



ROSEMEAD

Home of the Panthers



HIGH SCHOOL

WASC

Self-Study Report

**9063 E. Mission Dr
Rosemead, Ca. 91770**

**El Monte Union High School
District**

March 22-25, 2020

2018 Edition (2019-2020) SY Visits

ROSEMEAD HIGH SCHOOL

9063





ROSEMEAD

Home of the Panthers

HIGH SCHOOL



RHS Vision and Mission Statements

The **VISION** of Rosemead High School is to empower and nurture all students and staff to be responsible, resilient, respectful, and creative individuals who are prepared to achieve their full potential.

It is the **MISSION** of Rosemead High School to create a community that empowers and nurtures ALL students by providing equitable support for academic and socio-emotional learning; therefore, graduates of RHS will be responsible, resilient, respectful, and resourceful individuals who are prepared to achieve their college and career goals in our global society.



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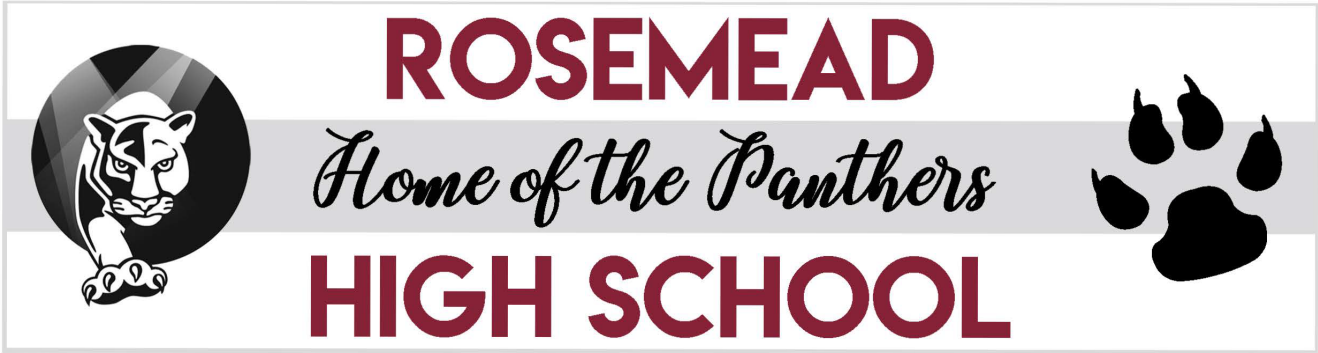
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Preface



Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.
3. The analysis of data about students and student achievement.
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE 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.

1. Involvement and Collaboration of Stakeholders

After our 2014 WASC visit, our previous WASC co-chairs handed responsibility of our Three Year Mid-Cycle Progress Report and all future reports to a new pair of co-chairs. Along with our administration, the co-chairs formed a new team of Focus On Learning group leaders to help compile evidence for the Three Year Mid-Cycle and full term WASC Self-Study. The co-chairs also consulted with administration and the Curriculum Committee to review data and plan site initiatives. The Curriculum Committee, made up of Department Chairs and other site leaders, was renamed the Site Leadership Team during the 2018-19 school year and became an integral part of conveying information to and from their respective departments and programs. In addition, our Site Leadership Team (SLT) was expanded further to include an additional meeting in the same month with a new committee, Site Leadership Team + (SLT+), that now includes classified member, student and parent representation. During these meetings it provides an additional avenue for all stakeholders to have a part in assessing and evaluating what direction our school should go to ensure all students receive needed resources to succeed. As such, our self-study is the result of a continuous review of student progress based on state, district, and site data. While assessment data proves useful in gauging student progress, we also turned to surveys of parents, students, and staff to gain a full picture of our areas of strength and areas of growth.

During the 2017 Three Year Mid-Cycle Progress Report, we realized that our Action Plan needed to be revised to meet the challenges that arose from the introduction of new state assessments, such as the California Science Test (CAST) and the English Language Proficiency Assessments of California (ELPAC). After the Three Year Mid-Cycle Progress Report, we began to prepare our Self-Study Report in closer alignment with our Single Plan for Student Achievement (SPSA), our RHS AVID Site Team Plan, and our District Local Control and Accountability Plan (LCAP). Input from stakeholders outside of the official WASC leadership team were consulted and involved in the creation of this

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Self-Study. Our administration often took the lead through their involvement with the School Site Council, AVID Site Team, and District Administration, as well as through various meetings with teachers, parents, and students.

During the 2018-19 school year, we began meeting in FOL groups to explicitly address the indicators and prompts of Task 3 of the report. During this process, we realized that we needed to revise our Vision and Mission Statements. Through formal and informal meetings with parents, staff, and students, the principal shared information with the WASC co-chairs, who drafted and refined our new Vision and Mission Statements, which then created the need for new Schoolwide Learner Outcomes (SLOs). Again, all stakeholders were consulted during schoolwide and department meetings, parent meetings, and through conversations with the principal. In December 2018, one of our co-chairs moved to a new position at the district office. Our remaining chair continued to lead the self study thanks to our well-established collaborative process. As we completed the process, it became very clear that this Self-Study has become the product of many people working towards one vision: to create a community that empowers and nurtures ALL students by providing equitable support for academic and socio-emotional learning.

2. Schoolwide Learner Outcomes (SLOs)

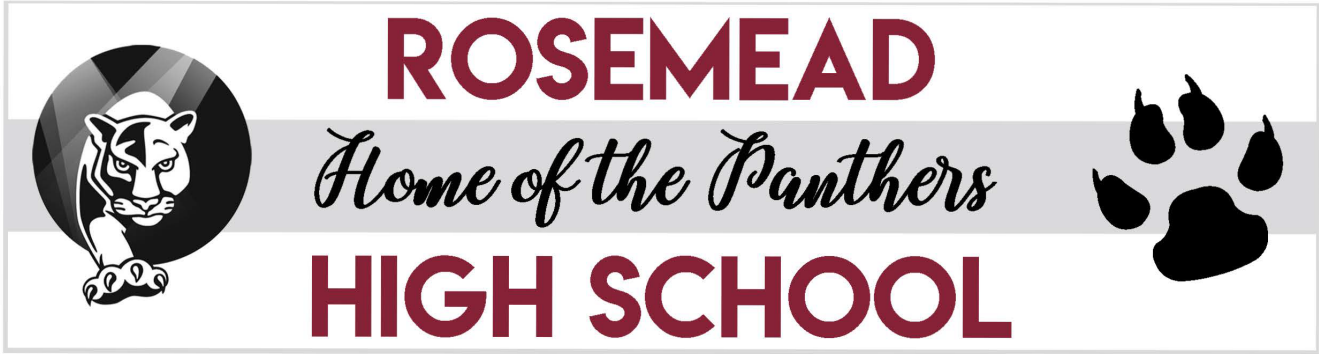
As we just mentioned, we have created new SLOs to better reflect our new Vision and Mission Statements. As we complete this Self-Study, we will discuss how we can measure the new SLOs based on the expectations that our students will be "Responsible for their actions, Resilient when facing challenges as they pursue their college and career goals, Respectful of all members of our global society, and Resourceful problem solvers who creatively apply critical thinking skills." The SLOs, which can be referred to as the 4 Rs, will guide our efforts moving forward.

3. Analysis of Data and Assessment of School Programs

As mentioned earlier, we are a campus that is used to analyzing data and using our collaborative culture to assess our school programs. Throughout the Self-Study, you will find data that has guided us in creating alignment among our various programs.

4. Action Plan: Alignment, Implementations, and Monitoring

The current RHS Action Plan reflects our commitment to refinement. While we found the need to rewrite our Vision and Mission Statements, which led to new SLOs, our primary commitments are still tied to addressing the achievement gap, supporting our English Learner and Special Education populations, maintaining rigorous and standards-based curriculum, and continuing to engage all stakeholders in the development of school programs. As we move forward, our Site Leadership Team (SLT), as well as our Site Leadership Team + (SLT+), will continue to play a central role in maintaining a unified vision among our various school programs.



Chapter 1: Progress Report



Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.
- Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

I. Significant Developments

Rosemead High School has had several significant developments since our last WASC visit.

Most notably, our principal, who was in his first year during our last visit, is the longest serving member of the administrative team. Our current Assistant Principal of Instruction (API) joined us at the start of the 2015-2016 School year. Our current Assistant Principal of Student Services (APSS) joined our team during the first semester of the 2017-2018 school year. Finally, our current Assistant Principal of Student Activities (APSA) joined us in October of 2019, replacing our previous APSA who himself joined our admin team during the 2015-16 school year. Additionally, our WASC co-chair, and Instructional Coach, left our campus during the 2018-19 school year to become the district Online Learning TOSA and AVID Director. Our principal, department chairs, FOL group leaders, and remaining WASC chair have worked with the new Admin Team members to help them integrate into the Panther Way. At the suggestion of our principal, the Curriculum Committee, made up of department chairs and representatives of other important school programs (such as AVID, Student Support and our Parent Center), has become the Site Leadership Team (SLT). The SLT now holds meetings twice a month, with one of those meetings involving members of our parent, student, and classified communities. This new committee will help us maintain our traditions as we change to meet the needs of the present and future, and will provide a voice and platform for ALL RHS stakeholders to meet and discuss important issues.

The Local Control Accountability Plan (LCAP) has changed how our school programs are funded. Due to state mandates and district control, we have learned to become more collaborative with the various entities that control our budget, while still maintaining our identity as a school. Some initiatives that began at the district level but which are being developed with input from our teachers are the 1:1 Chromebook Initiative, the Multi-Tiered System of Supports (MTSS) known locally as RHS CARES, and a greater attention to developing students speaking and listening skills.

Another significant change has been the CAASPP test and the implementation of the Common Core State Standards (CCSS), which replaced the STAR test that had evaluated student progress in the California State Standards. Our core departments (English, Math, Social Science, and Science) have made significant changes to instruction and curriculum to meet this change. Furthermore, our Science department has adjusted to the new Next Generation Science

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Standards (NGSS), and the CAST test, which gauges student progress in meeting the new science standards.

Our significant EL population has been challenged with the new English Language Proficiency Assessments for California (ELPAC), which replaced the previous CELDT test. In order to help our students meet their language proficiency reclassification goals, we hired an English Learner Teacher on Special Assignment (EL TOSA). Our EL TOSA has helped guide our teachers in using effective instructional strategies to best meet the needs of our EL students. The EL TOSA works in conjunction with our Instructional Coach (IC), who also serves as our Teacher Technology Leader (TTL), to plan professional development opportunities (PD) that will help disseminate effective instructional strategies to teachers. These PD opportunities are designed to meet our district and site initiatives.

Our classroom curriculum has also changed. Our math department is now utilizing integrated math (IM) curriculum, in an attempt to support our students, who have historically struggled with numeracy skills. Another curriculum change is our adoption of the Instruct, Check, Act, Next (ICAN) model, which seeks to use formative assessments to better gauge student mastery of the content standards. While both of these initiatives originated at the district level, RHS teachers will meet within their departments to collaborate and design the best methods of achieving these goals on our campus.

Another significant change has been our approach to our articulation of our Multi-Tiered Systems of Support (MTSS). Beginning in the fall of 2018 the El Monte Union High School District entered site administrators, as well as counselors, into training for MTSS review of MTSS processes with the Los Angeles County Office of Education (LACOE). By the end of January 2019 Rosemead High School conducted its first MTSS systematic review by creating an MTSS Review Team that consists of teachers, counselors, administrators, and classified support staff. This allowed us to review the systems of support and identify systemic gaps and strengths at RHS. By the end of the 2018-19 school year several surveys were given (Youth Truth, California Healthy Kids Survey, and an internal/site specific survey-PULSE), after which, the results were discussed and analyzed. By the end of the 2018-19 school year it was evident that Rosemead High School needed to build its base of ensuring parents, community, students and staff felt welcomed, loved and supported. This led to one of the major themes of the 2019-20 school year "All who enter Rosemead High School will feel welcomed, loved and supported." Additionally, the results of the conversations and surveys showed that Rosemead's population preferred a "home grown" term and not a generic, sterile industrial type term such as "MTSS." Therefore, RHS CARES was coined. As we move forward, we anticipate using schoolwide and department late start meetings to hold discussions that will allow us to refine our practices and work out difficulties as they arise so that RHS CARES becomes a program that the entire school has developed. When the MTSS Review team met again in December of 2019, we found progress in articulating MTSS and recommitted ourselves to fully supporting our students through greater investigations into, among other things, our instruction. Our Instructional Coach and EL TOSA will help keep us up to date with effective instructional strategies.

Another significant development is the finalization of our Career Technology Education (CTE)

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pathways. CTE Pathways allow our students to prepare for their career goals while still enrolled in high school. Currently we have four CTE Pathways: Graphic Design, Systems Programming, Food Services and Hospitality, and Business and Finance. We are currently developing our Stagecraft Technology Pathway. Through our partnerships with Rio Hondo Community College, students are able to take advantage of a Dual-Enrollment program, that allows them to earn college and high school credit, simultaneously.

Finally, our self-study helped us realize that we needed to update our Vision Statement to align with our district's vision statement, as well as our School Site Council and AVID Site Team goals. As we did so, we revised our Mission Statement and Schoolwide Learner Outcomes, so that they are aligned with the new Vision Statement. The revision process is discussed more fully throughout the Self-Study. Our aim is to create a unified purpose among RHS's various programs.

The implementation and effect of these changes will be discussed throughout this Self-Study.

I.A Schoolwide Growth Areas for Continuous Improvement from 2014 WASC Visit

As a result of the 2008-2014 self-study process and visit, RHS established five Critical Areas for Follow-up, based on the visiting committee's recommendation. These items included:

1. Increase critical-thinking opportunities and student-centered teaching through Common Core implementation.
2. Evaluate the time available for professional development and collaboration.
3. Create opportunities for authentic parent and community involvement.
4. Utilize formative assessments to modify curriculum and instruction for increased student learning.
5. Maximize the use of available funds for advancing the action plan.

RHS has addressed these items in the following ways:

I.A.1 Critical Area 1: Increase critical-thinking opportunities and student-centered teaching through Common Core implementation.

To promote critical-thinking, all teachers have been given opportunities to collaborate with others within their department regarding student progress in meeting the Common Core standards for ELA and Math. These meetings, often course or grade level specific, allow for colleagues to share successes and difficulties experienced while developing and refining course units so that students can demonstrate mastery of the appropriate content standards. Teachers then can analyze data and determine how assessments and instructional strategies might be strengthened to give students more opportunities to achieve mastery of the Common Core Standards. In the core departments, teachers meet to discuss student progress and to develop formative assessments that will help guide our instruction. Teachers develop plans and share strategies to ensure that all students learn. Summative assessments are also created. These collaborations

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have allowed for the creation of a department essay rubric in English, changes to curriculum that have seen 5 years of growth within Math, alignment of curriculum to the Next Generation Science Standards (NGSS), and readers that help students meet the ELA content standards with appropriate accommodations in Special Education Supplemental (SUP) classes. In addition to course level meetings, each department has also worked to create a unifying vision so that courses can become more complementary and vertically aligned. Further, many departments have begun to utilize rubrics that help guide students towards mastery of the skills needed for their various subjects and to become more critical thinkers. Finally, many classes have transitioned to the use of projects, essays, or document-based questions (DBQs) and data-based questions to prepare students for the Performance Task sections of the CAASPP and California Science Test (CAST) and to develop critical thinking skills. These assessments give students more opportunities to formulate their own approaches to addressing increasingly complex prompts.

Furthermore, since 2014, RHS has had an Instructional Coach TOSA on campus, who has provided all departments with professional development workshops, which included training teachers in the Sheltered Instruction Observation Protocol (SIOP) and other Common Core appropriate instructional strategies. These strategies allow students to collaborate and practice speaking, listening, reading, writing, and critical thinking daily. For example, the Think-Write-Pair-Share strategy has helped teachers move from teacher centered lecture lessons to student-centered discussion lessons. While the original Instructional Coach has left RHS for a position in the District Office, our newly appointed Instructional Coach will continue to monitor and refine our use of learning strategies to give students opportunities to meaningfully engage with teachers and peers. Given our move to providing Chromebooks to all students per our district's 1:1 Learning Initiative, our Instructional Coach will guide us by providing professional development (PD) in the best practices for using technology in the classroom. Similarly, our site listening and speaking initiative encourages teachers to create opportunities for students to verbalize their understanding of academic content, and the Instructional Coach, along with our EL TOSA, will play a critical role in introducing effective instructional strategies to teachers so that students may engage in critical thinking.

RHS excels in creating opportunities for students to use technology to improve their critical thinking skills and meet the Common Core Standards. Prior to implementation of the 1:1 Learning Initiative, teachers began using the Google Suite (Google Docs, Slides, Sheets, Forms, and Classroom) as a classroom resource, which has allowed many teachers to begin exploring how students can use technology to conduct research, create multimedia presentations, and develop other independent assignments that allow students to utilize 21st-century skills. Starting 2014, RHS added seventeen Chromebook carts and additional computer labs, allowing teachers of all disciplines to provide students access to the Internet and multimedia tools to complete innovative and challenging projects. With the recent move to 1:1 Chromebook access, we face new challenges in finding how best to use technology as a tool in the classroom to augment student learning. Currently, teachers have been encouraged to use the Alludo platform to receive professional development in technology based educational strategies that promote critical

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thinking. Using technology in the classroom effectively is essential to ensure teachers and students enhance learning in the most effective way. Our district, as well as our site, has adopted the SAMR framework that helps educators infuse technology into class instruction that will transform learning experiences resulting in higher levels of achievement for students instead of simply substituting the paper and pencil with a chromebook. Throughout this process, our Instructional Coaches and Technology Teacher Leaders (TTL), past and present, have been very helpful. They have learned the systems and programs, evaluated them, and led professional development training sessions to introduce teachers and staff to technology that may improve our instruction. Their guidance has helped us become more comfortable with technology as an instructional tool in the classroom, which will in the end help students become critical thinkers.

In addition to helping teachers with technological advances, the Instructional Coach has also worked with our recently appointed EL TOSA to help teachers focus on developing listening and speaking skills for all of our students. With the arrival of our EL TOSA in the 2017-2018 school year, teachers have been able to find ways to meet the needs of our EL population. While EL students are placed in English Language Development (ELD) classes to improve their English literacy skills, they are also placed in other core classes where they may struggle to understand the language. The EL TOSA has been instrumental in assisting teachers in finding ways to bridge the language gap so that our EL students may participate in classes, work towards meeting the Common Core Standards, and practice critical thinking skills.

A review of Rosemead High School’s overall CAASPP Area Achievement Level Descriptors provides a more detailed look at how these critical thinking follow-up steps have impacted student achievement. The results in these key areas for English Language Arts/Literacy and Mathematics are reported using the following indicators: below standard, near standard, and above standard. Based on our review of this data, we have been able to see what may be working, what needs to be refined, and what needs to change.

CAASPP ELA/Literacy Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level for Reading	14-15	15-16	16-17	17-18	18-19	Percent Change
Above Standard	36%	35%	43%	45%	36%	0%
At or Near Standard	49%	51%	37%	41%	45%	-4%
Below Standard	15%	14%	20%	13%	19%	+4%

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CAASPP ELA/Literacy Writing: Producing clear and purposeful writing

Area Performance Level for Writing	14-15	15-16	16-17	17-18	18-19	Percent Change
Above Standard	47%	60%	54%	53%	56%	+9%
At or Near Standard	42%	32%	30%	35%	34%	-8%
Below Standard	10%	11%	16%	12%	10%	0%

CAASPP ELA/Literacy Listening: Demonstrating effective communication skills

Area Performance Level for Listening	14-15	15-16	16-17	17-18	18-19	Percent Change
Above Standard	23%	30%	32%	31%	31%	+8%
At or Near Standard	66%	60%	53%	60%	56%	-10%
Below Standard	11%	11%	14%	12%	12%	+1%

CAASPP ELA/Literacy Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level for Research	14-15	15-16	16-17	17-18	18-19	Percent Change
Above Standard	46%	63%	52%	55%	48%	+2%
At or Near Standard	46%	30%	33%	36%	39%	-7%
Below Standard	9%	7%	15%	9%	13%	+4%

We have seen scores fluctuate over the past five years. Student Reading scores have seen growth at the Below Standard level, suggesting the need to address reading comprehension is still great. Students have improved their Writing scores, but these gains have not helped reduce

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the Below Standard scores. Therefore, there is a need to review the needs of our lowest performing writers. Likewise, students’ scores in the Listening and Research Inquiry sections reveal that while there are fewer students At or Near Standard than there were in 2014-15, students scoring Above and Below Standard have also increased. Over all, it appears that our lowest performing students need help.

CAASPP Mathematics Concepts & Procedures: Applying mathematical concepts and procedures

Area Performance Level for Concepts & Procedures	14-15	15-16	16-17	17-18	18-19	Percent Change
Above Standard	30%	30%	38%	37%	33%	+3%
At or Near Standard	33%	30%	27%	24%	29%	-4%
Below Standard	37%	40%	35%	39%	38%	+1%

CAASPP Mathematics Problem-Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real-world and mathematical problems

Area Performance Level for Problem-Solving	14-15	15-16	16-17	17-18	18-19	Percent Change
Above Standard	26%	20%	25%	27%	28%	+2%
At or Near Standard	50%	54%	44%	47%	48%	-2%
Below Standard	24%	26%	30%	26%	23%	-1%

CAASPP Mathematics Communicating Reasoning: Demonstrating ability to support mathematical conclusions

Area Performance Level for Communicating Reasoning	14-15	15-16	16-17	17-18	18-19	Percent Change
Above Standard	22%	25%	28%	28%	31%	+9%
At or Near Standard	53%	52%	52%	48%	48%	-5%
Below Standard	25%	23%	20%	24%	21%	-4%

Over the past five years, student scores have had some steady gains. While there has been overall growth in Concepts and Procedures scores, some minor declines in Above Standard and growth in Below Standard scores suggests that these are areas of concern for our students. Problem Solving Skills scores have seen steady growth in above Standards scores and a decline in At or Above and Below Standard scores. Likewise, Communicating Reasoning scores have grown at the Above Standard level and declined in the At or Near and Below standard levels. RHS has moved to new programs, such as Assessment and Learning in Knowledge Spaces (ALEKS), Math 180, and the Integrated Math (IM) curricula, to address our students’ needs. We have also adopted the practice of using Collaborative Study Groups (CSG) as an intervention within math classes to address all claims relevant to the CAASPP math assessment.

I.A.2 Critical Area 2: Evaluate the time available for professional development and collaboration.

After evaluating the time available for professional development (PD) opportunities and collaboration, RHS established a multi-tiered approach to PD to address various professional needs. These PD opportunities mostly fall into five categories: (1) conferences hosted by external organizations, (2) district and/or schoolwide institutional professional development, (3) district level team collaboration (3) department or course-led collaboration, (4) Late-start Professional Development time, and (5) ongoing technology PD and support for school adopted programs.

Conferences

Rosemead High School often implements professional development by first conducting needs assessments (these are often decided at the district level), and then sending teacher-leaders to high-leverage conferences based on need. In many instances, attendees participate in conferences and PD with the understanding that they will bring their newly acquired knowledge back to RHS to share with their colleagues. In other instances, RHS teachers are given opportunities to attend conferences for their own enrichment, especially when the PD involves a

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topic that RHS or the district cannot immediately support in-house. This method of PD is utilized to build capacity and foster a culture of ongoing improvement, while still encouraging teachers to pursue innovation and explore new teaching methods. Some major conferences and workshops that RHS has recently sent representatives to include: College Board approved AP Workshops and Summer Institutes, ERWC teacher training, AVID Summer Institute, National Council for Mathematics Teachers, California Math Council, American Association of School Librarians, California Association for Bilingual Education, Illuminate training, Southwest Conference on Language Teaching—California Language Teachers' Association, ELPAC Training, California Association of the Gifted, Careers through Culinary Teachers Conference, Intentional Teaching for English Learners in the Integrated Classroom, The California Arts Project for California Arts Standards, Positive Growth Mindset workshop, and Capturing Kids Hearts workshop.

Additionally, of the five administrators that have served Rosemead High School since the Mid-Cycle review, four of them have attended ACSA Academies. These academies have been in the areas of: Curriculum and Instruction, Special Education and Personnel. These have been funded by the district. Also of note, two of these administrators are currently working towards their doctorate degrees.

District and Schoolwide Professional Learning Opportunities

While we have officially not used it since the 2016-17 school year, Rosemead High School has been influenced by the EMUHSD Professional Learning, Planning, Practice, and Reflecting (LPPR) Cycle Model. This model was adopted during the 2011-2012 school year, it has since undergone changes and refinements, most notably with respect to the roles and involvement of teacher-leaders as co-facilitators of PD events. The LPPR cycle was a one-year process where site and district administrators, the RHS Instructional Coach, and teacher-leaders worked together to provide high-quality PD to all RHS staff. It allowed teachers to learn new instructional strategies, to plan how strategies would be integrated into their curriculum, to practice implementation of strategies while observations occur, and to reflect with peers. Between 2014 and 2017, LPPR Cycle PD had been implemented for the following: (1) Academic Language, (2) 21st Century Learning and Technology, and (3) Common Core Performance Tasks. In addition, starting in 2017, RHS has hosted a Professional Learning Symposium (PLS), a self-hosted conference facilitated by teacher leaders and organized by the Instructional Coach. While the 2018-19 PLS was also designed by multiple teachers, the 2019-20 PLS was developed by the Instructional Coach and EL TOSA, with input from available department heads due to scheduling conflicts with the master calendar. Again, while not explicitly using the EMUHSD LPPR Cycle Model, these PLS were influenced by the same thoughtful planning described above, with a focus on how we can help ALL students, especially those within our designated subgroups. Below are copies of the schedules, which reveal how the teacher-driven PD was organized. In the appendices, you will find links to descriptions of the sessions offered.

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2017-2018 Rosemead High School Professional Learning Symposium Schedule

2017-2018 Rosemead High School Professional Learning Symposium Matrix													
November 20													
7:45-9:00 Welcome and Informational (Cafeteria)													
9:00-12:00 Block 1	Burgess, Rm 200 - Honors English Curriculum (English)	Aliff, Rm 93 - DBQ Alignment (Social Science)	**Beerman, Library - Google Apps for Education (Open)	Goldsmith, Rm 30-37 - NGSS Lessons and Project Based Learning (Science)	Gray, Rm 81/82 - CTE Pathway Planning (Music)	Guerrero, Rm 15 - Foreign Language New Curriculum Planning (Foreign Language)	Hatley, Rm 53 - Assessment Resources - Illuminate and HRW (Math)	Hensley, Rm 209 - ELD Common Assessments (ELD)	Sandoval M., Rm 107 - Eng 2P and PSAT Connection (Sophomore Teachers)	OPEN	Nguyen, Rm 10 - Mental Health Support (Guidance)	OPEN	Vellacic, Rm 44 - CTE Credentialing (CTE)
12:00-1:00 All-staff Lunch (Cafeteria)													
1:00-2:45 Block 2	Burgess, Rm 200 - Honors English Curriculum (English)	Ban, Rm 96 - AP Score Report Navigation (AP Teachers)	**Beerman, Library - GoGuardian Chromebook Management (Open)	Goldsmith, Rm 30-37 - NGSS Lessons and Project Based Learning (Science)	Gray, Rm 81/82 - CTE Pathway Planning (Music)	Guerrero, Rm 15 - Foreign Language New Textbook Curriculum Planning (Foreign Language)	Hatley, Rm 53 - Assessment Resources - Illuminate and HRW (Math)	Hensley, Rm 209 - ELD Common Assessments (ELD)	Sandoval M., Rm 107 - Eng 2P and AP Eng Lang Alignment (English)	**Quick, Rm 31 - Lifelong Learning (Open)	Nguyen, Rm 10 - Mental Health Support (Guidance)	OPEN	Vellacic, Rm 44 - CTE Credentialing (CTE)
November 21													
7:45-9:00 All-Staff Breakfast (Cafeteria)													
9:00-11:00 Block 3	Burgess, Rm 200 - Honors English Curriculum (English)	Chen J., Rm 99 - Common Lesson Planning (Social Science)	**Beerman, Library - Blackboard Parent Communication (Open)	Vasquez, Rm 104 - Eng 4P Reader Updated (English)	Gray, Rm 81/82 - CTE Pathway Planning (Music)	Guerrero, Rm 15 - Foreign Language New Textbook Curriculum Planning (Foreign Language)	Hatley, Rm 53 - Assessment Resources - Illuminate and HRW (Math)	Hensley, Rm 204 - Eng 1P Reader Adaptations (English)	**Sandoval, M., Rm 107 - Uniform Essay Planning Materials (Open)	**Quick, Rm 31 - Lifelong Learning (Open)	VanWinkle, Rm 35 - NGSS Snapshot Formative Assessments (Science)	Ramirez, Rm 205 - SPED Transition Plans (SPED)	Vellacic, Rm 44 - CTE Credentialing (CTE)
11:00-12:00 Block 4	Burgess, Rm 200 - Honors English Curriculum (English)	**Rai, Rm 95 - Goal Setting for Students (Open)	**Beerman, Library - Online Databases (Open)	Vasquez, Rm 104 - Eng 4P Reader Updated (English)	Gray, Rm 81/82 - CTE Pathway Planning (Music)	Guerrero, Rm 15 - Foreign Language New Textbook Curriculum Planning (Foreign Language)	Hatley, Rm 53 - Assessment Resources - Illuminate and HRW (Math)	Hensley, Rm 204 - Eng 1P Reader Adaptations (English)	Sandoval M., Rm 107 - AVID Curriculum Alignment (AVID)	Nguyen, Rm 10 - Letter of Recommendation Practices	VanWinkle, Rm 35 - NGSS Snapshot Formative Assessments (Science)	Ramirez, Rm 205 - SPED Transition Plans (SPED)	Vellacic, Rm 44 - CTE Credentialing (CTE)
12:00-1:00 Lunch (on your own)													
1:00-2:00 Block 4 Cont'd.	Burgess, Rm 200 - Honors English Curriculum (English)	**Rai, Rm 95 - Goal Setting for Students (Open)	**Beerman, Library - Online Databases (Open)	Vasquez, Rm 104 - Eng 4P Reader Updated (English)	Gray, Rm 81/82 - CTE Pathway Planning (Music)	Guerrero, Rm 15 - Foreign Language New Textbook Curriculum Planning (Foreign Language)	Hatley, Rm 53 - Assessment Resources - Illuminate and HRW (Math)	Hensley, Rm 204 - Eng 1P Reader Adaptations (English)	Sandoval M., Rm 107 - AVID Curriculum Alignment (AVID)	Nguyen, Rm 10 - Letter of Recommendation Practices	VanWinkle, Rm 35 - NGSS Snapshot Formative Assessments (Science)	Ramirez, Rm 205 - SPED Transition Plans (SPED)	Vellacic, Rm 44 - CTE Credentialing (CTE)
2:00-2:45 Learning Session All-Staff Share Out (Cafeteria)													

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2018-2019 Rosemead High School Professional Learning Symposium Schedule

2018-2019 Rosemead High School Professional Learning Symposium Matrix												
August 16												
7:45-8:00	Welcome and Informational (Cafeteria)											
8:00-12:00 General Session	Active Shooter Preparedness: General Session											
12:00-12:45	All-staff Lunch (Cafeteria)											
12:45-2:45 Team Session 1	Beerman, Lib - New Library Texts and Databases (OPEN)	Banas, TBD - Data Analysis (Math and Math SPED)	Hensley, RM 209 - English 1P Assessments	Hensley, RM 209 - English 4P Assessments	Magana, Rm 10 - Guidance Office Planning	Sandoval, Rm 107 - RHS ACCESS (OPEN)	Sepulveda, Rm 30 - NGSS through Technology (Science)	Rai, 95 - New Textbook Adoption (Social Science)	Guerrero, Rm 15 - Curriculum Update (Foreign Language)	Zwick, Gym - Modified Sports (PE)		Gray, TBD - VAPA Collaborative Productions (VAPA and Dance)
August 17												
7:45-8:15	All-Staff Breakfast (Cafeteria)											
8:15-10:00 General Session	Schoolwide Assessment Plan and WASC: General Session											
10:00-12:00 Team Session 2	Beerman, Lib - New Innovative Resources (OPEN)	Banas, Con Rm - Math Intervention (IM1 Teachers)	Douglas, Rm 203 - DBQ format for novels (ENG 1 and 2)	Hensley, RM 209 - English 3P Assessments	Lopez, Rm 10 - Class Presentations	Chang, Rm 53 - Curriculum Alignment (Math)	Ieng, Rm 51 - ELD Course Outlines (ELD)	Rai, 95 - New Textbook Adoption (Social Science)	Guerrero, Rm 15 - Curriculum Update (Foreign Language)	Sandoval, Rm 107 - AVID Curriculum Review (AVID)	Adams/Koffler, Rm 100 - Supporting Autistic and SLD students (OPEN)	Gray, TBD - VAPA Collaborative Productions (VAPA and Dance)
12:00-12:45	All-staff Lunch (Cafeteria)											
12:45-2:15 Team Session 3	Beerman, Lib - Collaborative Opportunities (OPEN)	Banas, TBD - 8 Math Practices (Math and Math SPED)	Douglas, Rm 203 - DBQ format for novels (ENG 1 and 2)	Hensley, RM 209 - English 2P Assessments	Lopez, Rm 10 - Class Presentations	Vasquez, Rm 104 - Enrage in Best of Thymes Garden (OPEN)	Iena, Rm 51 - Integrated ELD Common Core Standards (OPEN)	Rai, 95 - New Textbook Adoption (Social Science)	Guerrero, Rm 15 - Curriculum Update (Foreign Language)			Gray, TBD - VAPA Collaborative Productions (VAPA and Dance)
2:15-2:45	Learning Session All-Staff Share Out and Closing (Cafeteria)											

District Team Collaboration:

Rosemead High School Content Specialists, Course Leads, and Teachers on Special Assignment (TOSAs) meet with their counterparts across the district. Content Specialists meet once every five weeks across core subjects and once every five weeks based on each specific core subject (ELA, Math, Social Science, Science). Course Leads are scheduled to meet at least twice a year. These collaborative sessions involve refining curriculum to best meet the needs of students across the district and identifying what professional development needs to be planned. These discussions are brought back to the site and help guide site decisions.

