.

ELA CST 9th Grade Results by Ethnicity: Asian Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	204	231	212	178
Prof & Above	78%	77%	78%	85%

ELA CST 9th Grade Results by Ethnicity: Hispanic Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	222	231	204	179
Prof & Above	54%	46%	47%	61%

ELA CST 9th Grade Results by Significant Subgroup: English Language Learners

	2009-10	2010-11	2011-12	2012-13
Number Tested	107	92	78	40
Prof & Above	24%	22%	8%	15%

The tables above show our CST ELA results for 9th grade by ethnicity and significant subgroup (ELL). We are extremely proud of the improvement that both ethnic subgroups have made since both improved 7% over the past four years. This consistency is also encouraging as it may be attributed to our SIOP training, which has aimed to improve verbalization and writing across the curriculum. Unfortunately we have not lessened the achievement gap between these ethnic subgroups. Our continued efforts to help EL

students have proven somewhat successful as these results indicate, however it should be noted that the ELL data provided only reflects students enrolled in ELD courses and not ELL students enrolled in regular college-preparatory English classes. This most likely explains the lower proficiency and advanced percentages for this subgroup.

ELA CST 10th Grade Results: All Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	514	449	474	422
Advanced	26% (134)	21% (94)	30% (142)	27% (114)
Proficient	23% (118)	34% (153)	28% (133)	34% (143)
Basic	27% (138)	26% (117)	25% (118)	26% (110)
Below Basic	12% (62)	10% (45)	10% (47)	7% (29)
Far Below Basic	12% (62)	8% (36)	7% (33)	6% (25)

10th grade scores have seen a greater jump in the percentage of students scoring Proficient or better. In 2009-10, 49% of students were Proficient or better, but by 2012-13, that number had reached 61%. Over that same period, our students scoring Below Basic or below has decreased from 24% to 13%. Open Access to Accelerated classes and Full Inclusion may have added to the rigor students were exposed to. The 10th grade CAHSEE Mentor program, which began in with only a few ELL students in 2009-10, was expanded to all ELL students in 2010-11 and continued through the 2012-13 year. New textbooks aligned to the state standards were also introduced, as well as new curriculum (ALD replaced out blocked English Lab classes), but the mentoring seems the most significant factor in the improvement of student performance. The introduction of the web based USA Test Prep and Quizstar programs may have also contributed to student success, though it was not introduced until the 2012-13 school year.

ELA CST 10th Grade Results by Ethnicity: Asian Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	221	211	229	214
Prof & Above	72%	74%	76%	76%

ELA CST 10th Grade Results by Ethnicity: Hispanic Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	256	219	233	186
Prof & Above	29%	39%	40%	49%

ELA CST 10th Grade Results by significant subgroup: English Language Learners

	2009-10	2010-11	2011-12	2012-13
Number Tested	79	73	82	66
Prof & Above	6%	8%	20%	12%

The tables above show our CST ELA results by ethnicity for 10th grade as well as for ELL students. Our Asian results have remained fairly consistent over the past few years while our Hispanic results have improved by 20% since 2009-2010. As previously mentioned, the focus on SIOP strategies, department collaboration, and our ALD classes have definitely improved our student results. Our continued efforts to help EL students have proven somewhat successful as these sporadic results indicate, however it should be noted that the ELL data provided only reflects students enrolled in ELD courses and not ELL students enrolled in regular college-preparatory English classes. This most likely explains the lower proficiency and advanced percentages for this subgroup.

ELA CST Results 11th Grade: All Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	442	492	423	449
Advanced	20% (88)	24% (118)	24% (101)	26% (117)
Proficient	24% (106)	26% (128)	34% (144)	32% (144)
Basic	28% (124)	27% (133)	28% (118)	30% (135)
Below Basic	14% (62)	11% (54)	8% (34)	9% (40)
Far Below Basic	14% (62)	12% (59)	7% (30)	4% (18)

The percentage of 11th grade students scoring Proficient or better has increased dramatically. In 2009-10, 44% of students were Proficient or better, but by 2012-13, that number had reached 58%. Over that same period, our students scoring Below Basic or Far Below Basic has decreased from 28% to 13%. As with the earlier grades, Open Access to English Language and Composition AP and Full Inclusion of Special Education students may have added to the rigor students were exposed to. New textbooks aligned to the state standards were also introduced (2011-12), and the ALD curriculum was adopted in 2010-11. However, since the greatest jump occurred in 2011-12 and was maintained in the 2012-13 school year, the 10th grade CAHSEE mentoring program may have made a more lasting impression than previously thought. The introduction of the web based USA Test Prep and Quizstar programs may have also contributed to student success, though it was not introduced until the 2012-13 school year.

ELA CST 11th Grade Results by Ethnicity: Asian Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	206	226	214	236
Prof & Above	62%	66%	70%	68%

ELA CST 11th Grade Results by Ethnicity: Hispanic Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	211	237	193	172
Prof & Above	27%	34%	45%	43%

ELA CST 11th Grade Results by Significant Subgroup: English Language Learners

	2009-10	2010-11	2011-12	2012-13
Number Tested	79	67	66	63
Prof & Above	6%	3%	3%	13%

The tables above show our CST ELA results by ethnicity for 11th grade as well as for ELL students. This is the most challenging CST level and as a result, shows our weakest overall proficiency results. This particular level's curriculum is closely tied with history and requires students to connect ideas from both courses, which is more challenging. Plus the readings on the 11th grade CST are historical documents such as political speeches, etc. that are more challenging than on the 9th or 10th grade exam. Our results do show improvement over the past four years, with Hispanic students scores improving 20% since 2009-2010. Our Asian improvement is 6%, but our results in 2011-2012 were slightly higher than 2012-2013. This is obviously due to the different make up of each class and the decrease was only 2%. Our continued efforts to help EL students have proven most successful as these results indicate, however it should be noted that the ELL data provided only reflects students enrolled in ELD courses and not ELL students enrolled in regular college-preparatory English classes. However since most ELD students enter the regular college-preparatory curriculum by the time they are juniors, we can say with some confidence that the efforts of the ELD program are effectively preparing our ELL students to be successful within the regular English curriculum. These students simply need more time to acquire the necessary English language skills needed for that success.

Algebra I CST Results: All Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	588	571	430	278
Advanced	2% (12)	3% (17)	3% (13)	3% (8)
Proficient	21% (123)	18% (103)	21% (90)	15% (42)
Basic	21% (123)	25% (143)	21% (90)	32% (89)
Below Basic	37% (218)	34% (194)	37% (159)	35% (97)
Far Below Basic	19% (112)	20% (114)	18% (77)	16% (44)

Though the math department has tried to help students by offering the opportunity to retake high stakes benchmarks to improve their grades and to gain mastery in the subject since 2009-10, student scores have slightly decreased. In 2009-2010, 23% of students scored Proficient or above, but that has dropped to 18% in 2012-13. The elimination of Basic level math classes in 2010-11 may have hurt students who did not have the skills for an Algebra class. The full inclusion of Special Education students may have also altered the learning environment. In general, our numeracy programs still deserve a great amount of attention.

Algebra I CST Results by Ethnicity: Asian Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	133	134	88	51
Prof & Above	45%	50%	48%	29%

Algebra I CST Results by Ethnicity: Hispanic Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	412	416	320	220
Prof & Above	15%	11%	18%	15%

Algebra I CST Results by Significant Subgroup: English Language Learners

	2009-10	2010-11	2011-12	2012-13
Number Tested	166	163	140	80
Prof & Above	18%	16%	19%	48%

The tables above show Algebra I CST results by ethnicity and significant subgroup. Although our Asian results are declining it should be noted that there are significantly less Asian students enrolled in Algebra I than in previous years. This trend is apparent in our Hispanic results as well. These results perhaps indicate that more students are entering RHS ready to take Geometry which makes the population taking Algebra I more remedial in nature since many are repeating the class they took in junior high or are behind in basic math skills and are only just ready to take Algebra as freshmen. However the ethnic achievement gap seen in ELA is still apparent in math as well with Asian students scoring 14% higher than their Hispanic counterparts. In regard to our English Language Learners there has been significantly improvement in ELL results in this area with a 30% improvement in proficiency over the past four years. Unlike in ELA, ELL students in math are placed in a regular math class and with the addition of SIOP strategies in 2012-13 (that specifically target ELL students) we can see that the results are very encouraging.

Biology End of Course CST Results: All Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	700	752	761	619
Advanced	25% (175)	30% (226)	29% (221)	29% (180)
Proficient	22% (154)	25% (188)	25% (190)	32% (198)
Basic	31% (217)	27% (203)	28% (213)	23% (142)
Below Basic	11% (77)	9% (68)	7% (53)	10% (62)
Far Below Basic	10% (70)	8% (60)	11% (84)	5% (31)

The table above shows CST results in Biology for all students. The results indicate that our students have done quite well since the 2009-10 school year improving from 47% proficient and advanced in 2009-2010

to 61% in 2012-2013. Though the number of students tested has fluctuated, the increase in achievement is significant. This may be due to Open Enrollment for Biology AP adding rigor to students' class load, or to Special Education inclusion, which exposed more students to the core curriculum. SIOP strategies that target ELL students may also contribute to our overall increase in achievement.

Biology End of Course CST Results by Ethnicity: Asian Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	326	393	366	329
Prof & Above	68%	72%	74%	78%

Biology End of Course CST Results by Ethnicity: Hispanic Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	332	331	357	266
Prof & Above	27%	36%	34%	41%

Biology End of Course CST Results by Significant Subgroup: English Language Learners

	2009-10	2010-11	2011-12	2012-13
Number Tested	139	125	128	85
Prof & Above	16%	15%	22%	19%

The tables above show our Biology CST results by ethnicity and significant subgroup. The same improvement trend seen in English, Math, and Social Science is also shown in Science. Achievement in biology has improved over the past four years with Asians improving 10% and Hispanic improving 14%. The gap between subgroups has shrunk from 41% in 2009-2010 to 37% in 2012-2013, which is encouraging. Although this improvement is not as significant as in World History and U.S. History, it is still improvement and has contributed to the overall improvement of RHS academics. In regard to our ELL students in Biology there has been some improvement in this area with a 3% improvement in proficiency over the past four years. Enrollment has been fairly consistent, however there was a significant drop in enrollment in 2012-2013, which can be attributed to having less students classified (from our feeder schools) as ELL. This trend can be seen in all core areas that have been previously discussed.

World History CST 10th Grade Results: All Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	502	463	491	456
Advanced	30% (151)	36% (167)	44% (216)	45% (205)
Proficient	24% (121)	30% (139)	29% (142)	24% (109)
Basic	22% (110)	18% (83)	16% (78)	18% (82)
Below Basic	7% (35)	7% (32)	4% (20)	3% (14)
Far Below Basic	17% (85)	10% (46)	8% (39)	10% (46)

Our World History Accelerated class has grown since Open Enrollment became our school's policy in 2010-11, which may account from our Proficient and above scores jumping from 54% in 2009-2010 to 69% in 2012-13. Our Below Basic and Far Below Basic scores have decreased from 24% in 2009-10 to 13% in 2012-13. All this suggests rigor has helped student performance.

World History CST 10th Grade Results by Ethnicity: Asian Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	220	219	228	220
Prof & Above	76%	80%	90%	84%

World History CST 10th Grade Results by Ethnicity: Hispanic Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	247	225	248	213
Prof & Above	36%	52%	56%	54%

World History CST 10th Grade Results by Significant Subgroups: English Language Learners

	2009-10	2010-11	2011-12	2012-13
Number Tested	74	76	85	71
Prof & Above	12%	26%	46%	32%

The tables above show our World History CST results for 10th graders, which are comprise the vast majority of students who are enrolled in the course. Achievement in this area has been significant with Asian results improving 8% and Hispanic results improving 18%. The gap between subgroups has shrunk from 40% in 2009-2010 to 10% in 2012-2013. As with ELA, the inclusion of SIOP strategies as well as a more collaborative instructional environment has helped improve our student's achievement in World History. It is also important to note that our Social Science department's results are the highest proficiency levels of any CST testing subject which is a tribute to the department's dedication to their instruction. In regard to our English Language Learners, our results show significantly improvement in ELL results in this area with a 20% improvement in proficiency over the past four years. Enrollment has been consistent yet there has been slight fluctuations in results with 2011-2012 having higher results than

2012-2013. However, improvement is being seen and we expect that it will continue to increase in the coming years.

U.S. History CST 11th Grade Results: All Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	438	500	443	442
Advanced	23% (100)	30% (150)	39% (173)	37% (163)
Proficient	26% (113)	31% (155)	29% (128)	34% (150)
Basic	24% (105)	16% (80)	18% (80)	14% (62)
Below Basic	10% (44)	7% (35)	5% (22)	7% (31)
Far Below Basic	18% (78)	16% (80)	10% (44)	8% (35)

Like World History, our percentage of students scoring Proficient or above has improved greatly, from 49% in 2009-10 to 71% in 2012-13. The percentage of students scoring Below Basic and below has decreased from 28% to 15% in that same time period. Again, the rigor of Open Access and Inclusion may be the cause of this success.

U.S. History CST 11th Grade Results by Ethnicity: Asian Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	205	226	221	238
Prof & Above	68%	81%	79%	80%

U.S. History CST 11th Grade Results by Ethnicity: Hispanic Students

	2009-10	2010-11	2011-12	2012-13
Number Tested	208	244	206	190
Prof & Above	31%	45%	56%	57%

U.S. History CST 11th Grade Results by Significant Subgroup: English Language Learners

	2009-10	2010-11	2011-12	2012-13
Number Tested	76	66	72	68
Prof & Above	12%	18%	19%	26%

The tables above show our U.S. History CST results. Like in World History, achievement in this area has improved over the past four years with Asians improving 12% and Hispanic results improving 26%. The gap between subgroups has shrunk from 37% in 2009-2010 to 23% in 2012-2013. We are encouraged by this improvement trend and attribute our student success to a combination of instructional strategies and higher academic expectations. In regard to our English Language Learner results, there has been significantly improvement in ELL results in this area with a 14% improvement in proficiency over the past four years. Enrollment has been fairly consistent and results have consistently increased every year.

Note on CST Results for Economically Disadvantaged Students

The tables below represent our results for students that are classified as economically disadvantaged. These results closely mirror our overall results because almost 90% of our student body qualifies as an economically disadvantaged student. We found no major discrepancies between our overall data and the information found below which is why we felt no additional narrative for each table was needed.

ELA 9th Grade	2009-10	2010-11	2011-12	2012-13
Number Tested	380	376	372	313
Prof & Above	62%	58%	60%	71%
ELA 10th Grade	2009-10	2010-11	2011-12	2012-13
Number Tested	423	372	389	360
Prof & Above	48%	53%	55%	62%
ELA 11th Grade	2009-10	2010-11	2011-12	2012-13
Number Tested	380	376	372	313
Prof & Above	62%	58%	60%	71%
Algebra I	2009-10	2010-11	2011-12	2012-13
Number Tested	505	481	371	242
Prof & Above	23%	21%	25%	16%
World History	2009-10	2010-11	2011-12	2012-13
Number Tested	415	386	404	388
Prof & Above	52%	63%	71%	69%
U.S. History	2009-10	2010-11	2011-12	2012-13
Number Tested	364	395	381	366
Prof & Above	48%	62%	68%	69%
Biology	2009-10	2010-11	2011-12	2012-13
Number Tested	577	605	642	511
Prof & Above	46%	53%	52%	60%

Chapter 2

Student/Community Profile

Overall Summary from Analysis of Profile Data

Sincerity Honor Tolerance Service

Photographs courtesy of the Pantherama yearbook staff

CHAPTER II

Progress From the 2008 Self Study

Significant Developments

School Loop
Since the last complete WASC visit there have been several significant developments at Rosemead High School. One of the most significant has been the district adoption of School Loop which is an online grading program as well as an interactive website that allows teachers to post assignments, communicate with students, and share academic materials. School Loop has been used in the El Monte Union High School district since 2008 and is currently the mandated program that teachers must use to submit grades.

Special Education Inclusion
Another significant development since the last WASC visit has been collaboration between the Special Education department and general education teachers. In 2008, RSP and SUP students were placed in general education classes with either a Special Education teacher or instructional aide present to aide students.

In 2009, the Sanger Unified School District model was adopted, but many difficulties were encountered between special education and general education teacher collaborating effectively. The major area of concern stemmed from the special education teacher's lack of subject matter competency, which made collaboration difficult within the Sanger model. We attempted to pair teachers together within subject areas that the special education teacher was comfortable with, but collaboration was still not very successful.

Because of these difficulties, modification of this model was discussed in 2010 and in 2011, our model was modified to more closely mirror an "inclusive" setting instead of a collaborative one. Currently, general education teachers are responsible for modifying assignments and curriculum based on each special education student's IEP goals and objectives. The special education case carrier is then responsible for monitoring student progress during the mandated study skills class that each special education student has.

In 2010, it was also decided that SDC students who were currently being placed in general education classrooms were not being successful therefore in 2011, SDC students were placed in non-general education classes that are taught by special education teachers. The curriculum is significantly altered to help these students access as much of the general education curriculum as possible.

Personnel Changes
Another significant development since the last WASC visit has been in the area of personnel changes. Since 2007, RHS has had three sets of administrators (Principal, API, APSS, and APA). Our most current administration change is the new principal for this school year has just been given a district

position and is currently in transition. The principal position is currently being flown and we are awaiting the interviews and appointment of our new principal hopefully by the beginning of the new year. With each change in administration comes new ideas and vision, however we have been fortunate to have strong faculty leaderships and have been able to maintain our overall focus quite well. That being said, there have been several programs instituted by each administration that are no longer in place since that administrative team has moved on.

Additionally, we have had almost 20 teachers retire since the last WASC visit which has made our faculty considerably younger. However, not all retired teachers have been replaced, making our class sizes somewhat larger than in 2008. We have also lost one counselor due to budget constraints and several classified staff positions have been eliminated for the same reason.

Expanded Course Offerings
Another significant development since the last WASC visit has been our expanded course offerings for both remediation and advancement. In 2008, our district mandated a CAHSEE prep course for juniors and seniors that had not successfully passed this state exam. We also expanded our English support lab classes to include seniors, only to lose this class in 2010 due to funding. Currently our lab classes are now titled "Academic Language Development" and are available to sophomores and juniors as a support class to their regular English class. Freshmen have English Intensive available to them, which allows them to receive college prep credit.

In 2009, we created a Spanish 1 accelerated class and then in 2010 a Spanish 2 accelerated class to better prepare students for our Advanced Placement Spanish courses offered at the junior and senior level.

In 2010, all basic math classes were eliminated and all incoming freshmen are placed in Algebra I per district mandate. An additional Algebra Concepts class was created to provide students a bridge between Algebra I and Geometry. In reaction to the new common core standards, the district has adopted a new course called Integrated Math I and II. Integrated Math I replaced our Algebra I classes as of this year, the Integrated Math II will replace our Geometry classes beginning 2013-2014. We are currently piloting the Integrated Math I course and have several reservations about the program since its concept is markedly different than traditional math courses.

In 2008 the Music department created an AP Music theory class and in the same year, the Industrial Tech department created a 2D Art class. Both of these have since been eliminated due to budget constraints and student enrollment.

In the past, in order to accommodate students who may have had difficulty with the rigor of Biology 1P, Rosemead High School offered a two year biology course. The first year of this course was titled Introduction to Biology. Following completion of Introduction to Biology, students would be enrolled into Biology 1P. This has changed. Currently, all ninth graders entering Rosemead High School are enrolled into either Biology 1P or Accelerated Biology. Later, when students are in grades eleven or twelve, students may take Biology AP.

Previously, the Science department offered Physical Science for students who did not fulfill the prerequisites for chemistry. In order to align our course offerings more closely with the California Science Standards, Physical Science was eliminated and replaced with Earth Science. Earth Science is being taught during the 2013-2014 school year.

However, another change is on the horizon. The course available for students not enrolling in chemistry will be a newly designed Physical Science course. This course will cover the Disciplinary Core Ideas of both Physical Sciences and Earth and Space Sciences presented in the Next Generation Science Standards.

With the advent of Common Core and Next Generation Science Standards, further changes will be implemented dealing with science course content and sequencing. Current discussion concerns the breadth of topics and skills that all students are expected to have mastered prior to taking the SBAC exam during eleventh grade.

In 2013, the district created a Computer Information Technology (CIT) class, which teaches students specific computer skills necessary to be successful on the mandatory Smarter Balance Exam during their junior year. This course is taught through the Business department. In the special education department we have created specific SUP courses in Algebra I and English. These courses teach basic skills and infuse grade-level materials when appropriate. These courses were created for special education students who were not able to be successful within the general education setting, even with one on one support.

Instructional Coach

Another significant development since the last WASC visit has been the addition of an Instructional coach in 2011. This resource teacher is responsible for teaching all faculty the Sheltered Instruction Observational Protocol (SIOP) and to assist teachers in instructional methodology and strategies. This coach has been extremely helpful and successful at RHS.

Our instructional coach has helped teachers understand the importance of verbalization with our special education and English language learners and trained teachers to better present material while at the same time engaging students in meaningful class activities.

Our instructional coach has developed an online site (Rm111.org) where teachers can obtain resources and specific curriculum ideas. This site also provides students with resources as well. In the summer of 2013, our instructional coach hosted a Common Core Workshop to help all teachers understand the new standards and how to best align their curriculum.

Prior to this position being created, we introduced several different instructional approaches (Marzano, Nunley, etc.), but met with only sporadic success. The addition of the instructional coach has made ALL faculty responsible and accountable for targeting specific skills for all students, as well as our targeted subgroups of English Learners and special education students.

Schoolwide Critical Areas for Follow-up from 2008 WASC visit

1. Leadership and Instructional staff need to work on closing the achievement gap between subgroups:
   - By implementing more student-centered and differentiated instructional strategies
   - By continuing to expand the existing literacy and numeracy programs
   - By developing a comprehensive writing program through the use of effective rubrics
2. The staff and administration need to expand the special education inclusion program
3. Continue to develop pre and post benchmark assessment in all curricular areas
4. Develop a means to expand open access to advanced placement and accelerated programs
5. Continue to use and expand the ability to use data to inform and modify curriculum and instructional delivery to address student needs

Ongoing Follow-up Process

The Action Plan Council members have evaluated Rosemead High School action plans annually. Everything that is evaluated or updated is presented to all stakeholders for their input and approval. Monitoring the progress of achieving the Action Plan goals is done through the observation and analysis of student work and instructional practices, the analysis and evaluation of aggregated and disaggregated school, district, state and national test data, and the administration and analysis of survey results. The results of the analysis are discussed and drive the direction for the updated action plans for the following year. This work has been ongoing and periodic, in some instances by taking annual samples, and in other cases by monthly, weekly, or even daily observations. The APC has met monthly to compile, analyze, and evaluate data.

The action plans for the Focus on Learning process are compiled and integrated into the Single Plan for Student Achievement (SPSA) annually. All information, once evaluated and updated, is given to the resource teacher and included in the final draft of the SPSA. Both the Focus on Learning document and the SPSA are mirrors of one another to ensure the direction of the school remains consistent and focused upon student achievement.

Progress of Current Action Plans

Below are the action plans for Rosemead High School. The number beneath the action plan corresponds to the critical areas of follow-up in the order that they were listed on the visiting committees' report three years ago.

Action Plan 1
Continue to develop, implement and evaluate intervention and remediation programs to close the achievement gap between subgroups in the areas of literacy and numeracy.

Critical Areas for Follow-up Addressed: 1(a,b), 2, 3, 5

Activities

Focus on closing the achievement gap for all subgroups has been the goal at Rosemead High School in the areas of literacy and numeracy. Annually the Action Plan Council, as well as all other stakeholders,

evaluated the test results of all students on campus. It is through this assessment that we were able to target those subgroups that are in need of additional support. The English learner (EL) and Hispanic subgroups have been targeted by providing additional intervention programs to assist them in academic success. Instituting the EL mentoring program on a limited basis in 2009-10 was shown to assist this group of students to succeed in the CAHSEE and CST exams. Due to this success, we expanded the program to include all 10th grade English Learners for 2010-11 school year. The program is still active , through our Instructional Coach, and is part of our plan to improve the scores of all subgroups as we transition to Common Core and the SBAC exam. Additionally, we have removed English 3P and English 4P blocked classes and now require all junior and senior students to take a one-hour class, due to a district desire to align programs at all sites. Intervention classes that were implemented in their place to help students include ALD, as well as CAHSEE classes. All core courses are also creating new, Common Core/SBAC based performance tasks at the site level, as well as benchmarks at the district level, to monitor our programs before the SBAC exam. As a result, all core curriculum will make literacy a larger part of its curriculum.

In the area of numeracy, our math department has yearly revised its approach to district mandated benchmarks that track student performance. Since 2009-2010, teachers have allowed students to retake benchmark exams after attending tutoring sessions to better prepare themselves for statewide exams. Student participation has made evaluating this program difficult, as has the switch to the Common Core standards, which will require us to review the design of our benchmarks, as well as their approach to curriculum. In 20013, Integrated Math textbooks were purchased in an attempt to help struggling students and close the achievement gap. Since the curriculum is new, we currently have no data to evaluate its effectiveness. As a result, we will continue to monitor our students progress in numeracy by evaluating their progress on the forthcoming benchmarks and our trial of the SBAC exam in May.

In regards to aiding our special education population, we have instituted a full inclusion model that places students with special needs in general education classrooms when appropriate. Evaluating the data from 2009-10 school year, the program has shown to aid our students with a better understanding of the curriculum, which in turn results in better performance on the standardized tests. Rosemead continues to struggle with the process of facilitating better collaboration between the general education and special education teachers, however, through professional development we are sure that the academic success of students will improve.

Upon evaluation of various data, the school has made the decision to pursue other instructional strategies in order to address the varying learning modalities present in our classrooms. With the added learning challenges, and the full inclusion model for special education students in place as of 2009-10, it was imperative that we implement differentiated instruction to encourage more student engagement in our classrooms. We began providing teachers training in the areas of Bloom's taxonomy, metacognitive strategies, as well as Layered Curriculum. In addition to the instructional strategies and professional development, we also instituted classroom walkthroughs to help teachers observe and share instructional strategies observed. Beginning the 2011-12 school year the district has add an Instructional Coach at each high school in the district. Sheltered Instruction Observation Protocol (SIOP) is designed to help students, particularly EL students, engage with curriculum through student centered work, which is both collaborative and individual. Teachers act as facilitators who scaffold assignments with the goal of

removing scaffolding as mastery is gained. Starting in 2012-2013 school year, all staff have attended on site workshops with the Instructional Coach to learn how to implement this protocol. With the new coach in place, we have begun to create curriculum that will allow all students succeed through multiple assessments, scaffolded assignments, and collaborative tasks, which will prepare them for the standardized SBAC exam and site course level benchmarks.

Another addition during the 2009 school year is the implementation of the course leads for each core subject area. The duties of the course leads go beyond what the content specialist have done over the past few years. Those teachers identified as course leads are responsible to compile data from the benchmarks and lead discussions of data analysis. It is the goal of the course lead meetings to not only look at the data but, to also evaluate the instructional strategies used in the class that may attribute to the results.

Finally, our data has shown us that not all EL students are succeeding. Those with relatively no knowledge of the English language struggle in their core classes. As a result, we see the need to create a sheltered program where students can receive more scaffolding than they currently receive. This will not affect equity, since students will be moved into a non-sheltered schedule once they demonstrate the ability to comprehend basic directions and vocabulary. The aim is to set students up for success, not failure. Further discussions with the district are needed to secure funding and implementation of this plan.

Data used to evaluate Action Plan 1 progress
       API
       CST scores
       CAHSEE scores
       EL Walkthough Data
       Benchmark Data
       Course Lead Minutes

Schoolwide Learner Outcome Addressed
Students will be academic achievers who are proficient in reading, writing, and mathematics by passing state and federal mandated tests.

Action Plan 2
Develop and implement strategies that will provide an enriched instructional program that assists English Language Learners

Critical Areas for Follow-up Addressed: 1 (a,b), 5

Activities
Addressing the English learners needs has proven to be a challenge. To address this area, the school has provided professional development through the district wide introduction of our SIOP Instructional Coach. It is the goal of our professional development to provide additional instructional strategies for teachers to utilize when teaching all students throughout campus, including our English learner population. To date, teacher's have undergone training for 7 cycles of the SIOP implementation. To assist

teachers implement these strategies, a SIOP Model Community (SMC) has been established by our Instructional Coach, with the aim of providing each department with a peer who can serve as a resource as we implement these strategies. Overall, the teachers have been receptive to the program, which allows for more student participation at higher order thinking levels. It is our hope that by speaking with peers and writing more complex and focused responses, students will gain language skills and attain proficiency on SBAC, CELT, and CAHSEE exams, as well as on site and district assessments. Given that our recent EL Shadowing program showed our students actively engaging in their classes at a higher rate than the state average for EL students, we feel that we are on the right track.

In addition to the SMC, the addition of Course Leads in all core courses has allowed teachers to collaborate and review data associated with the success of our EL students. Through these collaborative sessions, teachers discuss best practices and work to create curriculum that is appropriate for all students.

As mentioned earlier, we currently believe that for first year EL students, a sheltered environment is needed to help them attain the language skills they will need to succeed in core classes. It will be our aim to develop such a program, with the guidance of the district.

Data used to evaluate Action Plan 2 progress
    Class walkthrough data
    Lesson plans
    EL reclassification data
    Professional development sign-in sheets and evaluations
        -SMC Minutes
        -Course Lead Minutes
        -EL Shadowing Data

Schoolwide Learner Outcome Addressed
Students will be academic achievers who are proficient in reading, writing, and mathematics by passing state and federal mandated tests.

Action Plan 3
Develop and implement a professional development plan for special education and core general education teachers to support students instruction.

Critical Areas for Follow-up Addressed: 1(a,b), 2, 5

Activities
Special education inclusion has been fully implemented as of 2010-11 school year. During the 2009-10 school year, inclusion was partially implemented. This model presented some challenges. We have tried to address these difficulties through summer professional development workshops, which included general education and special education teachers. Additionally, district and site leadership worked with Cindy Towes from Sanger Unified School District in an attempt to base our program on a successful

model. We are working on ways to improve the current model, and see this action plan as a work in progress.

Currently, special education students have been placed in core subject area classes with a variety of support available. These include a collaborative special education teacher in the classroom, a special education aide, or access to the Learning Center, which is staffed by a Special Education teacher. In some instances, instructional aides are placed in the classes where a large number of special education students are placed. In addition, Special Education students have been given a study skills class to provide additional academic support. Our learning center has been established with a certificated special education teacher available every period, of the day to provide one on one academic support. Finally, through professional development teachers are more aware of appropriate special education accommodations that they can implement within their curriculum.

Although special education results are lower than any other subgroup, we are encouraged by the improvement this group has made over the last few years, based on CST and CAHSEE scores. It is the belief of the school that we will begin to see more consistent improvement with this group of students over the next few years due to changes we have made in our special education program, which include the introduction of Edge to the Language Arts SUP (formerly SDC) classes.

Schoolwide Learner Outcome Addressed
Students will be academic achievers who are proficient in reading, writing, and mathematics by passing state and federal mandated tests.

Data used to evaluate Action Plan 3 progress
 CST data
 CAHSEE data
 Student grades
 IEP

Action Plan 4
Develop and implement strategies and procedures to smoothly transition to the new common core standards in preparation for the SBAC exam.

Critical Areas for Follow-up Addressed: 1(a,b), 2, 5

Activities
Like many other schools, Rosemead High School is currently engaged in preparing our students and staff for the Common Core and SBAC exam. While our CST and CAHSEE data may not be exact, we use our knowledge of the previous standards to design site specific benchmark/performance tasks and district pre/post tests to measure student achievement. To that end, our content specialists and course leads have collaborated with teachers within the core departments to make the transition as smooth as possible. With an eye towards closing the achievement gap, supporting special education students, and maintain vigilance regarding the progress of our English Learners, we have worked as a school with our

Instructional coach to use SIOP strategies to prepare students for the more rigorous and language heavy expectations of the Common Core.

To this end, all core subjects have created new benchmarks/performance tasks based on the SBAC preview we had access to over the summer. The creation of these measures have been the collaborative effort of departments heads, course leads, teachers, and district personnel. It is our aim to collect data from this year's participation in the SBAC exam process to determine how our benchmarks/performance tasks can be improved, and how our curriculum can be altered to ensure success for all of our students.