Likewise, EL and Instructional Coach TOSAs also meet with their counterparts to share instructional strategies and plan on how to implement district initiatives at each site. The TOSAs then work with our site administration and leadership team to help staff find the best ways to satisfy the district mandates, while best serving our students. For example, both our EL TOSA and Instructional Coach have been instrumental in the development and implementation of RHS CARES, a district and site initiative to meet the socio-emotional needs of our student body. RHS CARES is currently being developed to meet the specific concerns of our site, and is our manifestation of MTSS. At the start of the 2019-20 school year, teachers were reminded that RHS should be a place where everyone feels cared for and supported. We anticipate future collaborations between teachers, administration, students, and parents in order to meet the

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academic and socioemotional needs of our students.

Department and Course Team Collaboration:

Each core department has worked with administration and the Instructional Coach to develop a collaboration model to meet the needs of RHS students. RHS teacher-leaders found that by allowing each department to work within itself to develop a calendar of collaboration dates, strategies and materials can be effectively developed, refined, and shared. Each Department Chair or Course Lead (or any teacher with initiative) can submit a Professional Development Proposal requesting workshop or collaboration time. This allows department and course teams to focus on what is most relevant, while still staying consistent with schoolwide learning outcomes.

Currently, department collaborations have taken various forms. The English and Math Departments have used release time to meet by course level during the school day. These meetings have allowed for data analysis, sharing of best practices, and review of each course pacing plan. At the start of the 2019-2020 school year, the Science department began using release time to collaborate by grade level as well. Other departments are encouraged to follow suit, as collaborative time during the day has proven an effective means of monitoring student progress. Lesson Study is a newly introduced method used by Math and Science teachers to evaluate their efforts. During a lesson study, teachers get the opportunity to work together to plan, implement, and reflect on a specific lesson.

Some non-core departments have found that using the time allotted during Late-Start Professional Development days affords enough time to meet department goals, while others have regular lunch meetings. In the past most collaborative meetings were volunteer based, however, we now expect all teachers to attend and participate in collaborations.

At the start of the 2019-2020 school year, we were introduced to the ICAN model of instruction, which asks that teachers identify how we deliver content to students (Instruct), assess student learning (Check), provide appropriate remediation based on the assessment data (Act), and then plan future instruction based on the results of the remediation (Next). Our first collaborations of the Fall Semester have sought to familiarize our core subject departments with the process, but we are looking to make time available for all departments to meet, collaborate, and implement the ICAN model into their curriculum. We believe that this new protocol will help our students become proficient in the skills associated with the California Common Core State Content Standards and our SLOs.

Finally, departments with few teachers meet at the district level. For example, the lone RHS Business teacher has met at least four times per year with his counterparts at the other EMUHSD schools in order to benefit from a discussion of best practices. Recently, the creation of the Career Technical Education (CTE) department has allowed these smaller departments to meet and discuss how to grow our site and district Pathways program, which helps students meet their career goals by offering classes in Financial Services, Food Services and Hospitality, Systems Programming, and Design, Visual, and Media Arts. We are currently working on developing a StagecraftTechnology Pathway. The wide range of Pathways should help students pursue their

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interests while preparing for college and career readiness.

Late-start Professional Development

Rosemead High School utilizes All-Staff Late-Start Professional Development time monthly to address issues that are pertinent for all staff. This PD time tends to be used to share and discuss key data points, such as state mandated test results, student proficiency data, and accountability changes as delineated by the Every Student Succeeds Act (ESSA). This PD time is also used to allow innovative teachers to share best practices or provide brief tutorials of educational apps such as Kahoot, Prezi, and Remind.com. Additionally, we have used this time to introduce our site and district initiatives. One such site initiative is RHS CARES (our site specific MTSS framework).

New Teacher Professional Development

First-year RHS teachers participate in “new teacher” workshops provided by EMUHSD. These workshops include training on administrative procedures and instructional strategies used across the district. Once the school year begins, our administration and union support new teachers by helping them navigate various protocols, such as taking attendance, submitting grades, and using the Google suite. Our site also asks veteran teachers to serve as mentors to further support new staff, especially during their first year. Through the Los Angeles County Office of Education (LACOE), teachers are supported through the LACOE Induction Program. As participants in the Induction Program, new teachers work with a mentor to plan, evaluate, and reflect upon their lessons and student progress.

Ongoing Technology Support for School Adopted Programs

Teachers may also attend professional development opportunities with the School Technology Teacher Leader (TTL) for programs such as Turnitin.com, Illuminate.com, School Loop, Read and MATH 180, ALEKS and Google Apps for Education, to name a few, to better serve students. These opportunities are often the result of questions posed to the TTL or by responses to surveys sent to teachers by the TTL. While there are scheduled and structured trainings for any new program adoptions, these trainings are also scheduled as needed, to ensure that RHS teachers are supported throughout the school year. During the 2018-19 school year, the district worked with Instructional Coaches, EL TOSAs and TTLs from all sites to create an On-Line Learning platform with Alludo. This allows teachers to engage in brief, task driven trainings that introduce them to the variety of educational technology on offer. These range from Google Classroom to extensions for the Google suite to help enhance student learning. The program began during the summer of 2019, and will be evaluated both at the district and at the site levels. AT RHS, the Instructional Coach/TTL and EL TOSA have taken the lead in inviting teachers for professional development for all students. These two teacher leaders will continue to promote online technology support in the future.

I.A.3 Critical Area 3: Create opportunities for authentic parent and community involvement.

After our last visit, we recognized that we need to consciously involve all stakeholders, especially parents and community members in decision-making processes. A direct action to meet Critical Area 3 has been the addition of a Parent and Community Liaison and the Parent and Community Center in 2015. Through this office, RHS has provided workshops to provide parents with information concerning such topics as how to understand the Common Core Standards for Math, how to access the various mental health services available throughout the community, how to use School Loop (our school's grade and information website), how social media might affect their students, how and why they should help their students prepare for the SAT, and how to attend College Workshops (offered through our Career Center and our AVID and Prep programs). The office, or more accurately, the Parent and Community Liaison, also produces a parent newsletter, *Tales and Paws*, which keeps parents and the community abreast of major events happening at RHS. The Parent and Community Liaison is also instrumental in planning social functions, such as "Doughnuts with the Doc," Parent Socials, workshops, and the Student of the Month Luncheon, which have helped the school engage with parents and the community in nonacademic functions. It is our hope that these programs will grow in popularity and become an integral part of deciding how parents and staff may work together to best prepare RHS students for the future.

Additionally, the Comprehensive Student Support Coordinator (CSSC) works with teachers, counselors, and parents to target at-risk students. The CSSC creates a Student Support Team (SST) to help these students, and their families, succeed. SST is a planning, monitoring, and coordinating approach that helps students, families, teachers, counselors, and administrators to seek positive solutions for maximizing a student's potential. Student improvement in all areas happens more quickly, more frequently, and more uniformly when a student's strengths are acknowledged and built upon in constructing a plan to address barriers to learning within the areas of Academics, Attendance, and Attitude (behavior).

AP/CTE Parent Night allows us to communicate the benefits of these two important programs to our students and their families. RHS has organized these nights to inform parents of the benefits and challenges students may expect by participating in our AP program and our CTE Pathways. The event is meant to inform and create realistic expectations for parents of their students' academic abilities, and to help them make the best decisions for their students' well-being. In January of 2020, we hosted the first joint AP/CTE Parent night in order to include a larger pool of parents and interest levels. We look forward to these programs growing in popularity.

Student Success Team (SST) Meetings are based on the belief that the school, home, and community need to work together to assist the student with problems that become evident in the school setting. By drawing together these networks of support, successful intervention can and does occur. Overall, monitoring of students with SSTs allows RHS staff to build bridges with parents in meaningful ways.

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As noted earlier, RHS has also begun to work with the district to create RHS CARES. Using the Multi-Tiered System of Support (MTSS) framework, RHS CARES seeks to address our students' academic, behavioral, and socio-emotional learning needs. In addition to asking the campus staff to reconsider how we connect with students, RHS CARES asks us to engage with the community in order to find the resources to help our students navigate the difficulties they may face. With the help of our Parent and Community Liaison, CSSC, and our School Resource Officer, we have begun the process of caring for the whole student. At the start of the 2019-2020 school year, site administration held meetings with all staff, certificated and classified, in order to discuss ways to engage with students on a personal level. It is our aim to use these activities as a spring-board for better community relations, and to build a stronger community. While in its developmental phase, we hope that RHS CARES becomes an integral part of our students' success.

While there are many booster clubs, the Band Booster Club is a great example of how parents can help support our programs. With their support, our students are able to participate in activities, performances and travel opportunities. The booster club raises funds independently of the school on behalf of the students. This supports deeper learning of music and provides real world experiences for our students.

RHS's AVID program provides outreach to parents through the RHS AVID Family Contract Night, and an annual awards banquet for students enrolled in the program. Additional support includes one-on-one financial aid meetings with students and parents. The AVID program actively recruits students from RHS feeder schools and works with the community to expose students to a wide range of opportunities to become engaged. The AVID program and coordinator have also created the ACCESS Guide, which is an attempt to reach out to non-AVID parents so that all students may have access to the same college and career planning information.

Finally, RHS has numerous clubs, such as Key Club, Ecology Club, SAGATHS/BAGATHS, and The Best of Thymes Garden, Cosmetology Club, SPEAK, and Vocational Ed. which seek to create bonds with our community through service projects. Our EL TOSA has created three new opportunities specifically for our "newcomers" who are developing their English language skills. The EL Mentorship, Language and Cultural Center, and Peer Academic Support programs help build academic and social skills for this important population.

Some of the regular events that Rosemead High School hosts to include community stakeholders would be:

Parent and Community Involvement:

Medium of Involvement	Description
Parent Teacher Association	RHS actively seeks to partner with parents through the PTA, which meets on a regular basis.

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Parent Involvement Academy	This is a yearly event hosted by local districts to provide a learning conference for parents. RHS is heavily involved by sending parents and presenters.
Parent Social Events (Ex. Potlucks, Doughnuts with the Doc, etc.)	These are regular events designed to nurture our campus community and to create a welcoming environment for RHS parents and community members.
Parent and Student College and Career Nights	These are annual events where all parents are invited to participate in a college and career information fair.
Parent College Workshops	These are ongoing workshops hosted by RHS Career Center, RHS AVID Program, Prep representatives, and the RHS Parent and Community Liaison. They provide essential college preparation information to parents.
Healthy Parenting Workshops	These are regular workshops hosted by RHS Prep representatives and the RHS Parent and Community Liaison. They are designed to coach parents on best practices that will help children to succeed.
Back to School Night and Open House	RHS seeks to showcase student achievement and accomplishments through annual Back to School Night and Open House events, which regularly draw hundreds of RHS parents.
Cash for College Workshops	RHS parents are invited to an annual Cash for College event to assist them in learning about scholarship and financial aid information.
Transcript Evaluation Service	RHS Counselors meet with students and parents to evaluate transcripts for credit completion expectations during each student's junior year.
Counselor and Career Coordinator Parent Events	The RHS Career Coordinator and Counseling Team deliver informational presentations to parents to include: 8th-grade Parent Orientation, Frosh/Soph Parent Night, and Junior Parent Night.
UC and CSU Application Workshops	The RHS College and Career Center hosts UC and CSU application workshops to help parents and students with the college application process.
EL Advisory Committee	The RHS ELAC committee regularly meets to discuss and evaluate programs to address the needs of English Learners.
AP Parent Night	RHS has organized an AP Night to help inform parents of the benefits and challenges students may expect by participating in our AP program. The event is meant to inform and create realistic expectations for parents of their students' academic abilities, and to help them make the best decisions for their students'

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	well-being.
School Site Council	The RHS SSC committee regularly meets to provide transparency over the use of federal funding to support students.
IEP Meetings	IEP meetings allow parents of students with disabilities to partner with RHS to develop annual educational goals, placement plans, transition plans, and to discuss other areas of concern. These meetings are annual, but may be requested at any time.
Regular Systems of Communication	Ongoing methods of communication include Blackboard Connect (automatic phone and text messaging), School Loop (shared access to grades), Email, and paper progress reports.
Parent Booster Clubs	The RHS Music Ensemble works with parent boosters who provide support at performing arts events.
CTE Night	Parents gain information regarding the school's career pathways and can help their students make appropriate class scheduling decisions.

Student Involvement:

Medium of Involvement	Short Description:
Clubs, organizations, and sports	RHS offers opportunities for students to participate in a wide range of 36 clubs or organizations and 15 sports teams according to their interests.
Associated Student Body	RHS has an active ASB that promotes student involvement and school spirit.
House of Representatives	RHS hosts regular House of Representatives' meetings where student representatives are kept informed of school activities.
Student Advisory Council	RHS has a Student Advisory Council that provides feedback to RHS decision makers.
AVID	RHS AVID hosts Kick Off events at the start of each year and an AVID Banquet at the close of each year to support parent involvement. AVID also provides one-on-one coaching to students and parents regarding financial aid requirements.

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RHS ACCESS	During the 2017-2018 school year, RHS ACCESS provided regular report summaries to parents with regard to student responses on ACCESS tasks (tasks designed to prepare students for college and career). While the mentoring component has been on hiatus for the 2018-19 school year, ACCESS continues to send out information regarding college and career readiness. Our goal is to revive and enhance the program in the near future.
Community Service Projects	RHS students are encouraged to engage in community service and are given multiple opportunities. Some of these opportunities include: RHS Music Ensemble performances (5-10 times per year around the community), community service projects assigned by some Social Science and AVID teachers, and club activities.
Language and Culture Center	The EL TOSA provides a place for newcomers to meet and socialize. EL students may also gain mentorship and tutoring services in the center. In 2018-2019, the EL TOSA provided lunch and after school tutoring twice a week (on average). This tutoring service will continue this year. Students are encouraged to walk in with questions about class assignments, graduation requirements or any academic concerns.
EL Mentorship	The EL TOSA introduces newcomers to higher level EL/ RFEP students so they can make connections and be guided to the new school system and culture. For example, higher level EL/RFEP students guide newcomer students through their registration process(pick up ID, textbooks and Chromebook). Also, these “mentors” continue to provide social and academic support to the newcomers.
Link Crew	Link Crew pairs exemplary upperclassmen with freshmen. These upperclassmen serve as role models for our freshmen, beginning in the summer and continuing throughout their first year at RHS.

Local Higher-Education and Community Involvement:

Medium of Involvement	Short Description:
Rio Hondo and CSU Los Angeles Pledge Compact	The EMUHSD and RHS have a pledge compact with Rio Hondo and CSULA, which allows RHS students opportunities to attend Rio Hondo College and CSULA.
Rio Hondo and UC Irvine Pledge Compact	The EMUHSD and RHS have a pledge compact with Rio Hondo and UCI, which allows RHS students opportunities to attend Rio Hondo College and UCI.

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Rio Hondo Dual Enrollment	RHS students can take Systems Programming classes at RHS that earn them credit at Rio Hondo Community College. These transferable credits will help give students an advantage in pursuing a career in technology.
Pasadena City College	RHS works with Pasadena City College to provide workshops and events for RHS students and parents. PCC Pathways enrollment is offered to RHS students, this guarantees students guidance/mentoring services in addition to priority registration for two years.
Temple City Sheriff's Department	The Temple City Sheriff's Department partners with RHS to provide an on-campus Resource Officer during school hours.
Various partnerships with community organizations	RHS works with various community organizations to provide an enhanced learning environment and to help RHS students build lasting relationships. These include partnerships with: Pacific Clinics, Asian Pacific Clinics, ENKI, Foothill Family, SPIRRIT Family Services, Rosemead Public Library, US Green Buildings, UFC Gym, and Eco Urban Gardens..

I.A.4 Critical Area 4: Utilize formative assessments to modify curriculum and instruction for increased student learning.

To meet this critical area, departments have used their collaborative time to develop assessments to gauge student learning. Student achievement, district mandates, and teacher input all inform the creation and evolution of these assessments.

All core departments have worked to create and evaluate formative assessments based on collaborations within departments, and through meetings attended by Content Specialists with the other schools in the district. Site collaboration allows department teams to study data that is used to develop curriculum and plan how to integrate instructional strategies and formative assessments. Many departments, both core and elective, are now utilizing rubrics to help capture data and to create student-friendly instruction that allows students to collaborate on assignments when they are outside of the classroom environment. Additionally, Content Specialists share the information they gather when they meet with other Content Specialists in the district, which help teachers evaluate the effectiveness of their methods. Further, the RHS Instructional Coach helps departments develop and evaluate instructional strategies and assessments in order to meet student needs. The EL TOSA works with the Instructional Coach to meet site initiative goals, such as our focus this year on developing student listening and speaking skills. During Late Start meetings, they have presented staff with activities to help us review and share scaffolding strategies, and have created a web-based resource so that teachers may ask for print outs of posters that encourage the use of academic vocabulary within the classroom. With their

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guidance, we have created a collaboration protocol that should help us reach our department goals and utilize data more effectively.

As noted earlier, we have begun to introduce the ICAN model. While the process is new, it also reflects the natural progression of our desire to help students improve their career and college readiness skills. The model will provide teachers and students more consistency in the formative assessment process. Through collaboration, teachers will be able to self-evaluate their own teaching strategies and work with their colleagues to ensure that all students receive a rigorous and relevant education.

I.A.5 Critical Area 5: Maximize the use of available funds for advancing the action plan.

To meet this critical area, all stakeholders have worked to identify the best use of funds through meetings of the Site Leadership Team (SLT), the School Site Council Committee (SSC), and the English Language Advisory Committee (ELAC). Starting in the 2019-2020, all committees will have parent, student, and community representatives when available. Reports are issued to demonstrate the rationale behind the allotment of funds and the evaluation of programs implemented by the group.

With the introduction of the Local Control and Accountability Program Funding Formula, EMUHSD and RHS have worked together to create, manage, and update LCAP funding which advances the RHS Action Plan. The EMUHSD LCAP consists of 59 line items that are managed at both the district and site levels for administrative purposes. The charts below provide an overview of how the EMUHSD LCAP supports the RHS Action Plan.

It is important to note that RHS has aligned funding to our current Action Plan, which has been updated further during the 2019-20 school year. This plan does not exactly match the Action Plan established during the 2014 WASC process. However, all revisions reflect our attention to the critical areas of concern from the 2014 visiting team, as well as decisions made to meet the needs of our students based on review of available data. A summary of how the RHS Action Plan evolved is included in the following section of this chapter.

Current Action Plan Item 1: Evaluate and refine intervention and remediation programs to close the achievement gap among all significant subgroups in literacy, writing, mathematics, and critical thinking with content-based instruction.

RHS invests heavily in its AVID program to support students from our Hispanic and Socioeconomically Disadvantaged subgroups that traditionally do not show high rates of college attendance by providing college and career guidance and skill development throughout high school. AVID students are given the opportunity to attend field trips to local universities during the school year, and are supplied with organizational materials to help them succeed academically. There is also significant funding for in-school and after-school tutoring, specifically designed to help close the achievement gap and to lower the overall D and F rate.

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Furthermore, students not enrolled in the AVID program have benefitted from our schoolwide implementation of AVID strategies, such as focused note taking, and the use of Integrated Math tutors to create Collaborative Study Groups, using the AVID tutorial model in IM1, IM2, and IM3 classes. In the English department, teachers use unit readers for students, allowing them to utilize AVID text mark-up, reading, and writing strategies. Finally, more teachers are challenging all students with Higher-Level Thinking strategies in all departments. We have worked with our AVID site coordinator to align our school mission statement with the AVID mission statement so that all students can receive the support they need to achieve their college and career goals.

Additionally, the RHS CARES framework will seek to connect with students in our underperforming subgroups so that they can receive the socio-emotional support they need while they focus on their academic pursuits.

RHS has a structure of teacher-leadership with Content Specialists and Course Leads who are responsible for the development, evaluation, refinement, and implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) aligned curriculum. Recently, the Social Science Content Specialist and Course Leads have begun integrating the College, Career, and Civic Engagement Framework (C3) into their curriculum. These teacher-leaders meet at the district, site, department, and course levels to perform actions such as data analysis, alignment of pacing and focus, and evaluation of best practices. All teachers of core subject classes are expected to participate in collaborative meetings that help the content specialists and course leads accurately prepare reports of the data analysis and decisions made regarding curriculum.

Funding Source	General Annual Allotment	Monitoring Agent	Purpose
Title I	Varies	Principal, Categorical Programs Assistant	Title I is used to provide various resources to support intervention and remediation programs.
LCAP Goal 2, Action 3/Title I Content Specialists	\$109,600	District Director, Principal, API	Each core content area has a designated Content Specialist who participates in weekly district curriculum meetings to continually refine curriculum to meet the needs of the CCSS and next generation assessments.
LCAP Goal 2, Action 3 Course	\$116,000	District Director, API	Course Leads facilitate course meetings to implement data analysis, to refine curriculum and instructional strategies, and to collaborate with other teachers in support of the CCSS.

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Leads			
LCAP Goal 2, Action 11 AVID Teachers	\$118,000	District Director and API	Funding used to expand the AVID program to provide college and career skills for students to students from subgroups who historically are not college-bound.
LCAP Goal 2, Action 11 AVID Tutors	\$100,000	District Director and Principal	AVID Tutors support AVID elective classes to allow students to participate in AVID Tutorials.
LCAP Goal 3, Action 5 PSAT/SAT/ AP Fees	\$60,000	Asst. Sup of Ed. Services, API	EMUHSD and RHS support college readiness by providing opportunities and support for all 10th and 11th-graders to take the PSAT and SAT respectively.
LCAP Goal 3, Action 5 Instructional Materials	\$145,908	Principal	Discretionary funds used to support instruction. Used to supplement curriculum and support struggling subgroups in core areas.
LCAP Goal 3, Action 6/ Title I Collaboration and Release Days	\$38,000	District Director, Principal, Instructional Coach	Collaboration and release days are provided to support teachers in the refinement of curriculum, materials, and instruction to support CCSS implementation.
LCAP Goal 3, Action 8 During-school Tutoring	\$129,500	Assistant Principal of Instruction	Up to 7 College Tutors (29.5 hours per week) support RHS Math Classes in implementing Collaborative Study Groups, an instructional strategy designed to support critical thinking and problem-solving, and to address the D and F rates.

Current Action Plan Item 2: Evaluate and refine strategies that will provide an enriched instructional program that assists EL students in meeting the reclassification criteria prior to graduation.

There has been a significant change in the approach that the State of California takes to reclassify our EL students. The new ELPAC Test, which took effect in 2018, has forced us to

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reassess how we meet the needs of our EL population. RHS offers three years of intervention courses for EL students who qualify. At the freshman level, we offer students English 1 Intensive, which seeks to improve students' literacy skills. We also offer Academic Language Development (ALD) courses to support 10th and 11th grade students. The ALD course supplements their academic language learning and should allow them to succeed in their core classes. This allows EL students to receive targeted support while remaining A-G current. Further, significant funding provides EL appropriate instructional materials to support all classes.

We have also added a full-time EL TOSA, who, in addition to collaborating with our ALD and ELD teachers with their focused population, also provides professional development to all staff in best practices associated with helping long term English Learner students earn their reclassification before they graduate. Our EL TOSA has created a higher involvement in the reclassification process from all stakeholders: students, teachers, administrators, parents. In the 2018-19 school year, for example, 39% of our EL population was able to be reclassified. Data regarding ELPAC scores is provided elsewhere in the Self-Study. We expect that our EL TOSA will continue to build on these successes and help the entire campus become more aware of the instructional strategies necessary to support our EL students.

Funding Source	General Annual Allotment	Monitoring Agent	Purpose
Title I	Varies	Principal, Categorical Programs Assistant	Title I is used to provide various resources to support intervention and remediation programs as well as to support EL reclassification.
LCAP Goal 2, Action 15 ALD Classes	\$92,000	District Director, APSS	Academic Language Development (ALD) classes are intervention classes to support ELs.
LCAP Goal 3, Action 5 Instructional Materials	\$145, 908	Principal	Discretionary funds used to support instruction. Used to supplement curriculum and support struggling subgroups in core areas.
LCAP Goal 3, Action 11/Title I Summer Bridge	\$15,000	District Director, API	Summer Bridge is a district-supported program where incoming freshmen participate in a high school readiness course. While open to all students, it is designed to support historically struggling subgroups including ELs.

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LCAP Goal 2, Action 15/Title I Paraeducators	\$104,179	District Director, API, CPA	Paraeducators support ELs in various intervention courses and ELD courses.
LCAP Goal 3, Action 12	\$136,000	District Director	One EL TOSA at each comprehensive High School to support EL students.

Current Action Plan 3: Evaluate and implement our professional development planning for special education and core subject general education teachers to support student instruction.

RHS invests significantly in teacher professional development, employing a full-time Instructional Coach to facilitate workshops, collaboration, and other PD events. See section on “Critical Area #2” for details on the history of the EMUHSD LPPR Cycle Model and how it was implemented at RHS. As we move forward with the ICAN model of instruction (detailed earlier), we will look for more ways to address the needs of our students with IEPs. One such intervention is our planned implementation of Universal Design for Learning (UDL) strategies as a means of supporting students with IEPs.

Funding Source	General Annual Allotment	Monitoring Agent	Purpose
LCAP LCAP Goal 3, Action 6/ Title I PD Teacher Collaboration	\$38,000	District Director, Principal, CPA, Instructional Coach	Funding is allocated for teachers to collaborate to refine curriculum and instructional practice. This includes collaboration among SPED and general education teachers.
LCAP Goal 1, Action 1 Instructional Coach	\$120,00	District Director, API	The RHS Instructional Coach supports professional development through PD delivery, facilitation, and coordination, to include instructional support for SPED.
LCAP 7 Math Coach	\$20,000	District Director, API	The RHS Math Department is supported by a District Math Coach, who supports Math PD of Gen. Ed. and SPED teachers.
LCAP Goal 1,	\$60,000	District Director	Funding is allocated through 2 added Teacher PD Days

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Action 5 Structured PD			(Student Free)
LCAP Goal 5, Action 7 SPED Paraeducators	\$187,342	District SPED Director, Principal	Funding is used to provide SPED Paraeducators to support RHS SPED students and teachers.

Current Action Plan 4: Continue to evaluate and refine a plan to actively involve all stakeholders (including staff, parents, community, and students) in Rosemead High School functions.

In 2015, RHS added a three-quarter-time Parent and Community Liaison to support the involvement of all stakeholders. The RHS Parent and Community Liaison is supported by LCAP funding to facilitate events such as parent workshops, parent social events, informational sessions, and mass communication. In 2017, RHS also implemented RHS ACCESS, a program designed to develop and strengthen student involvement, college and career preparedness, and overall school culture. The mentoring aspect of the AVID College and Career planning component has been on hiatus since the 2018-19 school year, but we are looking for ways to reimplement it.

Funding Source	General Annual Allotment	Monitoring Agent	Purpose
LCAP Goal 3, Action 5/ Title I College and Career Coordinators	\$140,000	District Director, Principal	A full-time Career Guidance Coordinator provides workshops to parents and the community regarding college and career related topics such as college applications, eligibility, and financial aid.
LCAP Goal 4, Action 1 School Loop	\$1,160	District Tech Director, TTL	RHS uses a web-based grading service called School Loop that allows parents to create accounts and have access to grades and school information.
LCAP Goal 4, Action 3/Title I Support Personnel	\$70,000	District Director, Principal	Funding used for classified staff to support School Site Council, English Learner Advisory Committee, Parent Involvement Academy, and other parent-communication services.

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LCAP Goal 4, Action 4/Title I Parent and Community Liaison	\$60,000	Asst. Supt. of Ed. Services, Principal	A 3/4 - time Parent and Community Liaison facilitates parent involvement programs to include parent workshops, parent communication, special events, award ceremonies, and newsletters.
LCAP Goal 4, Action 5/Title I Parent Workshops	\$30,000	Asst. Supt. of Ed. Services, District Director	Funds are used in support of parent and community workshops such as annual Parent Involvement Academy, in which RHS parents attend.

Final Note: The LCAP is a fluid document and stakeholders meet at the district and site-levels to regularly update, refine, and communicate the plan. Some examples of this include regular LCAP meetings where a diverse stakeholder group provides feedback and communication, yearly LCAP Surveys to staff, parents, and students, and yearly LCAP Town Hall Open Meetings, where district administrators visit RHS to answer questions.