Schoolwide Learner Outcome Addressed
Students will be academic achievers who are proficient in reading, writing, and mathematics by passing state and federal mandated tests.

Data used to evaluate Action Plan 4 progress
        CST data
        CAHSEE data
        Student grades
        Benchmark/Performance Task Data
        Course Lead Minutes
        SIOP Cycle Agendas
        Summer Common Core Workshop Agenda

Critical Areas for follow up that have already been addressed and are not currently in the plan or that are not mentioned

1. Leadership and Instructional staff need to work on closing the achievement gap between subgroups:

    c. By developing a comprehensive writing program through the use of effective rubrics.

      Each department has increased writing in their classes, however, standard rubrics have not been implemented in some of the core subject areas. One of the main advantages to having our new instructional coach position is the introduction of new instructional strategies that promote writing throughout school. We believe that as we become more familiar with SIOP strategies, and the SBAC writing rubrics, we will have met this need as we build upon our students' academic success.

3. Continue to develop pre and post benchmark assessment in all curricular areas.

      As a result of our transition to Common Core, all core subjects have taken new approaches to the pre and post test process. As a result, this specific recommendation no longer applies. However, the new benchmark/performance task assessments will be monitored closely and data will be used to refine our curriculum and student achievement.

4. Continue to develop pre and post benchmark assessment in all curricular areas.

As stated earlier, in open access to all AP and Accelerated courses was offered by the English department for the 2009-10 school year. During this year, all teachers were invited to attend monthly AP/ACC committee meetings that established a handbook for students and parents that outlined the requirements for the new open access policy. Beginning with the 2010-11 school year all of our AP and accelerated courses were open to students who were interested in taking them, with some classes (i.e. music and foreign language) requiring appropriate pre-requisite courses prior to registering. Per our AP/ACC handbook all candidates for AP and accelerated classes, as well as their parents, are required to sign an agreement outlining the criteria for the classes. Looking at the enrollment data for the AP and accelerated classes for this school year it is evident that Rosemead's students are taking advantage of the open enrollment. Since 2009-10 enrollment for our Advanced Placement classes increased from 313 eleventh and twelfth students in 2009-10 to 404 eleventh and twelfth students. It was then the decision of all stakeholders to identify Action Plan 4 as completed and removed from Rosemead's Action Plans.

Timeline of Events

2008-2009 Changes
Implemented the online grading and database program School Loop®
Collaboration for SUP special education students for English, Math, Science and Social Science put in effect
Late start days included technology training, schoolwide effort to motivate students, focus on reading comprehension strategies, gang in-service.
Added AP classes to course offerings: Chinese Language and Culture; Two Dimensional Art, Spanish 1X and 2X
Open enrollment in English AP classes only
Setup open access to AP classes, designed policies and procedures to provide open access to ALL AP classes for the 2009-2010 school year
Continued data teams to examine benchmark results and encouraged collaborative lesson and unit planning
Deleted WordBank® as a schoolwide vocabulary program based on lack of participation and increased test results
Educational Consultant Nan Woodson came to share instructional strategies with department staff that addressed checking for understanding, metacognition, and student motivation
Foreign Language Department trained in data team process
Whittier math consultant Daniel Esquerra contracted by district to work with math content specialists to address all students enrolled in Algebra I classes, retesting, and periodic mini benchmarks per Whittier Union High School model
Planning and preparation for English learners to be placed with mentors for CAHSEE test prep
District/site walkthroughs implemented
CAHSEE Prep course implemented per district mandate
15 teachers retire and accept district "golden handshake"
Expanded English lab classes to senior level
Added math lab classes
Nan Woodson workshops for Instructional Strategies with departments
Foreign Language department trained in data teaming

2009-2010 Changes
Math retesting for benchmarks began
SUP/STR inclusion/collaboration into general education classes was explored using the Sanger Unified School District model
Modification of special education teacher responsibilities to collaborate with general education teacher discussed
Summer workshops provided for general education and special education teachers for inclusion implementation
Course leads implemented for English and Math
English learners placed with mentors for CAHSEE test preparation and review
New Principal, API, APSS, and APA assigned to school
Academic Integrity Policy researched, discussed, presented and approved by faculty
AP/ACC handbook and agreement developed
Strategies for Success class for EL 2 and 4 students (Business teachers)
Special Education teachers in Read 180 classes with system 44
Spanish 1x class (honors) added to curriculum

2009-2010 Changes continued
Health classes now backup with Computer Concepts for 9th graders
Added additional curriculum for end of the year ELD classes
English Learners with mentors and CAHSEE prep
Course leads implemented for Social Science and Science
Math retesting for benchmarks

2010-2011 Changes
Off-campus lunch access restricted to students with GPA of 2.0
GPA eligibility expanded to include band, and cheerleading, other extracurricular activities
English 1P + Lab eliminated and replaced with English 1P Intensive
English 3P and 4P labs removed per district recommendation
Basic level Math classes eliminated with all students taking Algebra I course or higher
Algebra/Concepts class created to provide students a bridge between Algebra I and Geometry
Guided Studies course implemented per district recommendation
Full open access to all AP classes implemented
Added AP courses for Chinese Language & Culture; Two dimensional art
Spanish 2x added
District math and English literacy positions created (Both positions held by RHS staff members)
Full inclusion for SUP, STR and SDC students in general education classes (paraprofessional support included)
Special education learning center opened and implemented to assist special education students
Summer workshops provided for general education and special education teachers involved in inclusion implementation
Modification for special education teacher responsibilities to collaborate with general education teachers
Staff training for teachers – checking for understanding/questioning; metacognition; differentiated instruction using Kathie Nunley Layered Curriculum® approach
District walkthroughs implemented
All new administration since last accreditation
15 teachers retired over past two years
Academic integrity policy implementation during second semester
New APA and API hired
Morning homework support offered by the PREP Program
CAHSEE mentoring expanded to include all 10th grade English Learners
AP/ACC agreement signed by all AP/ACC students and their parents

2011-2012 Changes

Established method to evaluate data of success of programs **Action Plan 5**
        English Intervention -- CST (ELA), grades, SRI
        HOLA Mentor – CST, grades
        D/F Mentor – CST, grades
         Read 180 – CST (ELA), grades, SRI

SIOP Coach at site
Changed ELD Curriculum to Edge
Refined Special Education Collaboration
Special Education collaborative teachers in same campus area as general education teachers in same subject

2011-2012 Changes continued
Removed Action Plan #4 (AP open access) from action plans accreditation (completed)
Benchmarks changed for English due to new textbook adoption
New English Textbooks adopted
SRI testing for special education students
CALS articulation meetings

2012-2013 Changes
Bi-annual SRI testing changed to only intervention classes (ALD, special education, Reading Advancement)
Expand/update mentor program
Setup staff training room for SIOP
SIOP coach involved in training; special ed. and general ed. collaborative as well as math meetings
Title I coordinator position deleted district wide
District representative for SPSA (Teacher on special assignment)
Parent walkthroughs
Refined special education collaboration
SUP added to use edge curriculum
Feeder school walkthroughs
Collaboration in the math department with feeder schools
Feeder school staff invited to participate in SIOP training
Rm111.org established for both students and staff
Added USA Test Prep program to assist students with core subject review
Added Quizstar program to assist students with core subjects review

Chapter 3

Progress Report

Photographs courtesy of the Pantherama yearbook staff

Sincerity Honor Tolerance Service

CHAPTER III
Student/Community Profile
Overall Summary from Analysis of Profile

After careful review of the profile data provided in chapter one, the most significant progress that Rosemead High School has made in the past six years has been in our improvement of our Academic Performance Index (API) score. It is clear that RHS has made great strides in student performance from this data. In 2009-2010 our API score was 769 and improved to 807 in 2012-highlighting a thirty-eight point improvement. This is also reflected in our similar school rank which has improved from a 6 ranking in 2009-2010 to a 9 ranking in 2012-2013. There are many reasons for this improvement, including more emphasis on data analysis by teachers and departments, improved teacher collaboration, an emphasis on interventions for our most struggling students, and the district adoption of SIOP strategies over the past three years. We have also enjoyed a positive cultural shift on campus that has been fueled by this academic improvement. Positive reinforcement and support given by teachers, administrators, and staff have made RHS students feel more capable of achieving the high expectations we have set for them.

In regard to our CAHSEE results, we have seen consistency over the past six years with the 2010-2011 school year being the peak of student performance. In that year, when many of our interventions were introduced, we saw the highest pass rates for our Hispanic, special needs and English learner populations in both ELA and Math. Those results have not been matched yet, but we are pleased that our slight decrease in scores has not been drastic. One point that must be addressed in our ELA scores is that many of our English learners that are enrolled in an ELD course are not being taught a curriculum that is aimed at helping them pass the CAHSEE. Upon further analysis of our CAHSEE results, it was found that 98% of the students who were enrolled in a regular college preparatory English course at RHS passed or were proficient when taking the CASHEE exam, yet almost all of the EL students who were not enrolled in a regular English course did not pass. We feel that this accounts for the slight decline in overall scores and should be expected since EL students by definition do not have the English skills needed to pass the CASHEE. We also feel that because each class of students has different skills, the 2010-2011 group may have been slightly more advanced in their English skills which would explain the higher results. In regard to our Math scores, we believe that the introduction of mandatory three week testing in all classes, as well as a strict adherence to a district mandated pacing plan, has been more detrimental than helpful to student performance. Every subgroup has declined over the past three years since this district wide implementation. We are hopeful that the recent adoption of the CPM integrated program in math will have a more positive effect on student performance.

Evaluating other student performance data over the past six years, it is clear to see that many of the curricular changes that have been made have provided significant growth in certain areas. Analyzing the CST performance levels, that measure content standards, the movement of students to advanced or proficient levels has been significant. For example, in 2009-2010 65% of all ninth graders were advanced or proficient in ELA, as compared to 2012-2013 where 70% of all ninth graders scored advanced or proficient. For 10th grade in 2009-2010, 49% were advanced or proficient, as compared to 2012-2013 where 61% scored advanced and proficient. Another data aspect to consider is the decline in students

performing at far below basic and basic levels. We can see that in 2009-2010 in ELA, 24% of tenth grade students scored far below basic or below basic. However in 2012-2013 that percentage dropped to 13%. The same trend can be seen in 11th grade where in 2009-2010 28% scored below basic or far below basic and in 2012-2013 only 13% scored below basic or far below basic. These results are similar in all subject areas, especially in social science and science.

Some significant critical learner needs that have surfaced within our analysis of student performance data are specific to English language learners, students with special needs, and our Hispanic population. Each of these three subgroups face significant challenges academically and we are continuing to keep them in the forefront of our interventions and instructional strategies. We firmly believe that the introduction and acceptance of SIOP as our basis for instruction is already yielding positive results for each of these groups. We are seeing more EL students being verbal in class because teachers have adopted more cooperative learning strategies that support language development. Our ALD courses in English and our SUP English classes for students with special needs are aimed at improving basic skills while also addressing grade level curriculum. However, in regard to our special needs population, their results have not been as positive as we would like. We acknowledge the need for more specific academic protocols between special education case-carriers and general education teachers so that special needs students receive the most support possible. Finally, we are still addressing the achievement gap between our Asian and Hispanic populations. Although we have seen slight improvement in our Hispanic population results, we are struggling to develop interventions that specifically target this population. We have tried programs like Higher Opportunities Leadership Academy (HOLA), that is an enrichment and support program, but we have not seen a major change in this population's student performance results. It should be noted that our overall student performance improvement is seen across all ethnic subgroups including our Hispanic population, however the gap that is present between Asians and Hispanic remains about the same. We have seen a slight increase in the number of Hispanic students enrolling in Advanced Placement courses, which we attribute to open enrollment and encouragement from AVID.

Important Questions

1. How can we get students to perform proficiently on state, local, and federal assessments when their basic skill levels are extremely low when they enter high school?

2. How can we encourage our Hispanic population to be more academically motivated and participate in the interventions we provide?

3. How can general education teachers serve our special needs population better while maintaining high expectations for all students?

4. How can teachers collaborate more to develop lessons, units, and assessments without losing important instructional time with students?

5. What specific revisions will be necessary to our current programs and curriculum in order for our students to be successful when taking the new SBAC assessments?

Chapter 4

Self-Study Findings

Sincerity Honor Tolerance Service

Photographs courtesy of the Pantherama yearbook staff

CHAPTER IV
Focus Group Findings

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

A1. Organization Criterion
The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts
Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; 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.

Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.

Findings	Supporting Evidence
Rosemead High School has revised and updated the mission statement through discussions in Action Plan Council(APC) and Focus groups to better reflect the needs of our students. These include an appreciation for diversity, personal responsibility, physical and psychological well-being, sensitivity for the arts, and application of lessons learned in the academic setting in order to be full members of the 21st Century community.	Evaluation of school programs through staff collaboration and program director reports.
	Staff Meeting Agendas
	Staff evaluation worksheets
Our student profile data has shown a marked achievement gap, which can only be addressed by recognizing our ethnic and socioeconomic diversity and the needs of our population. Programs, such as open enrollment for Accelerated/Advanced Placement (AP) classes, Inclusion for Special Needs students, and the Sheltered Instruction Observation Protocol (SIOP) strategies, have made teachers aware of the need to verbally engage students within the classroom setting. After implementation of the programs we have seen an increase in test scores	Evaluation of state testing results by teachers, administrators and directors.
	Evaluation of state content standards and frameworks by teachers, administrators

for historically struggling students. As teacher commitment grows for these programs, we expect more gains. Furthermore, our CAHSEE Tutoring program has helped many of our English Learner (EL) students succeed, not only on California High School Exit Exam (CAHSEE), but also on California Standardized Testing (CST) exams and within the classroom.

With the introduction of Common Core, we are transitioning and addressing specific issues, such as technology and problem solving skills, which will be essential to their success beyond their high school careers.

and directors.

Evaluation of district and local benchmark assessments by teachers, administrators and directors.

Faculty, staff, student, community collaboration meeting agendas and minutes.

Evaluation of faculty, staff, student, and parent surveys

Evaluation of data team analysis process worksheets.

Action Plan Council meeting agendas and minutes

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective.

Prompt: Evaluate the effectiveness of the processes.

Findings	Supporting Evidence
Rosemead High School has developed and refined the vision, mission and schoolwide learner outcomes to ensure they are effective. The process began with a draft created by the APC, which was submitted and revised by faculty in focus group meeting. Since all content areas are represented in these groups, the vision, mission, and (Schoolwide Learner Outcomes) SLOs reflect the effectiveness of bringing together the expectations and goals of various disciplines. The collaborative process helped create a unifying vision for our students' progress. These documents were then submitted to parent groups, such as School Site Council and English Learner Advisory Committee (ELAC), for their input and approval. Again, opening the process more voices had fostered a more inclusive vision for our school. In the future, we would like more	Action Plan Council meeting agendas & minutes FOL group findings School Site Council agendas & minutes ELAC agendas & minutes

parental and community involvement and will work to find new ways to
bring them into the discussion.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

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

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
Rosemead High School clearly communicates the school's vision, mission, and schoolwide learner outcomes with students, parents, and members of the school's community through various events, programs and activities. Parents and students demonstrate their understanding and commitment through their attendance at school events, signing student/parent/school agreements, online involvement through use of SchoolLoop, and attending various parent conferences. However, RHS is still looking for ways to improve parent involvement. Likewise, we have reached out to our community leaders and local citizen groups. It is our aim to foster these opportunities and find new ways to bring appropriate resources to our campus from parents and the community.	Back to School Night and Open House Frosh/Soph Parent Night with Counselors Four year plan presentation for all freshmen Junior Parent Night with Counselors TES classroom presentations for all juniors Sophomore counseling appointments Signed copies of school policies & procedures 8th grade parent orientation night ELAC parent meetings PREP tutoring program Academic based detention program CAHSEE mentoring

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: Evaluate the effectiveness of the process for revising these statements with wide involvement.

Findings	Supporting Evidence
Rosemead High School regularly reviews and revises its school vision, mission, and schoolwide learner outcomes based on student needs after reviewing test data annually. Since our school demographics and student needs have remained constant, we have not had the need for any major changes to our vision, mission, or SLOs in the past few years. However, due to Common Core, we will have to be more vigilant about our vision, mission, and SLOs, to be sure that our goals match that of the state and federal government. We will continue to use the same collaborative process that has been effective thus far.	Action Plan Council agendas, minutes. Department meeting agendas, minutes.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings	Supporting Evidence
Our review and adaptation of our vision, mission, and SLOs have been effective due to our constant review of student data. However, to be most effective, we need more parental, student, and community involvement in order to create a campus that serves the needs of all students. As we have gone through the WASC process, we have heard from many parents that they would like to be more involved. However, after reopening the parent survey window and eliciting more responses, we still had a low parent turnout. Additionally, we must remain attentive to our own review and make sure that all staff members contribute and participate in our annual review of state test scores, as well as better participation in department and course level reviews of student performance on district and site benchmarks/performance tasks. Collaboration must be fostered.	PTSA Membership Parent Site Council Participation Parent Conferences Parent Surveys

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings	Supporting Evidence
Our historical data tells us that we must help English Learners and Students with Special Needs. Constant review of all available data is the only way to gauge our effectiveness in creating an environment that makes our vision, mission, and SLOs clear and attainable for out students. We are certainly moving n the right direction, but as we have noted, the move to Common Core will create new challenges. We are anticipating these changes and actively creating assessments at the site and district level to help us collect data to help evaluate our ability to address our critical learner needs.	Evaluation of school programs through staff collaboration and program director reports. Staff Meeting Agendas Staff evaluation worksheets Evaluation of state testing results by teachers, administrators and directors. Evaluation of state content standards and frameworks by teachers, administrators and directors. Evaluation of district and local benchmark assessments by teachers, administrators and directors. Faculty, staff, student, community collaboration meeting agendas and minutes. Evaluation of faculty, staff, student, and parent surveys Evaluation of data team analysis process worksheets. Action Plan Council meeting agendas and minutes

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic 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 Educational Agency (LEA) plan.

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

Findings	Supporting Evidence
The EMUHSD goals are published on an annual basis. The district and school policies are stated in the staff contracts and faculty handbook.	District Goals report
	District Contract
	Faculty Handbook
Board policies are now available on the district website. The board is compromised of fie members, which are elected by the community for a term of four years. In order to become part of the governing board, members must reside in the local community.	School Board Meeting agendas/minutes
	Board Documents
The board meets on the first Wednesday of every month to approve and review programs, curriculum, staff development, staffing, etc. Meeting agendas and minutes are available on the district website.	District Website
The district sends out information via email to all staff. Hard copies are often placed into faculty mailboxes. Correspondence to parents is sent home with students and/or via email for parents who are technology ready.	
The superintendent's secretary sends out weekly memo from the superintendent via email. We have an automated telephone system (Alert Now) that sends messages to parents' home phones.	
The governing board is guided by the EMUHSD vision statement, and reviewed every three years, or when a new member is added to the board or a new superintendent is hired. The superintendent communicates the vision to staff, parents, and the community.	

The board provides leadership and citizen oversight of the district. The Board works with the Superintendent to fulfill the following responsibilities: Setting the direction of the district, establishing an efficient organizational structure, employing a Superintendent, overseeing the development and adoption of policies, establishing academic expectations and adopting instructional materials, adopting the budget, providing adequate facilities, setting parameters for negotiations and ratifying collective bargaining agreements, evaluating the superintendent annually, serving as a judicial and appeals body, monitoring student achievement and providing community leadership and advocacy on behalf of students. Their primary responsibility is to act in the best interest of pupils in the district. They must hold themselves to the highest standards of ethical policies.

The policies and procedures of the school and district are a result of the board policies.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.

Findings	Supporting Evidence
The EMUHSD board provides a clear focus for the district based on student needs and is based upon analysis of each site's statewide testing data. The board's vision is incorporated into each school's Single Plan for Student Achievement, Mission, Vision, and SLOs. The superintendent communicates the district's vision with staff and ensures that each site is aligned with the expectations set by the district. In addition, the superintendent is also responsible for communicating the board's vision to parent/guardians and the community. All stakeholders are given the opportunity to provide feedback during board meetings. While much of this seems out of the control of RHS as a site, we use district complied data to argue for any changes that need to be made or issues that need to be taken into consideration should our school vision differ from that of the district. Department Heads, through their role as content specialists, make these concerns know to the District. While not perfect, the process allows for some negotiation to occur. Furthermore, the move to Common Core has	District Goals Report District Contract Faculty Handbook School Board Meeting agendas/minutes Board Documents District Website

seen the district release more control to individual sites. We hope this trend continues, as our site is unique, as are all sites within any district. Our administration and department heads will continue to argue for the needs of our staff, students, and community.

The EMUHSD supports our SLOs, which reflect our data driven instruction and curriculum. The district provides us with Content Specialists, Course Leads, EADMS trainings, and other Professional Development to help us collect and analyze student scores on site and district benchmarks/performance tasks.
As noted earlier, our Mission, Vision, and SLOs are annually reviewed and adjusted based on student needs, based on available data.

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
The El Monte Union High School District (EMUHSD) updates our Acceptable Use Policy as technology changes occur and warrants the update to ensure we address new technology as it arises. The district is currently developing a district policy that would provide resources to the sites on rotation basis to assist with upgrading technology on a regular and scheduled basis throughout. The district applies for the School and Libraries Program (ERATE) on a yearly basis for telecom services and maintenance of our electronics and cabling of the district and site infrastructure. One of the requirements of ERATE is to ensure we are compliant with CIPA policies as well as the policies to ensure internet safety, which EMUHSD follows.	EMUHSD Acceptable Use Policy ERATE documentation Concurrent Program Guidelines
Currently the only online instruction that we provide includes our concurrent program provided through Adult Education which offers students who are at least sixteen years of age, who have failed a course a way in which to recover those credits. All classes through the concurrent program are not a-g compliant and are given with an online teacher who is credentialed in the state of California. During the time students are taking the class the school site will monitor and give the tests here on campus with a certificated staff member present. The curriculum provides English Learner support within the curriculum for those ELD students. The length of the course varies based on the students own pace, however there is a sixty day maximum allotted time	

to complete a course.

Technology used as support for the current classes in place that Rosemead currently uses on campus includes the USA Test Prep, Measuring Up, as well as the Quiz Star online programs. These programs are provided as support for students that teachers can utilize to assist students to prepare for standardized tests that our students take annually.

Understanding the Role of the Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.

Findings	Supporting Evidence
The RHS School Site Council is composed of the principal, students, school staff, and parents. The school community is made aware of elections on an annual basis and parents are given information regarding the School Site Council (SSC) through the Alert Now telephone system. The SSC evaluates, monitors, and approves the Single Plan for Student Achievement. However, parent participation in the Site Council is usually limited, due to work schedules and language difficulties. We must continue to work to build a culture that draws parent participation.	Single Plan for Student Achievement School Website School Site Council meeting agenda/minutes

Governing Board's Involvement in Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes.

Prompt: Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
Along with the faculty and staff, the governing board participates in yearly reviews of student data. Just as input from teachers, staff, students, and parents is invaluable to understanding our ability to help our students meet their needs, so is the input of our governing board	FOL Group Findings APC Agendas/Meetings

necessary to create a unifying vision for our school and student needs.

Curriculum Meeting
Agendas/Minutes

Site Council Meeting
Agendas/Minutes

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

Findings	Supporting Evidence
The governing board supports district and site plans to meet program improvement goals. All schools in the EL Monte Union High School District have site specific goals that are aligned with district goals. Rosemead High School follows policies according to the district governing board. The governing board meets on the first Wednesday of each month to create policies, approve/review programs, approve budgets, staff development, staffing, review site reports etc.	EMUHSD goals RHS site goals EMUHSD governing board meeting agendas and minutes

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.

Findings	Supporting Evidence
The governing board and district administration meet annually to develop district goals. The superintendent conducts study sessions with site administrators to address how the School Plan for Student Achievement aligns with the district goals. The superintendent provides	Superintendent meeting agenda and minutes Governing board study session agendas

a weekly status report on the implementations of district programs to the governing board.
Site principals maintain constant contact with District Administration to ensure that all site-based decisions are approved and supported by the district. Principals meet weekly with the district administration.

Principals' meeting agenda and minutes

Complaint and Conflict Resolution Procedures

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

Prompt: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

Findings	Supporting Evidence
The school board has clearly identified formal and informal conflict/complaint resolution procedures as they apply to overall general school operations, instructional materials, state and federal programs, the Williams Complaint Procedures.	Superintendent meeting agenda and minutes Governing board study session agendas Principals' meeting agenda and minutes

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings
The policies and procedures that are currently in place by the governing board are adequately aligned to the school's mission and schoolwide learner outcomes. The district provides the support needed by the school site in order to address the schoolwide learner outcomes and the academic standards to ensure all students are provided the programs to academically succeed. The district as well as the site evaluate the results from the student assessments regularly to ensure all student needs are being addressed. The district as well as site goals are focused upon all students academic success.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

Because all district and site goals are aligned the school's ability to address our identified critical learner needs is enhanced and fully supported.

A3. Leadership and Staff Criterion

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

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

Prompt: Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.

Findings	Supporting Evidence
Rosemead High School's planning process is based on student data and student needs. The APC develops the Action Plans and submits them to faculty, parents, and other stakeholders for review and feedback. The aim is to be broad-based, collaborative, and inclusive of all stakeholders. District level decisions have helped us chart student achievement by implementing Core Content specialist meetings and Core Course lead positions, which help us monitor and discuss student achievement on district and site exams. These exams are based on state and federal academic standards. These programs have allowed for teachers to collaborate and share best practices within their core content area. Furthermore, inclusion of our special needs students in our general education classes have made the goals set in IEPs clearer for general education teachers of all contents. This has made us realize that there needs to be more collaboration between special education and general education teachers to help students with special needs succeed in all situations.	Late Start Department Meeting Agendas & Sign-in Sheets Late Start Staff Meeting Agendas Admin Calendar Meetings School Site Council Meeting Agendas & Minutes Curriculum Committee Meeting Agendas & Minutes Content Specialist Agendas & Minutes Course Level Meeting Agendas & Minutes

To address the needs of our EL students, SIOP strategies have been implemented schoolwide. These strategies aim to create more verbal participation, and thus language mastery, for our EL students. They benefit all students, as more student communication fosters a better learning environment. The SMC was created to allow teachers to evaluate the strategies and share their experiences with other teachers within their departments. At SMC meetings, teachers can share concerns and successes of their colleagues. We this as a vital means of evaluating the effectiveness of our adoption of SIOP.

The guidance office assists students plan their courses and academic futures through pre-registration presentations given each year in the English department. Counselors also work with faculty to administer appropriate interventions, such as SSTs, when deemed necessary. Counselors work with faculty to better understand class offerings. As their duties are plentiful, this can sometimes be a struggle for counselors.

Action Plan Council Meeting Agendas & Minutes

IEP Minutes/Notes

PTSA Meeting Agendas & Minutes

ELAC Meeting Agenda & Minutes

SIOP (Sheltered Instruction Observation Protocol) Cycle trainings Quarterly

SMC (SIOP Model Committee)

Summer Training for Common Core

District Pacing Plans & District Benchmarks developed by content specialists district wide

College Night

Rio Hondo Partnership Parent Nights

4 Year Plans

Sophomore Counseling

Financial Aid Workshops

Master Schedule

Pre-registration with counselors

SST Reports

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

Prompt: How do staff ensure that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?

Findings	Supporting Evidence
The School Site Council develops the Single Plan for Student Achievement based on annual test data. The Single Plan is reviewed by the faculty at late start meetings, and input is gathered. Other stakeholders are brought in through ELAC and Parent Teacher Student Association (PTSA) meetings. The Single Plan and Action Plans (SPSA) have been aligned to ensure student success. Likewise, the SLOs are a result of our student needs based on the Single Plan and Action Plan.	Site Council Minutes

ELAC Meetings

FOL Groups

Late Start Minutes

CAHSEE Data

CST Data

Department Benchmark Data

District Data |

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: Evaluate the degree to which the allocation of all resources support the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.

Findings	Supporting Evidence
The School Site Council, which meets monthly, reviews the Single Plan and authorizes the use of categorical funds we receive, such as those through Title One funding. As the Council includes teachers, parents, and administration, the process is open to many voices. The decisions are based upon student data collected from CST and CAHSEE scores. In addition to addressing the needs of EL students, the programs funded and monitored are meant to help our other critical learner needs,	School Site Council Agendas/Meetings

CST Scores

CAHSEE Scores |

specifically addressing the needs of our Special Education students and the achievement gap between our Hispanic and Asian populations. However, outside those on the Site Council, many teachers and other stakeholders do not have a strong understanding of how these allocations and decisions are made.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

Rosemead High School has been effective at targeting student needs by annually reviewing student test data. Based on the data, we have been able to implement programs or to best use district mandated programs so that they best serve our students. We do see the need to be vigilant and to continue to remind faculty and staff of the importance of these reviews. We also seek to involve more parents in the planning and review stages.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

By annually reviewing student test data, we can focus on the needs of our EL, Special Education, and Hispanic population. This will allow us to pursue new programs and to evaluate our use of SIOP strategies. The review process allows for collaboration and dialogue. It is our belief that if we continue to work on developing a professional and collaborative environment, we can meet the needs of our critical learners.

A4. Leadership and Staff Criterion
A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

Findings	Supporting Evidence
All employment policies are based upon federal, state, and district requirements. These are made clear through the Open Position Announcements that are released as jobs come open. We expect teachers to be competent in their subject area and to meet the Highly Qualified teacher standards, when appropriate. For existing teachers, the school and district has made professional development available to help teachers become Highly Qualified, as defined by No Child Left Behind (NCLB). At the moment, these requirements, along with hiring interviews, have allowed us to create a staff that can help students meet their schoolwide learner outcomes.	District Open Position Flyers CALPADS Master Schedule SIOP Cycle Attendance/Feedback
Furthermore, our adoption of SIOP has given all staff the opportunity to receive training to help students prepare for college/career readiness using the district mandated program. As noted before, the SIOP strategies seek to create independent problem solvers who engage with text and course materials on a daily basis. Most of our faculty has undergone several cycles of training and many of us have committed ourselves to uses these strategies to help our students move forward in their education.	

Qualifications of Staff

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

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.

Findings	Supporting Evidence
Currently, staff assignments are made based upon the credentialing of staff and the needs of our students. Each year, department heads meet with administration to create a master schedule that allows for teachers to be placed in positions that best meet their strengths and qualifications. Professional development is encouraged for all teachers who will teach an Advanced Placement course. Professional developments, such as training n the SIOP strategies, has also helped keep our faculty current with Best Practices that will help our students succeed. So far, this approach has worked well. Where we can improve	Master Schedule SIOP Cycle Attendance/Feedback Summer Workshop Minutes Course Lead Meetings Workshop Attendance Minutes

is in the area of providing professional development during the contract day, as summer workshops often are not convenient to teachers whose vacation plans make such professional development difficult to attend.

Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.

Findings	Supporting Evidence
As noted earlier, Department Heads and Administration plan our master schedule with individual teacher strengths in mind. Furthermore, teachers often submit requests for specialized programs based on skills and expertise. This is especially necessary in Accelerated/Advanced Placement classes, as well as for courses meant to support our struggling students, such as our Academic Language Development (ALD) and Integrated Math classes. In both instances, professional development is provided. However, new programs always provide teachers with challenges that can be resolved only through trial and error. In these cases, preparation is helpful, but not the best measure of whether a program will help students meet their needs. Overall, by allowing for teachers, department heads, and administration to plan the master schedule, we have been fairly effective in placing teachers where they are most prepared and qualified. One possible means of improving this would be to use student surveys to determine teacher effectiveness. This effort has been recommended by our Instructional Coach, and some teachers are using this on a volunteer basis to gauge their own effectiveness. These surveys could help us as future assignments are made, and future professional developments planned.	Master Schedule SIOP Cycle Attendance/Feedback Summer Workshop Minutes Course Lead Meetings Workshop Attendance Minutes CALPADS

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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

Findings	Supporting Evidence
At the start of each year, the staff is given a copy of the faculty handbook. Starting the 2013-14 school year, this was done via email. At our first late start, administration reviewed those areas of most concern (i.e. safety, parental contact, and procedures for faculty leaving campus during the school day), and staff was encouraged to read the entire document to familiarize ourselves with the policies and duties expected of us. For experienced instructors, this was fairly effective as many are very familiar with what is in the handbook, and any new policies are covered at late starts and via email. Newer teachers should also find this effective as digital access to the document makes it easier to review and reference. However, one flaw that we have noticed is that requiring teachers to fulfill all responsibilities (i.e. updating grades on School Loop or inputting Benchmarks/Performance Task data into our database, EADMS) has been difficult to enforce. To truly be effective, teachers must come to an understanding of how these practices can help students succeed.	Faculty Handbook Late Start Agendas/Minutes Department Meeting Agendas/Minutes Course Lead Meetings Pacing Plans/Course Descriptions
Pacing Plans and Course Descriptions, which covers operational practices and decision-making processes within the Core Departments, are available online and distributed and reviewed by Course Leads and Department Heads. These were revised over the summer and have been the focus of our voluntarily attended Course Level meetings. At the meetings, attending teachers work with course leads to develop assessments and discuss curriculum decisions. While this collaborative effort has potential, the voluntary nature of the meetings makes attendance sporadic, thus curtailing the effectiveness of the effort.	
The relationship between leadership and staff is made clear through the Handbook and through email and announcements at late start meetings. In the past, administration has been open and helpful. We look for this to continue.	