I.B Ongoing Follow-Up Process

After our visit in 2014, the WASC co-chairs worked with administration to design our ongoing process for follow-up by including our FOL leaders and our curriculum committee (now referred to as the Site Leadership Team, or SLT). All relevant data was shared with the curriculum committee, which is made up of department chairs and other campus leaders. From those discussions, data was then shared with staff at Late-Starts and disseminated to the School Site Council. The FOL leaders worked with smaller groups of stakeholders, these groups were made up of members of all departments, which included classified staff, parents, and students when possible. FOL leaders would then report their findings to the WASC co-chairs, who would share them with administration and the SLT for refinement. We have developed a cyclical process of analysis that helps unify the many programs we have on campus to meet our students’ needs.

During the 2016-2017 Three Year Mid-Cycle, the WASC co-chairs reviewed all documents with the staff to review and revise the Action Plans. Drafts were shared with staff during late start meetings.

Beginning in the 2017-18, we began reviewing relevant data in preparation for the WASC visit. Review of Action Plans began, as did the discussion of the Vision Statement. It became clear that our Vision and Mission Statements would have to change, and that process was undertaken by the principal. The principal involved all stakeholders through formal and informal meetings. Those discussions were shared with the SLT, staff, and all stakeholders.

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During the 2018-19 school year, revisions to the Action Plan, just as with the Vision/Mission Statement and SLOs, have been made with input from all stakeholders. The revision process results from the same cyclical process of analysis described above.

I.C Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections or Goals

As a result of the 2014 WASC Self-Study, RHS developed the following Action Plan.

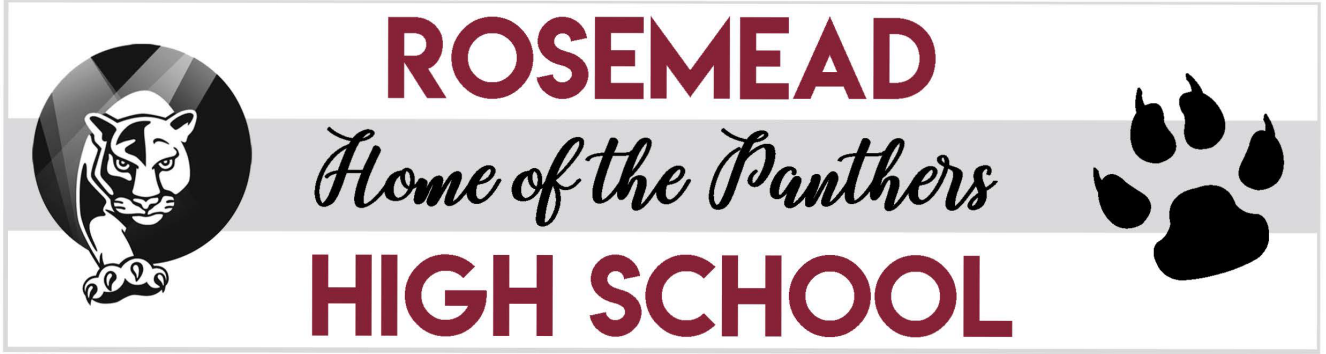
1. Continue to develop, implement, and evaluate intervention and remediation programs to close the achievement gap between subgroups in the areas of literacy, writing, and numeracy.
2. Develop and implement strategies that will provide an enriched instructional program that assists EL students in meeting the reclassification criteria prior to graduation.
3. Develop and implement a professional development plan for special education and core subject general education teachers to support student instruction.
4. Develop a plan to prepare students to meet the Common Core Standards in preparation for the CAASPP/SBAC exam.

Through stakeholder meetings leading up to our Three Year Mid-Cycle Progress Report in 2017, it was decided that the Schoolwide Action Plan should be revised to continue to meet student needs as educational expectations changed. Specifically, RHS stakeholders recognized the need to expand Action Plan Item 4 to address additional types of next generation assessments such as the CAST, ELPAC, and future assessments based on 21st Century learning principles. It was further recognized that due to rapidly changing workplace and community environments, it has become increasingly important to foster strong communication and relationships with the local community. Thus, in 2017, through a process of revision involving all stakeholders, the RHS Action Plan was amended. In 2019, as we reviewed our Action Plan in the lead up to our 2020 report, we noticed that the language needed revision to our current situation. Most notably, we have had enough time to have developed many of these plans, and now seek to evaluate and refine our programs. The process of evaluation and refinement, coincidentally, reflects practice of the ICAN model, which has been introduced at the start of the 2019-20 school year for student instruction. By continually reviewing our progress and our action plan, we have been able to create a double-loop learning system, which is part of the reflective practice we are developing on our campus. The chart below illustrates the changes we have made to the action plan, so that the intent is reflected in the word. These changes reflect the need to simplify our Action Plan so that we may directly address the achievement gap between our Hispanic and Asian students, and to more carefully consider the academic challenges faced by our Socio-economically Disadvantaged students. Our large EL population, including the number of reclassified English Language students, demands our site's attention, as does our Special Education population. Previous interventions were often done in conjunction with changes in state standardized testing,

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which may have hindered some of our efforts.

2014 Action Plan	2017 Action Plan	2019 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, writing and numeracy.	1. Continue to develop, implement, and evaluate intervention and remediation programs to close the achievement gap among subgroups in literacy, writing, mathematics, and critical thinking.	1. Evaluate and refine intervention and remediation programs to close the achievement gap among all significant subgroups in literacy, writing, mathematics, and critical thinking with content-based instruction. (Critical Areas for Follow-up Addressed: 1, 2, 4, 5)
2. Develop and implement strategies that will provide an enriched instructional program that assists EL students in meeting the reclassification criteria prior to graduation.	2. Develop and implement strategies that will provide an enriched instructional program that assists EL students in meeting the reclassification criteria prior to graduation.	2. Evaluate and refine strategies that will provide an enriched instructional program that assists EL students in meeting the reclassification criteria prior to graduation. (Critical Areas for Follow-up Addressed: 1, 2, 4, 5)
3. Develop and implement a professional development plan for special education and core subject general education teachers to support student instruction.	3. Develop and implement a professional development plan for special education and core subject general education teachers to support student instruction.	3. Evaluate and implement our professional development planning for special education and core subject general education teachers to support student instruction. (Critical Areas for Follow-up Addressed: 1, 2, 4, 5)
4. Develop a plan to prepare students to meet the Common Core standards in preparation for the CAASPP/SBAC exam.	4. Implement and refine a plan to prepare students to meet the Common Core State Standards and succeed on next generation assessments.	4. Continue to evaluate and refine a plan to actively involve all stakeholders (including staff, parents, community, and students) in Rosemead High School functions.(Critical Area for Follow-up Addressed: 3)
	5. Implement and refine a plan to develop student digital literacy and citizenship to support 21st Century learning and assessment.	
	6. Implement and refine a plan to actively involve all stakeholders (including parents, community, and students) in Rosemead High School functions.	



Chapter 2: Student/Community Profile and Supporting Data and Findings



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

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

II.A School History and Background

Rosemead High School is a California Golden Ribbon Award winner (2015) and was recognized by U.S. News and World Report in 2017 and 2019 as part of its Best High Schools, and was named to its Honor Roll in the 2017-18 school year. It is located 13 miles northeast of Los Angeles in the San Gabriel Valley in a culturally diverse community, serving students from low- to middle-income families with a median income of \$41,964, according to the 2011 census. The census also showed that in 10 years' time, the Asian population had risen to 25.02 percent of Rosemead City's 53,764 residents while the Hispanic population fell to 33.8 percent, and the Caucasian population slightly increased from 20.18 percent to 21.1 percent.

Rosemead High School is one of five comprehensive high schools in the El Monte Union High School District, and serves students from the cities of Rosemead, Temple City, San Gabriel, El Monte and South El Monte. RHS is fed by two local middle schools. The campus has 74 classrooms and a full-time certificated staff of 79 who provide support for approximately 1,791 students, with forty-four percent (44.4%) of the population being Asian (primarily Chinese and Vietnamese) and fifty percent (50.3%) Hispanic. Most teachers either hold advanced degrees or are in the process of obtaining graduate degrees, reflecting a continuous commitment to professional improvement. In addition to our certificated staff, we have five counselors, one Welfare and Attendance Coordinator, one College and Career Counselor, one librarian, one Instructional Coach, one EL TOSA, one part-time nurse, sixty-five classified staff members, and four administrators. The stakeholders of Rosemead High School are committed to providing the best possible educational and leadership opportunities for both students and staff.

Rosemead provides a wide range of support programs to meet the academic needs of its students. One such support available to students is the after-school PREP program, which

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provides enrichment activities and tutoring in all core subject areas. RHS also has an EL TOSA who provides services for our EL population with an EL Mentorship program, Peer Academic Support program (PAS), and after-school tutoring. Instructional services are provided to all Limited English Proficient (LEP) students in accordance with the California Education Code and Title V of the California Administrative Code. Special Education students have their needs met through Individualized Educational Programs (IEPs). The school has approximately eighty-three percent (82.7)% of its students receiving Free/Reduced Price Lunches. As a schoolwide Title I school, all students qualify for Title I services. Data analysis has shown that our enrollment, which is smaller than it was six years ago, seems to have stabilized over the previous 3 years. Approximately eighteen percent (18.2%) of the student population is receiving Special Education services. Our AVID Program provides support for students who come from communities that are underrepresented on college campuses. AVID tutors support AVID students within the program, and Content Tutors support students not enrolled in AVID.

Over the past six years, we have looked at our tradition, our history, and our present in order to have a stronger understanding of how we will continue to grow in the future. As mentioned earlier, we developed a new vision statement during the 2018-2019 school year that was based on the feedback received from students, parents, and staff surveys; many reviews of testing data (CAASPP, ELPAC, and AP scores, for example); and conversations between our principal and all stakeholders. The revised vision statement allowed us to update our mission statement and develop new Schoolwide Learning Outcomes that will help us meet the needs of all our students.

Mission and Schoolwide Learning Outcomes (SLOs) of Rosemead High School

It is the MISSION of Rosemead High School to create a community that empowers and nurtures ALL students by providing equitable support for academic and socio-emotional learning; therefore, graduates of RHS will be responsible, resilient, respectful, and resourceful individuals who are prepared to achieve their college and career goals in our global society.

Schoolwide Learner Outcomes (SLOs): Graduates of Rosemead High School will be:

Responsible for their choices and actions.
Resilient when facing challenges as they pursue their college and career goals.
Respectful of all members of our global society.
Resourceful problem solvers who creatively apply critical thinking skills.

II.B Description of School Programs

While Rosemead High School has a number of specific programs that will be discussed in more detail in Chapter 3 of this report, below is a summary description of RHS programs in the following areas: (1) Academics, (2) Athletics, (3) Student Involvement and Leadership, (4) College and Career Readiness, and (5) Parent Involvement.

II.B.1 Academic Programs

Description of Regular Program of Study

The school offers a variety of curricular programs to meet the needs of all students. In order to ensure a rigorous academic program, all core subjects have adapted their curricula to reflect Common Core Standards and Frameworks. Additionally, our science department has aligned their curriculum to meet the Next Generation Science Standards (NGSS). All other subject areas use well-established California state frameworks and course outlines related to their disciplines. Content Specialists in core subject areas meet district-wide to develop benchmark exams and analyze data on a regular basis in order to evaluate our student needs and our own efforts.

Our academic program also offers many electives in the arts and career-based fields to provide a well-rounded education for all students. The English Language Development (ELD) program supports our “newcomer” students who are not English proficient. Our highly certified AVID program assists students in building strong study skill habits and setting goals for college and career options.

Our CTE program gives students the opportunity to explore technology-related skills and trades, while providing mentoring and job experiences. As of the 2019-2020 school year, we have been able to partner with Rio Hondo Community College to offer a Dual Enrollment program which combines engineering and systems programming classes to expose students to project-based learning and real world problem solving in the engineering field.

We have also sought to encourage students to be engaged in campus activities and to focus on their studies through the creation of the Renaissance and Academic “R.” Like an Athletic “R,” the Renaissance and Academic “R” rewards a student’s dedication to their campus and academic achievements (we are the only school in the district to do this).

We offer Advanced Placement (AP) courses that challenge our high achieving students in the areas of English language, English literature, Spanish language, Spanish literature, Chinese language and culture, computer science, calculus AB and BC, statistics, biology, chemistry, environmental science, U.S. history, macroeconomics, and government and politics.

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AVID

Rosemead High School's Advancement Via Individual Determination (AVID) program is a college preparatory program designed to help students develop the skills needed to be successful in college. The foundation of the program is the WICOR curriculum: Writing, Inquiry, Collaboration, Organization, and Reading. This curriculum is aligned with the Common Core State Standards. To support our AVID students, RHS has a team of trained college and college-graduated tutors that work directly with the students in the AVID elective classes two to three times a week. Tutors utilize the tutorial process, which consists of collaborative groups that provide academic support for students in their content classes. Additionally, content teachers schoolwide have been trained in AVID instructional strategies that have proven to be successful for all students. The most recognizable strategies are focused note-taking and collaborative study groups. RHS is offering 10 AVID sections for the 2019-2020 school year, staffed by AVID elective teachers from the English, Math, and Science departments.

College Prep Courses

Because all students are pushed to meet the A-G requirements when they graduate, most courses on campus meet the UC A-G criteria. These A-G college prep courses are offered in art, AVID, English (except ALD and ELD 1 & 2), foreign language, math (except Integrated Math Readiness, which is a summer school offering for students not enrolled in algebra/integrated math 1 as an 8th grader), visual and performing arts, science, ethnic studies, career and technical education, and social science.

Visual and Performing Arts

Providing students with valuable arts based learning experiences at Rosemead High School plays a crucial role in developing their capacities for critical thinking, creativity, imagination, and innovation. These capacities are necessary skills all students need as part of a complete and outstanding 21st-century education. At RHS, Visual and Performing Arts students are provided training and experiences in art, music, drama, and dance during the normal school day, as well as after school. The RHS Instrumental and Choral departments both utilize student leadership teams to oversee all performing activities with staff. The RHS Visual and Performing Arts Department prepares students to present at the collaborative performance entitled, VAPA Showcase, which was held in February, 2019.

Students in the RHS Music Department are taught skills in vocal and instrumental performance, and in reading, writing, and listening to music, while using musical language and notation. The RHS Vocal Department includes beginning (Aeolian Choir), intermediate (A cappella Choir), and advanced (Chamber Choir) level choirs. The RHS Instrumental Department includes courses in Piano I & II, Orchestra I & II, Jazz Band, Senior Band I & 2, Colorguard, and Percussion. After-school competitive instrumental ensembles include Winter Drumline, Colorguard, and Winds. RHS Music Department students regularly perform on campus, at community events, at Disneyland, and at adjudicated festivals. Students develop poise, self-confidence, creativity,

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team-building skills, and musicianship skills through performance opportunities, adjudication, and reflection.

The RHS Theatre Arts program provides students the opportunity to learn about acting, theatre history, theatre careers and technical theatre through lectures, hands on experiences, and field trips. The RHS Theater Department currently offers Drama I and II. During drama courses, students refine their public speaking skills, use imagination and innovation to solve problems, present their interpretation of a text, and develop the ability to communicate ideas with their peers. All students have the opportunity to audition for full theatrical productions. Students enrolled in the traditional drama classes are required to contribute to productions throughout the school year as actors or technical staff, which helps students build characteristics and skills necessary for the professional world, namely reliability, time management, safety, analysis and interpretation, and the ability to work with others effectively.

The RHS Visual Arts Department offers introductory classes (Art I and Ceramics I), and two advanced classes (Art II and AP Studio Art—though AP Studio Art was not offered during the 2019-2020 school year). In Ceramics, students are taught basic skills, elements of art, and principles of design through creating, decorating, glazing, and firing objects in clay. In Art 1P, students gain an understanding and appreciation of traditional and contemporary art forms. During Art 2P, students continue to develop and apply skills to create artwork and build a portfolio. In AP Studio Art, students have submitted portfolios of their art which include traditional as well as experimental approaches to 2-D design. We hope to build student interest in this program so it can be offered again in the 2020-2021 school year. Students develop skills in observation, problem-solving, coordination, creativity, perseverance, ideation, and critical thinking. Student work is evaluated based on students' ability to meet the standards of a specific project rubric.

The RHS Dance program includes Dance I and II. Students learn various forms of dance including hip-hop, ballroom, and salsa. Students in dance develop skills in coordination, creativity, teamwork, and self-confidence. Student dance captains from RHS Choirs develop choreography and teach choir students dance moves throughout the school year for various performances. The biggest dance show of the year is RHS Choirs' Variety Show. Student leaders also choreographed numbers for our 2019 fall musical, "Camp Rock, The Musical."

Mentorship Program

While all RHS academic programs seek to prepare students for productive futures, the RHS AVID College and Career Extension for Schoolwide Success (RHS ACCESS) program provided a mentorship structure to assist students and parents in navigating the many steps required for college and career readiness during the 2017-18 school year. This program partnered RHS Teacher Mentors with students in order to perform tasks such as goal setting, university research, career research, and progress monitoring. As mentioned earlier, the informal mentoring component has been on hiatus since the 2018-2019 school year, but we hope to revive it in the

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near future to grow our school's college bound culture. The ACCESS documents have been shared with the Parent and Community Liaison so that parents with questions regarding their students' futures have access to these resources. The documents are also used in the Life Design/College and Career Planning courses for non-AVID freshmen, which was first offered during the 2019-2020 school year. These classes have taken the place of the informal mentoring that took place during the 2017-2018 school year. Our hope is that these courses may provide students with more consistency than the original program, which asked students to report to a classroom at lunch.

At the start of the 2016-2017 school year, RHS introduced LINK CREW, which is a national leadership program that pairs exemplary upperclassmen with freshmen to serve as positive role models. Each freshman is assigned to a "crew" of 10-12 other freshmen, led by two upperclassmen Link Leaders. These Link Leaders complete two days of extensive training during the summer, which allow them to support their crews through practices such as guided activities during freshman orientation, personal meetings regarding time management, and conflict resolution.

The PREP Program is an afterschool program that provides academic assistance, enrichment opportunities, and physical fitness to high school students during non-school hours. In addition, PREP provides educational workshops to parents throughout the year. This is a free program, which offers participants a healthy snack, and is available to all Rosemead students. PREP offers two academic programs (General Tutoring and History Lab), four enrichment programs, (Cards and Boards, Photography Club, Gardening/Best of Thymes, and Family Literacy), and one physical education program, PREP Fit.

Our EL TOSA has begun an EL Mentorship program. The mentorship program introduces newcomers to higher level EL/ RFEP students so they may connect with their peers and be guided through the new school system and culture. For example, higher level EL/RFEP students guided newcomer students through their registration process by helping them pick up their ID, textbooks and Chromebook. These student mentors continue to provide social and academic support to the newcomers throughout the school year. Our EL TOSA has also started a Peer Academic Support (PAS) program, which consists of highly qualified students who serve as tutors to provide academic support in ELD and content classes. PAS tutors are trained with EL strategies and monitored by the EL TOSA on a regular basis. These tutors, especially those who had experience as newcomers, are well received by the EL students as role models and peer support.

AP Courses

AP courses are available to all students via our open access policy. All students who want to challenge themselves by taking AP courses are given the opportunity. AP courses include: English Language and Composition, English Literature and Composition, United States History,

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United States Government and Politics, Macroeconomics, World History, Calculus AB, Calculus BC, Statistics, Chemistry, Chinese Language and Culture, Spanish Language and Culture, Spanish Literature and Culture, Biology, Chemistry, Environmental Science, and Physics. Traditionally, RHS students enrolled in an AP class have been able to take that course's exam, free of charge. Should a class not be offered, students do have the ability to take the test as a challenge, but they must pay the full price of the exam. Due to the popularity and success of our AP courses, we are looking at introducing AP Capstone, by first piloting an AP Seminar class for juniors in the 2020-2021 school year and adding an AP Research class at the start of the 2021-2022 school year. These classes will support our highest achieving students.

Intervention and Added Support

RHS offers a two-period English 1 Intensive course to help underperforming freshmen improve their reading and comprehension skills. Additionally, Academic Language Development (ALD) courses are available to support academic vocabulary acquisition for non-native English speakers. Our English-Learner Teacher On Special Assignment (EL TOSA) monitors the program and assists teachers in instructional strategies and assessments (this position is described in more detail below). Study Skills is a class that gives Special Education students who have been mainstreamed into general education additional support within the school day. These classes are taught by Special Education teachers who are knowledgeable of their students' Individual Education Plan (IEP).

College tutors support students in Collaborative Study Groups (CSG) through weekly study sessions in Integrated Math (IM) and ALD classes. Various bootcamps and workshops are provided throughout the year to help students prepare for standardized tests, such as the SAT/ACT, while embedded strategies are implemented in English and Math classes to help prepare students for the CAASPP. In addition, various other academic programs exist to help students achieve. These include the Adult School Program and Credit Recovery programs, among others.

The Summer Bridge Program targets at-risk incoming freshmen. Students are selected using a multitude of assessments such as CAASPP scores, grades, and teacher recommendations. Summer Bridge students are supported with "high school survival skills" in the area of academics, high school expectations, requirements, and goal setting. Other activities focus on character building, school connectedness, and the life-long learning skills necessary for a successful high school career. RHS also offers an Integrated Math 1 Summer Bridge skills course, specifically for incoming freshmen who completed IM 1 at the middle school level. IM3 and Pre-Calculus

RHS has specific Math interventions, which include: (1) Math 180—a 2-period class that supports the development of basic math skills, (2) ALEKS—an adaptive math software designed to help students close math knowledge gaps and procedural skills, and (3) collaborative study groups—a student-led collaborative practice designed to strengthen listening, speaking, reasoning, and mathematics skills. Students with IEPs are offered the tiered Math course intervention courses, Integrated Math Lab 1A and Integrated Math Lab 1B. These courses were designed to address the

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mathematical needs of Special Education students and to prepare them to enter general education courses.

English Learner Support

RHS offers designated English Language Development (ELD) instruction for all levels of ELD, which are designated as ELD 1, 2, and 3. Each class is blocked with an additional lab class taught by the same teacher so that students receive supplemental language support.

For struggling long-term English Language Learners, we offer English 1 Intensive and ALD (Academic Language Development) courses that focus on strengthening the academic language skills of these students so they can achieve greater academic success in their other content classes.

The English-Learner Teacher on Special Assignment (EL TOSA) position was created in the Fall of 2017 by the district to support the success of English Learners at each site. The EL TOSA at RHS provides leadership to the EL program by identifying students, assessing language levels, and assisting students who are in need of intervention. The EL Mentorship and PAS programs are examples of support provided to our students outside of the ELD classes. The EL TOSA facilitates the English Learner Advisory Committee (ELAC) and assists in identifying the professional development needs of our staff, while working closely with the Instructional Coach to design and deliver district-wide and school-specific professional development. The EL TOSA is supported by an on-site Language Assessment Assistant who works closely with the EL TOSA and assists with “newcomer” student identification, language assessment, reclassification, and English Language Learner monitoring.

The Instructional Coach has also supported classroom teachers in their lesson planning, using various protocols, which has included the Sheltered Instruction Observation Protocol (SIOP), Integrated ELD protocol, and the Universal Design for Learning (UDL) protocol. The Instructional Coach assists teachers in the development of lesson plans that include scaffolding for higher levels of critical thinking, and oral and written academic language development. The Instructional Coach also develops, implements, and conducts training for staff professional development activities during the school year and summer. For the last six summers, teachers from RHS have participated in dozens of professional development workshops facilitated by the RHS Instructional Coach and the other district Instructional Coaches at various locations throughout the district. Currently, our Instructional Coach also serves as our Technology Teacher Leader (TTL). Her dual responsibilities help her plan staff PD that incorporates our school’s educational technology, such as School Loop or ALEKS, in support of our students.

Career Technical Education (CTE) Pathways

Currently, there are 5 RHS Career pathways offered - 1) Food Services and Hospitality, 2) Graphic Arts, 3) Business and Finance, 4) Systems Programming, and the developing 5) StagecraftTechnology Pathway. Students are surveyed their freshman year and are introduced to the various pathways offered. They are encouraged to choose a pathway of interest so that they

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will be college and/or career ready in their chosen pathway upon graduation. The counselors review the chosen pathway during registration each year to ensure the student has a plan to complete the pathway upon graduation. Some of these courses were previously taken through ROP (Regional Occupational Program). Through our partnership with Rio Hondo College, we have been able to offer students Dual Enrollment, so that they may earn college credit before they graduate high school.

Workability Program

This program is available for special education students ages 16-18. This program prepares students for the workforce by placing them in local businesses to receive pre-employment training in their transition from school to work. The program allows students to gain experiences in social interaction with customers, trains them to perform skills required for the job location, and expands their interests in their community. Students are able to receive elective credit for this one semester course.

Project Lead the Way (PLTW)

RHS has offered STEM programs through Project Lead the Way (PLTW). These courses include Intro to Engineering Design, Principles of Engineering, and Computer Science. Students were encouraged to advance through the PLTW track to prepare for technical study or careers. Based on our community partnership with Rio Hondo Community College, career surveys, and student needs, we have shifted the focus of this program to AWS Cloud Computer Programming. While we have moved on from PLTW, it served a vital purpose in helping us develop our STEM program.

Credit Recovery (formerly Concurrent Studies)

Concurrent studies/credit recovery has gone through a transition over the past 6 years. In 2013-14, EMRAS switched to a national online program, Aventa Learning, which did not have a minimum seat time requirement. The program had a subpar pass rate, at 35%.

In 2014-15, EMUHSD retook control of Credit Recovery, changing the name formally to Credit Recovery and developed an in-house computer program through a Learning Management System (LMS), Moodle. The new in-house program was more responsive to difficulties students and staff were encountering, and the pass rate jumped to 55%.

In 2015-16, the Moodle program courses were revamped to provide A-G UC credit. These courses were approved through UC Doorways and meet iNOCAL (International Association for K-12 Online Learning) standards.

At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content teachers. All OPL courses

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are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.

OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.

II.B.2 Athletic Programs

Rosemead High School offers students the opportunity to participate in 18 different sports teams, which include: Boys Baseball, Boys and Girls Basketball, Boys and Girls Cross Country, Football, Boys and Girls Soccer, Girls Softball, Boys and Girls Swimming, Boys and Girls Tennis, Boys and Girls Track and Field, Girls Volleyball, Boys and Girls Wrestling.

II.B.3 Student Involvement and Leadership Programs

In order to support student involvement RHS has offered 32 extra-curricular clubs, which have included:

- Academic Decathlon
 - Club members (Decathletes) are challenged to use analytical skills, performance abilities and test-taking and writing aptitude in 10 events: Art, Economics, Essay, Interview, Language & Literature, Math, Music, Science, Social Science and Speech.
- Anime Club
 - A weekly informal hangout in which students get to bond over their shared love of Japanese animation and media, while enjoying examples from the genre together.
- Art Club
 - RHS Art Club helps students grow in confidence and communication through artistic expression. Our goal is to raise awareness and appreciation of visual arts. The club allows students to participate in a supportive and positive environment.
- Associated Student Body (ASB)
 - The Associated Student Body is a student government organization responsible for school events, dances, athletics, community outreach projects, and school spirit.
- Advancement Via Individual Determination (AVID)
 - The AVID Club, which consists of 14 student members and one AVID elective teacher, supports the RHS AVID Program by planning and coordinating fundraising efforts, end of year celebrations, and college field trips.

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- Best of Thymes Garden Club
 - This club promotes ecological and personal wellness through mindful gardening. With our partners at the non-profit EcoUrban Garden, students plant and maintain sustainable and edible gardens throughout campus. Produce is shared with the community as often as possible.
- Brothers Achieving Greatness Arts Truth health and Service (BAGATHS)
 - A social and philanthropic club that serves the community by volunteering in the greater LA Basin.
- California Scholarship Federation (CSF)
 - The California Scholarship Federation, Inc. is a nonprofit organization whose mission is to recognize and encourage academic achievement and community service among middle and high school students in California. Eligible students become members by submitting applications based on their report card grades. Membership is for one semester, and membership drives are held each semester within established periods dictated by the State bylaws.

- Drama Club
 - Student group interested in plays, performances, and theater.
- Film Club
 - Film Club is open to all students who would like to broaden their awareness of the cinematic arts, as well as learn more about film in general. Films are critiqued for entertainment as well as their artistic expression, themes and symbolism. Students view, discuss and analyze a series of films as well as write create and produce their own film projects.
- Ecology Club
 - The purpose of the Ecology Club is to create awareness of environmental issues, such as protection, conservation, preservation, and restoration. Students who are interested in environmental advocacy and awareness are encouraged to join. It allows students to participate and take up meaningful environmental activities and projects to promote sound environmental behavior. For example, Ecology Club holds weekly recycling sessions to help the school do their part in being more green.
- Engineering Club
 - The Engineering Club introduces students to the modern concepts of engineering through demonstrations, build projects, and hosting of engaging speakers. The club's goal is to educate students and promote interest in the field of engineering.
- Foreign Language Club
 - Foreign language is a club whose purpose is to expose students to various cultures and learn about traditions and cuisine.

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- Gaming Club
 - The purpose of the Rosemead Highschool Gaming Club is to provide students a place to enjoy games in a school environment and allow them to interact with other students who share the same interests. We plan to incorporate both casual and competitive activities in our club, allowing students to have fun and express sportsmanship during gaming activities.
- GATE Club
 - Currently GATE is an acronym for Going Academically to Extremes. Students engage with themed projects and cultural field trips each month. Two recent excursions were to tour the Japanese American National Museum in DTLA and to see Silent films at the San Gabriel Mission Playhouse.
- Helping Hands
 - Helping Hands is a club that focuses on integrating special education students into school culture. Helping Hands does so by providing student chaperones to events such as dances and football games, and by also hosting activities with our CBI students during lunch. Our club volunteers at events such as The Buddy Walk of Los Angeles and other events that raise awareness of other disabilities. Lastly, Helping Hands fundraises in order to cover the cost of prom or Grad Bash for senior CBI students.
- Instrumental Club
 - Band and Instrumental Music also offers several choices and groups to learn, play and study music.
- Key Club
 - Key Club is an international student-led organization which provides its members with opportunities to provide service, build character and develop leadership.
- LINK Crew
 - A national leadership program that pairs exemplary upperclassmen with freshmen to serve as positive role models. The upperclassmen serve as mentors throughout the school year.
- National Honor Society
 - The National Honor Society is comprised of the top 1% of Rosemead High school students. Our students elevate the school reputation by being model citizens who excel in four specific categories: scholarship, service, leadership, and character. We donate our time to helping others, volunteering, and fundraising. We aim to make the school, the community and the world at large a better place though everything we do.
- Pantherama (Yearbook)
 - Student led yearbook production club, photography, captions, development of the entire annual yearbook.
- Panther Sunrise Cafe
 - This is a student run cafe that offers food and drink to students and staff. It seeks to promote leadership and business skills.

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- Panther's Tale
 - Student led school newspaper covering issues at school, in the community, as well as current events around the world.
- Penopsis Club
 - This club seeks to promote student art and literature. It publishes a book of student work once a year.
- Pride Club (Formerly GSA)
 - A Gay-Straight Alliance founded to support, advocate, and educate on behalf of the LGBTQ+ community, and to foster a safe and positive environment for students of all orientations and identities.
- Red Cross Club
 - In this club, students work closely with local Red Cross chapters. Students create, plan and participate in their school community and make an impact around the globe.
- SAVE Club
 - SAVE is a club who invites young people to stand up and take notice of their duties and responsibilities in society and be politically aware of their local and national government. It also encourages students to register to vote upon their 18th birthday and stay informed regarding current events and issues around the world.
- Science Olympiad Club
 - RHS SciOly (Science Olympiad) is an organization that provides the opportunity for students to actively apply their knowledge of scientific concepts they have learned and studied. SciOly students are determined and dedicated in elevating their critical thinking skills through research and experimentation.
- Sisterhood Achieving Greatness through Service (SAGATHS)
 - S.A.G.A.T.H.S. (Sisters Achieving Greatness Art Truth Health and Service) is a sisterhood organization founded on the principles of service and community. On most weekends, S.A.G.A.T.H.S. regularly volunteers their time at a variety of events across Los Angeles with their brotherhood club B.A.G.A.T.H.S. during the day and night. Furthermore, they are also dedicated to promoting and fundraising for breast cancer awareness every year through selling t-shirts in the community and donating profits to research and participating in the American Cancer Society Walk and the Susan G Komen Walk. In addition to this, S.A.G.A.T.H.S. values bonding with their fellow sisters and brothers through planning fun hangouts and activities to build their strong familial bond.
- SPEAK Club
 - This is a club dedicated to the ethical treatment of animals. The club raises funds to donate to non-profit organizations animal shelters and rescues. The club also donates time at community events which cater to animal wellness. The students also dedicate time in making blankets and animal toys for our local animal shelter.

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- Speech and Debate Club
 - This club gives students the opportunity to perform rigorous academic research on current social issues and to compete in a variety of debate styles. Students work together to research, write, and revise arguments geared toward winning debates. We have held both Public Forum and Congressional debates on campus from topics ranging from The Electoral College to The Dangers of Vaping. At these events, our student body gets to see and hear authentic academic debates. The club is proud to host these events in which students perform at the highest academic and intellectual levels of critical thinking, writing, and speaking. These events engage our student body in intellectual discussions on topics that directly impact their lives as citizens and future voters/participants in our democracy.
- Vocal Club
 - The purpose of the RHS vocal club is to support RHS vocal and choral students in vocal and choral activities and performances including fundraising for tours, retreats, and festivals. The Vocal Club also encourages students by raising funds for choir banquets and choir awards.

To promote student leadership, RHS has an active Associate Student Body and Class Officers that organize activities such as:

- School dances
- Pep rallies
- Assemblies (Big R, Renaissance, Positivity and Wellness)

ASB Officers are encouraged, but not required to enroll in our zero period Leadership class, which seeks to provide students with opportunities to build their collaborative skills. It has become clear to us that the class should be offered within the school day, but scheduling has proven to be difficult.

Further, House of Representatives meetings, which include students from each 2nd period class, are regularly hosted, allowing students to have a voice in school activities. Lastly, a Student Advisory Council (SAC) provides feedback to the RHS APSA. The council with the district's SAC, which is led by our superintendent.

II.B.4 College and Career Readiness Focus Programs

The College and Career Center offers services to promote college and career readiness, which include career interest exploration, guest speakers, college presentations, college visits, field trips, SAT/ACT support, college application support, and financial aid and scholarship support. RHS also offers free PSAT testing for all sophomores and free SAT Prep courses, as well as an ACT bootcamp.

Rosemead High School works with institutions of higher-education in order to provide its students with multiple opportunities for success. This includes pledge compacts with Rio Hondo College,

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CSU Los Angeles, and UC Irvine, in order to provide RHS students a more informed path to college. RHS also partners with Pasadena City College to provide college workshops and support to RHS students and parents.

In an effort to work with the community in preparing students for college and career goals, RHS has partnerships with the Temple City Sheriff, Rosemead Public Library, US Green Buildings, UFC Gym, Eco Urban Gardens, and the Whole Kids Foundation.

II.B.5 Parent Involvement Programs

Rosemead High School promotes parent involvement through formal organizations such as the RHS Parent Teacher Student Association (PTSA), the RHS English Learner Advisory Committee (ELAC) and the RHS School Site Council (SSC). Each of these groups meet regularly throughout the year and parents are invited to provide feedback and input to RHS decision makers.

In addition, RHS hosts a number of events to inform parents of highly relevant topics. Some of these events include an annual Parent Involvement Academy, social events (parent potlucks, Doughnuts with the Doc, etc.), Annual Parent and Student College and Career Night, Parent College Workshops, Healthy Parenting Workshops, Annual Back to School and Open House, Cash for College Workshops, UC and CSU Application Workshops, AVID parent night, AP/CTE parent night, and Transcript Evaluation Services. These events are organized and hosted through the Parent and Community Liaison, College and Career Center, or in partnership with support organizations. Since much of our school population is socio-economically disadvantaged (84.6%) or are from homes where English is not their first language (78.2%), these activities have become important in helping our community build a college and career focused community.

Parents are encouraged to become active members of RHS. Parents often volunteer to help in school activities such as Back to School Night, Student of the Month, field trip chaperones, and sporting events.

II.B.6 State Mandated Programs

CA Mandate	Brief Description	Personnel/Office Responsible
AIDS Prevention Instruction I-II	Provide professional development on HIV instruction. Provide all high school students with additional HIV prevention instruction. Notify parents of right to exempt students from HIV instruction. Provide instructional materials on HIV instruction Keep relevant sections of Education Code available for parents.	EMUHSD-District nurses RHS-Health & Biology teachers
Annual Parent Notification	Inform parents of: <ul style="list-style-type: none"> ● Right to exempt students from HIV prevention classes ● Right of students to take necessary medications and receive school support 	EMUHSD-Educational Services Department

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	<ul style="list-style-type: none"> ● Right of students to refuse immunizations and other medical treatment ● Alternative education options ● Sexual harassment policies ● Local school discipline rules excusable absences ● Dates of in-service training for teachers ● Fingerprinting program for school staff 	RHS-Guidance Department
Comprehensive School Safety Plans	Develop a schoolwide safety plan. Review and annually update safety plan.	EMUHSD-Business Department RHS-Instruction Office & School Site Council
Expulsion Transcripts	Districts cannot charge students for the cost of providing a transcript for expulsion hearings if the family is low-income or the county reverses the district's decision.	EMUHSD-Educational Services Department RHS-Guidance Department
Financial and Compliance Audits	Conduct activities required to comply with audit procedures, submit corrective plans to county offices, respond to requests for financial information, and review audits publicly.	EMUHSD-Business Department RHS-Attendance Office & Activities Office
Graduation Requirements	Require two science classes for graduation (rather than one). Acquire space and equipment for additional science classes. Acquire and produce related instructional materials. Pay teacher salary costs for an additional science course.	EMUHSD-Business & Educational Services Departments RHS-Principal and Science Department Chair
Habitual Truants	If a student is truant three or more times: verify prior trancies, inform the parents using a form letter, and request a conference with the parent. After these steps, classify the student as habitually truant.	EMUHSD-Educational Services Department RHS-Attendance and Guidance Offices
Notification of Truancy	Develop truancy procedures. Identify students absent or tardy three or more times as truant. Use a truancy letter to inform parents their child has been classified as truant.	EMUHSD-Educational Services Department RHS-Attendance and Guidance Offices

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<p>Immunization Records</p>	<p>Request, record, and follow-up on documentation that student is immunized against: polio (3 doses), varicella, hepatitis B, measles, mumps, rubella, diphtheria, tetanus, and pertussis (whooping cough). Exclude students from school if documentation is not provided within a set period.</p>	<p>EMUHSD- Educational Services Department RHS-Attendance, Guidance and Health Offices</p>
<p>Juvenile Court Notices II</p>	<p>Maintain private record of students' juvenile court notices. Transfer notices to students' subsequent schools. Destroy records when student turns 18 years old. Provide juvenile courts with school's mailing address.</p>	<p>EMUHSD- Educational Services Department RHS-Attendance and Guidance Offices</p>
<p>Law Enforcement Agency Notifications</p>	<p>File a report with law enforcement whenever a student violates particular sections of state Penal Code. Maintain records of those reports.</p>	<p>EMUHSD- Educational Services Department RHS-Attendance and Guidance Offices</p>
<p>Notification to Teachers of Mandatory Expulsion</p>	<p>Document and maintain information on all students in the past three years who have committed suspendable or expellable offenses. Inform teachers of students who have engaged in such activities.</p>	<p>RHS-Guidance Department</p>
<p>Physical Education Reports and Performance Tests</p>	<p>Purchase equipment, train staff, conduct assessments, analyze assessment data, and respond to state agency requests associated with administering physical fitness tests in grade nine. Report to the California Department of Education on whether students receive 400 minutes of physical education instruction every two weeks.</p>	<p>EMUHSD- Educational Services Department RHS-Principals Office, Instruction Office, & Physical Education Department Chair</p>
<p>Pupil Promotion and Retention</p>	<p>Notify parent of teacher's recommendation to retain a student. Discuss recommendation with parent. Provide appeals process for student recommended for retention. Provide supplemental instruction for students underperforming on state tests. Provide supplemental instruction for students recommended for retention. Develop local policies on promotion and retention.</p>	<p>EMUHSD- Educational Services Department RHS-Guidance Department</p>
<p>Pupil Residency Verification and Appeals</p>	<p>Verify student's residency in the district and U.S. citizenship at times other than annual residency verification, especially if concerns arise over the validity of residency documentation provided. Conduct appeals for students deemed not to be legal residents.</p>	<p>EMUHSD- Educational Services Department</p>

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		RHS-Attendance Office
Removal of Chemicals	Hire consultants to inventory chemicals in science classrooms, review those inventories, and remove all chemicals that are outdated but have not yet become dangerous as defined in Health and Safety Code.	EMUHSD-Business Department, CBO, Risk Manager RHS-Plant Manager, Science Department Chair
Missing Children	Post notices of missing children provided by law enforcement. Notify law enforcement if another school requests the student's records.	RHS-Guidance Department
Pupil Safety Notices	Inform parents when the school does not meet certain safety standards, including for lead, and provide an interpreter anytime a parent does not speak English and wishes to discuss certain safety issues, such as child abuse.	EMUHSD-Business Department, Educational Services Department RHS-Administration, Plant Manager
School Accountability Report Cards	Schools must report the following information to the state and parents: <ul style="list-style-type: none"> ● Salaries paid to teachers and staff ● Current year dropout rate ● Student assessment data ● Total number of instructional minutes and days ● Average class size ● Credentialing status and qualifications of staff members ● Suspension and expulsion rates ● School average Scholastic ● Aptitude Test scores when reported ● School days devoted to staff development ● Degree to which pupils prepared to enter workforce 	EMUHSD-Educational Services Department RHS-Principal
Stull Act	Evaluate certificated instructional personnel related to adherence to curricular objectives and students' progress on state assessments. Review tenured teachers that receive an unsatisfactory evaluation on a yearly basis.	EMUHSD-Human Resources RHS-Administration

II.B.7 Federally Mandated Programs

Federal Laws	Brief Description	Personnel/Office Responsible
Elementary and Secondary Education Act	ESEA or ESSA requires that all students be taught to high academic standards that will prepare them to succeed in college and careers. It also ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments	EMUHSD-Educational Services Department, Director of Categorical Programs

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<p>(ESEA) or “Every Student Succeeds Act” (ESSA)</p>	<p>that measure students' progress toward those high standards, while helping to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.</p>	<p>RHS-Administration, School Site Council</p>
<p>Equal Educational Opportunity Act (EEOA)</p>	<p>This act requires local school agencies to take appropriate action to overcome language barriers that impede students' equal participation in its instructional programs.</p>	<p>EMUHSD-Educational Services Department, Director of Categorical Programs RHS-Administration, School Site Council</p>
<p>The Health, Education, and Welfare (HEW) Memorandum</p>	<p>Similar to the EEOA, this memorandum states that “Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency...”</p>	<p>EMUHSD-Educational Services Department, Director of Categorical Programs RHS-Administration</p>
<p>The Individuals With Disabilities Education Act (IDEA)</p>	<p>This law calls for a free and appropriate education to all students with disabilities. The primary mandates of the law are establishing nondiscriminatory evaluation procedures appropriate for use with culturally and linguistically diverse students, testing in the dominant language whenever feasible, developing an individualized education program (IEP) for each ELD student, and providing oral and written information to parents in their native language.</p>	<p>EMUHSD-Educational Services Department, Director of Special Education, Compliance Officer RHS-Administration, counselors, Special Education Department, School Psychologist Speech Pathologist Counseling Agencies</p>
<p>The Education of All Handicapped Children’s Act Amendment The Rehabilitation Act</p>	<p>This law extends mandatory programming for children with disabilities from the age of three and provides incentives for programming beginning at birth. This law prohibits an organization or entity receiving federal funding from excluding an individual from participation in any program or activity on the basis of disability.</p>	<p>EMUHSD-Educational Services Department, Director of Special Education, Compliance Officer RHS-Administration, Special Education Department, School Psychologist Speech Pathologist Counseling Agencies APE</p>
<p>The Civil Rights Act, Title VI</p>	<p>This law mandates that no student may be excluded from participation in or denied the benefits of any public school system on the grounds of his or her ethnicity.</p>	<p>EMUHSD-Educational Services Department, Human Resources Department RHS-Principal, API</p>

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Healthy, Hunger-Free Kids Act	This law sets nutritional standards for all food offered in schools, increases spending per meal, and makes more children eligible for school lunch programs.	EMUHSD-Business Department, CBO, Director of Food Services
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II.C Demographic Data

Reviewing the demographic data at our school has helped us identify the needs of our students. While often sterile, the data creates a concrete picture of how to focus our attention. One anomaly we realized while studying the data is that a number of our total enrollment actually attend an off-site location, Granada, as part of their IEP. State and District data does not separate them from our total population, so they may account for some anomalies and irregularities when evaluating the results. Below is a chart that indicates the number of students onsite and at Granada.

	2014-2015	2014-2015	2016-2017	2017-2018	2018-2019
Student Enrollment (on Site)	1748	1708	1725	1747	1733
Granada (Off Site)	100	86	94	95	108
Total Enrollment (Reflected in State Dashboard enrollment numbers)	1848	1794	1819	1842	1841

II.C.1 Socioeconomic Level

	2013-2014	2014-2015	2014-2015	2016-2017	2017-2018	2018-2019
Socioeconomically Disadvantaged	83.8% (1547)	86% (1575)	85.4% (1541)	85% (1541)	84% (1552)	83% (1531)
Students with Disabilities	10% (185)	15% (273)	15% (276)	15% (272)	15% (277)	18% (332)

The data reveals that a majority of our students come from homes that historically have limited educational opportunities or who have economic need. These students may have barriers to their education that require attention. We have highlighted the data and plan to focus on the academic progress of this significant portion of our population, which has grown over the past six years.

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Parent Education Level

	2014-2015	2014-2015	2016-2017	2017-2018	2018-2019
Student Enrollment	1848	1794	1819	1842	1841
Not HS grad	32% (628)	32% (567)	32% (584)	31% (570)	30% (549)
HS grad	41% (759)	42% (746)	41% (738)	39% (718)	38% (683)
Some college	10% (177)	11% (192)	11% (204)	13% (233)	14% (256)
College grad	11% (198)	12% (214)	12% (224)	14% (254)	15% (271)
Grad school	2% (37)	2% (43)	3% (46)	3% (51)	4% (64)
No answer	3% (49)	2% (32)	1% (23)	1% (16)	1% (18)

The data reveals that the majority of our students come from homes without a college graduate. While we have a strong college prep focus on campus, it is important to know that the majority of our students do not have people in their homes with experience on college campuses.

Percentage of Free and Reduced Lunch

	2014-2015	2014-2015	2016-2017	2017-2018	2018-2019
Percentage of School on Free/Reduced Lunch	84% (1559)	84% (1499)	81% (1475)	84% (1547)	82% (1507)

The consistent number of students, above 80%, who qualify for free and reduced lunch is a stark reminder of the financial struggles our students face.

II.C.2 Student Enrollment

Rosemead High School, along with all surrounding schools, has experienced declining enrollment. During this time, our student demographic has remained consistent, meaning RHS's ethnic composition is predominantly Hispanic and Asian. Additionally, RHS's Socioeconomically Disadvantaged population remains a supermajority at over 80%, and roughly 80% of RHS parents never having attended college (as noted previously). One demographic change of note has been an increase of Students with Disabilities starting in 2014-2015. Below is a more focused analysis of our enrollment data.

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Grade Level Distribution

	14-15	15-16	16-17	17-18	18-19
9th	25.3%	23.4%	24.2%	25%	24.3%
10th	21.7%	26.1%	23.9%	23.7%	25.7%
11th	23%	21.7%	25.1%	22.4%	22.3%
12th	24.5%	23.3%	21.8%	23.8%	27.7%
Ungr. Sec.	5.4%	5.4%	5.0%	5.1%	0.0%

While fairly evenly distributed, the slight imbalance among grade level distribution does reflect the slight fluctuations in our enrollment. The Ungraded Secondary students (students with IEPs who are over 18 and who attend the Granada Transition Center) have been counted as 12th graders starting in the 2018-19 school year.

Gender Distribution

	13-14	14-15	15-16	16-17	17-18	18-19
Total Enrollment	1846	1848	1794	1819	1842	1841
Male	52% (963)	51% (943)	51% (923)	52% (953)	53% (974)	53% (905)
Female	48% (883)	49% (905)	49% (871)	48% (866)	47% (835)	47% (865)

The gender distribution has remained fairly stable.

Ethnicity

Enrollment	13-14	14-15	15-16	16-17	17-18	18-19
Total Enrollment	1845	1827	1805	1813	1847	1844
African American	0.5% (9)	0.4% (7)	0.3% (5)	0.6% (11)	0.4% (7)	0.7% (13)
American Indian or Alaska Native	0.2% (3)	0.1% (2)	0.1% (2)	0.1% (2)	0.1% (2)	0.1% (2)
Asian	47% (868)	47.9% (876)	48.6% (878)	48.6% (881)	48.2% (890)	45.6% (840)
Filipino	1% (18)	.2% (4)	.9% (17)	1.3% (24)	1.2% (2)	1.6% (30)
Hispanic or Latino of Any Race	48.6% (896)	47.7% (872)	47.4% (846)	46.8% (848)	48% (887)	50.4% (929)
Pacific Islander	0.1% (1)	0% (0)	0.1% (1)	0.1% (2)	0.1% (2)	0.1% (2)

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White	2% (36)	1.9% (34)	1.9% (34)	2.0% (36)	1.7% (31)	1.6% (30)
Two or More Races	0.8% (14)	1.8% (32)	1.2% (21)	0.5% (9)	0.3% (6)	0% (0)
Not Reported	0% (0)	0% (0)	0% (0)	0.0% (0)	0% (0)	0% (0)

While we are concerned with the progress of all of our students, the two major ethnicities, Asian and Hispanic, compose a large enough majority that we have decided to focus on their progress.

Predominate Primary Languages Other Than English

Primary Language	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Spanish	32% (600)	32% (576)	32% (587)	34% (617)	35% (649)
English	20% (369)	20% (358)	21% (375)	20% (369)	22% (397)
Vietnamese	13% (237)	14% (258)	15% (278)	17% (314)	17% (318)
Cantonese	24% (435)	23% (412)	21% (384)	21% (380)	17% (316)
Mandarin	5% (92)	4% (70)	5% (85)	4% (66)	3% (61)
Filipino	0.8 (14)	1% (22)	1% (20)	1% (18)	1% (17)
Khmer	0.3% (6)	0.3% (6)	0.2% (3)	0.1% (2)	0.2% (4)
Chinese-Other	1% (21)	0.8% (15)	0.5% (9)	0.4 (7)	0.3% (5)
Other	4% (74)	4% (77)	4% (78)	4% (69)	4% (74)

Title One

We are a schoolwide Title 1 School. Please see information regarding Socioeconomic, Free and Reduced Lunch, and Parent Education level for information regarding our students who qualify for Title 1 Funds.

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Enrollment By Special Program

Program Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
GATE	4% (79)	4% (75)	4% (66)	5% (84)	6% (117)
AP Enrolled	31% (564)	33% (589)	30% (544)	31% (578)	30% (556)
AVID Enrolled	8% (147)	10% (186)	11% (204)	14% (250)	15% (281)
CTE Pathways	5% (97)	6% (101)	6% (101)	4% (79)	0%(0)
Migrant	1% (24)	1% (24)	2% (29)	2% (31)	2% (29)
Homeless	5% (85)	4% (67)	3% (53)	3% (55)	4% (80)
Special Needs	15%(281)	16% (267)	15% (272)	16% (275)	18% (320)
SDC	2% (40)	2% (36)	2% (45)	4% (73)	4% (66)
Ind Study	0.7% (13)	0.6% (11)	0.6% (11)	0.5% (10)	0.4% (8)
SDC/CBI	7% (131)	7% (120)	7% (127)	7% (124)	8% (143)
Collaboration	5% (97)	6% (100)	5% (89)	4% (68)	6% (103)

There has been a significant rise in the number of Special Needs students. We have also seen a growth in the number of Migrant Education and Homeless students. Our AVID program has grown considerably, reflecting an effort to promote college and career readiness. We have nearly a third of our students consistently enrolled in AP programs, which reflects our focus on College and Career Readiness. Given our achievement gap, we need to find ways to use these programs to support the success of our Hispanic students.

II.C.3 Language Proficiency

Enrollment	13-14	14-15	15-16	16-17	17-18	18-19
Total Enrollment	1846	1848	1794	1813	1842	1841
English Learner (EL)	13% (235)	13% (233)	13% (225)	17% (308)	13% (238)	14% (258)
Initial Fluent-English Proficient (I-FEP)	17% (308)	17% (316)	13% (238)	9.3% (169)	8.3% (152)	6% (110)
ALL Redesignated FEP (R-FEP)	51% (937)	50% (930)	54% (973)	57% (1034)	59% (1083)	59% (1090)
RFEP/EL (monitored)	30% (545)	26%(480)	23% (412)	19% (341)	10% (186)	13% (239)
RFEP (not monitored)	21% (392)	24%(450)	31%(561)	38% (693)	49% (897)	46% (851)

While our EL population has stayed steady, at around 13-14% of our population (with one jump to 17%), our RFEP population has grown by roughly 8% over the past 6 years. Additionally, the number of Reclassified FEP students, those who were reclassified more than 4 years ago, has outpaced our RFEP/EL population. Given that students are monitored for four years after reclassification, we may need to consider the support given to all RFEP students. Our EL TOSA

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will be instrumental in any actions taken for this population.

Reclassification Data

	2015-2016	2016-2017	2017-2018	2018-2019
Total Number of EL Students	225(F) / 228 (S)	240(F) / 230(S)	232(F) / 224(S)	239(F) / 231(S)
Number of EL Students Who Were Reclassified as a Result of Testing and Other Criteria	20 (5 SpEd)* ≈ 8.8%	19 (2 SpEd)* ≈ 8.08%	51 (7 SpEd)* ≈ 22.3%	89 (4 SpEd)* ≈ 34.5%

**Numbers inside the parenthesis indicate Special Education Students*

While specific ELPAC test data is located elsewhere in this chapter, we found the best data to determine our efforts to prepare students for reclassification is our yearly reclassification rate. In 2017, we saw a significant jump in reclassification rate. This was the first year that our EL TOSA began to work with our EL population and reflects well on her efforts. The improvement continued in the last round of testing, which ended in the Fall of 2019.

II.D Data Addressing the Eight State Priorities

II.D.1 Priority 1 Basics (Teachers, Instructional Materials, Facilities)

Below is a report of the number of teachers assigned to the school and district with a full credential, without a full credential, and those teaching outside of subject area competence. All RHS sections are taught by appropriately credentialed teachers.

TEACHERS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Full Credential	71	70	72	73	73
Without Full Credential	0	0	0	0	0
Teaching Outside Subject Area Competency	0	0	0	0	0

Access to Standards-Aligned Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certifies that each pupil in the district has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below as of December 13, 2019.

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Our high schools offer students updated textbooks which are aligned to the California State content standards. In core areas (English, math, social science, science) students receive a copy of the text to use for the semester. For Advanced Placement Courses, texts approved by the AP Central (College Board) are recognized by the District as District Approved.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Without Own Copy
Language Arts	McDougal Littell: Literature: Grade 9	2009	Yes	0%
	McDougal Littell: Literature: Grade 10	2009	Yes	0%
	McDougal Littell: Literature: American Lit	2009	Yes	0%
	McDougal Littell: Literature: British Lit	2009	Yes	0%
	UC Approved ERWC Student Course Materials	2004	Yes	0%
	Journalism: Publishing Across Media	2017	Yes	0%
	AP English Lang & Comp: Back to the Lake	2015	Yes	0%
	AP English Lit & Comp: Bedford Introduction to Literature	2008	Yes	0%
Mathematics	Integrated Math 1, 2, 3 - Houghton Mifflin Harcourt	2015	Yes	0%
	Precalculus - Graphing & Data Analysis	2106	Yes	0%
	Calculus - A Complete Course	2001	Yes	0%
	Finite Mathematics; An Applied Approach, 11th Ed.	2017	Yes	0%
	Mathematics for Business and Personal Finance	2017	Yes	0%
	AP Calculus: Calculus with Analytic Geometry	2006	Yes	0%
	AP Statistics: The Practice of Statistics	2008	Yes	0%
	AP Statistics: Workshop Statistics	2008	Yes	0%
Science	McDougal Littell-Biology, CA Edition	2008	Yes	0%
	Modern Chemistry (Holt)	2006	Yes	0%
	Holt Physics	2007	Yes	0%
	Intro to the Human Body	2007/2012	Yes	0%
	Science Spectrum: Physical Science with Earth	2008	Yes	0%
	AP Environmental Science: Living in the Environment (Miller)	2015	Yes	0%
	AP - Biology	2008/2002	Yes	0%
	Acc Biology: Campbell Biology Concepts	2015	Yes	0%
	AP Chemistry: Chemistry (Zumdahl)	2000	Yes	0%
	AP Physics: Physics: Principles & Problems	2002	Yes	0%
Social Science	World History	2019	Yes	0%
	United States (Ca)	2019	Yes	0%
	Magruder's American Government	2019	Yes	0%
	Economics (Ca)	2019	Yes	0%
	AP U.S. History: U.S. History: By the People	2015	Yes	0%
	AP World History: 1200 Update Ways of the World	2020	Yes	0%
	AP Government: Government By the People	2009	Yes	0%
	AP Economics: Economics: Principles, problems	2008		

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English Language Development	Edge Fundamentals	2014	Yes	0%
	Edge Level A	2014	Yes	0%
	Edge Level B	2014	Yes	0%
	English 3d: Language and Writing Portfolio (ALD)	2014	Yes	0%
World Language	Spanish 1P - Avancemos 1	2017	Yes	0%
	Spanish 2P - Avancemos 2	2017	Yes	0%
	Spanish 3P - Descubre 3	2017	Yes	0%
	Spanish 1X - Descubre 2	2017	Yes	0%
	Spanish 2X - Imagina	2017	Yes	0%
	AP Spanish Lang.: Temas: AP Spanish Language & Culture	2014	Yes	0%
	AP Spanish Lit.: AP Reflexiones: Intro a la Literatura Hispanica	2013	Yes	0%
	Chinese 1P, Zhen Bang! Book 1	2017	Yes	0%
	Chinese 2P, Zhen Bang! Book 1	2017	Yes	0%
	Chinese 3P, Zhen Bang! Book 2	2017	Yes	0%
	AP: Integrated Chinese 1 Level 2 pt 1 and 2 pt 2	2010	Yes	0%
AP: China's Development & Dilemmas	2019	Yes	0%	
Health	Comprehensive Health	2015	Yes	0%
Science Lab Equipment (9-12)	All Science classrooms are currently supplied with equipment and supplies so that all students have access to science related activities and laboratory investigations.		Yes	0%

School Facilities

Rosemead High School opened its doors to students in the fall of 1949, as the second comprehensive high school in the El Monte Union High School District. Built to house approximately 1,800 students, it has been in continuous operation ever since. Seventy-nine classrooms provide space for the school's comprehensive college preparatory and CTE curriculum, including ten science labs, two CTE Labs (Culinary Arts and AWS Cloud-Computing), two art classrooms, three performing arts (instrumental and vocal music and piano) classrooms, a business computer lab, four Internet-connected computer labs (rooms 43 and 63), Library and Career Center, a full-sized gymnasium, auditorium, dance room and weight room, a library and an up-to-date cafeteria.

During the 2009-2011 school years, Rosemead High School underwent the bond funded renovation and modernization. With the help of the bond a new two-story building comprising of eighteen new classrooms, new parking lot, new track, new air conditioning system in the auditorium, and the construction of a new weight room have all been completed. All landscaping and hardscape on campus was updated as well. Some of the landscape has been integrated with edible and drought tolerant plants as part of the Best of Thymes Garden, a collaborative effort with UrbanEco Gardens that seeks to engage students with sustainable landscaping practices. The library, culinary arts kitchen, graphic arts classroom, all science labs, and administration

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building, were all modernized.

In the near future, we will add a Wellness center to assist our efforts to meet the socioemotional needs of our students as part of RHS CARES, our MTSS manifestation. We plan to transform our unused wood shop into a center for students to find support throughout the day. Likewise, we have identified the need for a larger Language Center, so that our EL TOSA can expand the services already provided to EL students. We have also identified the need to locate our Computer Technician closer to our TTL. As part of a future bond measure, we plan to build a new building to serve as a home for our community based instruction (CBI) classes, which are currently in bungalows. This project may also provide social science teachers with updated classrooms.

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on October 30, 2017.

System Inspected	Rating			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Four rooms need thermostats replaced.
Interior: Interior Surfaces			X	Twenty-four rooms need walls repainted. One room terrazzo stained. Eight rooms ceiling tiles need replacing. Two rooms etched mirrors. Two rooms need base board.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			One room needs cleaning.
Electrical: Electrical	X			Two rooms cracked diffuser. Three rooms lights out.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Health office hot water inoperable. One restroom faucet inoperable.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			Six rooms roof leaks.
External: School Grounds, Windows, Doors, Gates, Fences	X			One room windows need patching and painting. Two room doors need painting.

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Rosemead High School is justifiably proud of its campus. Visitors from the community and from other public high schools often comment on its attractive buildings, well-kept grounds and efficient facilities and classrooms. The school has an updated auditorium that is used by various community groups, as well as the school. Our Stagecraft Technology CTE Pathway is instrumental in supporting these programs.

In 2018, RHS participated in an active shooter training in partnership with the Temple City Sheriff's Department, demonstrating its value to the community.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

II.D.2 Priority 2 Implementation of Academic Standards

All courses taught in the district must have a course outline. The course outline includes a short description of the course and a description of how the course integrates the Schoolwide Learner Outcomes. The course outline also describes the additional efforts/teaching techniques to be used to meet the needs of English Language Learners. A description is included of how the course will integrate academic and vocational concepts, as well as addressing work-based learning/school to career concepts. In this section, performance standards are stated that align to academic and content standards. These are usually state standards, but can also be national standards. Since most courses taught on campus are A-G compliant, the UCOP requirements for the particular course are included. These A-G courses must be approved by UCOP, as well as the district, before the course is offered to students. If the course is an AP course, the teacher and course syllabus must be approved by the College Board, as well as UCOP. The district course outlines must be approved by all of the site Curriculum Committees in the district (at RHS, this is now called the Site Leadership Team, or SLT). Usually, the committee looks to the expert at each site in any given department, which would be the Department Chair for the course that is being approved for their recommendation. The Department Chairs use the course outlines to ensure that the course is covering the necessary standards, whether they be state and/or

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national and/or UCOP and/or AP standards. Once all of the site Curriculum Committees/Site Leadership Team approve the course, it must be approved at the District Curriculum Committee. Then, it can be approved by the school board. Once it is school board approved and UCOP/AP approved (if necessary), the course can be taught.