Internal Communication and Planning

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

Prompt: How effective are the existing structures for internal communication, planning, and resolving differences?

Findings	Supporting Evidence
Overall, we have developed a fairly effective means of internal communication through our Schoolwide Late Starts. At these meetings, staff can voice their opinions, questions, and concerns to site administration, they then make good faith attempts to provide clear answers. Furthermore, our Department Late Starts allow teachers to discuss department and course level concerns. Both instances allow for collaboration and communication between leadership ad staff members. Furthermore, email is often utilized, though not effectively as it could be. Going forward, better use of email can help facilitate internal communication.	Faculty Handbook Late Start Agendas/Minutes Department Meeting Agendas/Minutes Course Lead Meetings Pacing Plans/Course Descriptions
As noted earlier, Core Departments have been creating new Benchmarks/Performance Tasks through collaboration. These assessments address the changes in curriculum brought on by the adoption of Common Core Standards. During these meetings, teachers discuss and reach a consensus as to what will be covered in the classroom and share their methods. Such collaborative efforts can be powerful for students and faculty, yet as they are currently voluntary, or held outside the contract day, they are not as well attended as they could be. Hopefully, in the future such meetings can be held during release time and teachers can more effectively plan at the course, and possibly even school, level.	
For the most part, differences are dealt with by following a basic "chain of command" approach. Individuals go to their department heads when a difference arises. If such mediation is not successful, administration may be asked to help resolve the situation. Union representatives are always available and as of now, there has been no need to see a change in our practices to deal with differences. As always, all members of Rosemead High School are expected to conduct themselves professionally.	

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Findings	Supporting Evidence
Rosemead High School is committed to creating an environment that consistently asks students to reach their full potential. To that end, administration and faculty work together to create and foster programs that allow for student success. Late Start Department and Staff meetings allow for review of policies that can help all students. These include discipline policies, grading procedures, best practices, and legal responsibilities, as needed. For the past few years, faculty and administration has communicated effectively. We hope that this continues with future administrations. Course level meetings allow teachers to discuss assessment data and curriculum. Participation is sporadic, since these meetings take place outside of contract hours. In order to effectively create department and course expectations, release time is needed to promote collaboration between all teachers. The APC strives to create Action Plans based on student data and on faculty recommendations. To that end, the Action Plans and SLOs are designed to allow for all teachers and administrators to help students reach their full potential. Finally, the Instructional Coach has been vital in familiarizing the faculty and staff of the district adopted SIOP strategies. Through workshops held during times of each teacher's choosing, we have worked towards creating meaningful and engaging lessons for our students. This has meant each teacher creating Content and Language Objectives daily, which aim to create an independent environment for students in order to build speaking, listening, and problem solving skills. With his help, we have seen these strategies effectively improve student success and we will continue to monitor its implementation and effectiveness.	Late Start Department Meeting Agendas & Sign-in Sheets Late Start Staff Meeting Agendas Course Level Meeting Agendas & Minutes Action Plan Council Meeting Agendas & Minutes SIOP (Sheltered Instruction Observation Protocol) Cycle Trainings-Quarterly SMC (SIOP Model Committee) LPPR (Learning Planning Practice Reflect) SST Reports IEP Minutes/Notes Learning Center Teacher Referrals & Daily Logs School Loop Progress Reports Formal teacher evaluations

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
Currently Rosemead High School does not have online instruction and therefore do not have online staff members to include in professional development activities	

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

Findings	Supporting Evidence
As data becomes available, leadership and faculty review the data at Schoolwide Late Starts to determine the effectiveness of our procedures. Currently, our Instructional Coach provides assistance in monitoring the effectiveness of SIOP strategies. Within each Core Subject, Course Leads conduct meetings that analyze data regarding site and district assessments which then allows faculty to adjust curriculum or to make suggestions to the department head regarding changes to district benchmarks. These Course Level meetings also allow teachers to discuss the effectiveness of site specific programs, such as the CASHEE mentoring program, and to make suggestions that might better such programs. By reviewing our programs with appropriate data, we are able to make changes as they are needed.	Late Start Agendas/Minutes Department Meeting Agendas/Minutes Course Lead Meetings Pacing Plans/Course Descriptions

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings
Overall, the faculty and staff at RHS are well prepared and trained to meet the needs of our students. Our review of test data, in conjunction with our commitment to implement SIOP strategies, will help us build a collaborative culture. It is imperative that all faculty and staff remain focused on our duties as educators to evolve as the needs of students evolve.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings	Supporting Evidence
By using our faculty's strengths, and augmenting them with professional development, we are moving in the right direction in regards to the needs of our critical learner needs. SIOP strategies will help us address the scaffolding needs of EL, Special Needs, and Hispanic students. Likewise, our review of data and move to greater collaboration should allow us to chart the success of our critical learners and to make appropriate adaptations. While Common Core standards will provide new challenges, we believe that the site administrators and district office will provide us with any appropriate professional development to meet the needs of our students.	Master Schedule SIOP Cycle Attendance/Feedback Summer Workshop Minutes Course Lead Meeting Agendas/Minutes Workshop Attendance Minutes CALPADS Late Start Agendas/Minutes CST/CAHSEE Scores

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

Prompt: How effective is the support of professional development/learning? Provide evidence and examples.

Findings	Supporting Evidence
Over the past three years, Rosemead High School has implemented SIOP strategies with the help of our instructional coach. Though the adoption was mandated by the district, we have been able to create a site environment that focuses the strategies on the needs of our students. So far, the last two years have proved very effective in providing teachers professional development in SIOP strategies by offering the trainings during the school-day or after-school. Teachers are given a choice as to when they wish to attend. Furthermore, Our professional coach has made himself available for any teacher who wishes to have more guidance regarding a particular strategy. In this area, we have been very successful in implementing protocol that will help our struggling students.	VPSS certification (core content for Special Ed Teachers)
	Autism certification
	Workshops/Trainings
	ALD training (Eng. Classes/Sp. Ed.)
The last few years have also seen much more focus on trying to address the needs of our students in Special Education. The district has mandated training for Special Education teachers to help them address the needs of students with Autism, to review the Individualize Education Program (IEP) process, and to meet the "Highly Qualified" requirement to satisfy NCLB. In the case of the Verification Process for Special Settings (VPSS) and Autism certification, these trainings were quite taxing and asked our Special Education teachers to travel on their own time to earn these new authorizations. The school had no control over these trainings, but is grateful to its Special Education department for completing the training in the interest of our students.	Individual Educational Plan (IEP) development training
	IEP Legalities Workshop (Effective note-taking)
	SIOP training (effective teaching strategies and classroom management)
	Counselor Workshops (College Board, UC, CSU, Community College)
	AVID Summer Institute
Finally, our counseling staff and Advancement Via Individual Determination (AVID) teachers have undergone several trainings to help them meet the needs of our students move beyond high school. Both counselors and AVID teachers have had ample opportunities to attend workshops to encourage our students continue their education beyond high school.	LACOE AVID Workshops

Supervision and Evaluation

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

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

Findings	Supporting Evidence
Rosemead High School does its best to ensure that all staff have and take every opportunity to grow professionally by monitoring participation at staff trainings, meetings and workshops. Staff trainings in SIOP strategies are supervised and monitored by our Instructional Coach, who also maintains a sign-in sheet to document teacher participation. All department and course-level meetings must report their activities to the Assistant Principal of Instruction (API) in a timely fashion, along with a sign in sheet. Any out of district trainings, such as Advanced Placement Workshops, must submit a summary of the workshop to the API. These procedures do their best to honor our professional duties and our contract stipulations. As noted earlier, course-level meetings are often voluntary and not as well attended as we would like. However, we are working with our instructional coach to create a collaborative culture on campus that can better serve our students. It is our hope that such a culture will lead to better attendance. Additionally, our Instructional Coach or Administration will survey staff regarding the types of professional development we would like offered during Late Start meetings. These surveys help us grow as a unit. These surveys are conducted at least once a year. With the move to Common Core, teachers are well-positioned to help guide and evaluate future professional development opportunities.	Teacher evaluations District Walk-throughs SIOP Training Agendas/Minutes Instructional Coach Staff Surveys Late Start Meeting Minutes/ Agendas/Sign-In Sheets

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?

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
Currently Rosemead High School does not have online instruction and therefore do not have online staff members to include in professional development activities	

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

Findings	Supporting Evidence
As stated earlier, our Instructional Coach has been instrumental The past two years in helping us implement SIOP strategies. With his help, and that of our former principal, we have been able to disaggregate data to evaluate the effectiveness of these strategies using CST and CAHSEE scores. As we move to Common Core, we will monitor student achievement based on district benchmarks and site benchmark/performance task data. Once the data from the new Smarter Balance exam becomes available, we will work with our new principal to maintain our successful 10th grade mentoring program, which was designed to help target struggling students core proficient on the CAHSEE. It will have to be adapted to fit the needs of the new testing regime, but with the experience of our department heads, course leads, and our Instructional Coach, we are confident that administration will allow us to maintain practices that have proven successful in the past. Finally, our Course Level meetings will be essential in providing us information regarding the effectiveness of new strategies. Once these are more regularly attended, we will have a better understanding of how new strategies and programs are benefiting students and meeting their needs.	CAHSEE Scores CST Scores Site Benchmark/Performance Task Scores Course Level Meetings

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

Rosemead High School has created a culture that uses data to guide our professional development needs. To that end, we see professional development as an on-going process and seek to augment that through full participation in course-level collaboration. Our Instructional Coach has been a catalyst for introducing SIOP strategies in all our classes. These scaffolding techniques will help our students become independent learners. We believe that as we transition to Common Core, we will have been well served by our current practice of reviewing data of state tests, and will continue to encourage teachers to look at site and district benchmarks/performance tasks as they plan for their classes. This will hopefully make collaboration a natural process, rather than a mandate.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

As noted above, our review of annual data helps us monitor the needs of our critical learners. With the help of the district, we can disaggregate data and base our plans on how best to serve their needs. Similarly, as we move to Common Core, we will use site and district benchmark/performance task data to collaborate on new ways to help our critical learners meet our SLOs. While not perfect, we are in a good position to improve.

A6. 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) to support students in accomplishing the academic standards and the schoolwide learner outcomes.

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings	Supporting Evidence
Because site and district goals are aligned the district has focused upon planning and providing resources specifically for program improvement, interventions and overall academic achievement. Site leadership has input into allocations based on allocated site funds. Site leadership surveys department chairs and staff members to identify resources needed and allocates funding necessary based on improving student achievement and interventions.	Full time instructional coach CAHSEE Mentoring sign-in sheets Department wish lists CAHSEE, CST, AP test scores Classroom iPad sets Upgrade in textbooks for EL & Special Educaiton; Supplemental materials English textbooks with online access to text and assignments Room 111 resources Proquest online database USA Test Prep

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)

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
Each high school in the EMUHSD is required to follow District policies and procedures as it relates to procurement and school finances. The district has a purchasing manual that outlines policies and procedures for procurement, travel, conference, reimbursements, etc. quotes are required for all purchases and all requisitions are approved by the Department head and the Director of Purchasing. Transportation and Facilities requests are standardized and all school sites follow the same process. The district provides a budget allocation to each school site based on prior year CBEDS data and other allocation factors. An outline of expenditures the school sites are responsible for paying for are outlined in the budget. All school sites are required to stay within their annual budget amount. The district is responsible for overseeing the annual financial and state compliance audit. The district also undergoes various audits of other programs such as Title I and Food Services to ensure compliance with all program requirements. During the annual audit, test work is performed at school sites related to internal controls, Associated Student Bodies, Fixed Assets, and the Independent Study program. Any findings or recommendations that result from the audit are presented for corrective action to improve processes.	District Purchasing Manual Audit Reports Purchase order requests School Site Budget Reports

Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

Findings	Supporting Evidence
Rosemead High Schools facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.	Computer Labs (Room 43, Learning Center, Library, Career Center) SRO Weight Room

Band Room/Choir Room (Sound systems)

Culinary Facility

New Track

Basketball courts
Access to pool in the park next door

New Lights & floors in the gym

Technology in classrooms

RHS Library- research, studying, computer use, CAHSEE practice, CST practice, SRI testing

PREP Program- tutoring, homework assistance, socialization

Learning Center- one-on-one support, technology, research

After school Labs- core content area based, teacher has a background in the area he/she teaches during the lab, one-on-one support

Instructional Materials and Equipment

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.

Prompt: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for

instruction including online. Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Supporting Evidence
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.	RHS Library calendar access through school email account RHS lab calendar access through school e-mail account Tech tickets submitted on-line through a link on RHS's School Loop website Room111.org offers teacher resources, lesson plans, activities, worksheets, teacher edition book, audio for novels Book vault Student store

Well-Qualified Staff

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

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

Findings	Supporting Evidence
Resources are available at Rosemead High School to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.	VPSS: online training and certification in core content areas for Special Education teachers. It is also an opportunity fore teachers to earn college credit/units. Autism certification: summer classes that allow Special Education teachers to earn a

certificate that indicates they met requirement for teaching students diagnosed with Autism.

Edge: (new special education curriculum) online access to lesson plans, activities, teacher edition book, transparencies, oral readings, student worksheets.

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, and the schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
Long-range planning takes place at both the district and site levels on an annual basis. The compilation and analysis of student data is key in order to ensure that appropriate resources are utilized in the proper manner to address and support student academic needs. Rosemead High School, together with all stakeholders, identify our critical learner needs based on the analysis by district content specialists, site course leads, department analysis, as well as students, and parents. Upon reviewing the needs assessment by all groups the site then develops the Single Plan for Student Achievement and the Action Plans which reflects the critical learner needs, schoolwide learner outcomes, as well as the standards currently in place. Based on the actions established the allocation of resources focuses upon ensuring that teachers are provided with professional development needed to support our student needs in the classroom and students are given support for both their personal as well as academic needs while attending RHS.	Identified critical learner needs Schoolwide Learner Outcomes Needs assessment from content specialists, department chairs, and site course leads Single Plan for Student Achievement Common Core Standards Action Plans LEA Plan Local Control Accountability Plan

As a result of the district being identified as a Year 3 Program Improvement district, we had to create a District/School Liaison Team (DSLT) to rewrite our LEA plan. This group includes representation from all stakeholders, including parents, teachers, and administrators. A subcommittee was created to actually draft the plan and then present it to the group for approval.

The same group has met in prior years to review data and the goals in the plan, in an effort to make any necessary revisions as a result of reviewing the data. This year, we are working on writing our Local Control Accountability Plan (LCAP) in alignment with our current LEA Plan goals and actions. The LCAP committee, which also includes representation from all stakeholders (parents, teachers and administrators) will review the plan. Once the final LCAP is approved, the DSLT will reconvene to review data supporting the goals identified in the plan, and make any necessary revisions to our LEAP to ensure both district plans are in alignment.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

We believe funds have been allocated appropriately, facilities are being well maintained and there are procedures in place for funding and auditing of the proper use of funds. Instructional materials are adequate and appropriate however, in terms of long range planning we see a need for additional technology and infrastructure to be in place on our campus to ensure adequate equipment available to achieve needs of the common core standards. Although the district has began to discuss a plan to ensure resources begin to be set aside to address the technology needs at each site one has not been solidified or put into place. In regards to development of well-qualified staff we feel that the addition of the instructional coach, as well as more emphasis on teacher collaboration will ensure that we remain on the cutting edge of instructional practices.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

Critical learner needs are at the forefront of our allocation of materials, facilities and funds. The long range plan and staffing will continue to look forward in order to ensure we meet all of our critical learner needs.

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

Strengths and Growth Needs
Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

Rosemead High School has a strong and clear mission as well as the Schoolwide Learner Outcomes. Both of these documents are regularly reviewed and revised to ensure they accurately represent the goals for all students to achieve before they graduate from RHS.

In conjunction with the district Rosemead has established a broad based and collaborative planning process to ensure all stakeholders are involved.

Single Plan for Student Achievement as well as the Action Plans are correlated to the student learner needs of RHS.

The curriculum maps, and pacing plans are clear across core curriculum areas.

Professional development on campus is traditionally strong and will continue to focus upon student achievement

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

1. Further development of our special education collaboration to address the needs of our students who are enrolled in both the inclusion classes as well as those enrolled in the Specialized Academic Instruction (SAI) classes.

2. Additional release time is needed for all teachers to participate and collaborate on their subject matter, especially now with the transition into common core.

3. Although we have developed new methods of reaching out to our parents, as well as the community there is still a need to increase the involvement to ensure all voices are represented in everything we do at Rosemead.

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion
All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Prompt: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.

Findings	Supporting Evidence
Rosemead High School has systematically implemented the Sheltered Instruction Observation Protocol (SIOP), which is a researched based framework for providing comprehensive instructional accountability. The effectiveness of this program is found in the use of content and language objectives in most classrooms. We are still evaluating its overall effectiveness for students, but recent data from district and site administrators, as well as RHS faculty, suggests that students are engaging at a greater rate than they were prior to SIOP training. Rosemead High School has a teacher leadership teams in Content Specialists, Course Leads, and SIOP Model Committee in order to provide continued professional development concerning researched based instructional practice. Rosemead High School Implements standards based curriculum that are research based and rigorous. Each teacher is expected to prepare and maintain clear objectives for students by utilizing content and language objectives, and to create course syllabuses based on district approved course outlines The effectiveness of these programs can be seen by the use of content and language objectives in most classrooms. We are still evaluating their overall effectiveness for students, but recent data from district and site administrators, as well as RHS faculty, suggests that students are	Full time Instructional/SIOP Coach to assist teachers in instructional practice Implementation of SIOP Cycles Professional Development Calendar: http://www.localendar.com/public/JustinLim SIOP Workshop Teacher Participation Log SIOP Workshop sign-in sheets SIOP Workshop follow up participation surveys SIOP Workshop Evaluations SIOP Strategies in use in teacher classrooms: content and language objectives, referencable vocabulary posters, pair share handouts,

engaging at a greater rate than they were prior to SIOP training. Course level performance tasks are being developed this year, but so far they demonstrate a willingness of faculty to work collaboratively to help our students succeed. While not all teachers participate due to meetings being held during lunch or after-school, our aim is to find release time within the contract day to foster a culture of student centered collaborative planning.

language scaffolds, activity procedures, use of projection and technology, and scaffolded notes

Content Specialist Meeting minutes

Content Specialist Meeting sign-in sheets

Course Lead Meeting minutes

Course Lead Meeting sign-in sheets

SMC Meeting minutes

SMC Meeting sign-in sheets

Curriculum meeting minutes

Curriculum meeting sign in sheets

Research base for specific curriculums

Course outlines

Course syllabi

Student shadowing data

Student participation survey

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

Prompt: Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., college/career) that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements.

Findings	Supporting Evidence
All of the core subjects (English, Math, Science, and Social Science) have developed or adopted forms of assessment that help teachers and students better gauge their ability to master subject matter covered. Examples from specific departments include: (1) English - use of "performance tasks," modeled after Common Core SBAC assessments, with emphasis on skills, measured by rubrics. (2) Mathematics - use of district benchmarks, developed by content specialists. (3) Science - use of district benchmarks, with emphasis on labs. Experiments in encourage students to develop critical thinking skills by providing them with the opportunity to apply their learning in hands-on activities. Formal lab reports promote the development of writing in science. (4) Social Science - use of district benchmarks with emphasis on DBQ questions and primary source documents. All core departments also have Course Leads who conduct data-analysis and benchmark reviews. During the 2013-2014, Course Leads have only led meetings to review best practices, as types of data that will be collected is changing due to the implementation of Common Core and changes in District policies. RHS will continue to implement data-analysis as new assessments are developed. All Rosemead High School students have access to a variety of elective and vocational courses, which include on-campus electives and off-campus ROP courses. Elective courses that are designated with a "P" also satisfy the University of California's G requirement. Our plan is only as effective as our outreach and ability to help students succeed. Constant vigilance will help us improve the effectiveness of our attempt to give all students access to, and mastery of, A-G requirements.	Common Formative Benchmark Assessments English Writing rubrics for all required writing pieces Performance based Science lab reports and experiments Multiple informal assessments prior to Common Formative Benchmark Assessment administration Student assessment and reflection of their performance on a given unit of study Performance-Based Assessment in electives (music, foods, art, wood tech) On-Site departmental data team workshops (have not been conducted during 2013-2014 school year due to changes in benchmarks in preparation of SBAC) Content Specialists meet to review data and refine benchmarks Performance Task collaboration in preparation of SBAC Use of EADMS for data collection

Elective Courses Offered
Ceramics P and Art 1-4 P
Business Tech Core
Personal Finance / Law
Microsoft Office
Technology 1
Entrepreneurship P
Yearbook
Journalism 1P
Drama 1-2P
Accounting
Graphic Arts 1P
Computer Graphics
Computer Assisted Drafting
Intro Engineering Design P
Pre Engineering & Design P
Dance Prop Production P
Health
Chamber Jazz Ensemble P
Spanish 1-3 P
Spanish 1 and 2 XP
AP Spanish Literature and Culture
AP Spanish Language and Culture

Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

Findings	Supporting Evidence
Online supplemental materials are used to provide access to students and to increase rigor. Specific examples include per department include: (1) English - online textbooks and use of Schoolloop to post supplemental assignments. ELD courses use the HBedge.net portal. (2) Math - use of Schoolloop to post assignments online. Piloting use of screencasting applications such as ShowMe. (3) The use of USATestPrep has provided the opportunity for students to constantly review various subjects/material throughout the year. Students are exposed to the academic language in which questions are worded for testing as well as thorough review of past concepts covered in core classes. Our ability to cross the 800-API threshold in the 2012-13 school year demonstrates the effectiveness of this approach. However, we will look to adapt our approach in anticipation of the new SBAC	Use of USA test prep in support of core curriculum during 2012-2013.

Use of Quizstar in support of English

Use of Quizstar in support of CAHSEE preparation

Use of rm111.org student resources page for test practice: http://www.rm111.org/student-resources#!__student- |

exam.

resources

Use of online textbook for English Courses

Webquest assignments

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.

Prompt: Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
All core subjects and electives at Rosemead High School are designed to expose students to subject matter that will promote our Schoolwide Learning Outcomes: Academic learning Complex thinking Effective communication Responsible citizenship Proficient use of technology Healthy individuals Schoolwide Learning Outcomes are posted in the majority of classrooms. In addition, schoolwide strategies such as: Think-Pair-Share and AVID Text-markup strategies promote academic learning, complex thinking and effective communication. Physical Education courses also have integrated the Fitness For Life curriculum to promote healthy individuals. Students are regularly exposed to research projects in various departments that require them to use technology. Overall, we believe that our SLOs are representative of the state academic standards, and that through the use of Content and Language Objectives, we have been able to communicate these goals more effectively to our students. The following shows percentages of students who strongly agree that RHS staff support them in reaching Schoolwide Learner Outcomes. Academic Achievers – 85% Effective Communicators – 73%	Standards Aligned Course Outlines Departmental Note-Taking Strategies CST data results CAHSEE data results CAHSEE Mentor groups Accountability Standards (i.e. API, AYP) Physical Fitness Requirement test data AVID program Student Performance Contracts (i.e. grade checks, signed syllabi, etc.) Library and Resource Center Computer Lab logs Elective offerings in the Master Schedule. Music Technology Course

Responsible Citizens – 82%
Proficient Technology Users – 75%
Healthy Individuals – 73%

RHS teachers make an effort to maintain up to date course syllabi that outline courses and make connections to academic standards. While over 90% of RHS have course syllabi, RHS needs to continue to refine how the syllabi are used to show connections from curriculum and learning outcomes.

Instrumental and choral drama performance ensembles

Research projects

Social Science Dept. effort to incorporate current events into curriculum when relevant

Social Science Dept. use of CNN Student News to address current events

Use of screencasting to support individual student pace

rm111.org computer website for students to do online work

Use of iPads as a teaching tool

Computer labs (Library, RM43, Career center) for students to use technology for research and projects

Classroom culture workshop and teacher commitments

Computer Info Technology class

Schoolwide effort to use of pair-shares/group work to promote effective verbal communication

Use of Schoolloop to communicate with students and parents

Use of smart devices and ipad/android applications in select classes for research, visual aids, and translation in ELD 1 courses

Course syllabi that are

submitted to administration

Over 90% of courses have syllabi on record

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.

Findings	Supporting Evidence
Student work is regularly used and evaluated by RHS teachers to ensure student learning within a standards-based curriculum. In course lead meetings, teachers utilize test results from district benchmarks and site performance tasks as a guide to find areas/concepts students are struggling with and discuss various teaching strategies that may allow students to better comprehend the material. These meetings and assessments are in the developmental phase, so we will continue to evaluate their effectiveness. Another concern we have is teacher participation. As many of these meetings take place at lunch or after school, it has become a challenge to get 100% participation. We are trying to determine the best way to make these meetings part of the contract day in order to foster a stronger culture of collaboration. RHS performs self-assessments of student engagement and learning in the form of administrator and faculty walkthroughs. These observations help us record the activities that students are engaged in. They have proven effective in allowing us to gather data that we can then use to support professional development goals. RHS has systematically implemented student engagement routines designed to increase academic discussion. Based on a "Student Shadowing" self-study conducted in April 2013, with a follow-up in October 2013, RHS English Learners were observed participating in some form of academic discussion during 32% of observed instances, compared to the 2% average of observed of English Learners in California.	Use of rubrics for writing assignments Use of district benchmarks Data collection through EADMS Data collection through online test-taking services: EADMS, Quizstar Performance Task common rubrics in the English Department Course Lead meetings to discuss best practices Curriculum meetings SMC meetings Department Late Start meetings Administrative walkthroughs and walkthrough data Rosemead High School SIOP

	walkthrough form
RHS administration is currently working on possible systems to make gathering data on student engagement more efficient. Currently, administration and the instructional coach use paper walkthrough forms and manually gather data on student engagement.	Student Shadowing study and data
	Student participation/engagement surveys
	Student Shadowing study and data
	Student participation/engagement surveys
	Student shadowing sign-in sheets
	SIOP Cycle Workshop Sign-in sheets (as evidence of professional development to implement engagement routines).
	Possible use of PD360 observation tool to gather information on student engagement

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for special needs students?

Findings	Supporting Evidence
RHS follows an inclusion model where Special Needs students are included in regular education classes with a number of accommodations. Some of the major accommodations are Special	Student schedules reflect inclusion model

Study Skills courses are |

Education Instructional Aides, Collaboration periods among GenED and SPED teachers, a dedicated Learning Center (SPED students can be referred to the Learning Center throughout the day), Study Skills courses, Supplemental courses, and professional development that addresses strategies to meet the needs of SPED students. While RHS offers a number of accommodations, Gen. ED teachers need to continue to refine their adaptations to account the increased variation of ability levels in their classes.

RHS provides a variety of Advanced Placement and Accelerated courses to address the needs of our student body. Students enrolled in Advanced Placement courses are required to take the culminating exam in May and Accelerated courses are designed to prepare students for related AP courses. Open enrollment and pre-AP course meetings, which take place the year prior to enrollment, promote student participation.

RHS has a schoolwide commitment to teaching note-taking strategies appropriate to each discipline, are continually reviewed and evaluated. Note-taking strategies was included in a November 2013 SIOP workshop for all staff. Strategies are researched based and designed to help prepare students achieve Common Cores Standards.

AVID (Advancement Via Individual Determination) is designed to help underachieving and socio-economically disadvantaged students master the California content standards and gain the extra support they need to attend a four-year university.

GATE (Gifted and Talented Education) students are supported through the GATE club, which seeks to expose students to a variety of opportunities in which they might use their talents.

RHS offers multiple reading intervention that address students at various ability and grade levels to include:

READ 180 - an intervention program that is offered for students reading far below grade level.

English 1 Intensive is a course that combines elements of READ 180 with a college prep English 1P curriculum (A-G approved) to provide an intervention for students who are reading at the 8th grade level. English 1 intensive is 2-hour block.

Academic Language Development (ALD) 2 and 3 – ALD courses are

reflected in Master Schedule

Collaboration classes are reflected in Master Schedule

SPED teacher assigned to Learning Center reflected in Master Schedule

Supplemental courses reflected in Master Schedule

Additional technology added to Study Skills courses to support research and writing

AP scores

AP and Accelerated course enrollment

College Board Approval of AP courses

CST data results

Use of actual performance and pre enrollment data

Course Outlines

English Dept: Focus on text annotations

Math Dept: Flow Charts and Graphic Organizers

Science Dept: Roman Numeral Outlines, Graphic organizers, illustrations, implementation of screencasting to label graphic illustrations and to explain processes

Social Science Dept: Cornell Notes used in Accelerated and AP courses

Electives: Graphic Organizers

academic elective courses that support intervention students, English Learners, and Students With Disabilities. Students are placed in core English P classes with proficient readers and speakers. They are then placed in a corresponding ALD course with the same English teacher. This allows students to have language practice with proficient speakers and support for their P curriculum. These classes are offered to sophomores (ALD 2) and juniors (ALD 3).

Within the AP/Accelerated program at RHS there is a disproportionate enrollment of Asian Students compared to Hispanic Students, except in AP Spanish courses.

AVID/Pathways: Cornell Notes

Projection in every academic class for text adaptation

AVID mark-up and marginalia note taking strategies.

Implementation of Sheltered Instruction Observation Protocol (SIOP) strategies including word walls, vocab review, adapted texts, projection.

SIOP daily content and language objectives

Opportunities to interact with college tutors within the classroom.

Fee waivers for SAT, ACT, college application and AP exams allow more students to participate

All AVID Sophomores take the PSAT at no cost to the student

Focus on high stakes testing such as SAT and ACT in Junior classes

Junior AVID students participate in an annual Street Law program, where legal counsel from Southern California Edison do joint-lessons and host a field trip

Participation in Physics day at Magic Mountain

Field trip to Griffith Park Observatory

Field trip to Los Angeles County Museum of Art

Monthly GATE Project to accumulate merit points for graduation recognition

System of Opportunities Flowchart guides how students enter and exit intervention courses

Scholastic READ180 Computer Software

System44 software for pre-decoders (not utilized in 2013-2014 due to lack of need)

Scholastic Reading Inventory (SRI) scores and reading Lexile Levels of READ 180 and English 1 Intensive Students

Senior Exit Survey of year Read 180 students

CST Results

Reading Counts! Teacher prepared reports

Use of Scholastic Achievement Manager (SAM) to monitor student growth in reading

Use of Scholastic Reading Counts (SRC!)

ALD focus on nonfiction texts

ALD support of extended writing such as essays and research projects

Open AP Enrollment is student/parent determined

Approximately 80% of all AP enrollment is comprised of Asian students

22/23 of SP Spanish Literature Students are Hispanic

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
Currently Rosemead High School does not have online instruction and therefore we do not have online classes that would need to meet the UC a-g requirements.	