II.D.3 Priority 3 Parental Engagement

Parents and/or family members of Rosemead High School students have several opportunities for involvement, including: AP/CTE Parent Night, Back to School Night, Open House, eighth grade parent orientation, parent education classes, student of the month luncheons, Donuts with the Doc, and athletic and performing arts events. Parents are encouraged to call and/or visit the campus to discuss their child's academic and social progress with teachers, counselors, and administrators. The Parent and Community Liaison operates out of a dedicated Parent and Community Center and actively promotes parent involvement and provides workshops and one-on-one assistance as needed. Our Parent and Community Liaison has supported the RHS ACCESS program, and is involved in nearly every activity that involves our students' parents.

The Parent Teacher Student Association (PTSA) meetings are held once a month to discuss fundraising ideas or any other opportunities for the organization to get more parental involvement. We have also revamped our Curriculum Committee as the Site Leadership Team. This team meets twice a month, and parents are invited to the second meeting. We hope that this will allow for greater parent participation in the organization of our school.

Rosemead High School takes pride in its "open door" policy to parents and the community. Parents are encouraged to become active members of RHS. Parents volunteer most often by supervising sporting events. Parent leadership has input in school decision making through the English Learner Advisory Committee (ELAC), which is a parental advisory committee that reviews all programs and services our school offers English Learner students and that makes recommendations for improving the EL academic experience. Parents are involved in the planning, review, and improvement of all Title I and other categorically funded programs throughout five to six ELAC meetings each school-year. The meetings are scheduled at a time most convenient to parents and facilitated in their primary language (we currently offer translation in Spanish and Mandarin). These meetings are open to all parents, but an elected group of twelve serves as the parents' voting representatives. Parent representatives are elected to two-year terms. Nominations are accepted at the beginning of each academic year to fill any vacancies on the committee.

Another opportunity for parents to have input in school decision making is the School Site Council. Three parents may serve as members of the School Site Council for a two year term. Parents have actively participated and may hold officer positions.

II.D.4 Priority 4 Performance on Standardized Tests

Overall CAASPP DATA

Overall Achievement: ELA	2016	2017	2018	2019
# of Students Enrolled	390	449	410	392
# of Students Tested	382 (97.9%)	430 (95.77%)	398 (96.59%)	381 (97.19%)
Mean Scale Score	2652.3	2633.4	2643	2637
Standard Exceeded: Level 4	43%	43.72%	42.45%	42%
Standard Met: Level 3	35%	25.81%	31.49%	31%
Standard Nearly Met: Level 2	14%	14.65%	15.62%	13%
Standard Not Met: Level 1	8%	15.81%	10.33%	14%

As mentioned earlier in the report, we have had some success within this area, but will continue to work to help decrease our lowest performing students. The Subgroup Dashboard Data will guide our efforts.

Overall Achievement: Mathematics	2016	2017	2018	2019
# of Students Enrolled	390	449	412	392
# of Students Tested	382 (97.9%)	430 (95.77%)	397 (96.35%)	380 (97.19%)
Mean Scale Score	2601.6	2633.4	2613.5	2615
Standard Exceeded: Level 4	20%	22.33%	23.17%	25%
Standard Met: Level 3	23%	25.56%	24.18%	22%
Standard Nearly Met: Level 2	21%	22.5%	21.16%	24%
Standard Not Met: Level 1	35%	29.53%	31.49%	29%

As mentioned earlier, our Math scores are one of our main concerns. We hope that the introduction of ALEKS, the Math 180 program, Integrated Math (IM) curricula, and Collaborative Study Groups will support our lowest performing students. The Subgroup Dashboard Data will help highlight specific learner needs.

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CAASPP Scores By Area Claims: ELA

Area Performance Level	Reading			
	2016	2017	2018	2019
Above Standard	25%	43%	45.3%	36%
Near Standard	51%	37%	41.3%	45%
Below Standard	14%	20%	13.4%	19%

The data shows that the percentage of our lowest performing students have grown. Reading skills among all subject areas must be a focus going forward in order to move all students closer to meeting the standards.

Area Performance Level	Writing			
	2016	2017	2018	2019
Above Standard	60%	54%	53.1%	56%
Near Standard	32%	30%	35.3%	34%
Below Standard	7%	16%	11.7%	10%

The data reveals some improvement in writing scores. Many departments moved to using writing rubrics in the Spring of 2017, which may have given our students a better understanding of what structured writing looks like. We will want to focus on moving our near standard students to the next level, while also helping the 10% that are below the standard.

Area Performance Level	Listening			
	2016	2017	2018	2019
Above Standard	30%	32%	30.6%	31%
Near Standard	60%	53%	59.6%	56%
Below Standard	11%	14%	11.7%	12%

While there has been some improvement, the data shows the need of our current focus on developing listening and speaking skills for all of our students. The large percentage of students near standard suggests that progress can be made.

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Area Performance Level	Research/Inquiry			
	2016	2017	2018	2019
Above Standard	63%	52%	54.6%	48%
Near Standard	30%	33%	36.1%	39%
Below Standard	7%	15%	9.34%	13%

As with our other areas, we should look to strengthen the skills of all students, so that those near standard can meet the standard, and those below may begin to show signs of improvement.

CAASPP Scores By Area Claims:Mathematics

Area Performance Level	Concepts and Procedures			
	2016	2017	2018	2019
Above Standard	30%	38.14%	36.52%	33%
Near Standard	30%	26.74%	24.18%	29%
Below Standard	40%	35.12%	39.29%	38%

The data shows that the percentage of our lowest performing students has remained fairly steady. Our introduction of ALEKS, Collaborative Study Groups, and Math 180 was in response to these concerns.

Area Performance Level	Problem Solving and Modeling/Data Analysis			
	2016	2017	2018	2019
Above Standard	20%	25.35%	27.20%	28%
Near Standard	54%	44.42%	47.10%	48%
Below Standard	26%	30.23%	25.69%	23%

The data reveals some improvement in this area. While we should look to see how our interventions improve the scores of our lowest performing students, we believe that they will help move those near standard up a level.

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Area Performance Level	Communicating and Reasoning			
	2016	2017	2018	2019
Above Standard	25%	28.14%	27.71%	31%
Near Standard	52%	51.63%	48.36%	48%
Below Standard	23%	20.23%	23.93%	21%

As with the ELA sections, there has been some improvement and the data shows the need of our current focus on developing listening and speaking skills for all of our students. The steady percentage of students near standard suggests that our interventions may provide the support needed to help them reach the next level.

2017-18 California Dashboard Academic Performance by Sub-Groups (Color Code Legend: Red =Lowest Performance, Orange=Lower Performance, Yellow=Middle Performance, Green=Higher Performance, Blue=Highest Performance)

Student Group	SBAC: Mathematics	SBAC: ELA
All	Yellow: 13.6 points below standard; Maintained 1.4 pts; 393 students	Green: 61 pts above standard; 394 students
Asian	Blue: 57.5 pts above standard; Increased 15.9 pts; 201 students	Blue: 105.1 pts above standard; Increased 13.3 pts; 201 students
Hispanic	Orange: 90.2 pts below standard; Maintained 2.7 pts; 173 students	Green: 13 pts above average; Increased 16.1 pts; 174 students
English Learners	Orange: 92.8 pts below standard; Declined 16.1; 86 students	Orange: 34.5 below standard; Maintained -0.5% pts; 86 students
Socio-economically Disadvantaged	Yellow: 24.6 pts below standard; Declined 6.4 pts; 324 students	Green: 48.7 pts above standard; Maintained; 325 students
Students with Disabilities	N/A: 156.2 pts below standard; Increased 41 pts; 29 students	N/A: 95.9 pts below standard; Increased 25.3 pts; 29 students

The break down of data based on subgroups demonstrates a significant achievement gap between our Asian and Hispanic students, most notably in math. While scoring lower than their Asian counterparts, Hispanic ELA scores are in the higher performance range. Our EL students are in the lower performance band for Math and ELA. Our Socio-Economically Disadvantaged students are in the middle performance range for Math and higher performance range for ELA. Finally, while our Students with Disabilities have not been given a performance score, they are

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significantly below standard in both Math and ELA performance. By addressing the concerns highlighted in analysis of the performance by area claims, we should be able to help these significant subgroups.

2017-18 California Dashboard College and Career Performance Indicator by Sub-Groups (Color Code Legend: Red =Lowest Performance, Orange=Lower Performance, Yellow=Middle Performance, Green=Higher Performance, Blue=Highest Performance)

Student Group	College/Career
All	Green: 60.5% prepared; Increased 5.3%; 433 students
Asian	Blue: 76.4% prepared; Increased 4.7%; 258 students
Hispanic	Orange: 36% prepared; Declined 2%; 161 students
English Learners	Green: 36.4% prepared; Increased 9.8%; 99 students
Socio-economically Disadvantaged	Green: 58.3% prepared; Increased 6%; 400 students
Students with Disabilities	Orange: 7.5% prepared; Increased 3.3%; 40 students

The data reveals a significant achievement gap between our Asian and Hispanic students in College and Career Readiness. While the English Learner and Socioeconomically Disadvantaged populations have improved, we see that our Students with Disabilities also are within the lower performance range. This does correlate with the CAASPP data, which reveals that our students with IEPs need more attention.

Preliminary Scholastic Aptitude Test (PSAT) Data

Rosemead High School and the El Monte Union High School District partnered with College Board in 2013-2014 to offer the PSAT to all sophomores to increase college awareness among students and parents. We have also selected a few juniors to take the exam, and in 2019, invited some freshmen to participate. Our focus has been on the sophomores, but data of each grade level may be found in the appendix. Recent PSAT data reveals a decline in the number of sophomores meeting English Reading/Writing and Mathematics Benchmarks.

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PSAT Data for 10th Graders	2017	2018	2019
RHS Mean Score	911	931	904
Number of Participants	395	435	407
Met Both Benchmarks	37%	42%	33%
Met English Reading and Writing Benchmark (430)	59%	63%	54%
Met Math Benchmark (480)	41%	45%	37%
Met None	36%	33%	43%

While concerning, our mean scores and percentage of students meeting the College Board benchmarks are above the state and district results.

Scholastic Aptitude Test (SAT) Data

We tracked the mean score of our students over the past three years, based on reports from the College Board. While not ideal, they do give us some insight into the preparedness of those taking the exam.

RHS Mean Score	2017	2018	2019
March	-----	1149	1092
May	-----	1085	987
June	-----	1093	1112
August	1208	1163	1168
October	1132	1116	1125
November	1121	1081	1173
December	1177	1117	-----

The overall mean seems fairly constant, with some variation. Comparing the data to District and State means suggest our students are prepared for the exam (The data may be found in the appendix). A closer look at how our students met the College Board Benchmark scores (480 English Reading and Writing, 530 Math) gave us a better sense of student performance. Below is that data.

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Percentage Meeting SAT Benchmarks	2017						
	March	May	June	August	October	November	December
Number Tested	-----	-----	-----	74	114	38	77
Met Both Benchmarks	-----	-----	-----	85%	61%	63%	81%
Met English Reading and Writing	-----	-----	-----	93%	82%	79%	90%
Met Math	-----	-----	-----	89%	66%	68%	84%
Met None	-----	-----	-----	3%	13%	16%	6%

Percentage Meeting SAT Benchmarks	2018						
	March	May	June	August	October	November	December
Number Tested	20	127	40	81	95	45	31
Met Both Benchmarks	70%	57%	60%	77%	64%	58%	65%
Met English Reading and Writing	85%	80%	83%	85%	81%	76%	87%
Met Math	80%	60%	60%	79%	67%	58%	68%
Met None	5%	17%	18%	12%	16%	24%	10%

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Percentage Meeting SAT Benchmarks	2019						
	March	May	June	August	October	November	December
Number Tested	161	29	67	51	60	58	-----
Met Both Benchmarks	55%	31%	60%	78%	65%	72%	-----
Met English Reading and Writing	78%	59%	78%	92%	78%	90%	-----
Met Math	57%	31%	67%	80%	72%	74%	-----
Met None	20%	41%	15%	6%	15%	9%	-----

The data shows that quite often, our students have met the College Board Benchmarks. Again, it reveals the College and Career Readiness of our strongest performing students. It suggests that focused attention on our lowest and middle performing students can have success.

American College Testing (ACT) Data

While the RHS College and Career Center assists with ACT registration, roughly only about 25% of RHS seniors take the ACT. This is because college bound RHS students generally seek enrollment in college and universities that do not require the ACT. A more detailed report may be found in the appendix.

Average ACT Scores	2015	2016	2017	2018	2019
Total Tested	103	118	100	99	51
Average Score: English	21.4	21.8	21.2	23.9	25.4
Average Score: Mathematics	23.3	23.5	22.6	24.5	24.5
Average Score: Reading	21.9	22.0	22.0	24.5	25.9
Average Score: Science	21.6	21.8	21.3	23.6	24.2
Average Score: Composite	22.2	22.3	21.9	24.3	25.1

The data shows that scores have improved. English scores are above the state average (22.4), as are the scores for Mathematics (22.3), Reading (23.0), and Science (22.2), as well as the overall Composite scores (22.6). Our success with those who are on track for College and Career Readiness suggests that if we turn our attention towards our underachieving students with the same effort, we should have some success.

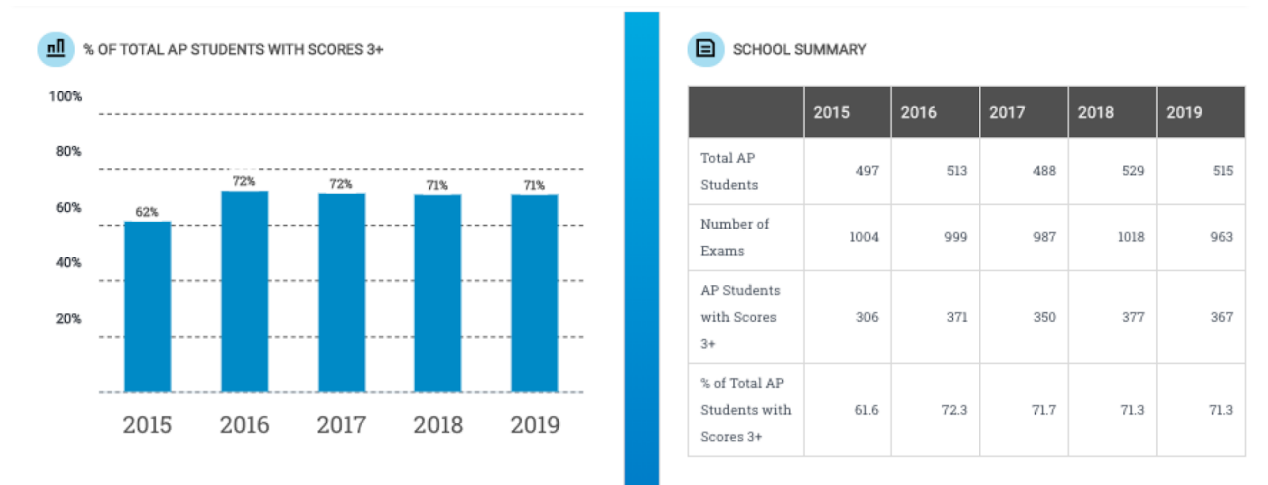
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Percent of Students Ready for College Level Work	2015	2016	2017	2018	2019
Total Tested	103	118	100	99	51
College English Composition	74%	79%	73%	85%	94%
College Mathematics	68%	61%	52%	69%	69%
College Social Science	55%	53%	51%	63%	69%
College Biology	45%	38%	33%	58%	61%
Meeting ALL 4	34%	25%	29%	49%	49%

We again see that the percentage of College ready students, both in single subjects and overall, have improved. The data shows that students who take the ACT are taking advantage of our college prep programs.

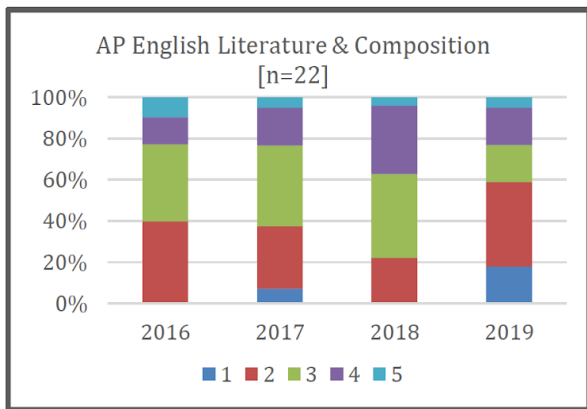
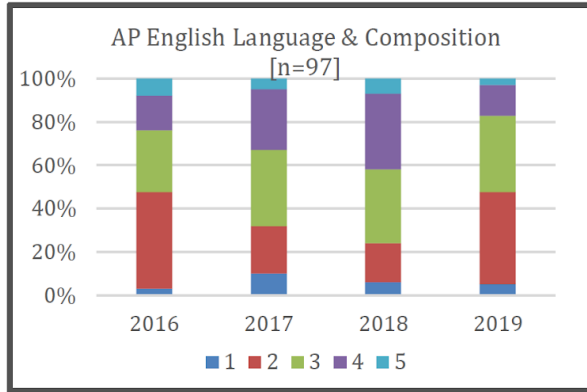
Advanced Placement (AP)

Over the past five years, Rosemead High School has consistently enrolled about 30% of students in AP courses, despite overall declining enrollment. This reflects an increase, which is attributed to increased AP course offerings such as AP Environmental Science and AP World History, which is available at the sophomore level. Our Open Enrollment policy has also allowed more students to challenge themselves, where in the past they may have been discouraged by pre-requisites or entrance exams. The percentage of upperclassmen enrolled in AP courses, number of AP Tests administered, and percentage of AP tests passed have all experienced some growth. Below is data of our students' performance on the AP exams for the past four years.



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English AP Data



English							
English Language & Composition							
Year	AP Score					Total \bar{x}	Scored 3,4 or 5
	1	2	3	4	5		
2016	3 (3%)	46 (45%)	30 (29%)	16 (16%)	8 (8%)	103 [3.0]	54 (53%)
2017	5 (10%)	29 (22%)	36 (35%)	23 (28%)	10 (5%)	103 [3.0]	69 (67%)
2018	4 (6%)	15 (18%)	28 (34%)	29 (35%)	6 (7%)	82 [3.222]	63 (77%)
2019	5 (5%)	41 (42%)	34 (35%)	14 (14%)	3 (3%)	97 [2.68]	51 (53%)

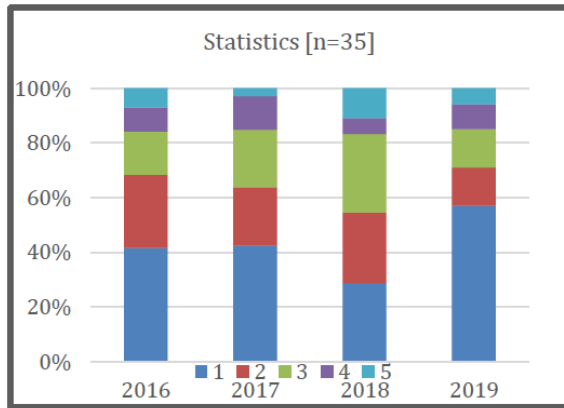
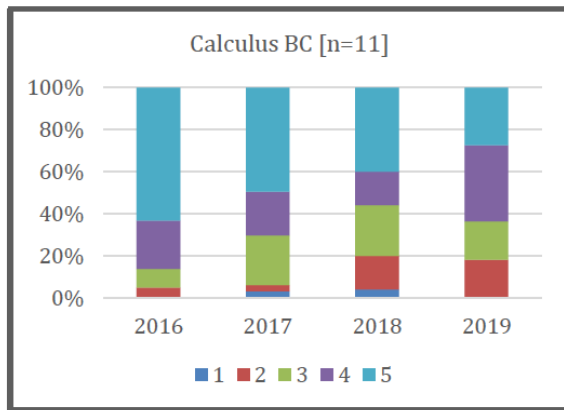
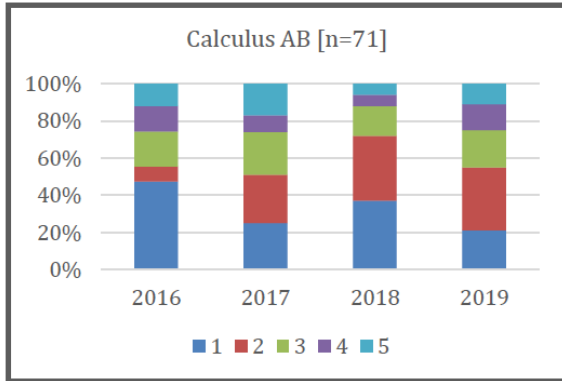
Note: The percentages are rounded to the nearest whole number.

English Literature & Composition							
Year	AP Score					Total \bar{x}	Scored 3,4 or 5
	1	2	3	4	5		
2016	0 (0%)	15 (42%)	14 (39%)	5 (14%)	2 (10%)	36 [2.8]	21 (58%)
2017	4 (7%)	17 (30%)	22 (39%)	10 (18%)	3 (5%)	56 [2.5]	35 (63%)
2018	0 (0%)	6 (22%)	11 (41%)	9 (33%)	1 (4%)	27 [3.185]	21 (78%)
2019	4 (18%)	9 (41%)	4 (18%)	4 (18%)	1 (5%)	22 [2.5]	9 (40.9%)

Note: The percentages are rounded to the nearest whole number.

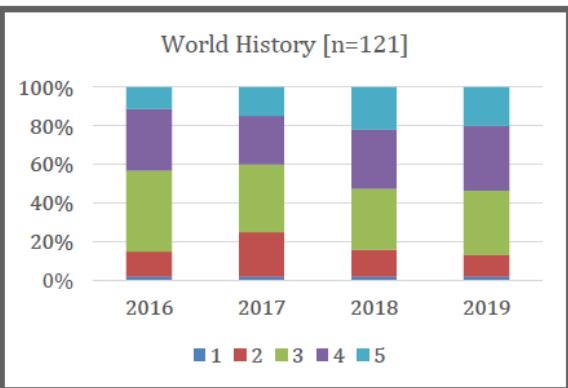
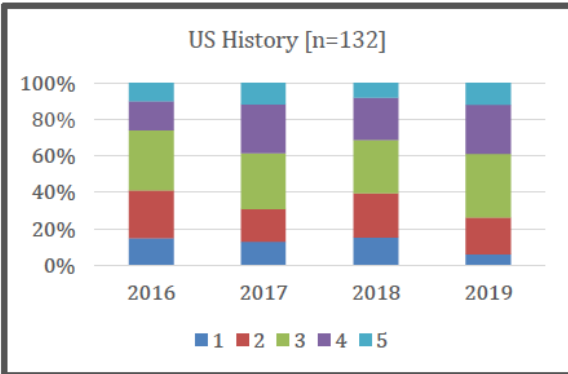
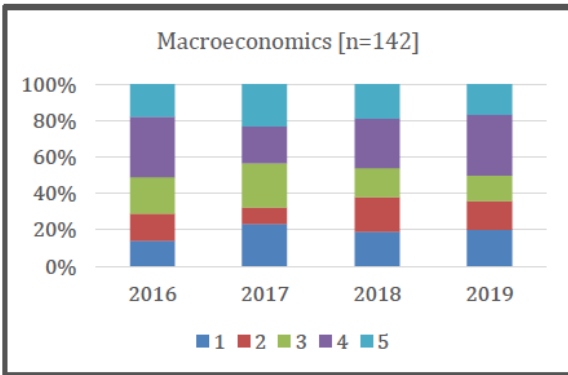
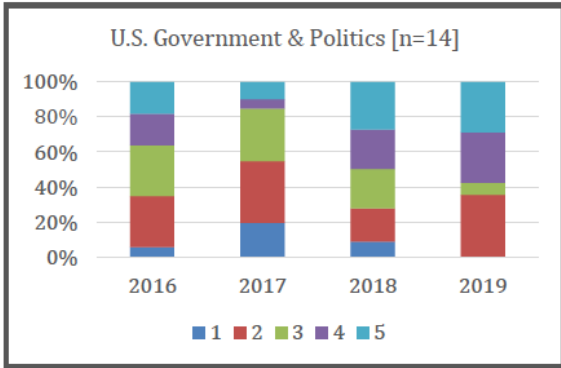
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Mathematics AP Data



Mathematics							
Calculus AB							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	63 (48%)	10 (8%)	25 (19%)	18 (14%)	16 (12%)	132 2.35	69 (52%)
2017	26 (25%)	28 (26%)	24 (23%)	10 (9%)	18 (17%)	106 2.68	52 (49%)
2018	30 (37%)	28 (35%)	13 (16%)	5 (6%)	5 (6%)	81 2.099	23 (28%)
2019	15 (21%)	24 (34%)	14 (20%)	10 (14%)	8 (11%)	71 2.61	32 (45.1%)
Calculus BC							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	0 (0%)	1 (5%)	2 (9%)	5 (23%)	14 (64%)	22 4.45	21 (95%)
2017	1 (3%)	1 (3%)	9 (24%)	8 (21%)	19 (50%)	38 4.13	36 (95%)
2018	2 (4%)	9 (16%)	13 (24%)	9 (16%)	22 (40%)	55 3.727	44 (80%)
2019	0 (0%)	2 (18%)	2 (18%)	4 (36%)	3 (27%)	11 3.73	9 (82%)
Statistics							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	19 (42%)	12 (27%)	7 (16%)	4 (9%)	3 (7%)	45 2.1	14 (36%)
2017	14 (42%)	7 (21%)	7 (21%)	4 (12%)	1 (3%)	33 2.457	12 (46%)
2018	10 (29%)	9 (26%)	10 (29%)	2 (6%)	4 (11%)	35 1.91	16 (28.6%)
2019	20 (57%)	5 (14%)	5 (14%)	3 (9%)	2 (6%)	35 1.91	10 (28.6%)

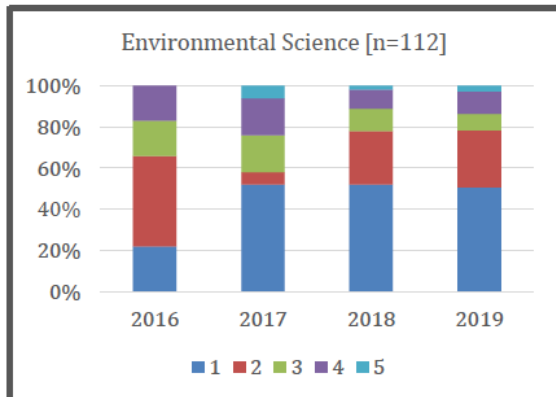
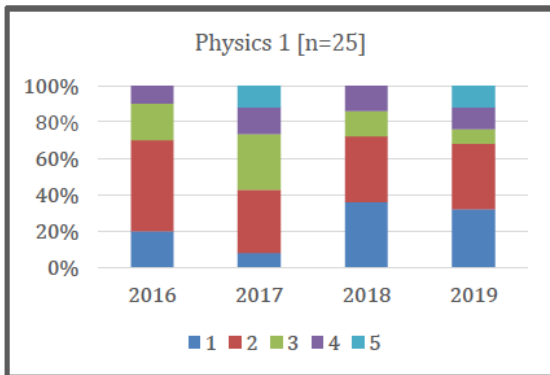
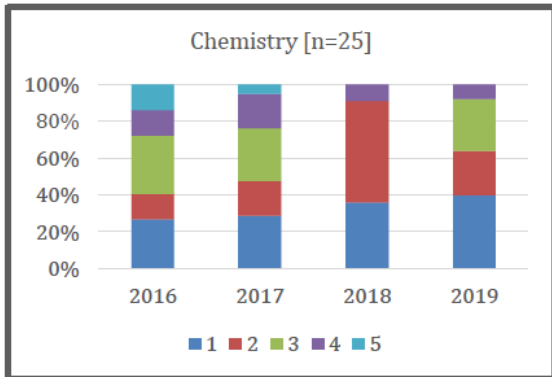
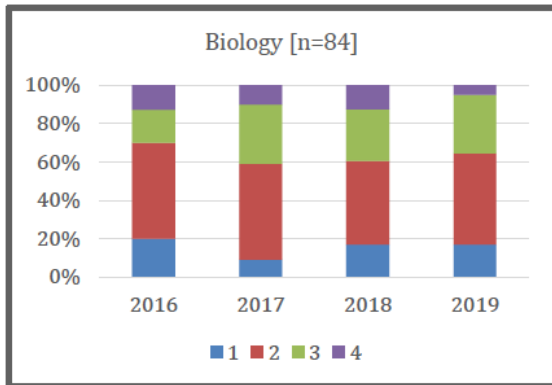
Social Science AP Data



History and Social Sciences							
U.S. Government & Politics							
Year	AP Score					Total	Scored
	1	2	3	4	5		
2016	1 (6%)	5 (29%)	5 (29%)	3 (18%)	3 (18%)	17	11 (65%)
2017	4 (20%)	7 (35%)	6 (30%)	1 (5%)	2 (10%)	20	9 (45%)
2018	2 (10%)	4 (20%)	5 (24%)	5 (24%)	6 (29%)	21	16 (76%)
2019	0 (0%)	5 (36%)	1 (7%)	4 (29%)	4 (29%)	14	9 (64.3%)
Macroeconomics							
Year	AP Score					Total	Scored
	1	2	3	4	5		
2016	22 (14%)	25 (15%)	33 (20%)	53 (33%)	29 (18%)	162	115 (71%)
2017	29 (23%)	12 (9%)	31 (24%)	26 (20%)	29 (23%)	127	86 (68%)
2018	33 (19%)	34 (19%)	29 (16%)	48 (27%)	34 (19%)	178	111 (62%)
2019	28 (20%)	23 (16%)	20 (14%)	47 (33%)	24 (17%)	142	91 (64.1%)
US History							
Year	AP Score					Total	Scored
	1	2	3	4	5		
2016	19 (15%)	33 (26%)	41 (33%)	20 (16%)	12 (10%)	125	73 (58.4%)
2017	18 (13%)	25 (18%)	44 (31%)	38 (27%)	17 (12%)	142	99 (70%)
2018	22 (15%)	35 (24%)	42 (29%)	34 (23%)	12 (8%)	145	88 (61%)
2019	8 (6%)	27 (20%)	46 (35%)	35 (27%)	16 (12%)	132	97 (73.5%)
World History							
Year	AP Score					Total	Scored
	1	2	3	4	5		
2016	2 (2%)	14 (13%)	45 (42%)	34 (32%)	12 (11%)	107	91 (85%)
2017	2 (2%)	21 (23%)	32 (35%)	23 (25%)	14 (15%)	92	69 (75%)
2018	2 (2%)	13 (14%)	30 (32%)	29 (31%)	21 (22%)	95	80 (84%)
2019	2 (2%)	13 (11%)	41 (34%)	41 (34%)	24 (20%)	121	106 (87.6%)