Integration Among Disciplines

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

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

Findings	Supporting Evidence
Rosemead High School Teachers attend systematic professional development together to employ similar best practices. Teachers attend 4 SIOP Cycle Workshops throughout the school year, where schoolwide strategies are introduced, ensuring that skills are being taught in a similar manner. Some examples of schoolwide strategies include: Think-Pair-Share, Marginal Notes, and Charting the Text, Content and Language Objectives.	Workshop sign-in sheets and records. Workshop participants are integrated, with representation from all content areas
	Schoolwide strategies are supported for all content areas
RHS Content Specialists meet on a weekly basis at District Wide Curriculum Meetings for the purpose of evaluating Curriculum. They then follow up by communicating with departments during Dept. Late start days. This process has opened up communication in the department concerning curriculum, helping to maintain curricular integrity. RHS has monthly Curriculum Meetings where department chairs provide updates to administration and to each other. This allows	Workshop training materials and adapted curriculums. Workshops are designed with input from SIOP Model Committee (SMC) Teachers, with representation from English, Math, Science,

different departments to keep up to date, provides a forum for questions and discussion, and helps to maintain curricular integrity.	Social Science, Foreign Language, and Special Education
	Student Surveys indicate that 81% of students are aware of Language Objectives are and 80% are aware of Content Objectives
	District Curriculum Meeting minutes
	Department Meeting minutes
	RHS Curriculum Meeting minutes
	RHS Curriculum Meeting agenda items and updates

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.

Findings	Supporting Evidence
RHS is dedicated to helping students master the California Content Standards, both in core subjects and electives.	Content Specialist Meeting sign-in sheets and minutes
Content Specialists meet weekly across the district to discuss course curriculums. Department Late Starts provide a forum for Content Specialists to then communicate with their teachers and solicit feedback. RHS also has 11 core class Course Leads, who meet with teachers to review and evaluate curricular needs.	Department Meeting sign-in sheets and minutes
	California Content Standard Aligned Textbooks
RHS has monthly Curriculum Meetings where department chairs	Standards aligned course outlines

provide updates to administration and to each other. This allows different departments to keep up to date on what other departments are doing, provides a forum for questions and discussion, and helps to maintain curricular integrity. Voting to adopt new courses also occurs at Curriculum Meetings.

Common Formative Benchmark Assessments for all core subjects

Academic Language Development (ALD) periods to supplement English P courses.

Algebra/Geometry Concepts course

CAHSEE Prep Classes in Math and English

Content Specialist meeting agendas and minutes

Department meeting agendas and minutes

Annual four-year plan evaluation between students and counselors.

Special Education Inclusion and Collaborative Class enrollment

Edge curriculum for Supplemental SPED courses

Edge English Language Development Program

Sheltered Instruction Observation Protocol (SIOP) implementation

Fulltime Instructional Coach with regular SIOP Cycle trainings

Implementation of student shadowing workshops (2012-2013)

Use of interactive teacher editions and projection

Course specific specialized professional development for categorical programs (sign in sheets and logs)

RHS Curriculum Meeting minutes

RHS Curriculum Meeting agenda items and updates

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.

Findings	Supporting Evidence
Curriculum is selected at the district level. The EMHSD creates a committee of stakeholders including administrators and teachers. The committee then undergoes a district directed process for adoption. After a curriculum is selected, RHS Department Heads and Course Leads then coordinate with course teachers to refine how the curriculum will be executed. Course Leads provide input from teachers concerning creation of assessments, best practices, and how to implement schoolwide strategies.	District Process for Adoption: Committee records showing selection of committee with representation of course teachers from across the district Documents for identification of the "district lens profile" of needs and resources
Rosemead High School has adopted relevant and rigorous curriculums to assist critical learner populations in need of intervention courses. RHS follows a district formulated System of Opportunities Flowchart that has specific triggers for entrance and exit of programs. Courses have specific criteria such as standardized test scores, reading scores, and course grades.	Selection of the standards to trace through each program Selection of grade level sub-committees Documents showing tracing the development of the standards: side by side comparisons and grade level comparisons
During the selection process, curriculum is compared in a systematic way in order to trace rigor, relevancy, and coherency.	Completion of T-charts to compare programs RHS Curriculum Adaptation

Evidence:

Course Lead Meeting sign-in sheets, minutes, and materials created to help adapt curriculum to best fit student needs.

Actual supplemental or adapted materials used in class.

Interactive text-books used in core classes.

READ 180 curriculum for 9th graders reading 2 or more Lexile grade bands below grade level (not offered in 2012-2013 based on little to no need)

English 1 Intensive curriculum for 9th graders 1 Lexile grade band below grade level.

Academic Language Development (ALD) courses for 10th and 11th graders requiring additional support.

CAHSEE Prep for students who need to retake CAHSEE

ELA Textbook Committee findings report

Minutes for ELA Textbook Adoption Meetings

Additional Online Instruction Prompt: Determine the effectiveness of the school for outsourced curriculum to maintain curricular integrity, reliability, and security.

Findings	Supporting Evidence
Currently the only online instruction that we provide includes our concurrent program provided through Adult Education which offers students who are at least sixteen years of age, who have failed a course a way in which to recover those credits. All classes through the concurrent program are not a-g compliant and are given with an online teacher who is credentialed in the state of California. During the time students are taking the class the school site will monitor and give the tests here on campus with a certificated staff member present. The curriculum	

provides English Learner support within the curriculum for those ELD students. The length of the course varies based on the students own pacing, there is not a designated time limit for completion of the course.

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Findings	Supporting Evidence
The EMUHSD – Rio Hondo/UC Irvine Partnership has helped students progress to the next level of higher education.	EMUHSD/Rio Hondo/UC Irvine Partnership
Dedicated Career Counseling Center helps students and their parents negotiate the college application and financial aid process.	Career Center College Information meetings
RHS currently has no real record of our past graduates' accomplishments, and may look into creating such a survey, if time and money permit.	Career Center Financial Aid Information meetings RHS Prep Financial Aid meetings for parents offered in January 2013
There is collaboration with feeder schools at the district level. While RHS does participate in feeder school visits and joint workshops, there is no systematic collaboration at the individual school site level. This is something that RHS will work on in the future.	Summer Bridge Program visits to local universities Workshop sign-in sheets for Integrated Math, with attendance from Muscatel Middle School. Visitations from Muscatel Math teachers

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

Overall, Rosemead High School has effective systems to implement research-based curriculums and strategies such as: SIOP Cycle Workshops, Content Specialist Meetings, and Course Lead Meetings. These systems allow staff to review and refine implementation. Explicitly defined and posted SLOs help to ensure congruence between academic standards, skills, and learner outcomes.

While curriculum is selected at the district level, with systems in place for input from sites, implementation is reviewed and refined by Content Specialists, Course Leads, and all Teachers.

Some areas of strength include systematic ongoing professional development for all teachers with emphasis on implementation of schoolwide strategies, which are refined by an Instructional Coach and SIOP Model Committee. Additionally, common formative benchmark assessments are administered in all core areas, allowing for data analysis and collaboration concerning best practices in teacher teams.

Other strengths include integration of technology through instruction and research across all core areas and increased use of computer labs in preparation of Common Core SBAC testing.

One area of growth would include more in depth cross-curricular collaboration to better integrate curriculum across disciplines.

Another area of growth is systematic collaboration with feeder schools.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

Rosemead High School is systematically implementing the Sheltered Instruction Observation Protocol (SIOP) in all courses to assist all teachers in utilizing research-based strategies to address critical learner needs. A full time Instructional Coach and SIOP Model Committee assists in schoolwide professional development workshop cycles to implement SIOP strategies. Administrative and coaching walkthroughs have shown an increased use of schoolwide strategies. Student shadowing self-studies also show increased student verbal engagement. RHS is currently in the process of collecting baseline data to better track how frequently English Learners are utilizing academic discourse.

RHS also has a System of Opportunities Flowchart to assist critical learners who need various levels of intervention. Courses such as READ 180, English 1 Intervention, Academic Language Development, and Algebra/Geometry Concepts are rigorous intervention programs with specific entrance and exit criteria. These courses have helped critical learners to stay current with graduation requirements.

B2. Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Variety of Programs — Full Range of Choices

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

Prompt: How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/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
All core subjects and electives at Rosemead High School are designed to prepare students for success in college and/or the workforce.	Course Enrollment 93% Graduation Rate (2010-2011)
Rosemead High School offers all students rigorous college prep courses that are aligned to the California State Content Standards. All students are encouraged by the Guidance Office and the Career Center to take courses that will satisfy the UC and/or Cal State University entrance requirements.	21.25% Completed a career technical education program and earned a high school diploma (2011-2012)
Counselors also schedule class visitations, such as preregistration workshops, to emphasize the need for students to take rigorous A-G courses. RHS also has numerous on campus student clubs to promote college and career readiness such as, Higher Opportunities Leadership Academy (HOLA), California Scholarship Federation (CSF), and Future Business Leaders of America (FBLA).	47.17% completed all courses required for UC or Cal State admission (2011-2012) ROP Enrollment Technology Prep Course Enrollment
Rosemead High School is dedicated to supporting student achievement of the academic standards and expected Schoolwide Learning	*English 1 Intensive* course aligned to English 1P

Outcomes. It is the school's goal to foster an environment that helps more students achieve at the Accelerated and AP levels.

Rosemead High School students who are fifteen or older have access to off-campus ROP courses that will assist them with their personal, academic, and school-to career goals.

All Rosemead High School students have access to the career center, which aims to prepare them for academic, personal, and school-to-career goals.

Seven on-campus ROP classes (Sound & Lighting, Stagecraft, Microsoft Office, Silk-screening, Small Business Management, Building Construction, and Food Service Management.

Open Enrollment policy

Advancement Via Individual Determination (AVID) course offerings

Four-year plan

Sophomore Counseling (AB 1802) conferences

AP/Accelerated Offerings

Career Center

AVID enrollment

GATE reports

Elimination of non college-prep courses in the English department

Freshmen and Sophomore Student/Parent Night to promote college readiness

Junior Transcript Evaluation Service (TES) workshops to monitor A-G progress

Junior Student/Parent Night to promote college readiness

All teachers can access student A-G progress from attendance website

HOLA club charter and activities

CSF club charter and

activities

FBLA club charter and activities Academic Language Development (ALD) shadow period allows LTEL students to be enrolled in classes with proficient speakers and also in an intervention period.

Algebra Geometry Concepts course

READ 180 course (not in 2013-2014)

English 1 Intensive course

SIOP implementation

ELD program

CAHSEE prep courses

CAHSEE Mentoring

After-school Tutoring and Study Hall through

GATE

rm111.org

Use of Quizstar computer testing service

RHS Prep Afterschool Programs

All teachers have CLAD/SDAIE certification or are working to obtain certification.

ROP Master Schedule (off-campus)

University counselors/advisors

Community College counselors

Financial Aid Advisors

College campus field trips

Career guidance activities through English classes and History Classes

Career planning for Four-Year Plan with counselors

Part-time ROP counselors

Work Permit applications

Career and college research center

Trade School field trips

Senior Exit survey

PSAT administration

ASVAB administration

Part time ROP Technician

Full time Career Clerk

Outreach Program Specialists (RHS Prep, Upward bound, Talent Search, Cal SOAP, PCC rep.)

Student-Parent-Staff Collaboration

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

Prompt: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career and/or other educational goals

Findings	Supporting Evidence
All Rosemead High School students have access to rigorous academic and vocational courses. All students are tested in both math and reading during their eighth grade year and visit their counselor before they are enrolled in courses based on their abilities and interests. All students have the opportunity to apply for special programs such as AVID, ROP, and Accelerated and AP courses. Students also meet with counselors every year to review course schedules and appropriate placement.	Math placement test results for incoming freshmen Scholastic Reading Inventory (SRI) test results English teacher recommendation sheets
All Rosemead High School students and parents have access to counseling on a regular basis in order to assist them in planning their academic, personal, and school-to-career goals.	Spanish and Chinese Challenge Tests allow students to challenge themselves out of a Spanish or Chinese course.
In the 2013-2014 school year, RHS has refined its Student Success Team (SST) process to provide more systematic and comprehensive support for students who may potentially need Special Education services. The SST now includes an administrator, school psychologist, instructional coach, counselor, parents, and student.	AVID applications Teacher Recommendations
RHS conducts surveys of students and parents to help guide overall growth. While there is strong participation from students (893 total participants in 2013), parent participation is much less (125 participants in 2013)	CST results Middle School Transcripts CELDT results
RHS is making a greater effort to connect with parents during Back to School Night.	Special Education Inclusion or Collaboration in core classes
RHS teachers are trying to leverage technology in different ways more easily communicate with parents, students, and each other. So far, Schoolloop "loopmail" remains the most common form of out-of-class correspondence, but other alternatives are beginning to be used.	IEP Meetings ROP and RHS master schedules

Online access to Student Handbook with UC requirement information through Schoolloop

Counselor Freshmen 4-year plan counseling

Counselor Frosh/Soph Family Night (fall)

Counselor Sophomore counseling (parents and students)

Junior Family Night (spring)

Counselor Junior TES (Transcript Evaluation Service)

Counselor Senior checks

SST forms for the purpose of gathering evidence of student progress

SST forms for the purpose of gathering evidence of teacher attempted adaptations

SST meeting schedule and process to include: initial student nomination by a parent or teacher, information gathering, initial SST meeting, teacher support, and follow-up meetings.

School Site Council meeting minutes shared with all staff

CELDT results and testing administered

Notices are sent to students and parents concerning CELDT results. If a student does not reclassify, there is

an outline of the criteria that has not been met that is included.

In the 2012-2013 school year, RHS began celebrating EL reclassification with the RHS Reclassification Ceremony that takes place at the end of the year.

Categorical Programs Schoolloop webpage

ELAC Committee Meetings

2013 Student Survey results

2013 Parent Survey results

In 2011, 604 parents formally signed in to visit classrooms.

In 2012, 731 parents formally signed in to visit classrooms.

In 2013 more than 688 parents formally signed in to visit classrooms and over 90% of the faculty were introduced to the community for the first time in more than 8 years.

Parents are asked to create Schoolloop accounts to communicate with teachers during Back to School Night. Parent enrollment is now at 87%.

Use of Schoolloop "loopmail"

Use of websites such as rm111.org to post information online

Select teachers using Remind101 to safely send text messages to students and parents

Select teachers using screencasting to post lesson content online through individually created teacher sites or showme.com

Select teachers using Google Drive to create shared online folders

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).

Findings	Supporting Evidence
RHS counselors systematically meet with students in order to monitor appropriate student schedules and to make appropriate changes when necessary. Rosemead High School assists students with their personal and academic goals by giving them ample information about their progress in classes, as well as their diagnostic and state mandated exam results. 87% of RHS Parents are currently enrolled in Schoolloop, which allows teachers to maintain communication with parents and students. In the 2013-2014 school year, RHS has refined its Student Success Team (SST) process to provide more systematic and comprehensive support for students who may potentially need Special Education services. The SST now includes an administrator, school psychologist, instructional coach, counselor, parents, and student.	Counselor Freshmen 4-year plan counseling Counselor Frosh/Soph Family Night (fall) Counselor Sophomore counseling (parents and students) Junior Family Night (spring) Counselor Junior TES (Transcript Evaluation Service) Counselor Senior checks Student A-G records available to teachers through attendance

RHS makes systematically communicates with ELs and the parents of EL students through the Categorical Programs office. RHS also has an active English Learner Advisory Committee (ELAC) that meets 5 times annually to advise School Site Council concerning the specific needs of ELs.

website

System of Opportunities Flowchart guides placement and exit of intervention courses

Schoolwide strategies introduced to all staff and coached through SIOP workshops

Evidence of use of SIOP strategies in administrative walkthroughs

Daily Content and Language Objectives posted (SIOP Features)

Course Leads examine student benchmark results share with students

Progress Report Grades every six weeks

Teacher sent progress reports

Weekly grade checks

Blackboard Connect to communicate with parents

Schoolloop Parent Registrations

Schoolloop contact by classroom teachers

Schoolloop to allow students to access progress and assignments at any time

Schoolloop progress alerts and updates

Annual Back to School Night and Open House

Individual Education Plan (IEP) meetings

CAHSEE results

CAHSEE Mentoring

Scholastic Reading Inventory (SRI) testing for reading intervention and Special Education students

ASVAB results

PSAT results

Student A-G records available to teachers through attendance website

Initial communication with parents and parent survey

SST forms for the purpose of gathering evidence of student progress

SST forms for the purpose of gathering evidence of teacher attempted adaptations

SST meeting schedule and process to include: initial student nomination by a parent or teacher, information gathering, initial SST meeting, teacher support, and follow-up meetings.

CELDT results and testing administered

Notices are sent to students and parents concerning CELDT results. If a student does not reclassify, there is an outline of the criteria that has not been met that is included.

In the 2012-2013 school year,

RHS began celebrating EL reclassification with the RHS Reclassification Ceremony that takes place at the end of the year.

Categorical Programs Schoolloop webpage

ELAC Committee Meetings

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to post high school options.

Findings	Supporting Evidence
Rosemead High School has maintained a stable rate of students that complete state, district, and school graduation requirements. However, in the 2012-2013 school year a large number of seniors from across the district were enrolled in the district's Independent Study Program. The District Independent Study program is located at RHS, which caused a drop in our graduation rate. RHS has gradually increased the rate at which graduating seniors are A-G eligible, allowing more students to pursue post-high school educations. RHS has Career and Technical Education courses designed to help students explore skills and career fields in preparation for post-high school options. CTE classes are defined by a pathway or sequence of 3 or more courses that build upon one another. This year the district has created an application through ARMS (district computer data program) for counselors to be able to track student progress of CTE track completion. Students are provided with a certificate of completion upon graduation for one of the following tracks: Industrial Technology, Family and Consumer Sciences, Project Lead the Way, and Business Information. Within the CTE program, RHS offers a Regional Occupational Program	2010-2011 school year, 95.41% graduation rate, 39.18% (A-G requirements met) 2011-2012 school year, 93.69% graduation rate, 47.17% (A-G requirements met) 2012-2013 school year, 87.15% graduation rate, 54.50% (A-G requirements met) Courses offered include: Business Accounting Desktop Publishing Computer Information Technology Entrepreneurship Microsoft Office Finance Food Service Management Graphic Arts

where students are able to take classes geared towards an occupational interest. Students are able to learn job skills, create personal portfolios, gain on-the-job training, receive high school credit, and prepare for advanced career training. Students in grades 10-12 and 15 or older are encouraged to enroll. There is currently a shift to expand the Health and Occupations Pathway.

The ROP program offers Community Classroom (CC) courses, which are internships without pay. ROP also offers Cooperative Vocational Education (CVE) courses, where students are paid under guidance and supervision.

The EMUHSD – Rio Hondo/UC Irvine Partnership has helped students to progress to the next level of higher education.

Dedicated Career Counseling Center helps students and their parents negotiate the college application and financial aid process.

Building Construction

RHS students are able to attend after school ROP courses offered at other district school sites. Transportation is provided to and from school sites.

EMUHSD ROP webpage assists with course descriptions and work permit applications.

After School Classes available include for 2013-2014 include:
Administrative Assistant, Certified Nurse Assistant, Child Care Occupations, Dental Assistant, Fitness Occupations, Health Career Academy, Introduction to Criminal Law, Law Enforcement Field Ops, Medical Assistant, Medical Billing and Coding, Office Occupations, Retail Marketing, Retail Marketing (Special Needs), Small Business Management, Stagecraft Technology, and UC Media Design and Development.

New courses added in Spring 2014 – Dental Assistant, Health Career Academy

The RHS Business Department constantly stress work ethic for life after high school. Some activities include goal setting activities, research of career choices using the Occupational Outlook Handbook and the California Reality Check website

EMUHSD/Rio Hondo/UC Irvine Partnership

Career Center College Information meetings

Career Center Financial Aid Information meetings

RHS Prep Financial Aid meetings for parents offered in January 2013

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

Rosemead High School counselors and teachers proactively communicate with students and parents to prepare students for academic, personal, and career goals. Counselors systematically meet with students in groups (through class visitations and preregistration) and as individuals (through registration). Counselors work with students to review student goals at freshmen, sophomore, and junior levels.

RHS also has programs in place such as the Rio Hondo Consortium, which allows students to transition into higher education. Students can take advantage of these programs by working with the RHS Career Center.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

RHS believes that it has a system of planning that allows its staff to monitor the needs of struggling critical learners. Working with students and parents, counselors can help guide students as they seek to meet their own goals, as well as those reflected in the Rosemead High School SLOs. Furthermore, our use of SIOP strategies and Instructional Coach led professional development workshops will help us prepare lessons that will make high order thinking skills and career readiness more accessible for students. RHS will continue to monitor our efforts and adapt our approach as needed, especially as we move towards alignment with the Common Core Standards.

B3. Curriculum Criterion
Upon completion of the high school program, students have met all the requirements of graduation.

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Prompt: Evaluate ways the school ensures that all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Findings	Supporting Evidence
The Rosemead High School faculty strives to integrate student interests into the curriculum whenever appropriate. Projects and assignments are created to help students extend their academic knowledge and make connections to the real world and consequently help them set goals for their futures.	Class Projects (i.e. posters, models, PowerPoint presentations, videos, artistic representations, lab experiments, webquests, etc.)
2012-2013 Professional Development workshops focused on building real-life relevant skills through language domains of: reading, writing, speaking, and listening. Teachers have been introduced to specific strategies and administrative walkthroughs and follow-up coaching has helped with implementation.	Nonfiction reading and writing incorporated into English courses
	Text dependent questioning
RHS has Career and Technical Education courses designed to help students explore skills and career fields in preparation for post-high school options. CTE classes are designed to fit into a pathway of 3 or more courses that build upon one another. This year the district has created an application through ARMS (district computer data program) for counselors to be able to track student progress of CTE track completion. Students are provided with a certificate of completion upon graduation for one of the following tracks: Industrial Technology, Family and Consumer Sciences, Project Lead the Way, and Business Information. One area of needed growth is for RHS to place a further emphasis on the pathways. Currently, many RHS students take CTE courses, but do not complete CTE pathways because courses are not always offered (or they are only offered at another site in the district). This year, EMUHSD has experienced a restructuring of CTE, which will provide more emphasis.	Primary sources in social science courses
	Research papers
	READ180 curriculum based on high interest nonfiction and incorporates career content readings (not offered in 2013-14)
	English 1 Intensive curriculum incorporates high interest nonfiction
	Expositional writing assignments
	Argumentative writing assignments
Within the CTE program, RHS offers a Regional Occupational Program where students are able to take classes geared towards an occupational interest. Students are able to learn job skills, create personal portfolios,	AVID guest speakers

gain on-the-job training, receive high school credit, and prepare for advanced career training. Students in grades 10-12 and 15 or older are encouraged to enroll. There is currently a shift to expand the Health and Occupations Pathway.

RHS follows an inclusion model where Special Needs students are included in regular education classes with a number of accommodations. Some of the major accommodations are Special Education Instructional Aides, Collaboration periods among GenED and SPED teachers, a dedicated Learning Center (SPED students can be referred to the Learning Center throughout the day), Study Skills courses, Supplemental courses, and professional development that addresses strategies to meet the needs of SPED students. While RHS offers a number of accommodations, GenED teachers need to continue to refine their adaptations to account the increased variation of ability levels in their classes.

RHS Counselors systematically meet with all students to review course schedules, overall life goals, and relevant course offerings.

RHS Counselors and Categorical Programs Staff systematically communicate with ELs and the parents of EL students to make sure that ELs have access to a rigorous curriculum and can reclassify as proficient speakers.

RHS has implemented SIOP in an effort to support all teachers in using strategies to provide access to all learners. Follow up coaching sessions and administrative support help to support teachers in creating accommodations for critical learner needs.

AVID Street Law Field Trip to Southern California Edison and Essay Contest for AVID Juniors

ERWC (Expository Reading and Writing) course based on world relevant nonfiction Performance tasks

Reflective writing assignments

Performance based elective classes (Art, PE, Music, Business, etc.)

Foods/Catering Club

Field Trips

ROP Course Offerings

This year the district has created an application through ARMS (district computer data program) for counselors to be able to track student progress of CTE track completion.

CTE Course Offerings to include: Computer Informational Technology, Microsoft Office, Entrepreneurship, Accounting, Finance, Food Service Management, Graphic Arts, Silk Screening, and Building Construction

RHS students are able to attend after school ROP courses offered at other district school sites. Transportation is provided to and from school sites.

EMUHSD ROP webpage assists with course descriptions and work permit applications. After School Classes available

include for 2013-2014 include: Administrative Assistant, Certified Nurse Assistant, Child Care Occupations, Dental Assistant, Fitness Occupations, Health Career Academy, Introduction to Criminal Law, Law Enforcement Field Ops, Medical Assistant, Medical Billing and Coding, Office Occupations, Retail Marketing, Retail Marketing (Special Needs), Small Business Management, Stagecraft Technology, and UC Media Design and Development. New courses added in Spring 2014 – Dental Assistant, Health Career Academy

Student schedules reflect inclusion model

Study Skills courses are reflected in Master Schedule

Collaboration classes are reflected in Master Schedule

SPED teacher assigned to Learning Center reflected in Master Schedule

Supplemental courses reflected in Master Schedule

Additional technology added to Study Skills courses to support research and writing

Online access to Student Handbook with UC requirement information through Schoolloop

Counselor Freshmen 4-year plan counseling

Counselor Frosh/Soph Family Night (fall)
Counselor Sophomore counseling (parents and students)

Junior Family Night (spring)

Counselor Junior TES (Transcript Evaluation Service)

Counselor Senior checks

CELDT results and testing administered

Notices are sent to students and parents concerning CELDT results. If a student does not reclassify, there is an outline of the criteria that has not been met that is included.

In the 2012-2013 school year, RHS began celebrating EL reclassification with the RHS Reclassification Ceremony that takes place at the end of the year.

Categorical Programs Schoolloop webpage

ELAC Committee Meetings

Full time Instructional/SIOP Coach to assist teachers in instructional practice Implementation of SIOP Cycles

Professional Development Calendar: http://www.localendar.com/public/JustinLim

SIOP Workshop follow up participation surveys

SIOP Workshop Evaluations

SIOP Strategies in use in teacher classrooms: content and language objectives, referencable vocabulary posters, pair share handouts, language scaffolds, activity procedures, use of projection and technology, and scaffolded notes

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Findings	Supporting Evidence
Rosemead High School offers a variety of programs and classes to assist students in completing graduation requirements. RHS employs the district Systems of Opportunities Flowchart, which provides triggers for entry and exit of intervention programs. These programs are designed to assist critical learners in meeting graduation requirements while maintaining a rigorous curriculum. Some examples of RHS intervention courses include READ180, English 1 Intensive, Academic Language Development, Algebra/Geometry Concepts, and CAHSEE Prep. Each support program has specific criteria for entry such as previous course grades, CST scores, and reading scores.	Systems of Opportunities Summer school make up class enrollment CAHSEE prep classes (English and Math) Independent study and Concurrent enrollment Home school enrollment After school tutoring/ Study Hall logs AVID program enrollment READ 180 Enrollment (not offered in 2013-14 due to low need)

English 1 Intensive block class enrollment

Academic Language Development class enrollment

Algebra/Geometry Concepts class enrollment

English Language Development class enrollment

Summer Bridge enrollment

Freshmen and Sophomore Credit Review Counseling

Junior Transcript Evaluation Service

Concurrent online program

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

Overall, RHS has a number of systems in place to help students meet graduation and college requirements. This is supported by increasing graduation rate and increasing A-G credit completion.

In the 2012-2013 school year, RHS experienced a drop in graduation rate because of the influx of seniors enrolled in the EMUHSD Independent Study Program, which is located at RHS, and therefore impacted the RHS graduation rate.

Especially with the transition to Common Core, RHS staff members are making an effort to integrate a skills based approach to delivering content. There is also a heavy emphasis on assignments with real-world applications.

RHS offers a robust schedule of Career and Technical Vocation courses that allow students to learn about possible career fields.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

RHS makes an effort to provide intervention for all students including ELs and SPED students. These interventions and accommodations have allowed our critical learners to access a full curriculum, including accelerated and AP courses, due to open enrollment.

While providing open enrollment, has provided access for all students, it has created issues where students sometimes take accelerated or AP courses that they are not prepared for. This has been a challenge for some teachers as it requires much more dynamic differentiation of instruction. RHS is currently addressing this need through Professional Development SIOP workshops.

Instead of relying solely on intervention courses to meet the needs of critical learners, RHS has made an effort to develop instructional strategies that all teachers utilize to meet the needs of critical learners in all classes. Due to systematic professional development, RHS has seen an increase in student participation, especially among EL learners. Particularly, RHS staff are emphasizing student engagement strategies that structure use of language, written and oral.

RHS follows an inclusion model where Special Needs students are included in regular education classes with a number of accommodations. Some of the major accommodations are Special Education Instructional Aides, Collaboration periods among GenED and SPED teachers, a dedicated Learning Center (SPED students can be referred to the Learning Center throughout the day), Study Skills courses, Supplemental courses, and professional development that addresses strategies to meet the needs of SPED students. While RHS offers a number of accommodations, GenED teachers need to continue to refine their adaptations to account the increased variation of ability levels in their classes.

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

Strengths and Growth Needs
Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

Systematic professional development and a dedicated instructional coach allow RHS to implement schoolwide strategies more effectively. The SIOP Model and Cycle Workshops have helped to create an instructional focus on student engagement, use of academic language, and reading strategies. These workshops have allowed RHS teachers to better adapt curriculum for the Common Core.

Another strength of RHS is a variety of programs that are accessible to students. Targeted interventions, SIOP strategies, open enrollment, SPED inclusion, and a dedicated learning center provide ELs and SPED students access to a full curriculum.

Widespread use of technology in the classroom is also evident at RHS. Projection is available in all academic classes and multiple computer labs allow students to conduct research. This allows teachers to present curriculum in engaging ways. Teachers who have been trained on the use of iPads in the classroom also shows promise for future applications.

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

1. While RHS teachers collaborate within departments, interdepartmental collaboration concerning curriculum can improve. As Common Core demands increased cross-curricular skills, this will be an area of needed growth.

2. Another area to develop is implementation of the Career Technical Vocation tracks. Currently, many CTE classes are popular among students, but most of these students do not complete a full CTE track because courses are not always offered or they are only offered at a different school site within the district. This year, there have been major structural shifts in the CTE program at the district level and it is expected that there will be a much greater emphasis on completing full tracks. With the emphasis that Common Core places on real world skills and performance based tasks.

3. Continue to develop a more comprehensive and collaborative model for special education students who are part of the inclusion program.

Category C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

C1. Instruction Criterion
To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic standards and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: Comment on the degree to which all students are involved in challenging learning to achieve the academic standards and the schoolwide learner outcomes. Include how observing students working and examining student work has informed this understanding.

Findings	Supporting Evidence
Students of all ability levels at Rosemead High School are challenged to achieve academic standards in various subject areas. One major addition to instruction at RHS that has been introduced through Sheltered Instruction Observation Protocol (SIOP) is that all students are placed in collaborative groups to ask and answer questions about the academic content being studied. In this context, they are asked to communicate effectively with their classmates as well as demonstrate their knowledge of the academic content. Although some teachers utilized this instructional approach in the past, now all teachers have been trained and encouraged to incorporate cooperative learning groups into their instruction. Currently we are seeing positive benefits and outcomes of this instructional strategy particularly within our English learner and special education populations. By working together with other students our English Learners (EL) students get more verbal practice using English and our special education students get to work with students who can serve as models and assist them in comprehending academic content. Academic instruction is also specific to department content. For example, students taking classes offered by the Business Department are challenged to apply what they learn in class by writing a business plan to start their own business. Students taking classes offered by the English,	Grading of student work such as: laboratory reports, essays, and quizzes, tests, and benchmark exams (addresses Academic Achiever SLO) Formal and informal observation of student pair-share, group discussions, and presentations. Formal and informal assessment of written work. (addresses Effective Communicator SLO) Assess written reports created with Microsoft Word PowerPoint, Excel, as well as observe students utilizing the school's online database for research and Adobe projects. (addresses Proficient Technology User SLO)

Foreign Language, Social Science and Mathematics Departments are also challenged to learn academic content aligned with the state standards. They are also required to communicate their learning with their peers verbally. Such verbal communication may happen informally in mathematics classes when students engage in three minutes of homework discussions with each other at the beginning of each class period. Students in science classes may have to do formal presentations in front of their classes. When students prepare presentations or write a business plan, they make decisions about using technology to facilitate their presentations. Thus, they are practicing effective use of technology.

In regard to grading, teachers grade student work against rubrics to determine the extent of their academic learning. For example, in science classes, this type of grading is applied to laboratory reports. In mathematics, this type of grading is used to assess student learning through the administration of quizzes, tests, and benchmarks on regular intervals. In physical education classes, teachers observe students as they complete assigned exercises to make progress towards passing the physical fitness exam. For U.S. and World History there are common core tasks and teachers collaborate to create rubrics. In English classes teachers utilize rubrics while grading writing assignments and we have a department-wide rubric used to grade common end of unit performance-tasks. By using rubrics, RHS students are aware of how and what they will be graded on which helps them understand academic expectations.

One of the most important goals of our school is that students are challenged to be academic achievers. They are further challenged to communicate their learning with their peers through informal discussions and formal presentations. They are challenged to be responsible citizens of Rosemead High School by not only observing the school's policies concerning such matters as dress code and attendance but also meeting the behavioral expectations of their teachers and showing respect and courtesy towards their classmates as they work collaboratively to learn academic content. They are challenged and required to make effective use of technology in completing their assignments. They engage in physical fitness exercises in their Physical Education classes and are encouraged to have healthy eating habits through a free breakfast program offered starting in the 2013-2014 school year. Thus, our students are involved in challenging learning to achieve the academic standards and the school wide learner outcomes.

Enforcement of school policies and behavioral expectations (addresses Responsible Citizen SLO)

Administration of the physical fitness exam, State pre-test, twice a week students work on physical activities that help students make progress towards passing the physical exam and teach students to read food labels and examine a student-created food analysis document (addresses Healthy Individual SLO)

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

Findings	Supporting Evidence
Currently Rosemead High School does not have online instruction and therefore we do not utilize timelines and pacing guides for online coursework.	

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.

Findings	Supporting Evidence
RHS students are aware of standards and expectations in their classes because these are presented in various manners to them such as daily and monthly agendas which are posted on the whiteboard, given in a hard copy or online through School Loop. School Loop is used to notify students of assignments, post syllabus, worksheets and rubrics. We feel that our students are well aware of what is expected of them because of these procedures.	Posted Content and Language Objectives
	Expectations and pacing given in syllabus
Students also know what is expected of them through daily content and language objectives that are posted in classrooms that specifically align with the day's instructional content. These objectives are also aligned to state and federal academic standards. Content and Language are posted on the whiteboard near the agenda, on a poster usually located in front of the room or presented to students at beginning of class in PowerPoint presentations. Throughout classroom walls you can find policies and classroom expectations. Information such as policies and news are posted on bulleting boards and also placed near classroom entrances.	Posters located throughout classroom displaying rules and or policies
	Daily announcement are given through intercom to announce various information for students
	Instructional calendars are often posted in classrooms to inform students of course pacing
Students know what is expected of them because they are given rubrics and provided examples in a visual, oral and written manner. Bulletin boards are not only used to display student work but also serve to post rules, visual aids and vocabulary. Many teachers incorporate collaborative group work and temporarily display products so that students can share and learn from each other as well.	Collaborative group work temporarily posted and evaluated

Differentiation of Instruction

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

Prompt: How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.

Findings	Supporting Evidence
At RHS, differentiation includes using cooperation group assignments, scaffolding discussions, notes and assignments, using presentation technology and web quests, using School Loop to send assignments and class information, and providing student choices in assignments or topics to do projects on. The use of differentiation positively impacts English learners and special education students by increasing participation, achievement and understanding. Although most teachers differentiate instruction on a daily basis, there is room for improvement, specifically in regard to our special education students that are included in regular core classes. One specific challenge is the extent and variation to which differentiation is needed for this population. Teachers struggle to maintain academic expectations when planning instruction for students that have lack specific basic skills. We have been more successful in helping our EL population succeed through more verbalization, use of technology and scaffolded lessons. EL students on average have better basic skills and require less individualized differentiation than special education students.	PowerPoint presentations Prezi presentations YouTube clips Scaffolded Notes ScreenCasts Videos (DVD) WebQuests Online Encyclopedias and Research resources Document Readers School Loop

The use of technology and multimedia are essential when differentiating instruction and positively impacts English learners and special education students by increasing participation, achievement and understanding. Lesson content can be shown more realistically and more completely using multimedia then via textbooks and is more accessible to EL and special education students. Many teachers at RHS use and post PowerPoints, notes, and videos for students to access as many times as needed on School Loop. This is extremely helpful for special education case carriers and other intervention personnel because they can access lesson material and help students understand it.

Multimedia and technology make complex topics more accessible to all students by showing them what can only be described in complicated terms. Teachers throughout the school use PowerPoint presentations, Prezi, videos, and YouTube clips (online) to present material in this engaging way. We have seen very positive results not only through student participation and feedback, but also in assessment results.

Additional Online Instruction Prompt: Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction and other student-teacher interaction opportunities.

Findings	Supporting Evidence
Currently Rosemead High School does not have online instruction and therefore we do not have online teachers who would integrate online learning and teaching approaches.	

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference.

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. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

Findings	Supporting Evidence
Student feedback comes from many areas: direct questioning, testing, business simulations, projects and informal assessments. Many teachers regularly ask students to evaluate their own learning and the instructional approaches chosen by the teacher. Student exit questions, surveys, and direct questioning by the teacher are the most common ways teachers solicit feedback from students about their learning.

Although many teachers utilize the aforementioned strategies, we feel there needs to be more uniform collection and evaluation of student feedback about their learning. RHS teachers need to consider student perceptions about their learning in order to prepare lessons that address these concerns more.

In regard to expected levels of performance based on the standards, student work is the primary source of feedback. In this regard, we feel that RHS students are very aware of the expected levels of performance and this is shown in their ability to complete assignments and achieve success on local, state, and federal assessments. | Informal assessments done through questioning students in class

Student exit polls

Student surveys

Feedback on work or assessments

Writing conferences

Given examples of projects and or assignments |

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

We feel that the majority of RHS teachers plan challenging learning experiences that achieve the academic standards and schoolwide learner outcomes for our students. However we acknowledge that there is still room for improvement. Lecture based learning is still utilized by many teachers, however it is much less prevalent as the main method of delivering instruction and most teachers use lecture in conjunction with collaborative learning so that students are more challenged.

We also feel that the student expectations are clearly and effectively communicated. Posted daily agendas, daily content and language objectives, as well as weekly and monthly calendars also help our students be aware of what is expected of them. Rubrics also help students be aware of the teacher's expectations on a given assignment and make them aware of different performance levels.

We also believe that our faculty needs to improve its overall use of School Loop since it is the most direct way students access information about their learning progress. Although many teachers post assignments and resources on this web service site, there are many who are not utilizing this site as effectively as they could. We believe that students would be even more aware of what is expected of them if more teachers uniformly utilized this site.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

The critical learner needs are addressed through the continuation and further development of the SIOP strategies, as well as the working with our English Learner students in order to increase their verbalization in each of their classes. In addition, the further use of technology in the classroom such as School Loop and the many instructional strategies used that incorporate technology will all help address our critical learner needs.

C2. Instruction Criterion

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

Indicators with Prompts

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

Prompt: Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
The El Monte Union High School District has chosen to train all teachers in the use of SIOP address the needs of all students, but specifically improve English learner and special education academic performance. Teachers have been provided with research-based instructional methodology resources. Each site also has been provided with an Instructional Coach to facilitate further training and assistance in SIOP methodology.	SIOP training Research-based instructional resources The importance of Verbalization to EL student training Instructional Coach Resource Center computer lab Library computer lab District provided Wi-Fi
RHS teachers have also been provided with a variety of research-based instructional resources including Robert Marzano's Classroom Management that Works, The Art and Science of Teaching, Anthony Muhammed's Transforming School Culture, and Kathy Nunley's Layered Curriculum.	
The majority of the classrooms at RHS are equipped with LCD projectors that include speakers and document readers to help with instruction delivery. This addresses students who learn in different modes and allow teachers to facilitate the best learning environment possible.	
In considering these resources and training experiences, RHS teachers use a variety of multimedia and technologies to present relevant information to students that will better help them understand the concept being presented. Teachers use PowerPoint Presentations, speakers, screencasts, online resources, webquests and videos.	
Teachers use School Loop to attach documents such as syllabi, classwork or notes and PowerPoints. Our library has an abundance of online resources through Alexandria and Proquest.	

The EMUHSD previously provided free Wi-Fi access to all students however, in preparation of the new common core testing bandwidth use has become a problem. Student Wi-Fi access on their personal devices within the classroom setting is now in question causing some concern that immediate technology access within the classroom could be hindered. Teachers however are able to utilize the district Wi-Fi on their smart-phones, iPads, etc in order to deliver lessons in the classroom.

Overall, we feel that RHS teachers are consistently improving their use of multimedia and technology within instruction. Our school and district has provided teachers with much of the equipment needed, however there we feel there needs to be more uniformity in the distribution and use of technology schoolwide. Likewise, teachers need to be aware of future resources and be trained in how to integrate them into their instruction.

Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.

Findings	Supporting Evidence
Currently Rosemead High School does not have online instruction and therefore we do not have the need to measure online teacher technology competencies. However, through our concurrent program provided through Adult Education the only time teachers would be assisting students with the technology is during the testing component of the class. All staff members associated with the testing process are California certificated teachers.	

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.

Findings	Supporting Evidence
Rosemead High School teachers work as coaches on a daily basis, facilitating learning for all students. Teachers guide students to use the correct tools needed to find answers instead of providing them with the actual answers. Students are directed to sources such as the dictionary, reliable websites, thesauri, etc. in order to become more independent learners. Teachers often provide students with open ended questions or	Dictionaries in classroom for student usage PREP tutoring after school Repetition of vocabulary

situations to facilitate high order thinking skills as well as asked to engage in independent research to validate theories or hypotheses. At RHS, there is a focus on creating a supportive learning community. Therefore, an emphasis is given on community building activities. Classrooms attempt to model professional communities. Teachers have posters in their classrooms that help students express an opinion, confusion, in academic language. Teachers help students reflect on their learning and growth by giving verbal and written feedback. There are interventions programs such as mentoring and tutoring to help coach students through subjects such as English, Math, History, Foreign Language and Science. For example, we have READ 180, Academic Language Development, Study Skills, and CAHSEE prep classes designed for intervention.

In math courses, teachers facilitate learning for students by reminding them of necessary prior knowledge to put them in a position to comprehend the current day's lesson. Students are presented with strategic ways of approaching problems and are given class time to discuss the previous night's homework with peers. Students are given time to verbalize and process what they are learning rather than sitting silently listening to a lecture.

In business courses, teachers give an overview to the topic to the class in "Promotional Plan" which involves that teacher discussing the main concept to be learned by reviewing the objectives. Students are paired in teams and teams are paired by teacher based on ability so all teams have similar abilities. The teacher then monitors these collaborative teams who work daily answering questions and giving suggestions as needed to achieve the objective.

In science courses, teachers often utilize labs to provide a more hands-on approach to learning and serve as coaches offering suggestions and clarification to students. Teachers also offer study sessions and extra help during lunch, before school, and after school. Tutoring is available through PREP, provided by the non-profit organization LEARN, for students having difficulties with their science classes. Teachers use the learning center as a resource to aide special education students in completing work. Teacher and instructional aides work together to check work during the class period. Extension activities are given to high achieving students extra learning opportunities. Because of this approach, teachers can target specific students that may need more guidance or support as needed.

Foreign language teachers facilitate learning by having students repeat

Vocabulary in a Foreign Language classes is given both in target language and English

vocabulary aloud and encouraging communication in the language being studied. Students are asked to listen to proper pronunciation and then repeat. Teachers often corrects student on a one-on-one basis while other students are engaging in conversational practice with the language being studied.

Most RHS teachers provide students with English word translation and definitions for vocabulary words, as well as use vocabulary words in sentences to help students understand meanings and sentence structure. Teacher uses examples of work to give students and idea of what is being asked and what the final product should look like.

In English and Social Science classes, students are often placed in collaborative groups to address specific content topics. These collaborative experiences often have specific group member tasks that must be completed so that all students participate equally. Most often, the group is asked to report their findings to the rest of the class which allows the teacher to immediately provide feedback and clarify any areas of weakness within the group's response. Students are also asked to create more formal presentations that demonstrate their understanding of a particular topic. Presentations of specific eras or events in history or literature are utilized as well as in-depth analyses of people/characters and social/political themes. Very often, students are required to justify their positions using specific and relevant evidence, which requires more critical thinking skills than simple identification of facts and/or vocabulary.

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
There are multiple ways in which student work demonstrates structured learning:	AVID tutoring
	Group work to create projects
In the AVID course, students have access to tutors that serve as	

resources to assist students with development and organization of projects. For example, tutors guide student in the use of correct search engines for research projects. They also help them by revising their work. Every Friday students leave their binders with them and they must be neat and organized with at least 90% accuracy in most assignments. If any teacher from any subject reviews an Advancement Via Individual Determination (AVID) student's binder they will find completed assignments with revisions (with annotations made of what the error was and what needs to bee done in order to correct it) and this allows students to use what they know to move forward and make the corrections needed.

In English courses, students are constantly being asked to draw on their prior learning in order to analyze, interpret and adapt their knowledge of novels, plays, short stories, poetry and non-fiction. Most often teachers try to help students connect the literary material being studied to real life situations and problems so that students understand the value and relevance of studying literature. Many writing assignments and projects are aimed at having students extend their understanding of a text by evaluation, interpretation and analysis. For example, after reading the play Macbeth students may be asked to create a video where they reenact important scenes in the play and interpret it. Students have the option to modernize the scene, costuming, etc., which allows students to show their interpretation of meaning. In their junior year, students are asked to consider the concept of the American Dream or the American character as it is addressed in literature and then connect that literature to more tangible real world examples.   The new ERWC course is specifically designed to have students consider non-fiction writing about real-life issues for the purpose of learning argumentation and rhetorical writing strategies in a structured format.

Across campus, students complete KWL worksheets, in which they create a column poster on what they KNOW, what they WANT to know, and what they LEARNED. This allows students to tap into prior knowledge. For example on the topic of Cell Theory in science, students may answer that they know that all things are made up of cells on the KNOW section, and later they can discover that they did know something but also learned new information such as cells come from pre-existing cells. KWL charts as well as Think-Pair-Share activities provide students with structure, while at the same time encourages them to bring in their personal prior knowledge. Annotation strategies and structure note taking such as Cornell or Hippie notes also provide students with tools to help them unlock meaning from texts in an independent manner.

Various graphic organizers for essays

KWL Worksheets

Think- Pair – Share worksheets

News articles using marking up the text

Research projects

Student-made videos and presentations

Student posters

Class demonstrations

Annotations of text

Cornell or Hippie notes

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

Findings	Supporting Evidence
Rosemead High School does not conduct online courses; however, all subject areas use online communication between student and teacher as an additional resource to evaluate and or aid student progress in their classes. Online communication between student and teacher via schoolloop.com is an effective means to determine the degree to which students comprehend their course material. Evaluation of student progress takes place through online dialogue via school loop email, assignment "drop boxes", or blogs. Students can use School Loop to e-mail or post questions about assignments, to email electronic copies of their work, and or to post additional resources for assignments. Teachers can use schoolloop.com to address concerns about assignments via e-mail, to post notes and Microsoft word/excel/ppt. documents in order to provide further online resources for students to utilize in their understandings of assignments. Business courses at RHS utilize online software that simulates real life business situations where students need to apply their knowledge and problem solving business challenges.	Open online communication between students and teachers is achieved through schoolloop.com. Students have access to their teachers' websites and email via schoolloop.com.

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

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

Findings	Supporting Evidence
We feel that the majority of student work reflects our students' ability to critically think, reason, and problem solve independently and in collaborative groups. However, there are many students who are not able to perform as well independently as we would like. Many students benefit from the structured approach of learning about a particular topic, but have difficulty truly connecting to the material in an independent way. Many students do not have a broad range of experiences, which makes some academic content difficult to master. Plus, since previous	Essay graphic organizers Argumentative discussions/essays Student written responses using evidence from textbook or research

standardized assessments have require more lower level thinking skills such as classification and identification, critical thinking and problem solving has not been the number one priority. We feel that with the introduction of the new common core standards that demand more critical thinking and problem solving, we will be able to focus more on these vital life skills. We understand that there is certainly a need for students to be able to recall facts and definitions, but we would like them to utilize this kind of information in more meaningful ways.

SIOP strategies
    think -pair-share,
    chunk and chew,
    marking up the text
    scaffolding

Lab reports

Group presentations

Work samples show that students use prior knowledge, academic vocabulary, notes, pair-share, group responses, graphic organizers, and research to draw conclusions and write out their responses to questions of varying levels of difficulty or to complete independent or group projects such as research papers, essays, lab reports, and/or presentations.

Work samples show proof that students write responses or find solutions based on evidence in order to justify their findings. Writing is supported by textual evidence, and scientific or math problems show step-by-step solutions or written justification of a student's answer.

Work samples also demonstrate students' abilities to synthesize information/opinions shared in-group settings in order to complete specified tasks.

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

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

Findings	Supporting Evidence
Representative samples of student work in core and elective classes demonstrate that students continuously use technology to assist them in achieving the academic standards and the school wide learner outcomes. Students primarily use computers and the internet in order to fulfill assignment requirements that align with the school wide learner outcome, which states that, "students can demonstrate technology competency through the use of computer and applications and can utilize technology to enhance learning and achieve academic goals." Most recently we have introduced a computer skills course through the business department that	Heritage.org and www.senate.gov for social science Online databases Use computer software such as Microsft Word, PowerPoint and iMovie. Online search engines Graphic calculators

aims to teach students more specific technology skills needed for academic learning and assessment. Since all students will now be required to take the new common core Smarter Balanced Assessment Consortium (SBAC) assessment, there are very specific skills that our students will all need to be aware of in order to be successful. In the past, we have not had a specific course to ensure these skills are taught, therefore the goal of this new course is to make sure <u>all</u> students acquire these skills in their freshmen year.

Currently, we have several examples of students using technology to achieve the standards and academic learner outcomes. In world history, an academic goal is for students to access historical documents online in order to analyze and synthesize the Declaration of Independence and Constitution. Every senior has a senior research paper due at the end of the year, and it requires students to use reliable electronic resources, such as fact-based articles and online texts. In English students must complete a research paper each year that requires outside research and analysis related to a work of literature. These research papers are vertically aligned so that the most difficult assignment comes in the senior year.

Aside from computers, students use other forms of technology to enhance learning, such as graphing calculators used in mathematics courses. For Spanish courses, students are expected to watch the news, for current events on global topics such as immigration as well as create video projects in which they display their Spanish language skills by speaking in Spanish only.

Watching and listening to news broadcasts

Using microscopes, and other scientific equipment to conduct labs

CAD software

Use of Adobe software (Illustrator, etc) for graphic design

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

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

Findings	Supporting Evidence
Rosemead High School has extensive representative samples of student work that demonstrate students use resources for learning beyond the textbook. For example students have access to resources such as, virtual simulations, internet for research, and publisher web site activities supporting the textbook. In addition, students use magazines and newspaper articles, lab kit materials, activities involving real world discussion topics. Teacher made resources are also utilized and available for students to use.	Unit projects 3D snowflake Ordering food at restaurants in target language Class skits Conversations in target language and in English Essays Newspaper articles
For example, in our AP statistics class, student's work with collected data. They analyze data using statistical tools to make inferences about a population from the data collected from a randomly selected sample of that population. In geometry class, students would occasionally go outside the classroom and look for geometry in the construction of buildings and other structures such as playgrounds. In geometry class students would apply their learning from geometry by doing projects involving parallel lines, would result in a finished product that is a 3-D snowflake. Geometry class, students would build a kite at the end of the school year. They have to use what they learned in geometry to construct their kites properly so that they would fly.	
In the foreign language department, projects help students connect the material with real life situations and they are able to see in what situations you can apply the concepts. Students are asked to do real life situational skits such as in a restaurant, their daily routine and a typical conversation with a stranger in whom they ask for directions. Students are asked to record themselves using technology for many of the conversational assignments.	
In all English classes, essays and research papers demonstrate students' use of the school's online databases to access resources beyond the textbook. Students also use the library to access additional texts and online sources. This is evidenced through their works cited pages and	

in-text citations throughout their essays.

In social science, students examine primary documents and compare them with textbook generated information as well as utilize presentation software and library resource materials.

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Prompt: How effective for students are their opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications available to all students? Evaluate the degree to which these are readily available to all students.

Findings	Supporting Evidence
Rosemead High School students have multiple opportunities for shadowing, apprenticeship, community projects and other real world experiences in the following: Regional Occupational Program (ROP) classes, students also help out on LA Marathon, AIDS Walk, local clean ups. Students also work as TA's. Special Education students take public transportation and go to various locations to work on life/social skills.	ROP Classes such as Stage Craft Production Student Lab Assistants in classrooms Ecology club recycling program
For example, the officers in S.A.V.E. Student Associates for Voter Empowerment have to solve problems. Some of these problems use logistical problems. How will they transport "healthy snacks purchased from Sam's club to the healthy snack fundraiser? How will they pack the healthy snacks, How will they distribute the bags of snacks to sell? How will they keep track of the bags that have been distributed and money that has been turned in? How will they use prior experiences to project an optimum amount of snacks to be purchased for sale this year? Sometimes they solve administrative problems. How will they select 20 members of the club to go on a field trip to Sacramento? How will they establish guidelines for the selection of the participants so that the process is carried out fairly and without bias against any of the applicants?	On campus fundraisers selling snacks or products Club members volunteer in Aids Walk School field trips Choral tour Off campus workshops and events Science Olympiad Competition
Some Rosemead High School courses require students to complete community service as part of their grade. The restaurant management courses provides real-life experiences + training as well as the accounting courses, ROP, and Future Business Leaders of America (FBLA).	Academic Decathlon Competition

Students can utilize the career center or clubs to have access to

community service. The community service opportunities provided through these clubs and programs are very effective in giving the students the chance to grow as responsible, aware, and caring individuals.

Although many of these opportunities are available to students, we would like to see more students choose to take advantage of them. For example, there are a few ROP courses offered on RHS's campus (building construction, restaurant management and stage production) there could be better participation. Likewise, there are many off campus ROP opportunities for students, yet only a fraction of the student body participates.

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

Findings	Supporting Evidence
Currently Rosemead High School does not have online instruction and therefore we do not have online classes.	

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

We believe that the introduction of Sheltered Instruction Oberservation Protocol (SIOP) has dramatically improved the level of differentiation within lessons at RHS. Teachers are not only aware of the importance of differentiation, but now have the tools to provide that differentiation. However, the staff is still in the training stages of some SIOP strategies, therefore further growth and improvement is needed in this area.

We believe that collaborative learning is one strategy that has helped students become more engaged and more verbal in class. While there is still room for further improvement, we believe that RHS teachers have embraced this approach so that they can become coaches within the classroom instead of the sole provider of information.

The use of technology on campus has also helped teachers work more as coaches because students can manipulate technology in ways that allow them to become more independent learners. PowerPoints, screencasts, etc. allow students to interact with instructional material on their own so that they can better comprehend it.

Although there has been much improvement in regard to differentiation and the use of technology, we

believe further improvement is needed. Teachers struggle to make sure that all students understand the material presented and have ample help and guidance on a daily basis. Class size is one problem, but a more important issue is the variance of student ability levels within a class. As previously stated, we believe that we have improved our level of differentiation overall, but further improvement is needed.

We also believe that there needs to be more opportunities for students to engage in real world experiences. We believe that most classes offer students opportunities to think critically and problem solve, these experiences may not mirror real world experiences. We have some classes that are more directly connected to real world experiences like accounting, sports medicine, restaurant management, etc. but these are primarily elective courses that not every student takes. Likewise, there are several ROP classes available, but not all students participate.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

SIOP, collaboration, and technology all have directly impacted our identified critical learner needs especially in regard to English language learners and special education students. Technology has allowed teachers to present material in a vibrant, graphic way that is engaging to all students, but especially our English Language Learner (ELL) and special ed. populations. By using presentation software that can be seen multiple times, our students can review material at their own pace which is extremely helpful to ELLs and special education students. In regard to differentiation, teachers now implement more strategies (like SIOP) that provide the necessary scaffolding for ELL and special education students while at the same time maintaining high expectations for all. By providing more opportunities to be verbal in class through collaboration and presentations, students have the opportunity to become more independent learners as well as demonstrate their knowledge of course content and receive immediate feedback from the instructor that helps them clarify their understanding and areas of needed improvement.

WASC Category C
Standards-based Student Learning: Instruction:

Strengths and Growth Needs
Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

RHS has fully embraced the need for more collaboration between students to encourage verbalization. This has not only been helpful for our ELL students, but it has made all students become more independent learners who can demonstrate their knowledge effectively.

RHS and the EMUHSD has provided teachers with appropriate technology to support student learning. Projectors, document readers, class computers, School Loop, etc. are all examples of tools that RHS teachers and students have available.

RHS has actively worked to align our course content to the new common core state standards and is in the process of revising previous lessons and materials to these standards so that instruction is directly aligned.

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

1. RHS needs to continue to improve the relationship between our general education teachers and our special education teachers. We believe more concrete procedures need to be created so that case carriers and general education teachers can collaborate more about the special education students they serve. General education teachers periodically attend IEP meetings, but we believe this is not enough. There needs to be regular ongoing communication between the case carrier and the general education teacher and although there are many good examples of positive collaboration, we believe there needs to be more.

2. RHS needs to improve the level of uniformity within the staff in regard to SIOP training. Although all teachers have some training in SIOP, there are still areas that need to be addressed. As we continue to work with our literacy coach, we believe our staff will continue to improve their levels of differentiation within each lesson so that all students have access to the curriculum and are engaged in authentic learning experiences.

3. RHS needs to continue to improve its use of technology. We believe that planning for future advances in technology is extremely important. Technology is always changing therefore RHS and the EMUHSD must plan to continually upgrade and update our hardware and software to stay current in the future.

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

D1 & D2. Assessment and Accountability Criteria
The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community.

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and other stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes.

Findings	Supporting Evidence
It is the primary goal of Rosemead High School to close the achievement gap and improve student learning for all students. The best way to achieve our goal is to collect, disaggregate and analyze student assessment results in order to monitor student learning and to identify those areas in which students need additional support as early as possible. Through student data results we can identify areas of need and focus our efforts on how best to impact student learning effectively.	EADMS student performance data reports for CST, CAHSEE, CELDT, School,
	EADMS answer documents for CFAs
	USA Test Prep and Quiz Star reports
Rosemead High School faculty currently uses a variety of assessment processes to measure student learning and understanding of the content standards. One method of assessment used district wide is the district purchased program EADMS (Educator's Assessment Data Management System). This service is used as our primary method of assessment to collect, disaggregate, and report student performance data to teachers, students, parents and other shareholders of the community. EADMS has proven to be an effective tool for collecting and compiling data for both district, as well as teacher specific assessments. Part of the EADMS program allows us to create and score teacher made assessments as well as Common Formative Assessments (CFAs), all that are standards based to measure student achievement of the content standards. With the changes that are coming with common core standards we have begun to change the benchmark assessments	Teacher observations and experiences
	School Loop reports
	SST minutes and student plans
	Blackboard Connect contact report data including student performance, notification, behavior and attendance
	SARC report translated into Spanish, Vietnamese and Chinese
	Progress posted on school website

district wide to focus on assessing students in a manner that would more closely align to the new SBAC method of student assessment. EADMS not only provides specific information for site and district assessments but also provides access to assessment results for the California Standardized Tests (CSTs), as well as the California High School Exit Exam results (CAHSEE).

Data analysis using the EADMS program provides us the opportunity to impact student learning beginning at registration in the Fall and continue on throughout the school year. For example by analyzing our student CAHSEE results as soon as they are available we are able to identify students who have not passed the exam and place them in our CAHSEE preparatory math and English classes to provide them additional assistance with those areas of the test they are having most difficulty. Similarly student results from the California English Language Development Test (CELDT) are used to determine placement in English Language Development (ELD) courses as well as to monitor their progress and to reclassify student's language status when appropriate. Finally we utilize the Scholastic Reading Inventory (SRI) results from our feeder schools to accurately place incoming ninth grade students in the most appropriate English class based on their reading level. Those students who are reading far below the ninth grade level are placed into our English 1 Intensive class to assist them with not only obtaining the content standards but to also receive assistance with their reading abilities. The foreign language department administers a Spanish and Chinese challenge test to incoming eighth graders whose native language is Spanish or Chinese and wish to skip the entry level courses offered.

At Rosemead we also use assessment results to refer a student to one of many school programs available on campus that are specifically designed to help students who are struggling academically. One program that focuses upon student success, was provided by the district in the past has now been taken over by our guidance department, the Student Success Team (SST). When student data reflects that a given student is struggling a SST is formed that includes all teachers, as well as the counselor and parents that are focused upon developing a plan that will outline the steps necessary for the student to achieve academic success. Another campus resource students often are referred to is the PREP sponsored after school tutoring which is available for Math, English, Science and Social Science. Additionally, there are many teachers on campus that provide one-on-one tutoring at lunch or

after school when a student is in need of further academic help.

Rosemead High School teachers use assessments such as semester district benchmarks, multiple choice tests or quizzes, essays, reflective writings, projects, presentations, labs, oral or written assessments as well as performance based tasks to assess student understanding of the content standards as well as our Schoolwide Learner Outcomes. While most teachers utilize multiple measures of assessments to monitor and record student progress the core subjects have followed the district's pacing plan that has been established by the district content specialists.

Previous to the adoption of the common core standards, all pacing plans were directly aligned with California state standards and provided a guideline for teachers prior to the students' taking the subject CST benchmark. However we are currently in transition due to the new implementation of the common core standards and many core subjects are currently modifying their benchmarks to more closely reflect those skills found in the type of testing seen on the California Assessment of Student Performance and Progress (CAASPP) (previously known as the SBAC). Teachers evaluate the results of the data in different ways based on their subject matter or classes taught but all work towards monitoring student achievement goals and providing assistance to students when needed. If it appears as though students are struggling with comprehension in a specific area the teacher will work to modify the teaching/learning process in order to assist students with mastering the area of difficulty.

Additional resources available to students both in class as well as outside of the classroom provides teachers insight into student performance and understanding of key concepts include the online resource of USA Test Prep as well as the Quiz Star program. Each of these programs are used as supplemental resources to provide teachers with an additional method of analysis of student understanding of key concepts. The online program USA Test is teacher-directed and allows the teacher to identify the areas a student may be struggling and individualize a remediation program specifically for that student. In contrast Quiz Star allows teachers to create, administer and automatically grade quizzes online and view the results electronically making analysis of the results immediate.

Rosemead High School students are expected to monitor their own learning by utilizing School loop, progress reports, daily homework

logs and outlines, student agendas, and any technology devices they have access to in order to be organized in managing their own learning. Teachers also are including more metacognitive activities that allow students to become more independent learners. Reflective journals and annotation skills are among some of the strategies teachers are utilizing.

The school communicates student progress to parents in a variety of ways. One method to ensure our parents are kept up-to-date with student performance is through School Loop. This online resource is designed to share information and keep all stakeholders connected and focused upon student academic progress. Through School Loop teachers can post assignments, provide a calendar of events for their class (due dates for assignments and tests), as well as communicate directly with the parents and students through "Loop Mail". Rosemead utilizes the program to communicate with parents and provides them the opportunity to monitor their students' progress for their classes. Although this is a work in progress in terms of getting one hundred percent participation by all teachers it nonetheless offers all parents the opportunity to check on their child's academic performance for any class they are enrolled and the resource to communicate with teachers as well as administration in a timely manner.

Another way in which we communicate student achievement is through the use of district generated progress reports six times a year. Every six-week period teachers ensure the student academic standing is entered into School Loop and the information is then downloaded to the district program to generate progress reports that are mailed home. The progress report/grade card outlines the current academic standing for all classes the student is enrolled as well as the citizenship the student has earned for each class. Included in the report are any notations made by the teacher to outline any areas of concern that should be addressed by the student/parent. There are also teacher generated progress reports that are used to inform parents and students during a particular grading period. The school mails home the progress report and the student is to return it signed by a parent within three days of receiving it. A parent may request a conference or further clarification from the teacher as well.

Another form of communication used to inform parents of student academic progress is through the use of the online program, Blackboard Connect. Through this automated phone home program

teachers can send a message to parents in regards to a child's classroom performance and identify any areas of concern that may need to be addressed. Although we do not have one hundred percent of our teachers utilizing this service, those that do participate note a positive response by parents in regards to parent engagement. Teachers also may send emails or make phone calls to parents to inform them of their child's academic progress.

Another method used by RHS to report student performance data to parents, as well as other stakeholders, is through the School Accountability Report Card (SARC). This document is translated into three different languages, other than English, to ensure all stakeholders are kept up-to-date in terms of student performance at Rosemead High. Finally, student academic progress is also shared through the school events, activities, and committees that take place on campus.