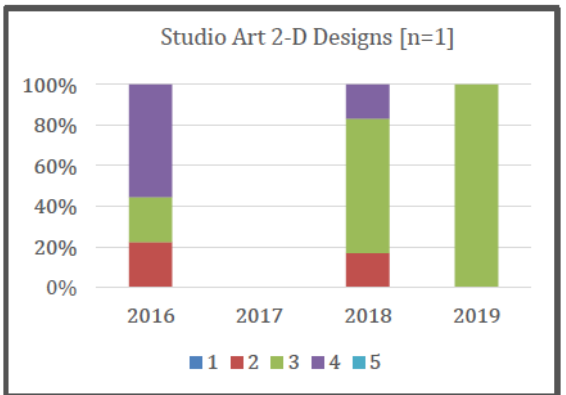
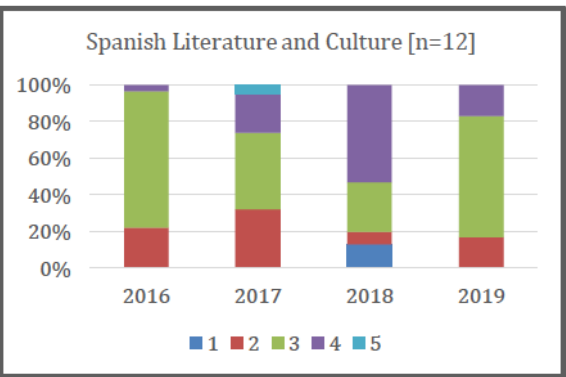
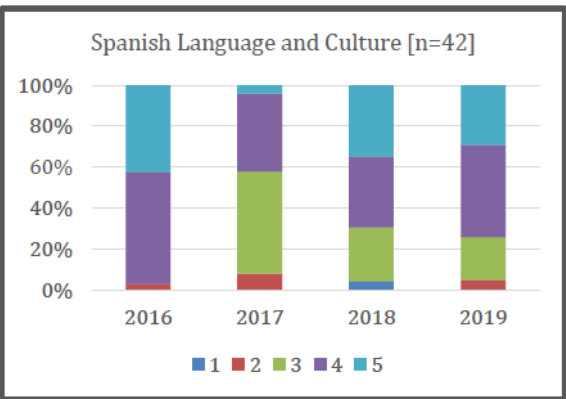
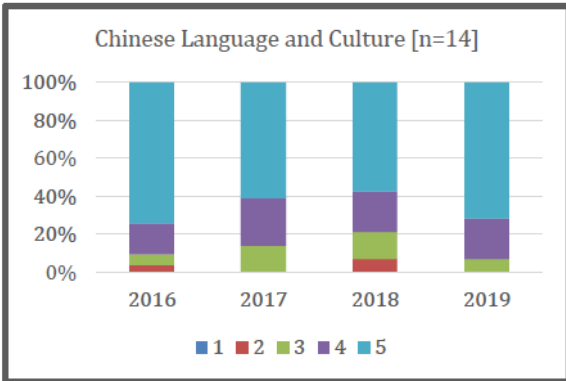
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Science AP Data



Science							
Biology							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	21 (20%)	55 (50%)	18 (17%)	14 (13%)	1 (1%)	109 [2.26]	33 (30%)
2017	9 (9%)	53 (50%)	33 (31%)	10 (10%)	0 (0%)	105 [2.42]	43 (41%)
2018	21 (16%)	54 (42%)	34 (26%)	16 (12%)	5 (4%)	130 [2.462]	55 (42%)
2019	14 (17%)	40 (48%)	26 (31%)	4 (5%)	0 (0%)	84 [2.24]	30 (35.7%)
Chemistry							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	6 (27%)	3 (14%)	7 (32%)	3 (14%)	3 (14%)	22 [1.818]	13 (59%)
2017	6 (29%)	4 (19%)	6 (29%)	4 (19%)	1 (5%)	21 [1.818]	11 (52%)
2018	4 (36%)	6 (55%)	0 (0%)	1 (9%)	0 (0%)	11 [1.818]	1 (9%)
2019	10 (40%)	6 (24%)	7 (28%)	2 (8%)	0 (0%)	25 [1.818]	9 (36%)
Physics 1							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	4 (20%)	10 (50%)	4 (20%)	2 (10%)	0 (0%)	20 [2.045]	6 (30%)
2017	2 (8%)	9 (35%)	8 (31%)	4 (15%)	3 (12%)	26 [2.045]	15 (58%)
2018	8 (36%)	8 (36%)	3 (14%)	3 (14%)	0 (0%)	22 [2.045]	6 (28%)
2019	8 (32%)	9 (36%)	2 (8%)	3 (12%)	3 (12%)	25 [2.045]	8 (32%)
Environmental Science							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	4 (22%)	8 (44%)	3 (17%)	3 (17%)	0 (0%)	18 [1.826]	6 (33%)
2017	17 (52%)	2 (6%)	6 (18%)	6 (18%)	2 (6%)	33 [1.826]	14 (42%)
2018	24 (52%)	12 (26%)	5 (11%)	4 (9%)	1 (2%)	46 [1.826]	10 (22%)
2019	57 (51%)	31 (28%)	9 (8%)	12 (11%)	3 (3%)	112 [1.87]	24 (21.4%)

World Languages AP Data



World Languages							
Chinese Language and Culture							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	0 (0%)	0 (0%)	1 (6%)	3 (17%)	14 (78%)	18	18 (100%)
2017	0 (0%)	0 (0%)	5 (14%)	9 (25%)	22 (61%)	36	36 (100%)
2018	0 (0%)	1 (7%)	2 (14%)	3 (21%)	8 (57%)	14 [4.286]	13 (93%)
2019	0 (0%)	0 (0%)	1 (7%)	3 (21%)	10 (71%)	14 [4.286]	14 (100%)
Spanish Language and Culture							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	0 (0%)	1 (3%)	9 (0%)	16 (54%)	8 (42%)	34	33 (97%)
2017	0 (0%)	2 (8%)	12 (50%)	9 (38%)	1 (4%)	24	22 (92%)
2018	2 (4%)	0 (0%)	13 (27%)	17 (35%)	17 (35%)	49 [3.959]	47 (96%)
2019	0 (0%)	2 (5%)	9 (21%)	19 (45%)	12 (29%)	42 [3.98]	40 (95.2%)
Spanish Literature and Culture							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	0 (0%)	3 (20%)	10 (67%)	2 (13%)	0 (0%)	15	12 (80%)
2017	0 (0%)	6 (32%)	8 (42%)	4 (21%)	1 (5%)	19	13 (68%)
2018	2 (13%)	1 (7%)	4 (27%)	8 (53%)	0 (0%)	15 [3.200]	12 (87%)
2019	0 (0%)	2 (17%)	8 (67%)	2 (17%)	0 (0%)	12 [3.0]	10 (83.3%)

Arts							
Studio Art: 2-Design							
Year	AP Score					Total	Scored 3,4 or 5
	1	2	3	4	5		
2016	0 (0%)	2 (22%)	2 (22%)	5 (56%)	0 (0%)	9	7 (78%)
2017							
2018	0 (0%)	1 (17%)	4 (67%)	1 (17%)	0 (0%)	6	
2019	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1 (3.0)	1 (100%)

RHS 2017-2018 Summative ELPAC Data (compiled from DataQuest)

Number of Students by grade levels and Percentage of Students at Each Performance Level (4 being the highest)

Performance Level	9	10	11	12	All
# of Students Tested	75	57	47	47	226
Level 4	37.33%	*	31.91%	25.53%	28.76%
Level 3	29.33%	36.84%	27.66%	36.17%	32.30%
Level 2	*	*	*	*	15.49%
Level 1	24.00%	29.82%	*	*	23.45%

Note: An asterisk (*) is displayed instead of a number on test results where 10 or fewer students were tested.

RHS has a higher percentage of students scoring at Level 4 than the district average. In January 2019, the California State Board of Education (SBE) approved the use of ELPAC Overall Performance Level 4 as the statewide standardized English language proficiency criterion for reclassification. Therefore, the higher the percentage of students scoring at Level 4 means the higher the percentage of students eligible for reclassification. We are striving to increase the percentage of students scoring at level 4 by placing targeted focus on students who scored at Level 3 but were very close to Level 4. Moreover, we would like to see that every English Learner makes progress towards achieving English language proficiency by moving at least one level higher annually.

Percentage of Students by Domain

Domain Performance Level	Well Developed	Somewhat / Moderately Developed	Beginning
Listening	35.84%	39.82%	24.34%
Speaking	64.16%	18.14%	17.70%
Reading	11.50%	38.50%	50.00%
Writing	31.86%	50.44%	17.70%

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The results indicate that students performed the best in the Speaking domain, with 64.16% of them at the Well-Developed level. As mentioned previously, the Reclassification Orientation and ELPAC practice specified for Speaking have proven to be efficient. Students benefit from understanding the task types and expectation of the tasks. On the other hand, the Reading domain has been identified as an area that needs to improve since only 11.5% of students scored at well-developed but more than half scored at the beginning level.

Overall Performance Level for Significant Subgroups

Performance Level	Asian	Hispanic / Latino	Special Ed. Students
# of Students Tested	120	105	58
Level 4	32.50%	23.81%	*
Level 3	26.67%	39.05%	20.69%
Level 2	16.67%	14.29%	22.41%
Level 1	24.17%	22.86%	46.55%

The performance gap between Asian and Hispanic students scoring at level 4 – eligible for reclassification – is around 10%. Interestingly, this 10% seems to be scoring at level 3 so this indicates the need to focus on moving this group along toward the next level. The performance gap between the Special Ed. and the General Ed. English learners is obvious. There was no Special Ed. student eligible for reclassification, and almost half of them scored at level 1. There needs to be a more systematic plan and collaborative effort to support English Learners who are also receiving Special Education services.

Performance Level By Domain for Significant Subgroups

Listening Domain Performance Level	Asian	Hispanic / Latino	Special Ed. Students
Well Developed	36.67%	34.29%	20.69%
Somewhat/Moderately Developed	36.67%	43.81%	32.76%
Beginning	26.67%	21.90%	46.55%

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Speaking Domain Performance Level	Asian	Hispanic / Latino	Special Ed. Students
Well Developed	64.17%	63.81%	34.48%
Somewhat/Moderately Developed	17.50%	19.05%	20.69%
Beginning	18.33%	17.14%	44.83%

Reading Domain Performance Level	Asian	Hispanic / Latino	Special Ed. Students
Well Developed	12.50%	10.48%	*
Somewhat/Moderately Developed	41.67%	34.29%	*
Beginning	45.83%	55.24%	81.03%

Writing Domain Performance Level	Asian	Hispanic / Latino	Special Ed. Students
Well Developed	33.33%	29.52%	*
Somewhat/Moderately Developed	49.17%	52.38%	46.55%
Beginning	17.50%	18.10%	43.10%

Despite the performance gaps within the subgroups, the overall strengths and weaknesses stay consistent in regards to the domain performance. Reading is evidently an area of need as the lowest percentage of students scored at Well-Developed, while about 50% of students scored at the Beginning level. Our focus on this population, and the successes we have had, correlate with the arrival of our EL TOSA and our focus on this population. If we can harness this type of effort elsewhere, we can help those populations improve their scores as well.

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D/F Rate

Fall 2016-17 (Total Enrollment 1813)

Sub-Group Category	With 1or more D/F	Percentage of School Population with 1 or more D/F	Sub-Group Percentage of Total School Population
Non-Special Needs	622	34%	85%
Special Needs	113	6%	15%
Asian (includes varying ethnicities)	202	11%	50%
Hispanic	395	22%	47%
Non-Socioeconomically Disadvantaged	117	6%	15%
Socioeconomically Disadvantaged	617	34%	85%
Non-EL (FEP, RFEP, RFEP/EL, EO)	612	34%	83%
EL	122	7%	17%

Spring 2016-17 (Total Enrollment 1813)

Sub-Group Category	With 1or more D/F	Percentage of School Population with 1 or more D/F	Sub-Group Percentage of Total School Population
Non-Special Needs	594	33%	85%
Special Needs	105	6%	15%
Asian (includes varying ethnicities)	205	11%	50%
Hispanic	468	26%	47%
Non-Socioeconomically Disadvantaged	104	6%	15%
Socioeconomically Disadvantaged	595	33%	85%
Non-EL (FEP, RFEP, RFEP/EL, EO)	587	32%	83%
EL	112	6%	17%

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Fall 2017-2018 (Total Enrollment 1847)

Sub-Group Category	With 1 or more D/F	Percentage of School Population with 1 or more D/F	Sub-Group Percentage of Total School Population
Non-Special Needs	609	33%	85%
Special Needs	108	6%	15%
Asian (includes varying ethnicities)	187	10%	49%
Hispanic	507	27%	48%
Non-Socioeconomically Disadvantaged	98	5%	16%
Socioeconomically Disadvantaged	619	34%	84%
Non-EL (FEP, RFEP, RFEP/EL, EO)	594	32%	83%
EL	123	7%	17%

Spring 2017-2018 (Total Enrollment 1847)

Sub-Group Category	With 1 or more D/F	Percentage of School Population with 1 or more D/F	Sub-Group Percentage of Total School Population
Non-Special Needs	571	31%	85%
Special Needs	92	5%	15%
Asian (includes varying ethnicities)	172	9%	49%
Hispanic	464	25%	48%
Non-Socioeconomically Disadvantaged	82	4%	16%
Socioeconomically Disadvantaged	581	32%	84%
Non-EL (FEP, RFEP, RFEP/EL, EO)	566	31%	83%
EL	97	5%	17%

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Fall 2018-19 (Total Enrollment 1841)

Sub-Group Category	With 1 or more D/F	Percentage of School Population with 1 or more D/F	Sub-Group Percentage of Total School Population
Non-Special Needs	577	31%	82%
Special Needs	123	7%	18%
Asian (includes varying ethnicities)	161	9%	46%
Hispanic	516	28%	50%
Non-Socioeconomically Disadvantaged	80	4%	17%
Socioeconomically Disadvantaged	620	34%	83%
Non-EL (FEP, RFEP, RFEP/EL, EO)	585	32%	87%
EL	115	6%	13%

Spring 2018-19 (Total Enrollment 1841)

Sub-Group Category	With 1 or more D/F	Percentage of School Population with 1 or more D/F	Sub-Group Percentage of Total School Population
Non-Special Needs	595	32%	82%
Special Needs	115	6%	18%
Asian (includes varying ethnicities)	190	10%	46%
Hispanic	499	27%	50%
Non-Socioeconomically Disadvantaged	81	4%	17%
Socioeconomically Disadvantaged	629	34%	83%
Non-EL (FEP, RFEP, RFEP/EL, EO)	606	40%	87%
EL	104	6%	13%

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The data reveals the achievement gap that exists between Asian and Hispanic students goes beyond standardized test scores. It demands that we take action, which is why our action plan tasks us to close this gap. The high percentage of students in our Socioeconomically Disadvantaged population that have 1 or more D/F also suggests that we take a closer look at our instruction and how we might improve our lesson planning and use of instructional scaffolds that have helped overcome economic disparities in learning. The success we have had with our EL reclassification resulted from the arrival of our EL TOSA and a focus on the instruction of our EL population. Likewise, though our special education students make up about 18% of our school population, which is relatively stable for the past three years, the percentage of this population that has 1 or more D/F make up 6% of the school population. By combining the results of students on standardized tests and in our classrooms, we can see that our Hispanic, Special Needs, Socioeconomically Disadvantaged, and EL students need our attention.

II.D.5 Priority 5 Pupil Engagement

2017-18 California Dashboard Graduation Rate by Sub-Groups (Color Code Legend: Red =Lowest Performance, Orange=Lower Performance, Yellow=Middle Performance, Green=Higher Performance, Blue=Highest Performance)

Student Group	Graduation Rate
All	Yellow: 88.9% graduated; Maintained -0.5%; 433 students
Asian	Green: 91.1% graduated; Maintained 0%; 258 students
Hispanic	Orange: 85.1% graduated; Declined 2.6%; 161 students
English Learners	Yellow: 69.7% graduated; Increased 6.4%; 99 students
Socio-economically Disadvantaged	Yellow: 88% graduated; Maintained -0.7%; 400 students
Students with Disabilities	Orange: 75% graduated; Maintained 0%; 40 students

The graduation rate reflects the same gap we see between our Hispanic and Asian students. It also reveals that our Students with Disabilities also deserve our attention, as their graduation rate is in the lower performance band. While EL and Socio-economically Disadvantaged students are graduating within the middle performance band, we should be sure to help this population receive the support they need.

Chronic Absenteeism

Our Chronic Absenteeism Rate for 2018-19 was 5.51%. As this measurement is new to Dashboard, we do not have data from any previous year.

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Dropout Rate

	2015-2016	2016-2017	2017-2018
Drop Out Rate	8%	6.1%	3.9%

We are encouraged to see that our dropout rate is decreasing. The data concerning the graduation rate of our Hispanic and Special Needs students may help us understand where our efforts can be placed to help retain more students.

Graduation and A-G Completion Rates

Rosemead High School's graduation rate has remained consistent at over 90%, while the percentage of graduates eligible for UC and CSU admission has also remained consistent at over 50%. A breakdown A-G eligibility by ethnicity reveals that RHS's two largest subgroups, Asians and Hispanics, have both experienced slight growth.

	2014-2015	2015-2016	2016-17	2017-18	2018-19
Percent of Seniors Graduating	94% (413)	92.8% (372)	95% (361)	93% (396)	97% (387)
Graduates Meeting A-G Requirements	52.8% (218)	60.2% (224)	56% (203)	63% (249)	57% (219)
American Indian or Alaska Native A-G	--	--	0.5% (1)	0% (0)	50% (1)
African American Meeting A-G	50% (1)	--	0% (0)	0% (0)	0% (0)
Asians Meeting A-G	72.8% (147)	82.1% (156)	74.6% (147)	85.1% (201)	76.6% (154)
Filipino Meeting A-G	66.7% (2)	50% (1)	0% (0)	0% (0)	37.5% (3)
Hispanic or Latino Meeting A-G	31.1% (59)	36.7% (61)	35.4% (52)	35% (50)	34.1% (57)
Pacific Islanders Meeting A-G	--	--	0% (0)	0% (0)	100% (1)
White Meeting A-G	42.9% (3)	0% (0)	25% (2)	57% (4)	50% (3)

This data reflects overall students who graduated with A-G readiness, and the percentage of each ethnic group who graduated A-G ready. The achievement gap between Asian and Hispanic students is again quite stark. The growth among Hispanic students is promising, but it requires closer study and focus.

Average Daily Attendance

Rosemead High School’s student attendance has remained strong over the past five years, however, the Truancy Rate shows a slight increase.

Attendance Indicator	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Average Daily Attendance	97.5%	97.7%	97.9%	97.67%	97.59%	97.27%
Truancy Rate	.28%	.26%	.15%	.23%	.36%	.58%

We notice a rise in the number of trancies reported, which may be due to the fact that students may only have two parent verified absences for personal reasons. Absences for personal reasons beyond the first two are now treated as trancies, per district policy change.

II.D.6 Priority 6 School Climate

2017-2018 California Dashboard Suspension Rate by Sub-Groups (Color Code Legend: Red =Lowest Performance, Orange=Lower Performance, Yellow=Middle Performance, Green=Higher Performance, Blue=Highest Performance)

Student Group	Suspension rate
All	Blue: 0.9% suspended at least once; Declined 2.1%; 1931 students
Asian	Blue: 0.2% suspended at least once; Declined 0.9%; 920 students
Hispanic	Green: 1.6% suspended at least once; Declined 3.4%; 940 students
English Learners	Green: 1.7% suspended at least once; Declined 2.2%; 352 students
Socio-economically Disadvantaged	Blue: 1% suspended at least once; Declined 2.2%; 1629 students
Students with Disabilities	Blue: 1.3% suspended at least once; Declined 2%; 300 students

The data shows that our suspensions have dropped considerably. This could be due to new policies concerning how we refer students for suspension.

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California Healthy Kids Survey Results

School Climate Index	2015	2019	Change
SCI Score	320	291	-29
Overall Supports Engagement Subscale	281	244	-37
Overall Low Violence and Substance Use Subscale	354	340	-14
SCI Percentile	66	43	-23
SCI Similar Schools Percentile	36	18	-18

Between 2015 and 2019, the data reveals that our students began to feel less engaged on campus, based on the Overall Supports Engagement Subscale. However, the school’s safety did not change as much based on the Overall Low Violence and Substance Use Subscale. Our theme for the 2019-2020 school year (“All who enter Rosemead High School will feel welcomed, loved, and supported”) came as a result of this, and other surveys of students and staff. Please see the appendix for the results of this survey.

Suspension and Expulsion Rates From Guidance Office

Rosemead High School’s suspension and expulsion rates both show a decreasing trend over the past five years.

Suspension Data By School Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students with One Suspension	Percent of Students with Multiple Suspensions
2015-2015	2002	46	41	2.0%	87.8%	12.2%
2015-2016	1890	58	45	2.4%	75.6%	24.4%
2016-2017	1894	70	57	3.0%	78.9%	21.1%
2017-2018	1931	20	18	0.9%	94.4%	5.6%
2018-2019	1922	42	34	1.8%	79.4%	20.6%

The drastic decrease in suspensions between the 2016-2017 and 2017-2018 school years reflects a conscious decision by our administration to require documentation of student behavior before a suspension was issued due to changes in state law. It also began a discussion of how teachers will be expected to maintain classroom management. As we gained a better understanding of how we may balance better classroom attendance by all students with the need to create an environment conducive to learning, we have noticed a slight uptick in suspensions during the 2018-2019 school year.

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Expulsion Data By School Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2015-2015	2002	2	2	0.10%
2015-2016	1890	0	0	0.0%
2016-2017	1894	0	0	0.0%
2017-2018	1931	1	10	0.5%
2018-2019	1922	0	0	0.0%

This low level of expulsions suggests we are not an overly punitive campus. While the data does not reveal why these students were expelled, it does confirm that expulsions are extremely rare on our campus.

Discipline Referrals

Subgroup	Number of Referrals 2017-2018 School Year	Number of Referrals 2018-2019 School Year
American Indian/Eskimo	0	3
Asian	62	83
Black	0	0
Hispanic	306	275
White	2	7
Other	0	7
Laotian	---	0
Tahitian	0	0
Socioeconomically Disadvantaged	349	328
Total Referrals Schoolwide	370	375

This review of the number of referrals given to students does reveal that though nearly even in their share of the school population, Hispanic students are given referrals more often than Asian students. Likewise, we see that most of our referrals are given to students in our Socioeconomically Disadvantaged population. We would like to study this further to determine whether cultural biases played a role in these referrals, or if we can develop better support systems to keep students in class.

II.D.7 Priority 7 Access to a Broad Course of Study

The College/Career Indicator (CCI) is based on the four-year graduation cohort and uses both college and career measures to evaluate how well districts and schools are preparing students for success after high school. All tables below reveal what was stated earlier in this section: Hispanic and with Disabilities lag behind the overall school College and Career Readiness performance. While our master schedule reflects access to A-G courses, many of our Hispanic and Students with Disabilities struggle in these classes. Our API, Jose Banas, is responsible for maintaining course approval.

2017-18 California Dashboard College and Career Performance Indicator by Sub-Groups (Color Code Legend: Red =Lowest Performance, Orange=Lower Performance, Yellow=Middle Performance, Green=Higher Performance, Blue=Highest Performance)

Student Group	College/Career
All	Green: 60.5% prepared; Increased 5.3%; 433 students
Asian	Blue: 76.4% prepared; Increased 4.7%; 258 students
Hispanic	Orange: 36% prepared; Declined 2%; 161 students
English Learners	Green: 36.4% prepared; Increased 9.8%; 99 students
Socio-economically Disadvantaged	Green: 58.3% prepared; Increased 6%; 400 students
Students with Disabilities	Orange: 7.5% prepared; Increased 3.3%; 40 students

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Graduation and A-G Completion Rates

	2014-2015	2015-2016	2016-17	2017-18	2018-19
Percent of Seniors Graduating	94% (413)	92.8% (372)	95% (361)	93% (396)	97% (387)
Graduates Meeting A-G Requirements	52.8% (218)	60.2% (224)	56% (203)	63% (249)	57% (219)
American Indian or Alaska Native A-G	--	--	.5% (1)	0% (0)	50% (1)
African American Meeting A-G	50% (1)	--	0% (0)	0% (0)	0% (0)
Asians Meeting A-G	72.8% (147)	82.1% (156)	74.6% (147)	85.1% (201)	76.6% (154)
Filipino Meeting A-G	66.7% (2)	50% (1)	0% (0)	0% (0)	37.5% (3)
Hispanic or Latino Meeting A-G	31.1% (59)	36.7% (61)	35.4% (52)	35% (50)	34.1% (57)
Pacific Islanders Meeting A-G	--	--	0% (0)	0% (0)	100% (1)
White Meeting A-G	42.9% (3)	0% (0)	25% (2)	57% (4)	50% (3)

Enrollment in A-G Courses

School Year	Percentage enrolled in A-G Courses
2015-2016	92.2%
2016-2017	91.9%
2017-2018	91.3%
2018-2019	91.21%

As mentioned earlier, nearly all courses offered at RHS are A-G compliant. The percentage of students not taking A-G courses may have to do with IEP. Other data suggests that while students have access to a broad range of academic courses, not all are succeeding in these courses.

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CTE Enrollment

School Year	Total School Enrollment	Pupils Participating in CTE	Pupils Completing a CTE Program and HS Diploma	% of CTE Courses Sequenced or Articulated Between the School and Post-Secondary Institutions
2018-2019	1820	491	225 (45.8%)	58.3%
2017-2018	1803	351	276 (78.6%)	73.3%

We have just started tracking this data, which is why we only have two years to compare. Our school is currently promoting our CTE program through events, such as CTE Parent night. We hope to grow the popularity and effectiveness of this program.

II.D.8 Priority 8 Other Pupil Outcomes

School Budget Below is the RHS Final LCAP 2019-2020 Monitoring Tool.

Goal	Action	Smarte Dept#	Services	Stdts	Funding	Budgeted FY 2019-20	Admin Responsible	Notes
1 Qualified Teachers and Staff	1	7106	Instructional Coaches	UDP	S/C	600,000	Dir- C & I	One coach at each comprehensive high school
		7108	PD/travel and meals	UDP	S/C	10,000	Dir- AAFE/ Principals	AHS: \$12,000; EMHS & RHS: \$10,000; MVHS & SEMHS: \$8,000; FRLHS: \$2,000; District: \$250,000
2 Standards/ Materials	5	7219	25 Sections (5 FTE) to support AP/CTE Pathways	LI	S/C	640,000	Asst Sup-ES/ Asst Sup- HR	One FTE at each comprehensive HS.
	9	7223	5 Elective Teachers	UDP	S/C	460,000	Asst Sup- HR	One FTE per comprehensive high school.
		7224	Support Arts for All-Instructional Materials	UDP	S/C	35,000	Dir- C & I/ Principals	\$35,000 per comprehensive HS and \$100,000 for RHS in 2019-2020
	11	7225	5 AVID teachers	UDP	S/C	590,000	Dir- AAFE	One FTE per comprehensive high school.
7228		AVID Tutors	UDP	S/C	400,000	Dir- AAFE/ Principals	Funded at 40:1 AVID student to teacher ratio. Each tutor can work up to	

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								29.5 hours per week.
	13	7229	Library Resources	UDP	S/C	15,000	Asst Sup-ES/ Principals	\$15,000 per comprehensive high school.
		7270	Provide academic support through instructional materials/re sources specifically for English Learners	EL	S/C	33,500	Dir- AAFE/ Principals	Amount based on \$100/EL allocation: AHS (188)- \$18,800; EMHS (365) \$36,500; MVHS (399) \$39,900; RHS (335) \$33,500; SEMHS (207) \$20,700; FRLHS (117) \$11,700; DO \$25,000
	17	7274	Librarians	UDP	S/C	650,000	Asst Sup-ES	One at each comprehensive high school
3 Student Achievement	1	7330	Maintain lower staff ratio (29.5:1)	UDP	S/C	1,630,000	Asst Sup-HR	Total of 13 FTEs.
	3	7331	Targeted tutoring after school-Library	UDP	S/C	110,000	Dir- AAFE/ Principals	16 hours per week of study hall at each site. One at each comp high school.
		7334	Instructional Materials: Increase discretionary site budgets	UDP	S/C	145,908	Dir- AAFE/ Principals	\$84/stdt; AHS: \$172,032; EMHS: \$145,992; MVHS: \$113,148; RHS: \$145,908; SEMHS: \$104,160; FRLHS: \$29,232; DO \$25,978
		7301	Provide student access to Post-Secondary Institutions	UDP	S/C	17,000	Dir- AAFE	AHS \$20,000; EMHS \$17,000; MVHS \$14,000; RHS \$17,000; SEMHS \$14,000; FRLHS \$5,000; DO \$85,000
		8	7337	Core Content Area Targeted tutoring during day to address D & F rates	LI	S/C	99,167	Dir- AAFE/ Principals

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9	7339	SAT Prep-instruction	UDP	S/C	24,000	Dir-AAFE/ Principals	AHS \$24,000; EMHS \$12,000; MVHS \$12,000; RHS \$24,000; SEMHS \$18,000
	7340	SAT Prep-Instructional Materials	UDP	S/C	3,125	Dir-AAFE/ Principals	AHS \$3,750; EMHS \$3,125; MVHS \$2,500; RHS \$3,125; SEMHS \$2,500
10		Summer School Instructional Staff (Certificated)	UDP	S/C	1,000,000	Asst Sup-ES/ Asst Sup- HR	Summer School Master Schedule varies by site, based on enrollment and identified need.
	7372	Summer School Staff (Classified)	UDP	S/C	192,722	Asst Sup-ES/ Asst Sup- HR	
12	7373	Teacher On Special Assignment (TOSA)-one at each Comp HS	ELs	S/C	680,000	Dir- AAFE	One TOSA at each comprehensive high school.
3	7448	Support Personnel-CPAs	ELs,LI	S/C 50%	175,000	Dir- AAFE	Cost reflects 50% of the salary for each CPA at the comprehensive HSs.
	7553	Counselors	UDP	S/C	3,780,000	Dir- Pup Ser	Counselors funded based on 400:1 student to counselor ratio.
	7555	Psychologists	UDP	S/C	490,000	Dir- Spec Ed	
3	7557	Child, Welfare and Attendance Coordinators (CWAs)	UDP	S/C	640,000	Dir- Pup Ser	One CWA at each Comprehensive HS.
4	7559	Afterschool enrichment programs & co-curricular activities	UDP	S/C	50,000	Asst Sup-ES/ Principals	\$50,000 per comprehensive HS; \$20,000 for FRLHS; \$300,000 Wellness Center; \$27,500 DO
	7574	Student Motivational incentives	UDP	S/C	52,000	Asst Sup-ES/ Principals	\$52,000/comp high school; \$100,000 DO; \$17,000 FRLHS; \$7,000 Transition Center

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	5		Campus Supervisors - salaries	UDP	S/C	850,000	CBO	Campus Supervisors funded using a 250:1 ratio. AHS 2048 (9); EMHS: 1738 (7); MVHS: 1347 (6); RHS: 1737 (7); SEMHS: 1240 (5); FRLHS 348 (2)
		7560	Campus Supervisors - uniforms	UDP	S/C	10,000	CBO	
	6		Comprehensive Student Support Coordinators	ELs, F Y	S/C	464,000	Asst Sup-ES	One at each Comprehensive HS and one at FRLHS.
	7	7562	Paraeducators- Special Education	ELs, F Y	S/C	936,714	Dir- Spec Ed	
	15	7580	Clubs- Stipends	UDP	S/C	100,000	CBO	

The school LCAP Monitoring Tool reveals the funds available to support our students various needs. Funding for the arts, career readiness, college entrance test prep, and academic support is available. Funding for teacher PD and instructional materials can be used to target our student learner needs, such as closing the achievement gap and supporting or EL and special education students. The portions highlighted in maroon reveal the specific allocation of funds to our school, while the rows without any highlight reflect the amount the district has set aside for all five of its comprehensive high school.

AP Enrollment by Ethnicity

Ethnicity of Students	2017-2018 Enrollment Numbers	2018-2019 Enrollment Numbers
Asian	806	734
Filipino	9	12
Hispanic	167	194
White	6	7
Other	3	6
Asian Indian	2	1
Tahitian	1	2

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Total Enrollment	994	957
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While not accurate (these numbers do not show the unduplicated number of students taking AP classes), the numbers do show that a higher number of Asian students are challenging themselves with AP classes than their Hispanic cohorts. We again see that though there is a wide range of offerings for students interested in preparing for college, not all students are taking equal advantage of these opportunities.

AVID AP Enrollment

AP Enrollment	2015-2016	2016-2017	2017-2018	2018-2019
All Students	513 (29% of 1794)	488 (27% 1813)	529 (29% of 1842)	515 (28% of 1841)
AVID Students	77 (41% of 186)	84 (41% of 204)	56 (22% of 250)	75 (27% of 281)

While the percent of AVID students taking AP courses has dropped below the school percentage, it is important to note that more sections were added at the start of the 2017-18 and 2018-19 school years. The drop may be due to the fact that 9th graders can not take as many AP courses as older students. Prior to those years, AVID AP enrollment outpaced the over all school enrollment. Therefore, the data suggests that AVID recruitment may help us improve college readiness across our campus by encouraging AVID students, who are from communities that are underrepresented on college campuses, to take AP courses in preparation for university enrollment.

AVID Enrollment by Significant Ethnic Subgroups

AVID Enrollment	2015-2016	2016-2017	2017-2018	2018-2019
Hispanic	115 (62%)	128 (63%)	149 (60%)	186 (66%)
Asian	63 (34%)	70 (34%)	93 (37%)	85 (30%)

The greater number of Hispanic students in the AVID program suggests that this program may prove instrumental in closing our achievement gap. Encouraging Hispanic students in AVID to also enroll in AP courses is the first step in promoting college and career readiness across campus.

UC Application Data

Application Status	2016		2017		2018	
	Hispanic	Asian	Hispanic	Asian	Hispanic	Asian
Applied	22	110	21	119	21	149
Admitted	18	98	11	85	14	99
Enrolled	8	71	0	54	7	62

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The data reveals that the achievement gap extends beyond our campus. While finances may be to blame for the disparity in applications, we should keep in mind that the overall percentage of Hispanic students who complete their A-G requirements lags significantly behind our Asian population. Improving the percentage of Hispanic students who are A-G ready should be part of our efforts to close the achievement gap on campus.

II.E Schoolwide Learner Outcomes

As mentioned earlier, we revised our Vision and Mission Statements in the Spring of 2019, and rewrote our Schoolwide Learner Outcomes to match them. These revisions resulted from student and staff surveys, which suggested that we needed to create a more welcoming environment for all stakeholders. As we meet throughout the year, we expect to identify how the SLOs will be promoted in our classrooms.

Schoolwide Learner Outcomes (SLOs): Graduates of Rosemead High School will be:

Responsible for their choices and actions.
Resilient when facing challenges as they pursue their college and career goals.
Respectful of all members of our global society.
Resourceful problem solvers who creatively apply critical thinking skills.

II.F Perception Data (Surveys)

Student Data

As noted earlier, the California Healthy Kids Survey (CHKS) results suggest that students feel disengaged. Most notably, our lowest scores were in the area of “High expectations and caring relationships” and “Opportunities for meaningful participation.” This is reflected in the fact that 38% of students felt “a part of the school,” a drop from 53% in 2015. Please see the appendix for more details.

During the Spring of 2019, our principal shared the Youth Truth Survey with all staff during meetings held throughout the school day. As with the CHKS results, this survey also reflected student disengagement, notably, 19% of students felt our Career and College readiness was a strength and 18% felt it was Relationships, while only 10% felt it was our Culture. Areas students wanted to improve included Culture (16%), Engagement (14%), and College and Career Readiness (9%). Many students felt that our instruction seemed irrelevant to their lives.

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Senior Survey Results

<i>Graduation Year</i>	<i>Total Seniors Surveyed</i>	<i>4-Year College</i>	<i>2-Year College</i>	<i>Vocational School</i>	<i>Adult School</i>	<i>Military</i>	<i>Work</i>
2019	406	168	208	7	2	8	13
2018	414	194	174	11	17	5	13

The results of our survey reflect a strong college going culture on campus. While we realize that financial concerns may guide students away from 4-year colleges, our data regarding A-G completion suggests that some of these seniors may be choosing their college path based on their grades. We need to address these concerns within our classes to ensure that grades accurately reflect student ability.

Parent Survey Data

A parent survey was sent to all parents and guardians who had an email address on file with our Parent and Community Liaison. The surveys were translated to Spanish, Chinese, and Vietnamese. We had 233 responses between Spring 2019 and Fall 2019. In general, the data shows that the parents who responded have a generally good perception of RHS. There is plenty of room for improvement in how information regarding student progress is communicated. There is also the perception that students can be challenged more in their reading, writing, speaking, and listening. Most concerning is the feeling that only a small majority of parents feel that their child is treated fairly (68.3%).

Staff Data

In 2019, our staff were asked to provide feedback to our administration regarding the climate on our campus, the PULSE survey. 57% of our staff responded. As with the student surveys, it reflected the sense that staff feels unsupported. Much of this has to do with the changes in discipline, and a sense that much is being asked of the staff with little support. Teachers did feel comfortable working with each other. The results of these responses led to our new Vision Statement, "The VISION of Rosemead High School is to empower and nurture all students and staff to be responsible, resilient, respectful, and creative individuals who are prepared to achieve their full potential." It is our aim to improve the climate of all stakeholders so that students may succeed.

II.G SUMMARY OF PROFILE

Implications:

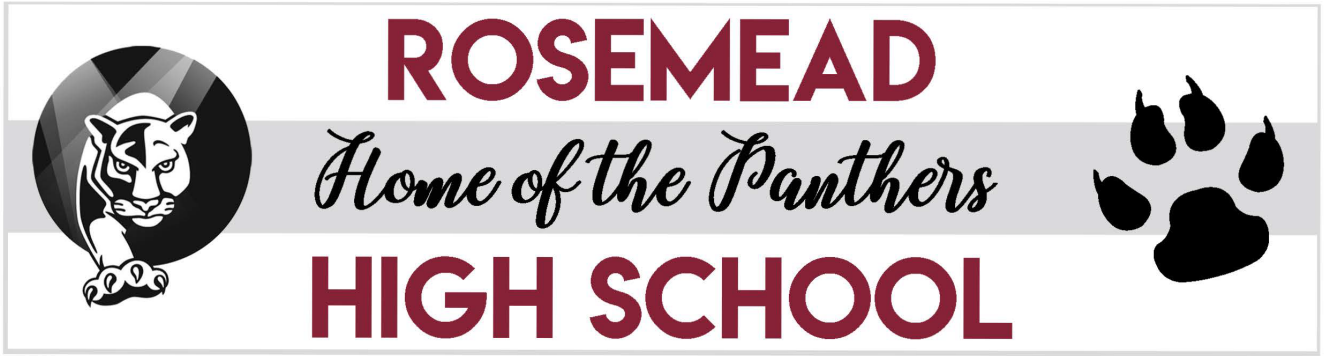
Our significant sub-groups (Hispanic, Special Ed, EL, and Socioeconomically Disadvantaged students) have made some improvement, but are in need of more support. Notably, our Hispanic student achievement underperforms our Asian student achievement. SBAC scores, especially in Math, as well as AP enrollment, reveal a marked difference in their college and career readiness as noted by the CA Dashboard. Likewise, students with socioeconomic disadvantages struggle academically. Special Education students face challenges in general education classes. English Learners have made some gains, which is a sign that progress can be made towards closing our achievement gap, given proper resources and time.

Learning Needs (at this stage):

- 1) We need to find ways to narrow the achievement gap between our Hispanic and Asian students.
 - a) While the scores of our significant subgroups concern us as a whole, there is an obvious need to address the gap which appears between these ethnic groups
- 2) We must improve the numeracy skills for all significant subgroups
 - a) Our data reveals that many of our students within the significant subgroups lack proficiency in this essential 21st-century skill.
- 3) We must improve literacy skills for all subgroups
 - a) Similarly, our data reveals that many of our students within the significant subgroups lack proficiency in this essential 21st-century skill.

Important Questions to be Discussed in Focus Groups:

- 1) How is the school addressing the achievement gap between Asian and Hispanic students?
- 2) How is the school promoting numeracy skills for all students?
- 3) How is the school promoting literacy skills for all students?
- 4) How is the school promoting proficiency in the Common Core Standards and Next Generation Science Standards for all students?



Chapter 3: Self Study Findings





ROSEMEAD

Home of the Panthers

HIGH SCHOOL



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

Sandy Beerman, Group Co-Leader, Librarian

Laura Farris, Group Co-Leader, Counselor

Pat Sahagun, Career Technology Education Teacher

Joan Esquivel, Physical Education Teacher

Gary Ward, Physical Education Teacher

Brian Day, English Teacher

Tegan O'Bryan, English Teacher

Nereida Oregel, World Languages Teacher

Gary Kueh, Career Technology Education/Math Teacher

Vi Tran, Math Teacher

Donald Quick, Science Teacher

Alex Rai, Social Science Teacher/Department Chair

Silvia Cheng, Social Science Teacher

Liz Alanis, Special Education Teacher

Deborah Mauldin, Special Education Teacher

Brenda Magana, College and Career Coordinator

Mike Sandoval, AVID Coordinator, AVID/English Teacher

Lisa Aguilera, Health Office Assistant

Gigi Andrew, Attendance Office Clerk

Lisa Chambers, Student Store Clerk

Loanne Cheng, Library/Media Assistant

Christine Inocencio, Principal's Office Secretary

Martha Morales, Campus Supervisor

Coreen Sanchez, Maintenance (Girl's Locker Room)

Geneane Zuniga, Receptionist

Brian Bristol, Principal

Lisa Stonecypher, Parent

Cindy Ostry, Parent

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school’s ability to address one or more of the major student learner needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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

A1. Vision and Purpose Criterion

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

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

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
Rosemead High School has revised and updated the vision and	<ul style="list-style-type: none"> ● Schoolwide and

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<p>mission statements based on the findings of our FOL groups to better reflect the needs of our students. These can be found before the table of contents. Our SLOs were also revised, as mentioned earlier in the Self-Study. Based on our new SLOs, graduates of RHS will possess the four Rs. They will be: Responsible for their choices and actions, Resilient when facing challenges as they pursue their college and career goals, Respectful of all members of our global society, and Resourceful problem solvers who creatively apply critical thinking skills. Our revisions helped us align our Mission Statement and SLOs with our Single Plan for Student Achievement, our AVID Site Team Goals, and our District LCAP goals. It is the goal of RHS to ensure all students are prepared to achieve their college and career goals in today's society. By aligning these various plans, we are confident that we can meet our goals through a collaborative process. The Site Leadership Team (formerly the Curriculum Committee) plays a vital role in the development of all decisions made concerning the implementation of the vision and mission statements.</p> <p>During schoolwide and department late starts, we have reviewed data that has shown a marked achievement gap, which can only be addressed by recognizing our ethnic and socioeconomic diversity and their academic and socio-emotional needs. Programs, such as open enrollment for Accelerated/Advanced Placement (AP) classes, intensive courses, inclusion for Special Education students, and expansion of AVID strategies, have been incorporated into RHS to better engage students within the classroom setting. We must continue to evaluate these programs to determine their effectiveness for our struggling students.</p> <p>During Donuts with the Doc parents and community members received updates on school culture, vision, mission as well as the CA Dashboard information and answering any questions that anyone may have. Through these meetings our principal can provide information as well as hear from those who may have questions or concerns that need to be addressed.</p> <p>The El Monte Union High School District has offered PD to all teachers in the use of effective instructional strategies to address the needs of all students, but specifically improve English Learner and special education academic performance (UDL). Teachers</p>	<p>department late start agenda</p> <ul style="list-style-type: none"> ● Donuts with the Doc ● Evaluation of school programs through staff collaboration and program director reports (AVID, API) ● District Summer professional development sign in sheets ● Site professional development professional learning symposium agenda and sign in sheets ● Evaluation of state testing (CAASP and CAST) 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 ● Period by period
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<p>have been provided with research-based instructional methodology resources.</p> <p>Period by period staff meetings that occur during the school day cover various topics, such as the “Data Talks” discussion during the fall of 2019 that focused on the achievement gap between our significant ethnic subgroups. Another such meeting was held to explain the implementation of MTSS, which we have branded as RHS CARES. These meetings are an opportunity to hear from all staff regarding various issues such as data analysis and how it affects student learning.</p> <p>In order to meet the Common Core standards, we have transitioned our curriculum and addressed specific concerns, such as technology and problem solving skills, which will be essential to RHS students success beyond their high school careers. To assist students who are struggling in the areas of math and literacy we have adopted Read 180 and Math 180 programs to work to bridge the gap and identify strategies to better help students who are struggling. The two core departments also meet regularly by course/grade level to collaborate on how to best shape units and deliver instruction to assess and support student learning. The Social Science department has implemented a writing “cheat sheet” for all sophomores to help them prepare for Data Based Questions (DBQs) that are used for assessing student progress. DBQ data focuses on using evidence to support claims, which will build student problem solving skills. Additionally, Science has updated their curriculum to meet the Next Generation Science Standards (NGSS). Formative assessments with performance tasks have been implemented to help students problem solve as they learn.</p> <p>Based on data analysis, we believe that there is a need to assist students further in the area of mathematics. In order to address the needs identified, we have adopted the use of the online program Assessment and Learning in Knowledge Spaces (ALEKS). This provides individualized, adaptive learning and assessment at the students own pace to assist them mastering math.</p> <p>AVID certification has been an area of extreme pride. Through the</p>	<p>agenda and sign-in sheets</p> <ul style="list-style-type: none"> ● Read 180 SRI data ● Math 180 SMS data ● Intensive class data ● AP enrollment ● Social Science DBQ ● ALEKS ● Albert.io data ● Evaluation of data team analysis process worksheets. ● Curriculum Committee/SLT/SLT+ agenda and minutes ● School Site Council agenda and minutes ● Master schedule ● AVID enrollment ● AVID certification ● Life Design for the 21st Century / College and Career Planning ● My10yearplan.com (curriculum for both AVID and non-AVID students) ● EL TOSA calendar ● CA Dashboard ● Instructional coach calendar ● LCAP committee meetings ● School Site Council minutes
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hard work of our AVID coordinator and his team, our AVID program has grown to 10 sections and nearly 300 students. The program's certification rating has also improved and is now certified as an "Emerging Schoolwide" program, which is the second-highest rating possible from AVID Center. Through the growth of the AVID Site Team and its partnership with the Career Center, our AVID Program now supports both AVID and non-AVID students in their college and career planning. Our development of a College and Career Planning course, currently called "Life Design 21st Century," was created in an effort to provide the same kind of college and career goal setting that AVID students receive in AVID 9 for non-AVID students.

Non-AVID students may be enrolled in a semester long course that focuses on college and career planning called "Life Design 21st Century." In this course, teachers design a 10-year plan with students, beginning with their Freshmen year. Areas examined include lifestyles, salaries, careers that fit that lifestyle, and readiness (college or vocational training). This course utilizes the textbook and website entitled my10yearplan.com, which allows students an opportunity to get to know themselves better as they plan out their next 10 years leading to their college and career plans. This course will eventually be titled College and Career Planning, but we are awaiting district approval of the course outline. At the end of the semester, students are given an opportunity to request to join the AVID program if they would like continued mentorship and help with their college and career planning during grades 10-12.

Our EL TOSA is an exceptional resource for our teachers in order to keep them informed of current educational research, as well as reinforcing the belief that every student can learn. To help us address the needs of our English Learners, the EL TOSA provides instructional and mentoring support tailored to the needs of individual teachers and students. The EL TOSA provides professional development to inform teachers about efficient EL strategies for instruction. Additionally, the EL TOSA works closely with ELD and ALD teachers, who have the highest concentration of English Learners in their specialized classes. The EL TOSA has collaboration meetings with ELD and ALD teachers every grading period to review data and curriculum. The RHS EL TOSA had created all ELD assessments on Illuminate (our platform that

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teachers use for assessments, which allows teachers to give both formative and summative assessments, as well as generate reports on student performance over time) to ease the ELD teachers' workload and to encourage assessment consistency, which allows a more accurate system of data collection and a focused discussion of the data. Due to the fact that our ALD teachers were introduced to a new curriculum, English 3D, this school year (2019-2020), the EL TOSA has focused on providing the necessary instructional resources to streamline the transition. Anything the ALD teachers mention that the English 3D curriculum lacks will be provided as needed, such as, a PDF of the student textbook which allows teachers to project the text during the lesson for students to easily follow along, and language frames for each student to engage in academic conversation. In addition to supporting the ELD and ALD teachers, the EL TOSA mentors any general education teacher with questions regarding EL Support. For example, teachers struggling with EL students will meet with the EL TOSA regularly to receive suggestions and feedback about their instructional practices to better serve EL needs. In addition, the EL TOSA has created and monitors an online platform where teachers can access an abundance of instructional resources regarding best practices to support academic listening, speaking, English Learners, Special Ed. students.

We have expanded our Career and Technical Education (CTE) class offerings during the regular school day this school year. Currently our school has the following sectors offered to our students:

1. Industry Sector: Arts, Media, and Entertainment; Pathway: Graphic Arts

Courses: Intro to Graphic Design, Intermediate Graphic Design, Studio Art 2D DS AP P

2. Industry Sector: Business and Finance; Pathway: Financial Services

Courses: Intro to Business and Finance; Intermediate Financial Services Management and Business Economics; Advanced Financial Services Business Accounting

3. Sector: Hospitality, Tourism, and Recreation; Pathway: Food Services and Hospitality

Courses: Intermediate Food Services and Hospitality; Advanced

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<p>Food Services and Hospitality</p> <p>4. Sector: Information and Communication Technology; Pathway: Systems Programming</p> <p>Courses: Introduction to Systems Programming (CIT111/CIT127)*; Intermediate Systems Programming (CIT 124/CIT172)*; Advanced Systems Programming (CIT173/CIT174)* - *Dual Enrollment Program with Rio Hondo Community College.</p> <p>Another great resource available to all teachers is our Instructional Coach. The focus of the position is to support curriculum and instruction for all teachers. Some examples of the duties of our coach are working with teachers during collaboration and lesson studies, mentoring meeting facilitators, and maintaining and participating in the walkthrough process. The Instructional Coach also creates support materials at teachers request (graphic organizers, sentence frames, posters, etc.).</p>	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

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

Findings	Supporting Evidence
<p>Rosemead High School recognized the need to develop and refine the Vision Statement, Mission Statement and Schoolwide Learner Outcomes to ensure their effectiveness. The revision process was put into motion by our principal, who sought the input of all stakeholders, including teachers, parents, and students to create a Vision Statement that reflects our school’s values. The collaborative process has created a unifying vision that will focus and drive the educational process at RHS. All documents have been submitted to parent groups, such as School Site Council, Donuts with the Doc, ELAC and Title I parent meeting, for their input and approval.</p> <p>For the last three years, AVID has made a goal of aligning the school mission statement with the AVID mission statement. The AVID mission statement is "AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society." This mission statement influenced the addition of the phrase in RHS' new mission</p>	<ul style="list-style-type: none"> ● (Curriculum Committee) SLT/SLT+ Agendas and Minutes ● FOL Group Findings ● School Site Council agendas & minutes ● Title I Agendas & Minutes ● “Donuts with the Doc” ● Late Start Agendas and Minutes ● Evaluation of faculty, staff, student, and parent surveys

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<p>statement regarding graduates being "college and career ready."</p> <p>Classified members have been included in all of the five WASC committees. Involvement during our late start meetings are subject to their availability. Ways in which we have kept them informed and engaged with school and student needs include participation in the administration's period by period meetings (such as the "Data Talks" and "RHS CARES" presentations), in order to keep them informed and engaged with school and student needs, leading to changes with vision, mission, and SLOs. In addition, some of the FOL leaders have communicated with classified members through Google Drive and other written forms in order to get their input.</p> <p>There are many ways in which certificated staff members have been included in the process of refining the vision, mission and SLOs. At RHS we have two late start meetings every month, one that is designated for departments and one that is schoolwide. During our schoolwide late starts we focus upon those areas that have been identified as the greatest need based on analysis of data as well as instructional needs. In addition, we have conducted various staff surveys each year that provides additional insight to those areas that should be addressed to ensure we focus upon our areas of need.</p> <p>The counseling staff meets regularly with outside agencies to discuss the needs of our student body. Counseling agencies, the LASD and PREP have been business partners and have been key stakeholders when addressing student and school needs. These many discussions of trends and issues with members of the community allow us additional resources to identify our learner needs as well and refine our vision and mission statements.</p>	<ul style="list-style-type: none"> ● Donuts with the Doc agenda ● School Site Council minutes ● Title I parent meeting ● Parent WASC night ● AVID meeting minutes ● Master Schedule ● Data Talks sign in sheets ● Guidance meeting agendas
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Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

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

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

Findings	Supporting Evidence
Rosemead High School communicates the school's vision,	<ul style="list-style-type: none"> ● Registration packet

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mission, and SLOs with students, parents, and members of the school's community through various events, programs, resources and activities. Parents and students demonstrate their understanding and commitment through their attendance at school events, signing student/parent/school agreements, online use of School Loop, email correspondence with school staff, and attending various parent conferences. With the addition of our parent/community liaison, we have been able to better communicate and assist our parents in understanding our vision and mission statements as well as our SLOs. However, RHS is still looking for ways to improve parent involvement. We continue to reach out to our community leaders and local citizen groups to encourage collaboration to ensure we continue to address the needs of all of our stakeholders. It is our aim to foster these opportunities and find new ways to bring appropriate resources to our campus from parents and the community.

The AVID program's mission is aligned to our school mission. It is imperative that the direction of our school programs are all addressing the same needs of our students. By ensuring that our AVID program has the same goals of creating an academic and socio-emotional community that empowers and nurtures all of our students through the implementation of rigorous curriculum and attention to the needs of our diverse student body. AVID ensures that our parents understand and are committed to the vision and mission by having parent meetings two times per year. Our first parent meeting is the AVID Family Contract Signing night and the second is our AVID Awards Banquet. At the Family Contract night at the beginning of the year, parents are first informed about the need for students to develop their college and career plans from Freshman through Senior year. After this general information session, parents divide into different rooms based on their preferred language to hear about the AVID contract, which includes academic, curricular, and behavioral requirements for students to meet in order to stay in the program. During this second session, students and their parents sign their AVID contract. Finally, a third session is offered for the AVID seniors and their families to discuss the university application and financial aid application processes as well as a question and answer session to help students and parents strategize their applications. At the AVID Awards Banquet at the end of the year, parents are informed about the struggles our students face as

- School Loop enrollment
- PTSA
- Student of the Month
- YouthTruth Survey
- IEP schedule
- Admin/WASC emails
- AVID mission statement
- Back to School Night and Open House attendance
- Grade Level Assemblies
- Frosh/Soph Parent Night with Counselors
- Four year plan presentation for all freshmen
- Junior Parent Night with Counselors
- School Site Council agenda and minutes
- Transcript Evaluation Survey (TES) classroom presentations for all juniors
- Sophomore counseling appointments
- Signed copies of school policies & procedures
- 8th grade parent orientation night
- 8th grade orientation
- Renaissance Assemblies
- Renaissance Lunch
- Title I parent meetings
- PREP tutoring program

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<p>they try to balance all of their coursework along with any sports or extracurricular activities before cheering for the award winners from each AVID section. We award students for the highest GPA, the 2nd highest GPA, Leadership, Best Tutorial Participant, Most Improved, Mr. AVID, and Ms. AVID from each section.</p> <p>The PREP program supports the varying student needs on our campus. Regular meetings with our principal ensure that the programs that are offered on our campus address student needs and support the school's vision, mission and SLOs.</p> <p>Our parent/community liaison is an integral part of our connection to our parents. Through this office we are able to provide our parents and families with information and resources to help support their student's academic success, as well as their social-emotional well-being. Our Parent Center provides a place for parents to attend workshops, participate in school activities, collaborate with teachers and support staff, and receive communication in different ways. Our parent/community liaison is able to provide translation for parents and students as needed, help connect parents to available community and outside resources in order to maintain open communication with teachers, counselors, and administration. Currently our parent/community liaison communicates to our parents through the use of Remind, Blackboard notify as well as School Loop Mail. Through their increased involvement at our school we can ensure that they understand our school's vision, mission and SLOs.</p> <p>Social media is another way that we inform our students, parents and community. The school now has a Public Information Officer Intern who receives information from our site administration team to post to our RHS Instagram and Facebook accounts.</p> <p>During the SST, IEP, and 504 meetings, students, parents, and community agency members are invited to participate and commit to goals and actions that are aligned with our vision, mission, and SLOs. Occupational and physical therapists, mental health professionals, and probation officers are included in these meetings and they partner with our goals.</p> <p>The local community is also committed to the schools vision,</p>	<ul style="list-style-type: none"> ● Academic based detention program ● "Donuts with the Doc" ● Migrant Education program ● Annual IEPs ● CTE parent night ● AP parent night ● AVID Contract signing night ● College and Career Family Conference ● Monthly parent workshops ● School Website ● Parent/Community Liaison activities ● FOL Group Activities ● Partnerships with local counseling agencies, including ALMA, D'Veal, Pacific Clinics, Asian Pacific Family Center, Foothill Family Services. ● Individual and group counseling sessions with counseling agencies ● Progress reports for athletes ● PREP program ● Rosemead Public Library - Librarian meetings ● School Resource Officer (SRO) ● AVID agenda and minutes ● Parent/Community Liaison
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<p>mission, and SLOs as demonstrated through our community based instruction program (CBI) program. In the past, the CBI students have been employed through the state-funded WorkAbility program. They have worked at Petco, Grocery Outlet, and TJ Maxx. They have utilized resources like public transportation to arrive at these locations. Through this partnership, the local community supports our students and the school's vision, mission, and SLOs.</p> <p>Community partners, such as counseling agencies, LASD, PREP, and beginning the school year 2019-2020, we have been able to partner with Rio Hondo Community College to offer a Dual Enrollment program which combines engineering and systems programming classes to expose students to project-based learning and real world problem solving in the engineering field. All our partners with RHS are committed to our vision and mission statements.</p>	<p>agendas/minutes and workshops</p> <ul style="list-style-type: none"> ● Parent Center calendar ● Social Media postings ● Parent surveys ● Remind records ● School Loop records ● Blackboard notify records ● IEP meetings ● 504 meetings ● SST meetings
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A2. Governance Criterion

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

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

Indicators with Prompts

Understanding the Role of the Governing Board and District Administration

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

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

Findings	Supporting Evidence
<p>The school 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,</p>	<ul style="list-style-type: none"> ● District Goals report ● District Contract ● School Board Meeting agendas and minutes

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<p>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.</p> <p>The EMUHSD goals are published on an annual basis, and relayed to staff during PD meetings.</p> <p>The district policies are stated in email and district issued signage, which are displayed in all classrooms.</p> <p>Board policies are now available on the district website. The board is comprised of five members, who 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. We have a student that serves on the school board as a voice for students.</p> <p>The school 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.</p> <p>The school board relies on the district administration to provide information about each school, and board members conduct site visits to campuses as needed. Board members regularly attend and express interest in being invited to student events. The EMUHSD SPSA is aligned to the District LCAP.</p> <p>The LCAP is updated yearly by a stakeholder committee that includes district, community, and school site representatives.</p>	<ul style="list-style-type: none"> ● Board Documents ● District Website ● Classroom Signage ● Superintendent's Monthly address (electronic email and social media) ● Report to the Community (mailer - annual) ● Quarterly report to parents (mailer) ● Social media postings - weekly ● State of the District event (annual address) ● Letters to parents/students (i.e.,welcome back letter, safety, immigration) ● District and school programs/events (i.e., ceremonies, awards, performances, parent meetings) ● Superintendent's Parent Advisory Council ● Attend community events and meet with parents 1:1 ● School Site Council ● Student representative on school board ● CSEA/EMUEA contracts ● Blackboard call records ● Staff email correspondence ● CSEA and EMUEA contracts ● EMUHSD SPSA
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<p>All stakeholders across the district are involved in the review and update of the district’s LCAP. Representatives from each site, classified and certificated employees, administrators, parents, and students make up the LCAP Planning and Steering Committee. The LCAP is also reviewed in parent meetings and school site council meetings, which allows stakeholders the opportunity to contribute to and understand the plan. Additionally, all stakeholders have the opportunity to provide feedback on the LCAP drafts that are posted to the district’s website, and presented at each school site before it is submitted for Board approval.</p> <p>The district regularly 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.</p> <p>The superintendent’s secretary sends out a weekly memo from the superintendent via email. We have an automated telephone system (Blackboard) that sends messages to parents’ phones.</p> <p>There is also a Superintendent’s Parent Advisory Council that is a leadership committee made up of two parents per school. It focuses on empowering parents to have a voice and helping plan events such as our District Posada in December and our Lunar New Year in February.</p> <p>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.</p>	<ul style="list-style-type: none"> ● EMUHSD LCAP
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A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
The El Monte Union High School District (EMUHSD) has an	<ul style="list-style-type: none"> ● ERATE program

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<p>Acceptable Use Policy for technology signed by each student each year.</p> <p>Beginning this year our district has provided each student with a Chromebook to assist with our online curriculum and to further support our instruction within each classroom. In addition, the district has a partnership with the One Million Foundation and will provide free mobile internet access to any student who requires it.</p> <p>The district has built into our Access to Technology goal within the LCAP to ensure classroom standards for technology are adhered to and that funding is made available to all sites for this need on an annual basis. This is the funding source that we have used over the last two years to replace all teacher desktop computers older than 5 years and that we will use this year to update as much of the classroom projection system as possible.</p> <p>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.</p> <p>In order to address the needs of our students in math classes we have adopted the use of the online program Assessment and LEarning in Knowledge Spaces (ALEKS). This provides individualized, adaptive learning and assessment at the students own pace to assist them mastering math. In addition, the department is also utilizing the Houghton Mifflin Harcourt (HMH) online resources as well in order to provide an additional way for students to receive individualized assistance.</p> <p>The district hired an Online Learning TOSA during the 2018-2019 school year. The Online Learning TOSA is responsible for facilitation of the EMUHSD Online and Personalized Learning Program (OPL). OPL offers online courses for sophomores, juniors and senior students in need</p>	<ul style="list-style-type: none">● CIPA policies● OPL enrollment● District Online Learning TOSA● District Acceptable Use Policy● Go Guardian reports● ALEKS reports● School Loop● Google Suite● ALLUDO Platform for PD in Educational Tech● Edgenuity curriculum● HMH reports● Student Technology Usage Form and Access For All Orientation Video● One Million Foundation Online Application
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<p>of credit recovery or original credit, under special circumstances, across the district. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved. OPL also offers non A-G electives for graduation credit. English Learner support and support for Students With Disabilities is available for all OPL courses.</p> <p>At this time, the majority of RHS students participating in OPL courses are enrolled in credit recovery courses, though original credit courses are available for special circumstances. With the appointment of a District Online Learning TOSA and our District 1:1 Chromebook initiative, additional online support will be developing.</p>	
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Relationships between Governing Board and School

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

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

Findings	Supporting Evidence
<p>The EMUHSD board provides a clear focus for the district based on student needs, as reflected in the analysis of each site’s statewide testing data. The board’s vision is incorporated into the overall district LCAP plan and each school’s Single Plan for Student Achievement, Mission, Vision, and SLOs. Rosemead uses district compiled data to align our site mission statement with the district mission.</p> <p>Rosemead has four representatives that are members of the district LCAP committee to ensure Rosemead’s interests are heard and that our school is aware of what happens during the district discussions.</p> <p>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 parents/guardians and the community. All stakeholders are given the opportunity to provide feedback during all board meetings during open comments.</p>	<ul style="list-style-type: none"> ● District Goals report ● District Contract ● School Board Meeting agendas/minutes ● Board Documents ● District Website ● LCAP Committee Agendas and Minutes ● Superintendent's Monthly address (electronic email and social media) ● Report to the Community (mailer - annual) ● Quarterly report to parents (mailer) ● Social media postings - weekly ● State of the District event (annual address)

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The move to Common Core and the new state LCAP funding has seen the district release more control to individual sites to best meet the unique needs of our campus. Department chairs, through their role as content specialists, make their concerns known to the district to ensure the needs of our students are at the forefront in curriculum decisions. Our administration and department heads will continue to advocate for the needs of our staff, students, and community.

The EMUHSD has historically supported our SLOs, which reflect our data driven instruction and curriculum. As these are revised, we expect that their support will continue. The district provides us with funding for Content Specialists, Course Leads, Illuminate trainings, and other Professional Development to help us collect and analyze student scores on site and district assessments aligned to the Common Core Standards. These efforts are ongoing, as each year helps us better understand the needs of our students. Beginning 2018-2019 we began to implement the ICAN model (Instruct, Check, Act, Next) to help build upon our data analysis and improve instruction. This model encourages an ongoing evaluation of instruction and assessment and then documents next steps based on the assessment results. Course levels have been encouraged to collaborate on informal student checks for understanding, as well as on uniform assessments that measure our students' ability to perform a standard based skill or reveal standard based knowledge in order to plan what instruction will happen next. This data-based and reflective process is designed to help teachers make better decisions about instruction as well as be more aware of their individual student's acquisition of knowledge and skills.

The district has also supported and approved many outside resources that are present to support the needs of our staff and students. Examples include the approval of our School Resource Officer, PREP program and partnerships with various counseling agencies.

Social media is another way that we inform our students, parents and community of the relationship between the governing board and how they guide the work at Rosemead.

- Letters to parents/students (i.e., welcome back letter, safety, immigration)
- District and school programs/events (i.e., ceremonies, awards, performances, parent meetings)
- Superintendent's Parent Advisory Council
- Attend community events and meet with parents 1:1
- CAST data
- Board policies
- CAASPP data
- Single Plan for Student Achievement
- LCAP committee minutes
- LCFF
- Content specialists minutes
- Course leads meeting minutes
- Professional Development sign-in sheets

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<p>The school now has a Public Information Officer Intern who receives information from our site administration team to post to our RHS Instagram and Facebook accounts.</p>	
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Uniform Complaint Procedures

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

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

Findings	Supporting Evidence
<p>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.</p> <p>The Uniform Complaint Procedure (UCP) is provided to all employees at the beginning of each school year electronically via their district email. The UCP is available on the district website as well as at the district office, and is provided in four different languages: English, Spanish, Chinese (Mandarin), and Vietnamese. UPC forms are available in our main office for anyone to complete if requested.</p>	<ul style="list-style-type: none"> ● Governing board minutes ● District website

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

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

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

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

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

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

Indicators with Prompts

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
Rosemead High School’s planning process is based on student data and student needs, as determined by a holistic analysis look of both qualitative and quantitative school data (e.g test scores and attendance). The principal, along with his administration team, seeks input from staff, parents, and other stakeholders regarding student needs (based on school data and anecdotal evidence). The aim is to be broad-based,	<ul style="list-style-type: none"> ● Late Start Department Meeting Agendas & Sign-in Sheets ● Late Start schoolwide Agendas ● District LCAP committee minutes

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<p>collaborative, and inclusive of all stakeholders. These discussions have guided the revision of our school Vision Statement, which have shaped our Mission Statement and SLOs. Often times the discussions begin with the SLT/SLT+ (formerly curriculum committee) and continue on through many different group discussions.</p> <p>Continuous school improvement planning begins with our LCAP committee where they analyze data and determine the needs of our students and set goals to assist with focusing on the areas of need. Based on this analysis, professional development is offered to teachers during late start meetings, conference periods, release time, or end of summer PD days, such as the Professional Learning Symposium.</p> <p>One result of the collaborative process is the ICAN model, which has been introduced at the start of the 2019-2020 school year. Building off of CAASPP preparation in our Math, Social Science, and English classes, our district and site leadership have taken the initiative to create more reflective lesson planning by organizing our units around a five week process that will allow us to Instruct students, Check their understanding, Act on these needs, and determine how to take Next steps before moving to the unit summative assessment, and beyond. The Science department has likewise been working with the CAST exam and NGSS. The ICAN model and Standardized exam prep initiatives are a result of the Content Specialists Meetings, which allows District and Site representatives to determine how to best assess how students are progressing towards meeting Common Core State Standards.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Administration Calendar Meetings ● School Site Council Meeting Agendas & Minutes ● Until 2019 - Curriculum Committee Meeting Agendas & Minutes ● 2019- School Leadership Team (SLT and SLT+) ● Content Specialist Agendas & Minutes ● Course Level Meeting Agendas & Minutes ● Core department pacing plans ● IEP Minutes/Notes ● PTSA Meeting Agendas & Minutes ● ELAC Meeting Agenda & Minutes ● PD in Instructional Strategies ● EL TOSA ● EL department meeting minutes ● Comprehensive Student Support Coordinator ● MTSS Committee Agendas and Minutes ● ALEKS in Math classes ● English Learner Reclassification Progress Report ● Bond Committee ● Donuts with Doc ● AVID site team meetings ● ICAN model ● IM1, IM2, IM3 collaboration meetings
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<p>Furthermore, inclusion of our special needs students, when appropriate, in our general education classes has created the opportunity for Special Education (in self-contained classes we have termed Supplemental (SUP)-support classes) and General Education teachers to work together to help students meet their IEP goals. These Special Education teachers have been invited to core departments collaboration meetings to join in the data analysis discussions and understand how to better serve all of our students. Another way we have addressed special education student needs is through the Study Skills class that provides students who have been mainstreamed additional support. In addition teachers can also send students to the Learning Center as a resource to aid students in completing work. The Learning Center is located in various classrooms on campus periods 2-5, depending on the period. Although the Center is open to any student who needs assistance, the majority of students who utilize this form of assistance are from the Special Education student population. The Special Education teachers, supported by an Instructional Aide work together to check work during the class period as well as assist students with completing tests when needed in order to comply with the students' IEP. Although inclusion has proven to be a challenge for RHS we are committed to helping this population on campus and we continue to work on innovative ways to improve in this area.</p> <p>To address the needs of our EL students, in the Fall of 2017 the district created the EL TOSA position in order to better serve the needs of our students. The EL TOSA has helped introduce strategies to assist EL students in the practice of listening and speaking skills in their core classes, and helped our school staff have a better understanding of how to meet the needs of this population. Rosemead High School has reclassified 140 English learners over the past two school years (51 in 2017-18; 89 in 2018-2019), which is a significant change from the previous years (20 in 2015-16, 19 in 2016-17). We look to continue this collaborative process with our EL TOSA and build upon previous PD.</p> <p>The guidance department regularly and effectively collaborates with students, parents, and staff to assist</p>	<p>and test data analysis at the end of each grading period</p> <ul style="list-style-type: none"> ● District level librarian monthly meeting agenda and minutes ● SLT meetings ● Guidance team agendas and calendar ● COST meeting agendas ● SMI scores ● SRI scores ● Learning Center usage ● LCAP committee minutes ● Student attendance ● Period by period conferences ● Admin/EMUEA weekly minutes ● CAASPP data ● CAST data ● Benchmark data ● Department pacing plans ● Class enrollment - special ed. and general ed. Students ● IEP data ● Department Collaboration sign-in sheets ● Master Schedule ● Learning center sign-in ● CSG (math) groups ● AVID tutor schedule ● Guidance office meeting minutes ● SART, SARB, DARB minutes ● Home visit records ● Career Center interest
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students in planning for their academic future. The guidance department meets weekly with the intent to evaluate student needs, implement strategies and actions, and monitor results.

The attendance office addresses attendance needs through many means including SART contracts, SARB and DARB meetings, as well as our two staff members conducting home visits. It is the new goal of our district to conduct a minimum of 5 home visits per week. We do them for a variety of reasons (attendance concerns, address verification, serving subpoenas, cleaning up never enter lists, delivering and getting signatures for IEP paperwork, etc).

Once a month we hold School Attendance Review Board (SARB) hearings in conjunction with our feeder schools. Our guidance team meets to discuss any student who may have problems in attendance, academic or behavior and makes appropriate referrals to SARB. It is the focus of the group to determine which student(s) could benefit from assistance and recommend them to the district board.

Once a month at the district office we have a District Attendance Review Board (DARB) hearing for just the schools within our district and have a panel made up of both district personnel (CWA's, Director of Student Services, school nurse, district community liaison, school psych) as well as district partners (probation, DCFS, Alma Family Services). For a student to be referred to DARB for attendance, academic or behavioral concerns the guidance team will meet previously and review student data (attendance reports, D-F lists, referral data). The team then identifies the student(s) to be referred to DARB.

SART contracts are used as one of the steps of attendance intervention. Students that have an issue arriving to school daily and on time are often placed on a SART contract and then are placed on monitor status. If attendance issues continue a referral to DARB or SARB can be made. Often times we use Chronic Absenteeism Dashboard as a tool to identify which students need to be placed on a SART contract. Most students that have missed 10% or more of the

survey data

- 4 year plan
- PSAT
- TES
- Parent information nights
- College/Career information
- Financial Aid workshops
- Pre-registration
- Master schedule
- Parent/Community Liaison (parent center)
- Remind
- SST schedules and reports
- D/F list
- CSSC Calendar
- AVID certification
- YouthTruth Survey

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school year should be placed on a SART contract unless they have a medical exemption or 504.

The counselors use English and Math assessment data gathered from the middle schools to properly place incoming ninth grade students. Students are placed in their English class their freshman year based on their performance in their eighth grade English class as well as their reading level that is assessed using Reading Inventory (RI) at their middle school, when available. Incoming ninth grade students are placed in the appropriate math class based on their grade in their class their eighth grade year as well as the score on the Math Inventory (MI) given to all incoming freshmen at registration.

The guidance and career counselors give a career interest survey to all freshmen in their PE classes, they present graduation and college requirements, and they meet individually with all ninth grade students to develop a four year plan. The PSAT is administered to all tenth grade students and open to other grade levels. The career counselor presents PSAT results to sophomores in their history classes and students are also instructed on AP Potential at that time, which is a feature provided by the College Board, and uses the students' performance on the PSAT to predict the probability of their passing the exam for each of the 21 AP courses offered. Last year, our AVID coordinator created a document that provides an overview of AP potential for students, and counselors required students to fill this form out and get it signed by parents before they enrolled in AP courses for their junior year. While it is only a predictor, we think it's important that we document our use of AP Potential because students can use this data to track which courses they can take that are aligned with their potential college majors. In the eleventh grade, all counselors give presentations to students in their history classes, review student transcripts and college requirements as well as upcoming deadlines and expectations as students near graduation. Counselors hold a parent information night for juniors and seniors to share this information. In senior English and history classes, the career counselor presents college and career information. RHS hosts financial aid workshops for parents. At all grade levels, counselors give pre-registration

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presentations in the English department. Counselors then meet individually with all students to pre-register for the next year's classes, determining student needs. The data from these activities contributes to the development of the master schedule and counselors work with faculty to better understand class offerings. The guidance team meets weekly to evaluate and improve their practices.

Through our Parent and Community Liaison and our Parent Center we are able to bridge the school with home, and community in order to promote a variety of activities to support Rosemead's educational program. Through this constant connection we have seen that the participation of our parents has increased overall. This year our liaison has become a part of the Student Success Team (SST) in order to bridge the connection between parent and school even further in order to enhance collaboration and foster the commitment for student success.

RHS generates a D/F list, and the Comprehensive Student Support Coordinator (CSSC) meets with at-risk students to assess student needs and discuss strategies to improve grades. The CSSC, counselors, school psychologist and staff collaborate at COST meetings every two weeks to identify and schedule appropriate interventions, such as SSTs, counseling referrals, and academic testing for IEPs as deemed necessary.

RHS has also begun to review and establish a Multi-Tiered Student Support System (MTSS), in an effort to meet the needs of our students. The MTSS review has led to the creation of RHS CARES, which is our iteration of MTSS and is currently a work in progress. It is our hope that as we implement RHS CARES, it will serve to meet the needs of students and staff. The administration and counselors have been trained in regards to MTSS, and the district and site admin intend that teachers will be trained throughout the 2019-2020 school year.

The librarian meets monthly with the other district librarians to share lessons on collaboration and programs. The focus for

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<p>the 2019-2020 school year is to expand the programs and collaborations for English Learners and intensive students.</p> <p>The librarian has worked with the local public library to ensure the needs of our students go beyond just what is available within the four walls of our library. The librarian meets at least once a year to learn of new trends that may surface at the public library that our library could benefit from. In addition, the public library shares events that could benefit our students.</p> <p>The AVID program completes certification regularly that requires the program to set three goals at the beginning of each year and provide evidence of our progress towards these goals at the end of the year to our District AVID Directors. There are four Domains for AVID Certification: Instruction, Systems, Culture and Leadership. These domains include close to 90 different indicators that we have to provide documentation and evidence for, but we choose 3 of these indicators to especially focus on as our annual goals. This year, our goals include 1) continuing the alignment of the school's mission statement with the AVID mission statement, 2) focused note taking for students and 3) promoting teacher expectations (both AVID and non-AVID teachers) of college and career readiness. Our AVID program has improved our certification to "Emerging Schoolwide" program, which is the second-highest rating possible from AVID Center. This program has increased its effectiveness for our students and is now expanding the resources to other students who are not part of the AVID program.</p>	
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School Action Plan Correlated to Student Learning

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

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

Findings	Supporting Evidence
<p>Rosemead High School stakeholders determine our action plans based on the needs of our students. Analysis of student data and the indicators identified on the state dashboard directly affect LCAP funding as well as the focus of resources</p>	<ul style="list-style-type: none"> ● Period by period conference meetings ● Late Start department and schoolwide

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<p>to address the needs of all students.</p> <p>The certificated staff review data during late start meetings, department meetings, as well as during period by period meetings in order to /address student needs. Although classified staff are invited to the late start meetings there isn't large attendance from this group. The principal has begun to have period by period meetings to provide an additional opportunity to have classified members included in the analysis process.</p> <p>The Site Leadership Team (SLT), as well as our SLT+ (comprised of members of every curricular department, programs, administration, parents and students), analyzes student data, as well as the California School Dashboard to ensure our action plans are reflective of the needs of all of our students.</p> <p>The Assistant Principal of Student Services (APSS), Assistant Principal of Instruction (API) and the counselors regularly meet with the district's Director of Curriculum & Instruction to review California School Dashboard and address scheduling needs for students. The result has been the development of CTE courses and pathways, and the process is collaborative and ongoing.</p> <p>The Action Plans were developed from the analysis of student data. Those areas that the stakeholders found to be areas for growth were included in the Action Plans in order to develop necessary steps to address student needs as shown through data assessment.</p>	<p>meetings</p> <ul style="list-style-type: none"> ● Guidance team agendas and minutes ● CA Dashboard ● CAASPP data ● Benchmark data ● Career interest survey ● PSAT ● Late Start Department meetings ● Course lead meetings ● Content specialist minutes ● LCAP ● LCFF ● SPSA ● EL reclassification ● SRI data ● SMI data ● ALEKS data
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Collective Accountability to Support Learning

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

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

Findings	Supporting Evidence
Rosemead High School administration and faculty work	<ul style="list-style-type: none"> ● Late Start Department

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<p>together to create and foster programs that allow for student success. The staff is committed to creating an environment that consistently supports students in reaching their full potential. One way in which we create an environment that supports our students is through the use of the Administrative Team's walkthrough and classroom visits. In the past few years, the Administrative Team has used the district walk-through forms as evidence of what is happening in the classroom matches our district and site initiatives and goals. Data is collected and analyzed to determine the implementation of any instructional focus or goals.</p> <p>Late Start Department, Schoolwide Staff meetings, as well as period by period conference meetings allow for review of those instructional strategies and procedures that benefit all students. These include data analysis, discipline policies, grading procedures, best practices, and legal responsibilities, as needed. For the past few years, faculty and administration have communicated effectively.</p> <p>School Site Council decides upon the focus of the school's academic instructional programs and all related categorical resource expenditures for the school. The group includes a teacher, parent, administrator and community representatives and ensures we support all student learning needs throughout all programs.</p> <p>One example of the staff sharing in the decision making regarding support of student learning is the formation of a Discipline Committee that will reconvene every 3-4 years. Over the last few years, our Assistance Principal of Student Services met with teachers who expressed an interest in working towards revising our school rules and addressing the need to update them to reflect AB1729. Last year, this team met monthly to update school policies. Progress was shared regularly with all staff and input was welcomed. The policies were revised at the end of the school year and forms and documents were updated.</p> <p>Beginning Spring of 2019 the Discipline Committee's name was changed to the Restorative Practice Review Team</p>	<p>Meeting Agendas & Sign-in Sheets</p> <ul style="list-style-type: none"> ● Late Start Schoolwide Meeting Agendas ● Course Level Meeting Agendas & Minutes ● Content Specialist meeting Agendas & Minutes ● Instructional Strategies PD ● RPRT (Restorative Practice Review Team) ● SST Reports ● IEP Minutes/Notes ● Learning Center Teacher Referrals & Daily Logs ● School Loop ● Progress Reports ● Formal teacher evaluations ● SLT+ and SLT agenda and minutes ● AVID site team meeting agenda and minutes ● District EMUEA/Admin Meeting Agendas and Minutes ● Consortium for Educational Change (CEC) Events ● Labor Management Initiative (LMI) Events ● Admin/EMUEA minutes ● TIDE meeting minutes ● District Walkthroughs ● Sharing of Best Practices ● Instructional Coach calendar ● EL TOSA calendar ● Summer Professional
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<p>(RPRT), which will work towards bringing the conversation of Multi-Tiered System of Support (MTSS) to the campus in order to ensure all staff members are aware of what they can do to address MTSS as well as Restorative Practices. The RPRT meetings are aimed at finding a consensus between administration and staff as we develop and implement our RHS CARES program, the site name for MTSS. We hope that this collaborative approach continues in other aspects of our school's programs.</p> <p>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, parent/community liaison, and student.</p> <p>For the past three years the district has committed to working with the Labor Management Institute, which works to engage school unions and management as collaborative partners. RHS has committed to this concept by scheduling weekly meetings with the principal and our union director to have open conversations in order to address any needs that may arise regarding teacher concerns. The meetings provide an opportunity for staff and administration to share any concerns or issues to ensure student learning is the focus and concerns are addressed as soon as possible. This philosophy has enhanced the already existing belief at RHS that collaboration is a large part of what we do. This is evidenced by increased staff interactions, SLT, SLT+, as well as period by period meetings. The minutes of these meetings are shared with all certificated staff through a shared Google Document. As an expansion to this we have also formed the Teachers' Input Drives Education (TIDE) group that is made up of the five union representatives as well as the site union director and our principal. Once per month this group, along with the site union director meet with our principal to discuss matters that have arisen that affect student learning. TIDE minutes are also shared with certificated staff through Google Drive.</p> <p>RHS has Content Specialists who are responsible for the development, evaluation, refinement, and implementation of</p>	<p>Learning Symposium Agenda, Minutes and surveys</p> <ul style="list-style-type: none">● Core department course assessments and data review● SARB & DARB● Content specialist agenda and minutes● School Site Council agenda and minutes● Period by period agenda● SST minutes● Student agendas● RHS CARES program● Referrals/Suspensions● D/F list
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<p>Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) aligned curriculum. These teacher-leaders meet at the district, site, department, and course levels to perform actions such as data analysis, alignment of pacing and focus, and evaluation of best practices.</p> <p>Course level meetings allow teachers to discuss assessment data and curriculum. Participation had been sporadic, since these meetings may have taken place outside of contract hours. In order to effectively create department and course expectations, release time is now provided to promote collaboration between all teachers. Some departments, such as the English and Math departments, have been able to secure release time to address course level concerns and curricula for the past three years. We are now establishing that practice among our other core departments, and plan to create room for other departments to benefit from this practice as well.</p> <p>The Action Plans and SLOs have been designed based upon the revision of our Vision and Mission Statements with input from all teachers and administrators to help students reach their full potential.</p> <p>With our focus on the English Learners, EL TOSA provides instructional and mentoring support tailored to the needs of individual teachers and students. Our EL TOSA identifies students, assesses language levels, and assists students who are in need of some type of intervention. The strategies used to assist EL students in the areas of listening and speaking skills in the core classes is the focus for this school year.</p> <p>Finally, the Instructional Coach has been vital to promoting the collaborative process and providing professional development in effective instructional strategies. The Instructional Coach has worked towards creating meaningful and engaging PD to help teachers create accessible lessons for our students.</p>	
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Internal Communication and Planning

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

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resolving differences.

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

Findings	Supporting Evidence
<p>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, who 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 and staff members. Furthermore, now that we are a Google for Education district we have learned to utilize the Google Suite such as Google Docs to assist collaboration on varying levels.</p> <p>The principal has implemented a weekly update that is emailed to all staff. The “Weekend Update and Horizon Report” (WUHR) provides all staff members reports from all administrative offices on campus. In addition staff are also reminded of upcoming events via the WUHR.</p> <p>The office of the Assistant Principal of Instruction sends out a weekly calendar electronically to all staff members that outlines school and department events, nutrition supervision assignments, and athletic events.</p> <p>Weekly the administration and EMUEA site director meet to address any issues that may have arisen. This weekly communication follows the LMI (Labor Management Initiative) format for open communication between labor management and administration.</p> <p>The Instructional Coach also sends out a weekly “We Teach” email that lists what is going on at Rosemead during that specific week as well as covering helpful tips for classroom instruction/strategies as well as reminders or helpful tips.</p> <p>In case of emergency, the Catapult Emergency Management System was implemented in 2018. Catapult helps internal</p>	<ul style="list-style-type: none"> ● Late Start Schoolwide Agendas/Minutes ● Late start department Meeting Agendas/Minutes ● Course Lead Meetings ● Core Department Collaboration Agendas/Minutes ● Admin/EMUEA weekly minutes ● TIDE Agendas and Minutes ● CEC/LMI events ● WUHR weekly emails ● We Teach emails ● Assistant Principal of Instruction weekly calendar ● TRS system ● Catapult EMS ● SchoolDude ● Content specialist minutes ● WUHR reports

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<p>communication by alerting staff members via text or email of an incident or threat on campus and provides instructions on what to do.</p> <p>The SchoolDude system is utilized by staff members to report internal maintenance, IT, facility, and field trip requests.</p> <p>As noted earlier, Core Departments continually develop new assessments through collaboration to address the changes in curricula brought on by the adoption of Common Core Standards and CAASPP. 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. Starting in the 2019-2020 school year, all core department meetings will be held during school hours so that teachers can more effectively plan at the course, and possibly even school, level.</p> <p>Internal communication has improved between teachers and counselors when addressing student behavior and academic concerns or successes. Teachers use the TRS system to document information about a student; this can automatically generate an email to the student's counselor. This creates an information log and improves internal collaboration between staff members.</p> <p>For the most part, differences among staff and administration 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.</p> <p>The Safety Committee has facilitated communication between itself and staff, our students and their families, and the community at large regarding school safety issues. The committee welcomes input to help make the campus secure and safe.</p> <p>As noted earlier, RHS is part of the district Labor Management Initiative (LMI), which promotes collaboration among unions and management. Through this three year old</p>	
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<p>initiative, we have developed weekly communication between our administration and our site certificated union director. The concept has now been expanded to form a new certificated group TIDE (Teachers Input Drives Education) that is comprised of our union representatives and site director. In addition, our classified union members meet with site administration in a group called the ClassACT Team (Classified Administrators Communications). Both groups have provided a way to create stronger and more productive dialogue between Administration and Staff to ensure open communication and a conduit for planning and resolving differences. Through this weekly communication, staff may contact the union director or our administration to bring any concerns or issues to the forefront for another means of resolving issues that may exist. We look forward to continuing to build a strong and more cohesive campus.</p>	
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A4. Staff: Qualified and Professional Development Criterion

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

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

Qualifications and Preparation of Staff

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

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

Findings	Supporting Evidence
<p>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 on the website EdJoin. We expect teachers to be competent</p>	<ul style="list-style-type: none"> ● CALPADS ● Master Schedule ● Instructional Strategies PD Attendance and

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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 federal law. 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.

Administrators conduct formal and informal evaluations to promote individual growth and identify areas for improvement. Observation notes from informal classroom walkthroughs are available on TRS for teachers to access. Formal teacher evaluations are conducted every semester for new teachers and every 2 for permanent teachers. Evaluations include pre- and post-meetings for understanding and organizing subject matter for student learning, engaging and supporting all students in learning, creating and maintaining effective environments for student learning, creating effective learning goals for each lesson, planning instruction and designing learning experiences for all students, assessing student learning, and professional development.

Classified staff evaluations are conducted each year and are based on performance and instructional techniques.

The Assistant Principal for Student Services (APSS) and AP for Instruction (API) work with the department chairpersons to create the master schedule and new courses based on teacher credentialing as well as student interest.

Furthermore, through our Instructional Coach our school has adopted various forms of effective instructional strategies that have given our staff novel ways to teach in order to better meet the needs of our students. While the initial focus was SIOP strategies, which remain influential, the focus of our Instructional Coach has been expanded upon to include other strategies to teachers to best meet student needs. Currently the Instructional Coach is placing a focus upon speaking and listening skills, along with our EL TOSA.

Feedback

- Faculty Led Professional Learning Symposium Agendas and Minutes
- EdJoin.org
- EL TOSA calendar
- Instructional Coach calendar
- District Science TOSA
- ALLUDO training
- TTL “We Teach” online newsletter
- SLT/SLT+ Meeting Agendas and Minutes
- District summer PD attendance and agendas

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During the last three school years, RHS created Professional Learning Symposiums during designated District Mandated Professional Development days. The experience allowed teachers to share practices that they felt would best help students reach their academic goals. While the PLS at the start of the 2019-2020 school year was not as open to proposals, steps have been made to avoid this in the future by planning the process before the end of the school year.

The district has provided summer professional development over the past five years to offer teachers an opportunity to collaborate and learn new and innovative methods of instruction.

Beginning this school year our district has implemented the 1:1 Initiative that provides each student with their own chromebook. In order to ensure teachers are prepared to best use the chromebooks to enhance their instruction they were given access to the online Alludo program. This program is a self-paced, online professional development tool that introduces teachers to technology tools that can be used to incorporate technology in class instruction.

New teachers are required to attend orientation trainings prior to the opening of school. At the district level, this meeting serves to provide procedural and policy information and clarify the material provided by Human Resources during the hiring process. Teachers then spend the afternoon at their sites receiving orientation on site-specific policies and procedures. New teachers receive support through a variety of programs and training. When a new teacher is hired, the department ensures that the teacher is trained and provided with relevant materials and pacing guides. All teachers who have not yet obtained a clear credential participate in the Induction Program that offers support and guidance for those who are new to the profession. This program, coordinated by the Los Angeles County of Education (LACOE), is funded through the LCAP. It includes several monthly meetings with mentors to discuss any concerns or issues and to review school policies, professional staff development workshops in areas such as class management and research-based instructional strategies, observation of veteran teachers, and district and

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<p>county trainings.</p> <p>Over the past three years, at the beginning of the school year, veteran teachers have been connected with new teachers to provide support and information to help the new teachers acclimate to their new school. Additional lunch time meetings are arranged to provide time for everyone to catch up on processes and procedures during the school year.</p> <p>In addition, our TTL, EL TOSA, as well as our district Science TOSA also play critical roles in keeping teachers up to date with appropriate instructional strategies. Until this year our district had a Math TOSA who assisted with math curriculum however, this position has been replaced with the district Science TOSA.</p>	
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Professional Development and Learning

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

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

Findings	Supporting Evidence
<p>The ultimate impact of professional development can be measured by how teachers implement and integrate program initiatives in their daily instructional pedagogy and repertoire.</p> <p>The Administrative Team's Walkthrough data and classroom visits is another way that we promote professional growth. In the past few years, the Administrative Team has used the district walk-through forms as evidence of what is happening in the classroom. Data is collected and analyzed to determine the implementation of any instructional focus or goals. Every member of the RHS Administrative Team is expected to visit at least five classrooms per week to monitor instruction and implementation of schoolwide initiatives regularly.</p> <p>Our Instructional Coach and Administration survey staff regarding the types of Professional Development we would like offered during Late Start meetings. These surveys help us</p>	<ul style="list-style-type: none"> ● Board reports for workshops/trainings attended ● ALD training (Eng. Classes/Sp. Ed.) ● Individual Educational Plan (IEP) development training ● Late Start presentations of effective teaching and classroom management strategies and classroom management ● PLS Agendas, Minutes, and Feedback

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grow as a unit. These surveys are conducted at least once a year. The results from these surveys are also used to help us develop our Professional Learning Symposium that takes place at the beginning of each year.

To meet our current focus on English Learners, the EL TOSA provides instructional and mentoring support tailored to the needs of individual teachers and students. The EL TOSA provides information to teachers about efficient EL strategies for instruction. In general, the EL TOSA works closely with ELD and ALD teachers, who have the highest concentration of English learners in their classes. EL TOSA has collaboration meetings with ELD and ALD teachers every grading period to review data and curriculum. The RHS EL TOSA has created all ELD assessments on Illuminate, not only to ease teachers' workload but also to encourage assessment consistency which allows a more accurate data collection and discussion. The EL TOSA, support staff, and PAS (Peer Academic Support) tutors provide orientations to newcomers about the reclassification criteria and the ELPAC (the state language assessment). In 2018-19, this team visited different classes to practice the ELPAC with EL students. In ELD classes, this team facilitated small group discussions to go over each task type for the speaking domain so students gained a better understanding of the assessment and its expectation. In addition, the EL TOSA collaborates with ELD teachers in learning activities to better acculturate our newcomers. One example is the Thanksgiving lesson, in which students learn about the origin and traditions of this American holiday. Every one of these collaborations provides the EL TOSA and teachers an opportunity to lesson plan as a team, build on each other's ideas and team-teach to execute the lesson