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and that information is used to strengthen high achievement of all students.

Prompt: Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
RHS uses a variety of assessment tools to determine student grades, growth and performance level to ensure it is a true reflection of their performance in the courses that they are enrolled. Tools that are used in the analysis of student performance include district benchmarks, subject specific exams (i.e. performance tasks), as well as individual teacher classroom assignments and assessments. Teacher grading policies vary throughout the school with some teachers grading strictly on a points basis while others assign weights to various curricular categories in order to determine a student's grade.	District benchmarks School Loop reports EADMS CST reports Progress Reports including student related comments Semester Grade Reports Graduation status reports
CST results are one way that core subjects can measure student growth, the school year 2012-2013 was the first year that some of the departments offered student incentives if they jump from one performance level to the next on the state standardized test. The incentives are subject specific, for example in Foreign Language if	School Loop Posted grades/assignments Emails with attachments State testing practice websites and

a student earned proficient or advanced on their CST they could get their benchmark, quiz or homework score changed. For science, math, social science or English a students' grade could be increased by one letter grade if a student score proficient or advanced on their CST. Similar incentives are used for students who score exceptionally high on the AP exams. Some AP teachers consider a student's performance on the AP exam and if a student earns a 4 or 5 on the exam they will raise the student's final grade.

In many classes we have seen the addition of performance tasks as a new method of student assessment that more closely supports the new common core curriculum. This new type of assessment provides students the ability to reflect on what has been taught and requires the student to demonstrate their knowledge of the standards through analysis and creative representations of curriculum. Many of the teachers who use the performance-based tasks as an assessment tool utilize rubrics to assess student achievement in order to gauge the students' ability and growth. Examples of performance-based tasks include oral presentations, analytical essays, multimedia projects, Document Based Questions (DBQs) and run days in physical education classes.

Each department has differing policies in regards to determining a student grade and performance level. Below is an outline of each department and how they determine a students' comprehension of the standards.

English:
The English Department uses data to determine the expected performance levels for students on tests and essays. The data that is gathered and recorded in school loop is used to provide an overall understanding of each student's grade.

The department weighs each grade category similarly based on district determined percentages which are: 40% writing, 25% classwork, 25% assessments, 10% district benchmarks and site performance tasks. These category weights allow students to see their progress and identify areas of strength and weakness, thus allowing them to understand how they are being evaluated and where they need to focus their academic efforts the most.

The English department also utilizes many informal assessments. Group presentations, Think-Pair-Shares, projects, and whole class discussion regularly inform teachers of student performance levels

aides

Class School Loop calendars

Performance Task products

School loop progress reports

District mandated grade weight categories

Math benchmark policy

Teacher observations

School loop progress reports/category weights

IEP (Individual Educational Plan)

CAHSEE results

CELDT results

STAR results

Performance tasks results

Physical Fitness results

Simulation reports

Art portfolios and projects

and often determine whether or not mastery as been met.

Math:
The math department uses benchmark scores, homework check, regular testing at appropriate times. The RHS Math Department implemented a benchmark policy that does not allow any student to earn a class grade over one letter grade higher than their average on the benchmark exams.

The district wide grading system requires that benchmarks be weighted at 60% for the Integrated Math class, and all other site assessments worth no more than 40%.

The math department is beginning to use classroom participation as a determining factor in evaluating student performance levels. The department is moving towards using more group activities in the effort to stimulate critical thinking and meeting common core requirements. Currently, Geometry, Algebra 2 and higher-level classes are implementing Task Performance activities which enhance and promotes higher-level thinking skills. By allowing students to work in Think-Pair-Share groups, and other group activities students are encouraged to share their thoughts and learn from each other. Next year, Geometry will be changed to Integrated Math 2, and the following year Algebra 2 will change to Integrated Math 3. The assessment plans will most likely follow the similar pattern of the current Integrated Math 1 course.

Science:
In the science department, student grades and performance levels are based both on traditional grading standards and informal teacher-based standards. There are also district generated benchmarks that determine student performance levels.

In many science classes at RHS, teacher constructed rubrics are used. These rubrics are often presented as objectives to students when introduced to a course standard. Later the rubrics are used to assess the level of student performance.

Student data is collected through formal and informal assessments to decide whether a standard needs to be retaught.

RHS science teachers are beginning to use structured free-response questions to promote higher-level analytical skills. Students are able to see through their answers how effective a unit of learning was

and whether they comprehended the material taught.

Social Science:
The Social Science department does not have a formalized grading scale/weighting established. Each teacher sets their own categories for grades and weighting that determines a student's grade.

Assessments given in the department includes district benchmarks that are given three times a semester as well as teacher specific assessments. Rubrics are utilized throughout the department to introduce the objective at the beginning of the lesson, and are later used to assess the growth of the student. Project based assessments allow students to demonstrate their knowledge through analysis and creative representation of the curriculum.

Teachers also review exams directly with students, question by question, so that areas of difficulty in a specific unit can be addressed on the spot. This allows the students to receive clarification on misunderstood content in a more efficient and time saving manner. Students are more likely to ask questions when discussing the exams in review because they can explain their justification for an answer given that may have been wrong. This clarifies whether the student was using the proper thought process or identifies mistakes they may have made while reading the question thus encouraging metacognition.

Special Education:
Individual Educational Plans are used to identify goals for each student based on their specific needs. Teachers use transcripts and results from standardized tests to recognize and plan the students' areas of strength and weakness. These goals are reviewed and modified when necessary to assure the student is on the right path to academic success.
Teachers and case carriers follow their students' grade trends on School loop. This allows them to make adjustments to a student's educational plan before great difficulties arise.

Foreign Language:
Student growth is determined by first assessing student knowledge at the beginning of the semester with a review sheet. Upon the completion of the semester an end of semester test is given to measure the understanding of key concepts taught throughout the semester. Through this assessment, along with teacher observations throughout the semester, various performance tasks student

understanding and growth can be determined.

Physical Education:
Ninth grade students are enrolled in the physical fitness course
designed by the state to assess the physical fitness of all ninth grade
students based on the six-part test that demonstrates the level of
fitness. It is the goal of the test to assist students in starting life-
long habits of regular physical fitness. Grades are determined based
on dress, participation, effort as well as the understanding,
acquisition of the skills being taught.

Business and other Electives:
Student grades are based on performance type tasks where they
demonstrate what they know through completing a given task. For
example establishing the profitability of their own business, timed
writings, as well as document creation to demonstrate
understanding of key concepts taught. The newly developed
Business Tech Core class is designed to teach basic technology
skills and concepts needed to be successful on the common core
assessment (SBAC). In other electives like Art and Music similar
performance-based assessment are used to evaluate student
learning.

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

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

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

Findings	Supporting Evidence

Rosemead High School does not offer additional online instruction.

Appropriate Assessment Strategies

Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: Evaluate the appropriateness of assessment strategies used by teachers to measure student progress toward acquiring a specific body of knowledge or skills. Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Findings	Supporting Evidence
Rosemead High School teachers employ a variety of assessment strategies to evaluate student learning. With the new common core standards we have begun to focus upon more group activities to stimulate critical thinking skills and has in turn changed some of the methods used to evaluate student learning within the classes. Teachers at Rosemead use both formative and summative strategies to measure student performance. Both site and district common assessments are used to help monitor student progress towards acquiring knowledge or skills specific to the subject matter. All district benchmarks, as well as the pacing plans, are aligned to the state standards and are created by the district content specialist teams. Assessment data is compiled on EADMS assessment tool and analyzed by both the site course leads, as well as at the monthly district content specialist meetings. Course leads are course specific at each site, student performance is analyzed by teachers that teach the subject and followed by modification of the curriculum as well as teaching strategies upon the results of the analysis.	District and site walkthrough forms EADMS reports Teacher observations Unit pacing plans School loop Category Weights Weekly Calendars Critical Summary Assignments Critical Precise/Critical Response Assignments Group Presentations Formal essays
Additional methods of assessments utilized in elective classes include performance-based assessment where students must demonstrate certain skills such as playing an instrument, creating an artistic project, constructing a wooden box, or running a mile under a state specified time (8-11 minutes for females and 7-9:30 minutes for males). English and Science departments frequently use peer-to-peer assessment (use of writing rubrics and/or teacher specified criteria).	Research papers Performance tasks Selection tests District benchmarks Individual unit exams
All RHS assessments are given by individual teachers and are kept in secure locations either within classrooms or secure department designated areas (i.e. conference room, etc.) to ensure test security and test integrity.	Structured free responses Individual/Group projects Structured free responses

English:
In the English department, the varied categories and assignments are a strong indicator of student progress. Since English is a more recursive subject, students are given multiple opportunities to utilize the same skills in different situations.

Writing assignments are more analytical versions of the shorter classwork and homework assignments. Essays allow students to show their understanding and ability to think critically and write formally. The English department uses site-developed rubrics that are based on released common core writing rubrics to assess student writing.

Selection tests are aligned to the readings in each specific grade level and course. This is allows teachers to assess whether students have grasped a smaller portion of the larger unit before moving on. In addition to selection tests and benchmark exams teacher develop quizzes to further assess student progress.

English assignments typically reinforce the same kinds of questions or concepts, but each type of assignment asks the student to do this in different ways. Along with formal tests analytical paragraphs, critical summaries, presentations and essays are some of the different ways that students are expected to demonstrate their knowledge of the subject matter.

Math:
Informal methods of assessment used by math teachers include geometric constructions, notebooks, presentations, quizzes, and individual whiteboards. District benchmarks are used in lower level courses to assess whether students are ready for the next level course. Upper level courses use site prepared exams to measure knowledge and understanding.

In Integrated math classes, students work on group based projects daily. These projects allow students to use their knowledge in real time assignments. An example would be making kites out of straws, tissue paper and string to determine the surface area necessary to make a functional product. A major part of the class time is spent in groups working together to investigate, discuss, and discover about new topics in math. Students are also expected to do presentations of their solutions to the class.

Free response rubrics

Labs and lab reports

School loop Category Weights

Weekly Calendars

Socractic Seminars

Individual Educational Plan (IEP)

Proctored assessments

Student specific accommodations

Virtual simulation reports

Online Keyboarding reports

Musical performances

Art portfolios/projects

Reflective journals

Teacher observations

Verbal assessments

Skits

Fitness for Life Test results

Student portfolios

Science:
In science classes, all assessments currently being used to measure student progress are appropriate and aligned to released common core standards.

Free-response questions allow students to show their in-depth knowledge of the subject area. The free responses allow for the students to use a narrative explanation along with justification versus the traditional multiple-choice exam. The responses are used on a more regular basis to all students to show their level of knowledge. Students are able to see through their answers how effective a unit of learning was and whether they connection with the material.

Project based assessments allow the students to demonstrate their knowledge through analysis and creative representation of specific curriculum. Rubrics are introduced before every project and used by students to evaluate their progress.

Social Science:
In the Social Science department, a wide variety of assignments and assessments are used to gauge student progress.

Quizzes and exams used throughout the units, including benchmarks, and are designed to show understanding and ask questions about the topics and skills learned. Document based questions (DBQs) are focused on common core type testing that stimulates critical thinking skills and are used to provide another method of measuring student understanding.

Individual and Group projects are used to allow students to show their understanding of the subject matter in creative forms.

Whole class discussions like Socratic seminars are used to allow the students to verbally express their knowledge and understanding in a professional manner. This form allows students to hear from their classmates and learn the subject matter in peer-to-peer format.

Special Education:
Individual Educational Plans (IEPs) are used to ensure proper placement of students in special education based on academic assessments. Students are placed in appropriate grade level courses so as to allow the student to progress to the next level.

Proctored annual assessments are used to check each student's academic level. The results from such assessments are placed in the student's confidential IEP file.

In all core areas when accommodations are indicated, students are allowed extended time, alternate test environments, and assistance when being assessed. If there is a teacher aide available, they will assist. If an aide is not available, students are allowed to go to the campus learning center for accommodations.

Business and other elective:
The business department uses performance-based assessment throughout all courses. For example, students are expected to reach a certain speed in keyboarding classes or maintain a profit in virtual business simulations. In other electives such as music and art similar project based assessment are used to determine student mastery of curricular concepts and skills.

Students in business classes present projects using PowerPoint for class discussions. Students produce documentation used in business, financial reports, spreadsheets, word documents, and presentations using Microsoft Office.

The business tech core class that is now mandatory for all students, will assess basic technology skills that will be essential for students to be successful on the common core computer based assessment.

Foreign Language:
Utilizing performance-based assessments such as skits, presentations, and individual verbal assessment , teachers can measure student understanding of key concepts or the need for remediation before proceeding to the next area of study.

Physical Education:
Fitness for life is a state mandated fitness test required for all freshmen. It evaluates each student's fitness level. If a student fails the required test they may retake the test as a sophomore, junior or senior.

The PE department uses portfolios in PE 9 classes to provide students and teachers a way to monitor student progress such as during run days when students record their pulse rate during cardio-fitness days. Weight training classes often utilize similar assessment methods.

All assessments are given by the individual teacher and are kept in a secure location within the classroom to ensure an accurate assessment of student understanding of the subject matter is determined.

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Prompt: Evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
It is our belief at Rosemead that student work, as well as other assessments that have been given has helped students achieve the academic standards and the Schoolwide Learner Outcomes. The progress we have made on our API leads us to believe that we are creating meaningful student work as well as useful assessments that measure student learning. Our API has increased from 688 in 2007 to 807 in 2013. Teachers at Rosemead believe that this improvement in the API is a reflection of what is happening in the classroom on a daily basis that shows that students are improving their knowledge and skills and in turn demonstrating achievement. Projects in the different courses give the students a more creative format for showing their knowledge of a subject matter. Students use their artistic and linguistic abilities to create final products that help themselves and their classmates better understand the materials learned. There are many methods in which teachers check for student understanding to ensure the concepts that are taught are progressing towards the SLOs which are aligned to content standards. English: English teachers use various assignments such as, think-pair-shares, in-text annotations, group presentations, whole class discussion, projects, journals, and analytical questions in order to promote high-order thinking skills. Each unit culminates in a formal essay that builds upon these assignments and each semester culminates in a district benchmark which generally assesses student mastery of content standards and skills.	API score Teacher observations Think-pair-share Unit benchmarks Group projects Performance tasks Journals In-text annotations Formal essays Sentence frames Labs Structured free response Graphic organizers Verbal/Written assignments Directed notes School Loop reports Learning Center reports

Physical Fitness Test results

Student projects

Musical performances

Keyboarding skill assessments

Listening journals

Written Quizzes

Math:
Math teachers develop assignments that are based on the subject matter content standards that allow the students to demonstrate their knowledge of the subject matter in different forms. Group discussions and projects are used so that students can work collaboratively to show their knowledge of the subject matter. Teachers have found that using strategies like pair-shares allow students to verbally express their knowledge to their peers in a non-threatening environment while receiving proper feedback. Teachers in the math department have found that using sentence frames for written answers aide students in their verbal and written responses. Each unit culminates in a district benchmark.

Science:
Labs and projects allow students to analyze and collaborate in order to demonstrate their knowledge of the curriculum. Since the pacing plans and curriculum are aligned to the content standards, the results from these activities show student achievement of those standards. Student work may also be in the form of think-pair-shares, analytical questions, structured free-responses, journals, graphic organizers, and notes.

Social Science
Each unit in the pacing plans has a series of specific goals and expectations for the students. All teachers in the department adopt their own approach to the texts based on uniform SIOP strategies that aim to increase verbalization and collaboration. These may include, annotations, think-pair-shares, graphic organizers, directed notes, group presentations, etc.

Special Education:
Mainstreamed students who are placed in general education classes are provided accommodations in order to successfully complete their work and assessments. Possible accommodations that could be utilize include having assessment questions read to them by an instructional aide, allowed to use notes or textbooks while being assessed, or being allowed to utilize the learning center to get one-on-one assistance by a special education teacher to complete the homework or assessment. The majority student work in the special education department is directly scaffolded by teachers to help student understand the skills and curriculum being presented.

Physical Education:
Assessments found on campus are a gauge of student progress and are used to assess the level of student's understanding of the curriculum. Many of the assessments that take place also demonstrate student achievement of the schoolwide learner outcomes (SLOs). For example, ninth grade students who finish the physical fitness test are also demonstrating achievement of the healthy individual SLO. Students who demonstrate proficiency in mathematics is also demonstrating achievement of the academic achiever SLO.

Business and other electives:
Assignments in the business core tech class are performance-based and require students to demonstrate mastery of technological skills such as scrolling, highlighting, cutting and pasting material and navigation within a website or program. Students must show proficiency in word processing, as well as basic research skills. Music Technology assessments include both formal and informal, with progress checks using rubrics and peer-evaluations via blogger.com. Students submit unit projects each month with checks at the end of each week. Students are also expected to present on chosen topics and their research. Ongoing assessments include a listening journal, updated daily.

Performance class assessments include both formal and informal performance checks (using pre-existing rubrics), written quizzes, and daily writing assignments. Students are assigned playing checks every ten days which are differentiated for their abilities. Students are also assessed upon their ability to teach a fellow student a concept, read/listen and respond on a social media group page, as well as perform in a formal setting every eight weeks.

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
Rosemead High School does not offer additional online instruction.	

Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?

Findings	Supporting Evidence
With the new common core standards established our school is experiencing changes in our standards-based assessments. Prior to 2014, each of the core subjects utilized pacing plans, as well as district benchmarks to measure student mastery of the standards. The pacing plans, as well as the benchmarks were established by the district content specialists who were constantly evaluating student results, and updating the plans and assessments based on analysis of the data. The assessments were edited regularly based on problems with certain questions that were experienced by the students.	District pacing plans District benchmarks Content Specialists minutes SIOP strategies SIOP instructional schedule and sign-in sheets Instructional coach schedule
This year however the content specialists meet district wide to focus the benchmarks on performance based tasks as well as other subject specific assessments. For example, the social science department has adopted DBQs specific to each historical time period as a replacement for the previous multiple choice district benchmark. English has also incorporated performance tasks that ask students to synthesize multiple readings and draw conclusion in essay format. Each departments' assessments will vary based on the needs of each subject.	District and site walkthroughs EADMS reports Unit Pacing plans Research Papers Performance Task results District benchmarks
With the changes with pacing plans and content standards many teachers are starting to adjust their classroom practices to better prepare students for the SBAC. One such change in the introduction of SIOP strategies. Teachers are now more focused on group activities that emphasize verbal communication and higher-order thinking skills. With the help of our instructional coach we are confident of meeting our goals in regards to our SLOs.	Site Test Retakes AP Results Analytical questions Essays
English: The planning that goes into each of the units in the English department is recursive in nature and designed to continually review major literary elements while at the same time introducing	Lab reports DBQ performance tasks

the use of those elements in unique and challenging texts. This means that each assignment or unit is meant to provide skills and experiences that the students will be able to build off of as they move into later units, texts and assignments. A clear example of this is the English department's inclusion of a research paper at every level. We believe that research skills are essential therefore each year we required our students to build upon the skills they learn initially in their freshman year and develop more complexity and rigor in each succeeding year when writing about analytical research topics. These papers are a clear example of the effectiveness of standards-based assignments because this assignment allows the teacher to see the clearly developed skill set each student demonstrates. In regard to the new common core standards, performance tasks have been created to further provide students with opportunities to apply their knowledge and skills and are used as assessments that measure each student's critical thinking and writing skills as well.

In English, each unit is scaffolded in order to build a foundation of knowledge skills throughout the year and thus throughout the students' high school career. Literary elements and skills are constantly re-visited and employed unit after unit. This is designed to make sure students become masters of the skills and concepts of literary analysis, argumentative writing, and verbal communication.

Math:
Currently, Geometry and Algebra 2 classes follow the district-wide pacing plans and benchmarks that are aligned with the state standards and are embedded to prepare students for the CST. In the Integrated Math 1 course standards are aligned to the new Common Core standards that will prepare students for the SBAC. Next year Geometry will change to Integrated Math 2 and the following year Algebra 2 will change to Integrated Math 3. Eventually, we plan to move all math courses towards meeting the Common Core standards and prepare students to do their best on the SBAC assessments. The Pre Calculus courses focus on preparing our students for the AP Calculus AB. The AP Calculus courses, and Statistics classes follow the guidelines of the state adopted course guidelines. Our AP passing rates in AP classes show that we are moving towards preparing our students to achieve a high passing rate.

Science:
Our district's pacing plan and benchmark assessments were

developed simultaneously. In both cases the California content standard and assessment blueprints where cross-referenced. However with the next generation generation science standards just recently released, our unit planning will change again to reflect these new standards.

Now faced with the more skills based set of standards found in common core, and the smarter balance assessments, major adjustments are being made in both assessments and modes of delivering instruction. Many teachers are starting to adjust their personal classroom practices to better prepare students for the smarter balance assessment that includes more emphasis on critical thinking and problem solving. To that end, our assessments will reflect these higher-order skills and move away from multiple-choice assessments.

<u>Social Science:</u>
The previous district benchmarks that were aligned to the California content standards were effective in the sense that they revealed student knowledge in a traditional multiple-choice based exam. However the addition of analytical cartoons that were recently included are a better measure of whether students have learned the subject matter than the traditional multiple-choice questions. The analytical cartoon questions require students to structure a formal response with the knowledge they have acquired in a given which reveals more higher order thinking. Students are much more likely to show concrete understanding of the subject if they are able to answer the questions that require them to integrate what they have learned with an analysis of a primary source document.

The social science department also has begun to utilize document-based questions as a form of the assessment to have students think more critically and write more analytically. By using Document Based Question tests teachers have seen that these assessments are more effective because it requires students to apply the knowledge that they have learned in order to successfully answer the questions.

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the schoolwide learner outcomes.

Prompt: How effective is student feedback in monitoring student progress over time based on the academic standards and the schoolwide learner outcomes?

Findings	Supporting Evidence
Teachers use a wide variety of methods for obtaining feed back from students. The feedback provided ensures that all students are properly monitored and that the data and information used will guide instructors in providing the necessary strategies to guarantee that all students are achieving academically.	CAHSEE mentor data
	Teacher observations
	School Loop reports and data
	Subject specific tests and quizzes
Student feedback is collected by the teachers in order to provide them with the opportunity to monitor student understanding of the lesson objectives as well as the content standards for the subject.	Exit tickets
	Student teacher evaluations
Based on survey results, some students have stated that teacher solicited feedback does seem to be effective. Student feedback in terms of processes like writing journals, teacher/subject reviews, and self-evaluations, are effective when used to help students improve their understanding.	Rubrics
	Schoolwide student survey data
	Student revision/reflection activity
	Reflection journals and individual responses
Our CAHSEE mentor program provides support to sophomore students that are listed as borderline proficient students for the exam. The program is made up of teachers who volunteer to be a mentor and provide resources and practice tests to their own particular group of students. Throughout the mentoring period, students participate during lunch, afterschool as well as before school and are continuously providing feedback to the mentor teacher of their progress. Students bond, not only with one another but also with their mentor during the three-month mentorship. When students meet with their mentor they are communicating with them in regards to their understanding of the subject and predicting their success level prior to taking the CAHSEE. Our data reveals that the students who participate in CAHSEE mentoring have been more successful when they retake the exam and have a higher chance of passing or being proficient than those students who do not participate in the mentoring program.	Benchmark exams and retakes
	Student feedback forms every six weeks
	Progress reports Student self evaluations
	Student informal rubrics
	End of year teacher evaluation form
	Student created rubrics/portfolio
	Physical Fitness Test results
Another form of feedback that we have recently implemented includes the performance tasks that have been established in the	Student "class" folders
	Student IEP information

core subject areas. Performance tasks are another way of monitoring student progress towards the mastery of the common core standards. Some ways in which the performance tasks are used to obtain student feedback include reading/reflective journals in English classes, listening logs in music, and reflective writing tasks in social science and science. Journals allow students thinking metacognitively about their learning as well as their attitudes and opinions in regard to curriculum. This type of student feedback provides the teacher an insight into the student's understanding of the subject being taught and allows them the opportunity to clarify any areas that students may be struggling with or are unclear about. Some of the core subjects are also distributing readers which supports "marking up text strategies" and marginal note taking which are some of the best strategies to promote critical thinking and to get an insight into how the student interacts with the text during their analysis.

Rubrics are also used as another form of feedback throughout campus in order to support student learning. Some departments utilize a uniform rubric for particular assignments and others are specific to only one teacher. Most often the rubric is provided to the student ahead of time so that they are completely aware of the specific criteria for grading. Teachers then provide scores as well as comments that often lead to revisions and/or edits in the future, thus encouraging independence in learning.

Exit tickets have also been introduced on campus as an effective way of soliciting student responses to a particular question or provide needed feedback to the instructor regarding the students ability to demonstrating knowledge of lesson taught. This type of feedback identifies an area that may need further clarification for a student but also provides the teacher real time data to offer immediate intervention for students within the class.

RHS employs a variety of teacher created tests and quizzes as well as district benchmarks as another form of student feedback measuring student comprehension of key concepts being taught. These types of formal assessments allow teachers the opportunity to monitor students understanding prior to moving to the next unit or lesson.

Finally Rosemead has established School loop as another means of student feedback. This resource provides teachers, students, parents and administrators the opportunity to review, correct and monitor

Benchmark data

Student end of semester surveys

Student journals

Semester surveys

Benchmark retakes

Student completed teacher evaluations

Think-pair-share

Self-assessment

Student IEPs

IEP conferences

CBI reviews

Benchmark reflection

Student teacher conferences

Student self-evaluation

Thumbs up/down

Informal direct questioning

Socratic seminar

class assignments and projects. All parties can communicate through e-mail, posting of assignments, and monitoring of completed assignments and assessments. Students survey results have indicated that it appears School Loop is somewhat affective because if teachers regularly post grades on School loop students know what to do next. For example, if a student has a "C" (77% specifically), and their grade is frequently updated, the student knows what it will take for them to earn a higher letter grade. However, students did state within the survey that if a teacher does not update the grades are frequently students don't have a clear understanding of what is needed to earn a higher grade.

Examples of department student feedback:

English:
The majority of our English curriculum is modeled around analytical writing and the writing process. As students engage in the writing process they learn that writing is never finite but a process of error and correction. Because of this student feedback becomes a major tool for the English staff to assist the students in their path to success. For the majority of the English department there exists a revision/reflection activity and the end of a formal paper. When the students see the errors, they are provided an opportunity to not only correct those mistakes, but engage and notate their infractions. The students then correct their papers and resubmit. The next time the students begin the writing process they can reflect on the previous feedback they checked and avoid making those mistakes again. In this example of formal written student feedback, one sees how effective the student's efforts are in guiding their success.

Math:
After benchmarks are given, it is common practice in the math department (when time permits) that we return the exam and provide the correct answers. This allows students to see where they made mistakes and allows them to correct their mistakes. Students are then asked to redo the problems they have missed. In Integrated Math 1 and Geometry students are encouraged to retake tests to improve their math skills. Many of the students who take advantage of the retakes have scored better the second time.

Business and other electives:
In the Business department, we receive and provide individual feedback every six weeks (when progress reports are due).

Students have an opportunity to share their concerns during that progress report period. This also provides the opportunity for us to encourage and motivate students to earn the grade they want for the final semester grade. We are able to determine exactly what area(s) the students need to focus on in order to raise their grade and reach their goal. If a student did not complete their work at the passing level they are provided the opportunity to redo their work to show proficiency, there is no point to move forward if the standards have not been met. Students are questioned individually or as a group on what they completed from the lesson and what must be reviewed.

The SIOP strategy, think-pair-share has begun to be utilized in the many elective departments and student feedback is provided by one partner sharing out their group's response. Feedback and information is also gathered as the teacher walks around the classroom.

In performance-based classes such as music, art, and graphic arts, there is constant feedback solicited from students in the form of rubric scoring, verbal commentary and self-assessment. Student feedback is very effective in monitoring student progress over time based on standards. Students do self-evaluation, informal rubrics and use 1-4 fingers when checking for understanding at the end of the class. Students also do a written rubric where they grade their projects based on learning objectives. The teacher uses the same rubric to grade student work. Students also complete an end of year teacher evaluation form to give feedback about the course.

Physical Education:
By using performance based assessments and student created rubrics it helps to increase student progress by making the students more responsible for their work. For example students maintain a portfolio in weight training as well as during the run days. In both rubrics students monitor their own performance and student feedback can be recorded in terms of the progress they are making throughout the year.

Special Education:
Student receive feedback regarding their progress annually and triennially in student IEPs. Goals are reviewed and revised with, student, teacher, and parent input. In the CBI setting, this review is

often done every six weeks to monitor progress towards their goals. Student folders are kept with student work containing teacher comments on written work to review their progress. Students receive feedback in the form of pair-share when answering specific questions and making inferences to stories and narratives. Student feedback toward their progress is monitored through one on one feedback directly to students and/or parents in the CBI setting.

Foreign Language:
With the foreign language department our students provide us with unique and skill based information about their learning through the assessments that they take throughout the year. A specific assessment that monitors student achievement is through class pair-sharing. During these informal assessments, students work together by communicating their knowledge both verbally and in written form. At the end of a unit, students share out their achievements/accomplishments through journal entries. Student feedback is also done at the end of a benchmark where students discuss their scores and what they have accomplished on a half sheet of paper. At the conclusion of a unit, many forms of feedback are collected through a portfolio and self-evaluations. Students and teachers discuss what students have learned and the goals they have achieved once portfolio and self-evaluation are completed.

Science:
Student feedback is something that is slowly being included in the science department. Some of our teachers give end of semester surveys allowing students to evaluate instruction as well as the curriculum in some cases. There has been some discussion in the department to implement the surveys department wide. At the present we are reviewing various surveys in order to make a more objective decision. There are those who achieve the same input by informal monitoring of student progress through direct questioning during lectures in order to check for comprehension. Some teachers have begun to utilize the pair-share technique to check for understanding while others have adopted the "thumbs-up" technique to track student understanding during the class period.

Social Science:
The Social Science department uses a wide variety of strategies for acquiring student feedback in both verbal, written and visual forms. Students are asked to complete exit cards to show their understanding of the topics discussed in class on a regular basis

which allows the teachers to get immediate feedback on the effectiveness of the current lesson and standards. The exit ticket or short verbal response, which is often done one on one between teacher and student, seems to be the quickest and most effective form of student feedback. It allows the teacher to make on the spot corrections or modifications for the individual students to ensure a better understanding of the subject matter.

Socratic Seminars are used by a number of teachers in the department to get verbal feedback from the students in a non-threatening environment, allowing students to express their knowledge on the topic or readings for the current objectives. The Socratic Seminar method allows for students to hear from their classmates and learn based on their knowledge of the subject in a more professional language than one on one.

Pair-sharing is a common practice that has began to take place in the past couple of years by the department. Pair-shares prove effective in allowing students to ask questions of each other and to get clarification in a non-threatening manner. Students have expressed a resistance to sharing allowed, but with pair shares they are able to collaborate and come up with an answer they are more willing to share with the class.

Students have also completed self-evaluations providing information about their effort, personal enjoyment of the class, a teacher grade, as well as preferred instructional strategies that help them learn best.

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings	Supporting Evidence
RHS uses a wide variety of data to make decisions and drive changes in curriculum and instruction approaches. At the beginning of the year, departments review a variety of data from the previous year to understand the academic performance levels of the students.	CST results CAHSEE results CELDT results

CAHSEE, CST, district benchmarks, EAP, SRI, AP, may be addressed during this process. If the department notes that many students struggled in a certain area they will identify those areas and adjust the way that information is presented to focuses on student need. In addition, the Action Plan Council monitors student data regularly to bring to the forefront schoolwide areas of concern that should be addressed.

The Single Plan for Student Achievement, and in turn the Action Plans of the school have established specific school goals that have come as a result of the analysis of student assessment data that has been collected. The school goals include:

1. Improve the CAHSEE proficiency rate of the significant subgroups, English Learners and Students with Disabilities .
2. Increase the school-wide API, CST and CAHSEE scores for significant subgroups.
3. Increase the number of students who are achieving the Early Advanced and Advanced levels on the CELDT.
4. Increase the number of English Learner students who meet the district reclassification criteria.
5. Increase the number of Hispanic students meeting or exceeding the state content standards in core subject areas and who are achieving at Proficient or Advanced levels.

In order to assist us with achieving these goals the school has implemented a few key programs and curricular changes to focus upon those areas of need found in the analysis of the data.

1. Instructional Coach position at the school
2. English Learner shadowing
3. SIOP professional development and strategy implementation throughout campus
4. Academic Language Development courses
5. Change in the English Learner curriculum to Edge
6. Mainstreaming Special Education students into general education classrooms where possible
7. Establishing the Learning Center to assist students and teachers with accommodations for special education students
8. Expository Reading and Writing Course (ERWC) in response to data from the writing component on the Early Assessment Program (EAP)

EAP scores

Student grades

Department quizzes

District Benchmarks

EADMS reports

Teacher collaboration notes

Samples of student work

SIOP workshop agendas

ELL shadowing notes

CAHSEE mentoring student pass rates

ALD student grades

Special Education student grades

Content Specialist minutes

Course Lead minutes

Department minutes

Performance task results

Rubric scores

Item analysis of benchmark results
EADMS benchmark results

Rubrics

Skill based assessment results

Modified instructional practices based on assessment results

Student portfolios

Formative assessments

Student IEP data

9. CAHSEE Prep courses due to analysis of CAHSEE pass rates
10. CAHSEE mentoring for English Learners in response to EL student CAHSEE results
11. Added Quiz Star and USA Test Prep online resources to assist students with CAHSEE and CST tests
12. Change in English Intervention classes to incorporate the intervention component in with the regular English 1P curriculum
13. Change in Algebra I class curriculum to Integrated Math
14. Continue and expand the AVID program to target more Hispanic students

School psychologist reports

Teacher observations

Item analysis

Pair-share

Journals

Student assessments that teachers have utilized within the classroom to make decisions and changes in their instructional approaches includes results from quizzes and tests that have been given in all departments. Results from the tests provide for a quick check for understanding, opportunities for re-teaching and gives an outline for the next steps for the teacher as well as the students. Benchmarks are also given at least twice a semester in all departments and are district generated through collaboration with content specialists. Through articulation with course leads and other faculty members, content specialists take part in the creation of the district exams and pacing plans for core subject departments.

EADMs is used to gather, disaggregate and dissimulate data throughout departments, sites and district.

Performance tasks have been, or are in the process of being, created in core subject areas. Teachers collaborate and review data collected from tasks to prepare for the next units of instruction or make amendments unit pacing plans. Performance tasks are beginning to be used throughout the campus in order to address the common core standards, while providing teachers with the necessary means to monitor and chart student progress throughout the school year. All performance tasks utilize rubric scoring and assess critical thinking and writing skills.

English:
Assessment data has primarily consisted of a breakdown of district benchmarks that were aligned to the California content standards. However, these assessments were constantly being changed which has meant our data analysis has not been completely reliable since it has been based on ever-changing multiple-choice tests that included

little critical thinking or problem solving.

Now that common core standards are in place we believe our new district benchmarks that mirror the released SBAC question stems and skills, as well as our newly designed site performance tasks are going to be a much more effective means of assessment. These new assessments ask students to support their answers with evidence from the readings to show comprehension and ultimately eliminate any reward for guessing during tests. We are using EADMS to enter assessment data and can create an item analysis to see which questions students struggle with during these benchmarks as well as which particular standards students struggle with. Uniform rubrics for performance tasks are in place and the department is looking forward to more collaborative time to norm our overall grading of these performance tasks using the rubrics we created.

The English department utilizes course leads to schedule and lead meetings for each grade level. At these meeting the English staff engages in a process of constructing, editing and perfecting performance tasks that will be used in the classroom. Unit pacing is discussed as well and teachers often share lessons and ideas that are working with each other. The most productive meetings are those that take place during school time because it is possible for all teachers to be present and have a voice in the assessment and instructional process.

Math:
The math department continues to use EADMS to collect assessment data. The course lead in each subject area (Integrated Math 1, Geometry, Algebra 2, and Pre Calculus) hold meetings to lead conversations and exchange information to brainstorm how best to help students to improve their performance on each assessment. During the meeting teachers look for items that students struggled with and discuss strategies that could be used to improve the instruction to help students acquire the knowledge to move forward.

Business and other electives:
As with any form of assessment part of the analysis process is to locate those areas that students are struggling and modify the teaching in order to assist students with acquiring the necessary skills needed to move forward. During the analysis process we compare the student outcome with the standard and expectations of the class to ensure the student has achieved the desired goals. There

are times that we find that we have to provide students with the opportunity to redo their work in order for them to prove their proficiency. In the art department, Art 1 and ceramics are performance-based classes that uses vocabulary quizzes, preparatory classwork and final projects. All work is graded based on teacher created rubrics and specific student feedback is included. If there is not a 70% success rate based on student scores, lessons are re-evaluated, changed or broken down into further steps. Similar processes are in place in the music and graphic arts departments as well.

Physical Education:
The PE department has found it is helpful to do a pretest or pre analysis of student abilities prior to beginning instruction so that the focus for the year can be adjusted and directed to those areas that students are most in need. For example with the Physical Fitness Test students are given a pretest that marks the students' current abilities in the six key parts that students will be tested. Based on the pretest the instruction for the semester is designed around the students' area of growth. Similar processes are in place for classes such as weight training, badminton, tennis, etc.

Special Education:
Assessment data is collected by reviewing state and federal academic assessment results in special education. These assessments are reviewed to make decisions in student academic placement and performance levels. Other data is used to make these appropriate placements in the school such as the psychologist's reports, general education teacher feedback and counselor recommendations. Ultimately any modifications or accommodations are placed in each student's IEP and reviewed during their IEP progress reviews.

Foreign Language:
Beginning the 2012-2013 school year department exams were revised starting with Spanish 1. It is the goal of the department to revise Spanish 2 during the 2013-2014 school year. In order to ensure the assessments are accurately measuring student understanding they will include listening, writing and verbal components. It is the goal of the department to challenge students to demonstrate higher-order thinking skills most associated with common core standards even though there are no specific common

core standards that address foreign language.

The foreign language department shares results of semester grades and student performance during our department meetings. In terms of informal activities, each teacher uses their data such as pair-sharing activities to know on a daily or weekly basis how students are moving along in the unit. Collecting data is done informally on a daily basis by conversation activities (pair-share), write-ups (journals), and daily questions. Informally these assessments help teachers have a better understanding of student achievement.

Science:
For the past six years, data has only been formally collected and analyzed in the Biology classes of the science department. This is due to the fact that our district science offerings are only uniform within this particular course. The assessment analysis process primarily involved District benchmark assessments. Biology teachers would meet with the course leads after testing to discuss the results and strategies for improvement. These discussions have been effective in promoting changes in curricular and instructional practices by providing a forum for teachers to share best practices each grading period. Most teachers in the department consider their assessment results from the past to determine the strategy changes. It is the goal of the science department to expand assessment data analysis to all science courses offered so that a more uniform instructional plan is established. These would include uniform performance tasks, labs, etc.

Social Science:
The process and collection of assessment data is done effectively in the Social Science department by individual teachers. Every teacher collects the data in their own unique ways and analyzes the data in a similar way. It is evident by examining our drastic increases in CST and advanced placement scores that these analysis methods are proving effective in all social science courses with pass rates well above the normal average. One example of curricular changes that were made due to the data analysis was the implementation of assignment scaffolding for English Learner and special education students. Upon data analysis of the CSTs at the beginning of the year the department noticed that these subgroups appeared to be scoring lower than others. The teachers met and adjusted some of the assignments to guide these students through those areas that appeared to have been challenging for them and the testing results that followed were markedly improved.

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Prompt: Evaluate the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

Findings	Supporting Evidence
RHS uses a number of tools that students, parents, counselors, and teachers can access to monitor progress towards academic standards. Through School Loop, teachers, counselors, parents, administrators, and students are able to stay up-to-date on student progress. With the reports generated from this system, teachers and other staff are able to track students that may be at risk or struggling.	School Loop reports D/F report Attendance report Counselor records EADMS reports (CST, CAHSEE)
For example teachers are provided a zero alert on their front page once they sign it that allows them to monitor those students who are not completing their assignments and have earned a "0" on the assignment. In addition the main dashboard page also shows the teacher all students who have a grade of less than 70% in two or more classes as well as students who demonstrates a trend up or down from their current grade as of the last published progress report.	USA Test Prep reports Quiz Star reports Blackboard Connect reports
Students, as well as parents can utilize this program to monitor their academic standing for each class. Teachers, students and parents are able to communicate in a more effective manner to discuss student progress through School Loop's "loopmail." Students are able to view their current grade allowing them to be proactive if they notice there is an issue with the grade in a specific class. Although this seems to be an effective tool in many ways some stakeholders feel as though the grades are not kept up to date enough by some teachers to make the tool as effective as it could be for all students.	
Another program that is beneficial for teachers and administrators to monitor student progress is the Teacher Resource System (TRS). This is our district's in-house program that allows us to monitor student attendance, CST and CAHSEE scores, physical fitness test results, detention status, behavioral issues teachers encounter, and the ability to check a students' status towards meeting their graduation requirements. This is a valuable tool for teachers in terms of instruction as well because it will identify those students who are classified as English Learners so that teachers can take this	

into consideration when planning their lessons throughout the school year.

There are a few assessments that are given to students prior to coming to Rosemead High School. During the middle of a student's eighth grade year, we administer the Scholastic Reading Inventory (SRI) to all students who will be attending Rosemead the following year. Once we receive the results of this assessment the counselors use them to ensure students are placed in the most appropriate English class their freshman year. This score is also used by the special education department to assist with accurately placing their students while they are identified as part of the special education program. Those students who are placed in an intervention class their freshman year, as well as all special education students are monitored throughout their freshman year with frequent SRI tests to monitor and track their progress. For all English learners, they are given the mandatory CELDT test for ELD placement. All other placement is based on CST results and grades earned at the middle school level.

During every student's sophomore year, their counselor meets with them to review their four-year plan. These plans identify specific course selections to ensure all students are meeting the necessary requirements to graduate and be eligible to attend either UC or CSU schools upon graduation. Parents are required to attend these counseling meetings so that they are kept informed of not only their child's progress, but the future academic courses they will take.

District content specialists are responsible for developing district benchmarks that aligned to the most current content standards. With the current change to common core standards, we are experiencing a lot of revisions in this area. The results of district benchmarks are accessible through EADMS and provide the content specialists an opportunity to monitor how all of their students are performing on the assessments throughout the school year as well as compare results from site to site. Content specialists frequently solicit feedback from site course leads and teachers to gather suggestions for revision on these district wide assessments.

Progress reports are sent home every six-week period providing students and parents a way to monitor academic progress in each class. Those students who are identified on the D/F list after the progress reports have been distributed meet with their counselor to address areas of concern and are referred to the many resources on

campus available to them to assist in improving their academic achievement.

Another way in which student progress is monitored by students and parents is through Blackboard Connect mass notification service. This service allows teachers to inform parents and students of the academic progress and behavior in the classroom. The program connects the phone number on file for the student in the language that has been identified at the time the student registered for classes in August. Teachers can choose from a generic message list that aims to inform the parent about a students' classroom performance. Student and parent survey results reveal that not all teachers take advantage of this resource however, those that do utilize it find it helpful and informative.

Rosemead has also purchased two online resources that provide teachers the ability to further help students who may be struggling in math or English. These programs also provide another way to prepare students to take the CST and CAHSEE exams. USA Test Prep is an online program that allows a teacher to personalize a program for a class or a specific student and assign activities and tests to address those areas of concern that may need remediation. Through this program teachers can view student progress of specific parts of the curriculum, track a student's area of need, as well as monitor the student participation within the program to assess how much time a student is taking to complete the task assigned and how well they are progressing. The second online program that we have is available is Quiz Star. This program allows teachers to create quizzes for a class and will provide various reports to the teacher in order to evaluate student understanding of a given concept. Many of our teachers are utilizing this resource with the assistance of our instructional coach to better monitor student understanding of certain aspects of the curriculum, particularly those areas that will be assessed on state and federal tests.

Student in grades nine through eleven participate in the California standardized tests given each year. Through the results that are received, we can adjust class offerings, adjust student placement, as well as identify those areas that students may be struggling. Instructional and curricular modifications are made in large part from these assessment results. Students and parents can utilize the results from these assessments to focus their efforts on improving those skills that are shown to be deficient as well as participate in the variety of schoolwide interventions available (PREP tutoring,

SAT prep classes, CAHSEE mentoring, etc.)

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

Rosemead High School uses professionally acceptable assessment processes in all departments. Our teachers and administration regularly analysis student assessment results and effectively modify instruction and curriculum to best meet the needs of our students.

Rosemead High School supports collaboration between teachers in order to not only analyze assessment data, but to share best practices, edit and revise rubrics, norm grading of student writing, create additional assessments such as performance tasks, etc. RHS firmly believes that its commitment to collaboration has been enhanced by the addition of our instructional coach and the specific SIOP strategies that teachers have been trained in using. Student feedback has increased and Rosemead teachers are embracing a more student-centered curriculum that encourages students to become independent learners who think critically and can demonstrate their knowledge in a variety of instructional settings. Rosemead embraces collaborative learning, performance-based assessments, self-evaluation, and many other formal and informal assessments across the curriculum.

Although there are many assessments given at RHS that are district mandated, site faculty input is often solicited. The district content specialists are ultimately responsible for the creation of district benchmarks, but through course leads and course level meetings, continuous feedback is provided so that these assessments are not being created in isolation and reflect the needs and suggestions of site faculty. We are very encouraged with the introduction of performance tasks and DBQs on campus as companion assessments to the district mandated benchmarks. We acknowledge that these assessments still need analysis and revision, however the emphasis on writing that requires textual evidence as justification is much more rigorous and challenging to students than multiple-choice only exams.

Although there are procedures in place to determine student performance levels, Rosemead High School sees the need for a more structured collaborative model of instruction for Special Education students that are part of our inclusion model. We are concerned that proper modifications to the teaching/learning process are not currently developed to enhance the educational progress of all students with disabilities. Specific protocols for both general education and special education teachers must be created so that all students have a greater chance for success. At present there are certainly instances of success, however there are also several instances where students with disabilities are not receiving the optimal interventions needed.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

Rosemead High School's Academic Language Development program which is designed for transitional and long-term EL students has shown solid success over the past three years. Students in the program receive an additional hour of English instruction that is coupled with a heterogeneously grouped college-preparatory English class. EL students get the opportunity to work with advanced English learners during the college-prep class, but still receive appropriate language support during their ALD class. Teachers are utilizing more verbal activities in order to support English language development and are scaffolding writing instruction to target appropriate language skills.

The continuation and expansion of the AVID program as well as open enrollment in all advanced placement classes has led to more Hispanic student participation. Enrollment in these programs is up and it is the goal of RHS to continue to encourage our Hispanic students to commit themselves to academic improvement and ultimately close the achievement gap between our Asian and Hispanic populations. The HOLA program is another opportunity for Hispanic students to receive more guidance and support in regard to academic achievement.

Rosemead High School sees the need for a more structured collaborative model of instruction for STR Special Education students so that proper modifications to the teaching/learning process will be developed to enhance the educational progress of all STR students.

D3 & D4. Assessment and Accountability Criteria

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.

The assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, and parents.

Findings	Supporting Evidence
RHS utilizes a wide variety of means in which to communicate and monitor student progress with all stakeholders. These include: DISTRICT/BOARD The district has made assessment of student data a high priority for all schools over the past three years. The district has established the district-wide content specialist teams to assist with establishing the core subject pacing plans as well as district benchmarks. The district has also established a Teacher on Special Assignment who assists the schools with running EADMS reports to better analyzed the results of student assessments. This individual generates reports, enters test information and works closely with the EADMS staff to ensure that district benchmarks are easy to access and results are accurate. At the district level, EL students are monitored by the district English Learner Program Coordinator. The data generated from CELDT testing is used to place EL students in the combination of supported and regular education courses. Modifications to the student's placement could take place throughout the school year. Reclassification of EL students is a top priority in the district which is why all EL students are tested numerous times using CELDT. EMUHSD administration provides the school sites with disaggregated data of CST, CAHSEE and AP exams to assist the	EDAMS reports CELDT results District Benchmarks Course outlines and pacing plans CST results CAHSEE results

sites with evaluating student performance and needs for the upcoming school year. In addition the district and board also approves our Single Plan for Student Achievement.

SCHOOL SITE/STAFF
Assessment and monitoring of student performance is one of the key responsibilities of the school staff.

Teachers, administrators and counselors are constantly monitoring student progress and make use of informing parents and students of academic and behavioral progress. Teachers regularly assess student work, behavior, participation, and formal assessments in order to evaluate student progress.

Counselors utilize School Loop as well as our in-house TRS system to keep informed about student progress and regularly communicate concerns with teachers, students and parents. By continually monitoring student progress, counselors can recommend academic interventions, advise students about career opportunities, and provide whatever support students need.

At the end of each grading period, district-generated progress reports are mailed home approximately every six weeks. The district also sends an additional letter if a student receives a D or F in any subject. Letters and phone calls are also generated for attendance concerns as well. Obviously parents and students need to be informed when student progress is not happening. It is at this point that many counselors set up parent conferences to discuss these academic concerns and take appropriate steps to help students get back on a positive academic path.

Department meetings
Most often are scheduled during monthly late start days. This time during provides our teachers to the opportunity to meet as a group or in course level groups in order to look at student work, review assessment results, and discuss instructional strategies. Additional department meetings may be scheduled depending on need and time available.

Content Specialists/Course Leads
One teacher per core subject area meets with other district school representatives to evaluate student benchmark data as well as creating district benchmarks and pacing plans. The RHS content

specialists in return and work with RHS core subject course leads and other teachers in their department to evaluate the data and discuss how it reflects Rosemead academic progress. Course leads are teachers who take leadership roles by course level and coordinate meetings to discuss how best to implement district pacing plans, prepare students for assessments, and discuss instructional strategies that will give students the best chance of success. Course level meetings also evaluate what the assessment data reveals in regards to student learning and are opportunities to evaluate new instructional strategies that could be used to and address areas of concern.

Counselors, School Psychologist, Special Education chair
At registration counselors, the school psychologist and special education chair all work together to ensure all students with disabilities are accurately placed in classes for the upcoming year. For incoming eighth graders, data received from the feeder schools as well as IEP and EL classification are all considered when determining student class placement for the upcoming year.

Sophomore counseling, junior counseling and EL counseling is given on a yearly bases. Counselors also meet at least twice a year with students to review academic and social progress in February through March and again in August.

The D/F list is generated after each grading period and each counselor is assigned a part of the alphabet that represents the students last name. The counselor then follows-up with the students and parents to establish a plan for student academic achievement to improve their grades and sometimes behavior in their classes.

Special Education Case Carrier
Special education students are monitored by their case carrier throughout the school year. The case carrier follows the student progress throughout the school year and makes changes to the student schedule as needed, and as stated on the IEP. The individuals who are involved with the IEP include, but not limited to school administrators, district administrators, lawyers, advocates, local agencies, and parents. Their concerns and comments are voiced, documented and addressed to the specific need of the students. The special education case carrier is also responsible for maintaining a positive and working relationship with general education teachers if their student is part of the inclusion program.

Administration

Traditionally, the principal has compiled and shared student assessment data at the beginning of the year. The overall data is shared with the entire staff during a late start in addition to meeting each core department independently to evaluate the scores that are subject specific. This provides the departments an opportunity to identify the areas of focus for the upcoming year.

CAHSEE Mentor

CAHSEE mentors are teachers who have volunteered to mentor English Learner students who are in need of additional assistance preparing for the CAHSEE exams. During the time they spend with the students they utilize resources such as USA Test Prep, among others to help students prepare for the exam. They provide encouragement and support for students as well as specific targeted remediation to ensure that students have the best possible chance to be proficient on the CAHSEE exam.

PARENTS/STUDENTS

It is also imperative that parents and students monitor student academic progress in order to maintain an understanding of how students are performing academically. School Loop is one way parents and students can easily monitor how students are doing in their classes. The program identifies grades earned on individual assignments, grading categories, as well as the overall grade received. The ability of parents to stay up-to-date on their student's progress through the School loop system has created a new path for involvement. The program also includes a built-in email program so that parents can directly contact teachers and school staff about student progress.

Another way parents and students can monitor and assess their progress at Rosemead includes attending Back to School Night and Open House where they can receive information about expectations for the school year as well as student progress that has occurred throughout the year. Parents also participate in School Site Council, English Learner Advisory Committee (ELAC) as well as Parent Teacher and Student Association where they can assess student academic progress through the introduction of data analysis during their meetings.

Monitoring of student progress also takes place when CST and CAHSEE test scores are mailed home to parents. Parents are invited to speak to their child's counselor or teachers if questions arise

based on the information they receive.

Finally parents can assess and monitor student progress through conferences with teachers and counselors.

Additional Online Instruction Prompt: Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.

Findings	Supporting Evidence
Rosemead does not offer online instruction	

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, and parents) about student achievement of the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
Rosemead High School has many processes in place to inform all stakeholders of student achievement at the school. Some examples of the methods we currently use includes reporting standardized test results through newsletters, the school's website, the School Accountability Report Card (SARC) as well as the California Department of Education website.	SARC report API results CST results CAHSEE results
The district and school board receives regular updates in regard to API, CST, CAHSEE, and AP scores. The research and curriculum department of the district provides assessment data comparison among all district schools. This provides each site the ability to see how it measures with the other students within the district as well as across the state.	AP results Progress Reports PTSA meeting minutes ELAC meeting minutes
Student achievement in regards to state assessments are shared with all stakeholders during the monthly district board meetings, monthly school site council meetings, monthly PTSA meetings, as well as the scheduled ELAC meetings in order to keep up to date on the status of student achievement of the standards and schoolwide learner outcomes at Rosemead.	School Site Council meeting minutes District Board meeting minutes

Teachers at Rosemead inform the parents and students of student achievement through their postings on School Loop. Homework, quizzes, tests and other assignments are posted which in turn determines student grades based on the categories and weights that have been established by the either the district, department, or individual teachers. The effectiveness of the postings within this program is only as good as the information that has been placed into the student's records. It has been discussed among students, parents and teachers that there is a need for more uniformity to ensure that student grades are posted in a timely manner and that information is up-to-date and accurate. Student and parent survey results indicate that many teachers on campus do ensure their information is posted in a timely manner, however there is still a need for more uniformity.

Another way in which RHS informs parents of student achievement is through the use of the online service called Blackboard Connect. Teachers can send targeted multi-language messages to parents regarding student performance simply by entering the information online. The phone call is scheduled nightly and goes out automatically to the student's home with the information the teacher has selected. Although not all teachers utilize this service those who do feel as though the parents appreciate the information and parent survey results indicate that this assumption is true.

Back to School Night as well as Open House events provide parents an opportunity to become better informed about student achievement and to understand what is expected of each student while attending Rosemead. Although the events are helpful, RHS finds it constantly challenging to find additional ways to increase parent involvement during these events.

Parents are given progress reports every six weeks at the end of the grading period to inform them of the student's current academic status. Once the grades are submitted the district compiles a D and F list that counselors then use to contact students and parents to work with them to develop a plan to improve their grades.

Modifications Based on Assessment Results

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.

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
Rosemead assessment results are analyzed and are used to make changes in the school program, professional development activities, and resource allocations.	District and site walkthroughs
	District benchmark results
School Program Modifications	CST results
	CAHSEE results
Changes for English Learners	
Assessment data over the last several years has shown that there is a need to address English Learner student achievement primarily in the area of English. Some of the school programs that we have established include:	CELDT results
	EL Shadowing data
EL shadowing In conjunction with Californians Together, teachers participate in a three days workshop that includes following an English Learner to a few of their classes. The student is not told that they are being shadowed and while the teacher moves class to class with the student they are looking at the students' use of academic language and verbal participation in class. This experience provides our teachers with an insight to what the EL student experiences during their classes as well as how we might better assist our English Learner students to increase their verbal and written use of English during class instruction. Think-pair-shares, group presentations, and reflective journals are all instructional strategies that are being used more because of these shadowing experiences.	
ALD courses English Academic Language Development classes are designed to provide academic and language support for English Learners. This is a one-hour course is separate from the student's college preparatory English class. The	

purpose of the ALD class is to not only to provide students more time to grasp the college preparatory English curriculum, but to build vocabulary, improve reading comprehension, and writing skills.

New ELD curriculum using Edge
Previously our school was using the textbook from Highpoint as the English Language Development curriculum. Upon analysis of student data it was the found that the curriculum was not challenging enough for our students as they were not progressing from one level to the next with high frequency. Both the district and ELD teachers previewed several publisher series before choosing the Edge curriculum in 2011-2012 school year. Since it's adoption, our ELD achievement has slightly increased, however because this population is required to take the college preparatory grade level CST exams, their achievement has understandably been below non-ELD student achievement.

CAHSEE mentoring
Upon reviewing our English Language Learners CAHSEE data it appeared as though these students needed additional assistance in preparing for the CAHSEE exam. In 2009-2010 school year we established the 10th grade CAHSEE mentor program and due to its success we have since expanded the program and rely on teachers to volunteer to be mentors to our students to help them better prepare for the exam.

Changes for Special Education Students

Special Education Inclusion
Upon analysis of CST data it was apparent that our special education students were not getting the necessary information in their special education classes to be prepared for the standardized tests. It was the feeling of the teachers that any special education student that could succeed in the general education classrooms should be placed in the general education setting. In the 2010-2011 school year, the inclusion of special education students into the general education classes was implemented and within this three

year period, we have seen sporadic success. Issues of placement and the collaboration between general education teachers and special education case carriers has often been less than productive. After the first year, we found that students who did not qualify for the older RSP program were less likely to be successful in general education classes. However, students that qualified for RSP or who were on 504 plans have experienced more success in general education classes. It is clear that more specific procedures must be created to assist general education and special education case carriers so that they can better work together to ensure each student's academic success.

SUP Classes
For students with disabilities that do not qualify for RSP, additional supplemental courses were created to allow them more access to the general education curriculum. In English, the ELD Edge program materials were chosen and teachers in other core subject areas utilize materials from the general curriculum that are most appropriate for students who are not prepared for the regular college preparatory curriculum.

Learning Center
With the decision to include special education students within general education classes, it became apparent that in order to address the accommodations that would be necessary it was essential to establish a location for those students to go and receive additional support. The learning center is available throughout the school day with a special education teacher available each period to assist students with any accommodations necessary to complete their assignments. Students can also receive test assistance in the learning center as well.

Changes in English Programs

CAHSEE prep English classes
Upon analysis of student CAHSEE data it was apparent that those students who did not pass the exam after their tenth grade year could benefit from being enrolled in a class that is specifically geared to gaining the necessary skills to pass the test.

ERWC
Upon analysis of our junior EAP scores, it was clear that the number of our students prepared to meet the expectations of college English classes was not as high as we wanted. We were introduced to the Expository Reading and Writing Course through a district sponsored grant and adopted the course during the 2011 school year. The ERWC course is aligned to the California content standards and addresses expository critical reading and writing skills as its focus. The class is designed as an alternative twelfth-grade curriculum for students who have not yet demonstrated college readiness in English on the EAP test at the end of their junior year, or for students who are simply looking to refine their critical thinking, reading and composition skills before undertaking college-level coursework. Currently, our school is part of a study that is assessing the benefits of student enrolled in this class as compared to the regular senior English classes that are offered.

English 1 Interventions
Freshmen English interventions are designed to meet the needs of those students who have been identified as weak in basic literacy skills through SRI test results, and have a reading lexile at least two grade levels below the ninth grade. English 1 Intensive is a course that combines element of READ 180 with a college prep English 1P curriculum (A-G approved) to provide an intervention for students who are reading at the 8th grade level. English 1 intensive is 2-hour block. READ 180 is a basic literacy intervention class that is now only offered to special education students since the qualifying population from our feeder schools has significantly decreased.

Performance Tasks
In 2013-14 the English department has shifted from using multiple-choice benchmarks to critical thinking performance tasks. This change was driven by the shift to common core standards and the model for the current RHS performance tasks was directly taken from the released SBAC information available. These performance tasks require students to synthesize information from texts, use those texts as justification in written analytical and

argumentative essays.

<u>Changes in Math Programs</u>

CAHSEE prep math classes
Upon analysis of student CAHSEE data it was apparent that those students who did not pass the exam after their tenth grade year could benefit from being enrolled in a class that is specifically geared to gaining the necessary skills to pass the test. Data suggests that students who are enrolled in this intervention are far more likely to be proficient when retaking the CAHSEE exam than those students who are not enrolled in the class.

Integrated Math program
Upon analysis of the Algebra I student data, and the shift to common core standards it was the decision of the district to move our Algebra I students towards a more integrated method of learning math. Although this year has proven to be extremely challenging for teachers and students alike we feel that this style of teaching will better prepare our students for the SBAC. More collaborative group work and an increase in student verbalization are some of the benefits of the integrated math approach. However because the decision to adopt the program was done late in the summer of 2013, teachers will require additional training in approaching mathematical concepts using an integrated approach. Both student and parent survey results reveal severe apprehension about this adoption, however it is clear that in order to fully address the common core standards, all entry level math courses will be required to adopt an integrated approach.

<u>Professional Development</u>

Sheltered Instruction Observation Protocol (SIOP)
Upon analysis of several data sources it has been the RHS goal to try and not only improve all student achievement, but to specifically improve English Learner and special education student academic achievement. During the 2012-2013 school year the district dedicated funding to hire an instructional coach at every site within our district to train teachers in SIOP instructional strategies. Professional development and instructional strategies are disseminated

through SIOP Learning-Planning-Practice-Reflecting (LPPR) Cycles, executed by the RHS Instructional Coach. The Instructional Coach works with a SIOP Model Committee (SMC) team of 14 Model Teachers with representation from core, electives, and special education departments.

Resource Allocation

Instructional Coach

During the 2012-2013 school year the district dedicated funding to hire an instructional coach at every site within our district. RHS also has a teacher leader team of 4 Content Specialists and 11 Course Leads to regularly review curriculum. Content Specialists meet on a weekly basis. The instructional coach has been instrumental in introducing our teachers to new instructional strategies that is altering the way Rosemead students are learning.

Equipment for implementation of new instructional strategies

With the implementation of new strategies such as screen casting comes the need to purchase additional instructional equipment. Resources have been utilized to provide teachers with the necessary equipment to teach students in the most effective manner. Resources include projectors with speakers system throughout all classrooms, document cameras, as well as iPads and necessary applications to utilize the new equipment to better serve our students academically. The additional equipment has shown to be very effective tools for students based on teacher, student and parent survey results.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed

Findings

Rosemead High School provides continual feedback in regard to student progress. Teachers analyze data on a regular basis and report student progress through School Loop. Counselors in turn monitor student progress and communicate concerns with both students and parents through parent conferences, phone calls home, and email. Parents can request information at any time from both counselors and teachers and report that the majority of school site staff responds promptly to any request made.

Modifications to school programs is primarily based on a continual analysis of student data. Intervention programs and courses were developed based on a tangible need, and not simple intuition. Programs like special education inclusion have only had limited success, however it is indisputable that the need exists. The same logic can be applied to English Language Learners. Although our ELL population's academic achievement is still far below average, the interventions that we have created are a step in the right direction in regard to raising academic success. However with the additional rigor that common core will bring, these subgroup interventions will have to be scrutinized even further so that all RHS students have access to a rigorous standards based curriculum and are provided with instruction that will ensure academic success.

Rosemead acknowledges that more parental involvement opportunities need to be developed. Programs such as School Loop, Blackboard connect, Back to School Night, and Open House are all designed to solicit more parental involvement, but they are still not enough. For example, we solicited parents to take our school survey beginning a year ago and out of over 1800 students, only 125 parents actually took the survey. We have utilized our PTSA members in this process, but as of yet have not reached a level of parent involvement that we are satisfied with.

Professional development continues to be designed and planned around our action plans, however more on campus teacher collaboration has replaced off site workshops and conferences as the main source of professional development. Our Instructional coach has facilitated most of the current professional development and focused on SIOP strategies as the main topic.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

In order to help our Special Education population, RHS has used data to monitor the progress of our students with special needs. This has allowed us to develop the Learning Center and Study Skills classes as a way to help those Special Education students who have been mainstreamed into General Education core classes. While not perfect, our review of student assessment data is guiding our decision to develop a better means of communication between Special Education teachers and General Education teachers in order to provide a rigorous but appropriate education for students with IEPs. This will help those teachers assigned to the Learning Center better training in how to help students in varying subjects, and will also lead to better collaboration between Special Education teachers and General Education teachers create IEP appropriate curriculum. Since Common Core will ask all students to meet a high level of rigor, it is imperative that we work together to create a scaffolded curriculum that helps Special Education students succeed when taking our newly formed performance based assessments. By utilizing EADMS and School Loop, teachers can analyze and reflect upon units and make appropriate changes as necessary. Our administration and district has been working with our Special Education department at the district level to further assist in the development of curriculum for our mainstreamed students as well as those in SUP classes. Parents and students may use School Loop to monitor their own progress and to provide necessary feedback for the school. As we move forward, we look to use these various forms communication to monitor the progress of our Special Education students and to make appropriate accommodations to our instruction in order to better prepare them for school, district, state, and federal assessments.

Currently, our district, site, and core departments have made an ongoing commitment to helping our English Learners succeed. With the help of our Instructional Coach, teachers and administration have implemented and monitor SIOP strategies that are meant to prepare EL students for rigorous assessments. Site collaboration at the core course level and data collected during EL Shadowing observations, allow us to monitor how we prepare EL Students for their performance based assessments. Furthermore, Core Course Level meetings allow us to monitor student data on assessment and to collaborate on ways to adjust our curriculum to best suit the needs of English Learners. The creation of our ALD and English Intensive courses will help us support our ELL students build their language development and provide additional means of monitoring our assessments. Additionally, our CAHSEE Mentoring program and HOLA club have provided the means for teachers to interact personally with those students in the program who are designated ELL. School Loop and EADMS provide data that will guide department and site decisions, and keep administration in tune with the progress of our ELL students. Finally, School Loop and ELAC meetings will allow for parents to monitor and comment on the progress of their student needs. As we move to more rigorous Common Core standards, we will look to adapt our current programs so that ELL student needs are met, and so that they may be academically successful.

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

Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

Although Rosemead still utilizes the traditional forms of assessment to evaluate student progress we have recently been exploring other options that are more aligned to common cores. This year the core subject areas have spent time establishing new forms of assessment that more closely align to the new common core standards and that promotes higher order thinking.

Rosemead teachers use diverse methods of assessment through the implementation of SIOP strategies campus wide. New types of assessments include oral presentations, reflective writing, as well as pair share. We are also beginning to utilize more informal assessments to direct future class instruction and encouraging students to be more independent learners.

EADMS program provides one central location to obtain student data. The district has dedicated one Teacher on Special Assignment to assist with obtaining necessary data to more accurately analyze student achievement.

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

1. There is a need to assess the current method that teachers use to update student data within School Loop and establish a more consistent method to ensure student progress in updated in a more timely matter by all teachers

2. Establish protocols at site and district levels for retrieval and analysis of EADMS data, including staff training in best practices to retrieve data analysis from the program.

3. With new computer based testing coming with common core it will be important to dedicate time to adapt our site and district assessments to more closely reflect the SBAC style of testing.

4. Explore new standardized data assessments that could be implemented throughout the school year (not just at the beginning and end of the year) to ensure constant and accurate measurement of student achievement takes place.

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

E1.   School Culture Criterion
The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents.

Prompt: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.

Findings	Supporting Evidence
Although Rosemead High School uses a variety of strategies to encourage and support parental and community involvement we feel that more can be done so that parents are active partners in the teaching/learning process. Currently we have a core group of parents that is involved, however in general most parents are not involved in their child's daily academic experiences. It is the goal of RHS to solicit more parental and community involvement. Some of the ways we communicate with parents is through the Guidance office, which takes an active role involving parents through various Parent Workshops (Sophomore Counseling, A-G requirement information workshop, College information nights, etc). Additionally, workshops, meetings, newsletters, are provided in the main languages (Spanish, Chinese, and Vietnamese) spoken on campus. We try not to allow language barriers to become an obstacle in reaching out to our parents. RHS uses phone (i.e. Blackboard Connect), internet, and personal contact to communicate in native languages such as; English, Spanish, Vietnamese, Cantonese, and Mandarin. Sometimes students and staff serve as interpreters to accommodate all. Attendance at Back to School Night and Open House allow for informal interaction between parents and teachers, and traditionally RHS has a strong turnout for both of these events. We have also tried to bring community organizations on campus during these events to help develop a strong relationship between all stakeholders.	School Loop Blackboard Connect (home language) Progress Reports Phone calls Parent conferences IEPs Bilingual School personnel Sophomore counseling (school counselors) Parent workshops Extracurricular activities PREP Back to School Night and Open House

Our Workability Grant Program provides work experience throughout the community for students with special needs. This is extremely effective in strengthening the school's relationship with the community as well as helping our students transition into their role in the community after graduation. Individualized Education Plan (IEP) meetings are held throughout the year for special needs students and all meetings include: a general education teacher, the special education case carrier, a counselor, an administrator, and the school psychologist when necessary. These meetings are very productive and have helped many special needs students improve their academic skills. Parents are more aware of the goals that have been set for their child and are more willing to support the school because to this communication.

School Loop is a valuable means of communicating with both students and parents. Many teachers use it regularly to inform all parties of student's performance, and upcoming lessons or assessments. However, it is our goal to have all teachers utilize School Loop to its full potential and to get all parents and students more familiar with the program.

Through a grant with Rio Hondo College, RHS has established the PREP program to assist students with their academic needs. The program reaches out to parents of struggling students especially in order to provide tutoring, guidance and enrichment experiences for these students. We have found this program to be very popular with students and parents and we have actually been able to create an RHS swim team with PREP funding.

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Prompt: How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?

Findings	Supporting Evidence
Rosemead High School has a strong relationship with various community services, and takes full advantage of the resources that are provided by such organizations. They include college awareness and mentorship, award and accolade recognition, and counseling services for our students.	City of Rosemead Council meetings where student organizations and sports are often recognized. Rio Hondo Partnership (A-G

Community agencies are welcomed on campus. Groups like Upward Bound, Pacific Clinics, TRIO, PCC, Cal State LA, etc. are available resources for students through the career center.

RHS offers field trips to local museums and other community events throughout the year, however there is limited funding for transportation and substitutes which doesn't allow all students to participate in these experiences.

We also have cooperation from the Rosemead Branch Library for student support. Students can access the internet as well as similar online databases and can participate in SAT prep workshops.

The city of Rosemead leases the pool to the school for Swim Team, and PE courses. The recent renovation of the pool facility has also strengthened the bond between the city and RHS. Similarly, the partnership between the school and city in building an all weather track has encouraged more use and friendly relationships between the school and community members.

Rosemead Connections through the city of Rosemead Safety Center, is a collaborative effort with the Sheriff's department, School Administrators, Fire Department, local ministers, and parents, which meets monthly to discuss community safety efforts.

requirements, field trips, and priority registration)

Upward Bound (Pasadena City College)

TRIO college awareness

College counseling from PCC and Cal State LA (twice a week in the Career Center)

College Information Nights (held annually district wide)

Pacific Clinics – free or subsidized counseling for any students who qualify

Joan Elvidge - therapist provides free counseling services biweekly; Tuesdays and Fridays, position ended June 2013

Department of Rehabilitation (free Special Education services and counseling)

Regional Services (free Special Education services and counseling)

LA County Sheriffs (Temple City Sheriff) Explorers Program

VIDA Bootcamp – Temple City Sheriffs

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/ schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Findings	Supporting Evidence
Rosemead High School uses a variety of strategies to encourage parental and community involvement as they relate to academic standards and curricular/co-curricular programs. However, we find that more parental involvement is needed and that we as a school need to continue to create more opportunities for parental involvement in the future.	8th Grade Parent/Student Orientation/Pre-Registration at the feeder schools (individual counseling)
	Parent Walk-Throughs
One specific way that RHS solicits parental involvement is through the School Site Council, which meets monthly to discuss Title I school funding and to evaluate services. Parents, students, teachers, administrators and staff make up this committee.	School Loop class pages
	Registration packets
	Progress reports/Report cards
There is an open communication with School Loop alerts for parents, as well as mass calls on Black Board Connect and Alert Now to alert parents of any important dates, events, or changes at the school. We have found that these services have been very effective in communicating information to parents, as long as the parent actually receives the information. Additionally, our school marquee has been better utilized so that important information is constantly available to the public.	Blackboard Connect
	Content and Language objectives posted in every class
	SLOs posted
Yearly, the AVID coordinator, athletic director, Assistant Principals of Instruction, Student Services, and Activities, Guidance Counselors, and School Psychologist visit Muscatel and Gidley Middle Schools to familiarize future students about the programs and courses available to them at RHS.	Open House/Back to School Nights
	School Website
	School marquee
Our schoolwide learner outcomes are communicated in a variety of ways. The SLOs are posted on our school website, in classrooms, and in high traffic areas on campus. Teachers often refer student to SLOs through content and language objectives, which are used daily as part of our adoption of SIOP strategies.	

E2.   School Culture Criterion
The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

Findings	Supporting Evidence
Rosemead High School provides an adequately safe, clean, and orderly environment that nurtures learning. Students have access to bathrooms throughout campus and the maintenance staff works extremely hard to maintain all facilities at RHS.	Internet filters SRO/Campus Security Supervision
All Freshmen attend an Anti-Bullying seminar where awareness and outreach is lobbied to our students. Bullying is addressed immediately when reported. We also have a Bullying reporting form available at the front office.	School Dude (online building and technology maintenance request)
All students and parents required to read and sign the EMUHSD Internet Safety consent form on an annual basis.	Student/Staff Acceptable Use policy (internet) Remote Desktop
RHS network has firewalls and filters in place, which decreases access to unlawful sites and social networks. Anything that distracts the student from the learning process.	Bullying Policy Electronic Device policy
We also have an electronic device policy that inhibits students from using their personal devices during instruction time. However this policy is under review as many teachers want to allow students to use their personal devices as an academic resource during class. For example, many EL students rely on their phones for translation dictionaries and teachers feel that this is appropriate. Further policy decision are forthcoming.	Tardy sweeps
RHS School Dude is a web-based interface where teachers and staff can	

request maintenance and technology assistance; maintenance will fix things reported on School Dude and Sean Bannister, the IT at RHS aids the staff with any technology related incidents. This system allows the teacher to track their reported issue in a more effective manner than the older paper system.

Rosemead also houses an on-campus safety resource officer (SRO). This individual is responsible for maintaining campus safety and investigate any drug use or violence that may occur. We feel that the addition of this position has helped drastically reduce the number of drug incidents since students are well aware of the officer's presence on campus.

Precautions have been taken to ensure that students stay clear of the new building on the west end of campus during lunch. A white line, teamed with campus supervision, divides the quad from the "off limits" portion of campus, in efforts to keep the campus clean, while allowing for ample supervision during lunch. New policies in place that secure the school with one port of entry during lunch have also been implemented. All visitors must check-in in the front office. New gate locks have been applied. We feel that these additions have been positive for the school and have kept our campus safer and cleaner.

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Findings	Supporting Evidence
Rosemead High School promotes an atmosphere of caring, concerns, and high expectations for students that are conducive to learning. Traditionally we have enjoyed a healthy relationship between our staff and students. Teachers provide extra help, counsel students and attend student events to show their support and enthusiasm for our students. One of the most important changes at RHS over the past six years is our goal of raising academic expectations for our students. We have continued to be caring and supportive, but we also have raised our academic expectations, which has positively affected the school's API	Clubs and Organizations (30 clubs) "Why Try?" Program Renaissance Prep Program Progress Reports

and college readiness. We acknowledge that there is still room for improvement, however we feel that raising academic expectations for all has positively impacted RHS.

Academic "Detention"

Student of the Month

Our Renaissance program promotes academic success and citizenship by giving students incentives for achievement. These include special lunches and activities. However this program is not as strong as it has been in the past due to other programs such as PREP and HOLA's emergence on campus.

The PREP program is an afterschool, government funded, organization that provides free tutoring in core classes from 3-6pm. The program also provides field trip opportunities and specialized interest classes for students. PREP also provides snacks for students who attend tutoring and employees college age tutors to encourage student attendance. We are very grateful to have this program as it provides a vital support service to our students.

SIOP training is ongoing with an emphasis on certain teaching strategies. Cycle 6 encouraged Classroom Culture by fostering student's needs, and establishing a trusted relationship with such students. We feel that SIOP has been an integral part of raising our academic expectations because the strategies provided have helped teachers better differentiate their instruction so that all students can be academically successful. We have seen drastic improvements in our EL population's ability to verbally communicate in classes and have seen students become less reliant on the teacher for information through the "marking up the text" strategies presented during SIOP training.

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: To what degree is there evidence of an atmosphere of trust, respect, and professionalism?

Findings	Supporting Evidence
RHS creates an atmosphere of trust, respect and professionalism in a variety of ways. Many clubs on campus promote trust and respect, especially our Gay Straight Alliance club, which also provides open seminars and community outreach services. Our anti-bullying policy promotes cooperation between students, while classroom rules, IEP and 504 plans adhere to local, state, and federal mandates. The Gay Straight Alliance promotes a variety of open seminars as well as community	School and classroom rules IEP/504 Plans Student reporting to school personnel Trainings

outreach and service. Most of our student clubs promote trust and respect with many participating in community events such as walks against breast cancer and AIDS, as well as environmental events such as the "clean up the beach" activities.

There is collaboration for WASC, SIOP and in our departments for curriculum, which promotes peer engagement, trust and professionalism.

Presentations by administrators and counseling staff keeps the staff up to date on important information throughout the year during our late-start meetings. Similarly, the staff communicates regularly through email and is kept informed on a daily basis.

Teachers take the time to encourage a fun, healthy and welcoming class environment. Students are taught to respect the class culture while respecting each other. We even have posters displayed in classrooms that teach students how to academically and constructively interact through "Think Pair Share" and "Agreeing/Disagreeing" procedures.

School Psychologist/Guidance

Counselors

Teacher Collaborations (Departments)

Clubs

Athletics

Morning announcements

Renaissance

Scholarships

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

We believe that Rosemead High School continues to address and improve the school culture through various methods to ensure an atmosphere of trust, respect, and professionalism. Although we would like more parent involvement, we feel that this is an area where there has been improvement. More parents are registered with School Loop making communication easier and parents have been actively involved on campus through PTSA. Parent attendance at school events such as Back To School Night and Open House has improved.

Our administrative team has an open-door policy that encourages teachers to voice their concerns without hesitation. Administration provides support and guidance and has taken a partnership approach to both faculty and students that creates a team or family atmosphere on campus.

The Anti Bullying policy we have on campus that all students are required to read and sign with their parent or guardian ensures that students are aware of the consequences of bullying. We hope to ensure that students respect all cultural and ethnic backgrounds that our students encompass, as well as gender and sexual orientation choices. We have several student groups that promote trust, respect, and cooperation among people which we believe contributes to the safe environment at RHS.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings

The major area of this criterion that impacts our identified critical learner needs is in the area of raising our academic expectations and soliciting more parental involvement in regard to student achievement. The introduction of SIOP has significantly impacted our English Learners and Special Education populations. We believe that SIOP strategies have helped to engage our Hispanic population more during class, which has in turn raised their academic achievement and given our EL and spec. ed. students more academic opportunities to be successful.

Having more student interaction in class has also created a more caring and trusting environment for our students and promoted a team atmosphere that brings students together instead of pitting them against each other. Our community resources have also helped provide a safe environment on campus as well as parental support of school policies and participation in school events.

Although we have enjoyed some academic improvement over the past six years, we understand that more improvement is needed in the future and that we must be diligent trying to involve parents in the school's programs and events, as well as provide a safe, clean and trusting environment at RHS.

E3 & E4. Student Support Criteria
All students receive appropriate support along with an individualized learning plan to help ensure academic success. Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Findings	Supporting Evidence
Rosemead High School provides various services to support students' health, career, and personal counseling and academic assistance.	Health Office
	Career Center
We utilize all services available and connect students with appropriate services depending on their needs. However with the current budgetary constraints over the past few years, the availability of some services has been limited. For example, there is not always a nurse available on campus, and the career center coordinator is only on campus a few days a week because we share him with another school.	Community Agencies (APFC, Foothill, Pacific)
	Regional Center/Social Security/Dept. of Rehab
	PREP
Wyatt Bernthal, our Career Center Coordinator does an exceptional job with our students. He discusses the UC/CSU/CC/Private school application process, CAL Grant verification forms and FAFSA. The DREAM application as well. The Career Center provides college and career oriented field trips and we often have counselors available from Rio Hondo Community College and Pasadena Community College available on campus.	Psych/Guidance Counselor
	IEP's
	8th Grade Orientation
	Registration manual (A-G requirements)
The RHS counseling staff individually meets with students every year to maintain their individualized learning plan beginning in the spring of their eighth grade year. Students can also meet with their counselor throughout the year if they need more support or guidance. Counselors often monitor their students' achievement and intervene whenever they believe a student is in danger of academic failure or needs particular support.	Individual registration
	School Loop
	TRS/ARMs (student database that teachers can monitor)
	TES (transcript evaluation

services)

Sophomore counseling

Open door counseling

Six Week progress reporting

Community resources such as Pacific Clinics are available to RHS students and our school psychologist in conjunction with counselors, health staff, etc. work together to make sure students receive the support they need.

The PREP program provides academic support after school for students and also provides free snacks to help students maintain good health.

Rosemead High School's guidance office and counselor's have an 'Open Door Policy' for students to continually address A-G and graduation requirements. Many teachers at Rosemead High School also encourage students to visit their classrooms before school, during lunch, and after school to address any and all questions pertaining to their academics. Moreover, many teachers utilize school loop for students to consistently monitor their academic progress.

Sophomore counseling is mandatory and serves as a way to communicate with parents directly about their son or daughter's academic plan.

Additional Online Instruction Prompts: Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

Findings	Supporting Evidence
Currently Rosemead High School does not have online instruction and therefore does not need the support services for the online instruction component.	

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Findings	Supporting Evidence
Rosemead High School emphasizes academic standards and school wide learner outcomes through various support services. We believe that RHS does an adequate job of allocating resources, but we also believe that there could be more resources available. Many students may not receive the support they need due to lack of available personnel. For example, RHS lost one counselor last year to budget cuts, will only have an on-campus nurse once or twice a week and our Career Center Coordinator is shared with another district campus. Our dedicated SRO has been an excellent resource for student support as has our school psychologist who is very involved with not only our special education population, but the general school population as well.	Career Center Community Agencies (APFC, Pacific, Pacific) Regional Center/Social Security/Dept. of Rehab School Psychologist Guidance Counselor Speech Pathologist
Teachers monitor and refer students who are at risk and have been trained in identifying those needs. Clubs have been formed that address community issues such as bullying, recycling, etc. within groups such as Gay Straight Alliance, Ecology Club and Helping Hands. Counselors and the Assistant Principal of Student Services are very organized in getting students appropriate help. Parent conferences are arranged for behavioral and academic concerns so that parents are aware of their child's progress and can assist the school in improving either behavior or academic achievement.	ELD courses Adaptive Physical Education IEPs/504 plans School Nurse
Our TRS program allows us to document student behavior so that teachers and counselors can refer students to the appropriate services. Our Student Learner Outcomes address how our academic standards are being used; Academic Achievers can utilize learning skills, tools, and strategies to achieve academic goals. Proficient technology users can demonstrate technology competency.	
Posted language and content objectives promotes effective communication between students and teachers while more emphasis on verbal communication in class promotes responsibility and academic achievement.	

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options, which allow access to and progress in the rigorous standards-based curriculum.

Findings	Supporting Evidence
Rosemead High School's leadership and staff continue to provide numerous and various strategies to personalize learning for all students with vast areas of need. Our adoption of SIOP has drastically increased more verbalization in class as well as promoted cooperative learning where students become less dependent on the instruction and become more independent learners. Marking up the text strategies have helped facilitate independence so that students are engaged more. There has been an increase in the use of Powerpoint and other presentation software that has raised student engagement and many teachers utilize one on one student conferences to personalize the learning process. However because of the broad range of student basic skill levels, RHS continues to struggle with the apparent achievement gap between our Asian and Hispanic populations. We have enjoyed improvement by both groups, however the gap between them still remains. We continue to explore ways to close this gap with programs such as Why Try?, HOLA, and CASHSEE mentoring.	PREP tutoring Academic detention (ICE) Online screen casting for academic support SIOP Academic Language Development Classes HOLA program Common Core instruction strategies CAHSEE mentoring Why Try? Freshman orientation English Language Development classes READ 180 classes Study Skills classes
Our English Language Development courses are designed to help English learners access the general school curriculum quickly and effectively. However, helping students acquire the English skills necessary has proven difficult considering the fact that we have a large number of students who come to us speaking no English or have extremely limited English skills. RHS has worked hard to continue to challenge these students and provide some support in their home language, however this population of students is at a distinct disadvantage, yet we continue to work to improve their academic skills and provide them as much support as possible.	
Our Academic Language Development courses further support both EL and special education students to have access to our rigorous standards based curriculum. These courses however, are only available in	

conjunction with a student's English class and do not provide specific support in other subject areas due to limited funding and hours in the school day.

The PREP program offers students help with their homework across the curriculum. They also offer a free nine-week SAT prep courses to all students as well as special interest courses throughout the year.

Home schooling, summer school, independent study, ROP, and continuation school are alternative programs that support academic achievement for all students.

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
Currently Rosemead High School does not have online instruction at this time.	

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

Findings	Supporting Evidence
Rosemead High School's leadership and staff ensure that the support services and related activities have a direct relationship to student involvement and learning.	SST Prep Tutoring Weekly Grade Checks
Students who are academically underperforming are referred to after school Prep tutoring and individualized teacher tutoring by the staff. Teachers also update grades on School Loop and send progress reports home, which update parents on their child's progress. In addition, the guidance office and counselors provide weekly grade checks for	ASB Eligibility requirements (Athletics and clubs)

students.

Students who continuously and consistently struggle are provided with an Student Support Team (SST), where the team determines appropriate action/interventions in order to assist the student. Based on the team's findings, the school psychologist may also assess the student for learning disabilities, which may result in eligibility for placement in to a special education program. ELD, ALD and CAHSEE Prep classes are available for struggling students.

Renaissance

Progress Reports

Academic detention

IEP's

Blackboard Connect

Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
Currently Rosemead High School does not have online instruction.	

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?

Findings	Supporting Evidence
Taking student needs and an evaluation of student demographic, within the last 3 years, Rosemead High School has made an effort to have equal access to all students in our Advanced Placement and Accelerated/Honors classes. Furthermore, counselors establish priority registration for Special Education and ELD students, ensuring they are placed in the proper classes. Also, students are provided an array of extra curricular options including; Athletics, Band, Drama, Academic Decathalon, Choir, Restaurant Management Academy, Building Construction, etc; counselors then build the student's schedule around these classes.	Open enrollment for AP and Honors classes Teacher recommendations for accelerated and AP classes Online concurrent education Extra curricular classes

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?

Findings	Supporting Evidence
School leadership; administration, counselors, and teachers, make an effort to link curricular and co-curricular activities for all students in relation to academic standards and expected learning results. There have been several new clubs that have been created that are linked to curricular activities. Our Ecology club is instrumental in keeping students aware of environmental concerns taught in Science classes, while clubs such as Key Club and FBLA promote responsible citizenship and community service promoted in all RHS classes. Our Athletic teams support respect and fair play while promoting good health habits that are taught in our health and physical education classes. Student government (ASB) promotes responsible and active citizenship, effective communication and cooperation between students that is promoted and taught in all RHS classes. Although there are many opportunities for students to participate in curricular and co-curricular activities, we feel that there needs to be more improvement. Many students do not take advantage of these opportunities which is why the integration of SIOP strategies have at the very least improved the direct link of curricular activities to the academic standards and schoolwide learner outcomes.	Student Clubs Athletics ASB PREP

Additional Online Instruction Prompt: Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.

Findings	Supporting Evidence
Currently Rosemead High School does not have online instruction.	

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings	Supporting Evidence
The RHS activities office is responsible for evaluating the level of student involvement in co-curricular activities and the Assistant Principal of Instruction is responsible for evaluating the level of student involvement in curricular activities. The Assistant Principal of Student Services is responsible for evaluating the student use of support services through the guidance office and career center. We believe that each of these departments has done an adequate job in reporting to the staff, parents, students, and community in regard to student involvement however we believe that all departments could do a better job promoting more student involvement. In other words, we are aware of how many students are participating, but there is less emphasis on improving student participation. Rosemead High School currently has nine faculty members who coach a sport and all club advisors are teachers on campus, which is an effective practice for evaluating student involvement. Morning announcements during second period are also utilized to promote afternoon games, sports, and club activities. Club advisors and coaches also promote through posters on campus, flyers, club rush, at back to school night and open house, and fundraisers.	SPPA Athletic period Sophomore counseling Career Center Learning Center Library Band class ASB Leadership course AVID PREP Choir English Intensive Labs Accelerated Courses AP exams District wide benchmark exams (English, math, science, social science) All-Club Food Sale Administration Walkthroughs

Additional Online Instruction Prompt: 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
Currently Rosemead High School does not have online instruction.	

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

Findings	Supporting Evidence
Students have expressed concern about the support services available to them in regard to their interaction with counselors. Many believe it is difficult to see their counselors as often as they would like, however almost all students report that when they do see their counselor, the interaction is positive and supporting. Many students have praise for the career center and the PREP program citing both as vital academic support services.	ASB Special Education (paraprofessionals) Athletics Extra curricular
Students believe that RHS provides an adequate amount of opportunities for them to be involved. Students comments that there's something for everyone at Rosemead High School and if you don't know what you want to do, teachers, counselors, and coaches are here to help them make that decision.	Annual student survey Counseling services Academic guidance School psychologist
Our House of Representatives group meets once a month in an effort to keep all classes informed as well as provide them with a forum to bring up their own ideas or comment about school issues. Students report that they find out about school events and activities through their class representative's report after the meeting. However many students report that not all teachers send a representative to the meeting, therefore some miss out on this information frequently.	Speech Therapist Career Center ROTC Programs

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings

RHS provides personalized support for our students through our guidance office, school psychologist, faculty, and community resources. We believe that there should be more opportunities for personalized support for students, however we acknowledge that many services are limited due to budgetary constraints. Losing a full time counselor last year has raised the student to counselor ratio thus making personalized support more difficult. We will continue to look for alternative ways to provide personalized support in the future.

We believe that there are direct connections between academic standards and schoolwide learner outcomes and the resources provided by student support services. The guidance office monitors student achievement and intervenes in both behavioral and academic situations. Counselors work with teachers to provide support as well as communicate with parents about their child's progress. Parent conferences are set up as well as referrals to the school psychologist or community resources. We believe that the RHS staff is dedicated and committed to student success and that we have improved our interaction and support of RHS student success.

The RHS faculty's acceptance and implementation of SIOP strategies have direct helped support our student's academic achievement overall. More students are actively engaged in class and are working towards being more independent learners. Students are communicating more with each other and their teachers making classes more interesting and engaging. Students are becoming more responsible in regard to their own education and are more informed about their progress through the faculty's use of School Loop. However, we acknowledge that there needs to be more uniform use of School Loop by teachers so that students are aware of their academic progress and student support services can be utilized more efficiently.

ASB: Provides leadership opportunities for students in office who provide the student body with a comprehensive and wide array of activities and many of our campus clubs and athletic programs promote specific course content issues such as recycling, acceptance of others, teamwork, and the value of good health and community service.

We are extremely proud of the newly designed career center which enables students to utilize many resources that can support their academic and career aspirations. College advisors, field trips, and research equipment are provided for all RHS students. The Career Guidance Coordinator visits classrooms personally to communicate the services available to students so that everyone is aware.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

<div style="background:#d9d9d9;">

Findings

</div>

Specialized Academic Instruction is provided for special education students that include numerous opportunities and services, such as full- or partial access to the general education curriculum, study skills class that provides college and career awareness, adaptive physical education, speech & language services, and emotional counseling that address physical, cognitive, social, and emotional needs. Special education case-carriers work with teachers, counselors, parents, and the school psychologist to provide as much support as possible. However we feel that although these services are provided, we are still experiencing a great deal of failure within this population. We are hopefully that the newly adopted Common Core State Standards will assess our special education students more fairly than the previous standardized multiple choice based state exams have.

English Language Learners are provided with numerous opportunities and support services to address their language deficiencies and other needs, such as English Intensive Lab, English Language Development class and Academic Language Development. We believe that this population has benefitted the most from the introduction of SIOP strategies schoolwide. More collaborative work as well as increased verbalization during class have not only improved academic achievement, but has promoted more confidence and academic independence from this subgroup of students.

Gifted and high achieving students are provided with various support services to address their critical learner needs and preparedness for higher learning. Like our ELD population, this group has benefitted from more collaboration and verbalization in class which allows them to extend their knowledge at a higher level. We believe that our open access policy to all advanced placement courses has encouraged more students to participate in a more rigorous curriculum, thus encouraging higher achievement. We have seen a marked increase in Hispanic student enrollment in AP courses over the past six year and although the majority of our AP students are Asian, programs such as AVID, HOLA, and Why Try? are aimed at encouraging more Hispanic participation.

WASC Category E.
School Culture and Support for Student Personal and Academic Growth

Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category**.**

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

Academic interventions for students at RHS have proven successful based on CST and CAHSEE score improvement. The use of SIOP strategies has been instrumental in helping teachers provide meaningful learning experiences for students.

Support services at RHS are ongoing and provide personalized attention for every student.

RHS promote a healthy and safe learning environment through clubs and activities that directly connect to learning standards and the schoolwide learner outcomes.

RHS teachers genuinely care our students and their physical, emotional, and social needs. Teachers provide support not only during class, but the vast majority make themselves available outside of class as well.

RHS teachers actively participate in extracurricular activities (Halloween, attend sporting events, concerts and plays) and serve as club advisers and coach athletic teams.

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

1. We believe there needs to be better communication between general education and special education teachers so that this population can be better supported. Distinct protocols needs to be developed to ensure that all students are receiving the same support.

2. We believe RHS needs more elective courses that cover a broader range of student interest. Currently we only offer art, ceramics, graphic arts, piano, physical education, accounting and personal finance as optional courses and believe a wider variety of classes should be explored.

3. We believe that RHS must continue to improve our communication with parents so that they are active members of students' academic and social lives. Although we have enjoyed some improvement in regard to parental involvement, we believe that there still needs to be more improvement in this area.

4. We believe RHS needs more extracurricular activities as well. These might foster more school spirit as well as a greater sense of community on campus.

Chapter 5

Schoolwide Action Plan

Sincerity Honor Tolerance Service

Photographs courtesy of the Pantherama yearbook staff

CHAPTER V

Action Plans

Following the March 2008 visit, the Action Plans were revised annually to reflect the committee's critical areas for follow-up and any changes that we experience through the preceding year. The revised plans are always shared with all stakeholders, who must be involved in the implementation, evaluation and revision of all components of the Action Plans for it to be successful. However, the responsibility for ongoing monitoring and evaluation has always been, and will continue to fall to the Action Plan Council (APC). The APC membership will include members of each of the Focus Groups as well as the Principal and Assistant Principal of Instruction. The APC will collaborate with other groups and individuals to facilitate the involvement of all stakeholders. Such groups will continue to include the school's Curriculum Committee, Site Council, PTSA Board, and Associated Student Body; individuals also include subject area specialists and support staff.

Since the action plans will continue to be evaluated annually the plans are set to address one year at a time. The Action Plan Council members will monitor progress in achieving the Action Plan goals through the observation and analysis of student work and instructional practices, the analysis and evaluation of aggregated and disaggregated school, district, state and national test data, and the administration and analysis of survey results. This work will be ongoing and periodic, in some instances by taking annual samples, and in other cases by monthly, weekly or even daily observations. The APC will continue to meet monthly to compile, analyze and evaluate data.

All human, financial and physical resources of both school and district will be used to implement the Action Plans. Funding will be drawn from a variety of sources such as the General Fund, the Instructional Materials Fund, grants, and Title I. Conference and workshop attendance will be based on relevance to the achievement of the Action Plan goals and the school's SLOs.

Stakeholders will be kept informed of progress in reaching goals, results of data analysis and evaluation, and the need for reassessment and revision through a variety of means including monthly meetings, Back-to-School Night and Open House, periodic mailings, and the district newsletter. Successes will be celebrated and new and continuing areas for growth will be identified. Input from all stakeholders will be encouraged and valued. Each year, the APC will present a revised and updated Action Plan to all stakeholders, who will be given the means and opportunity to comment and offer suggestions, according to the following schedule: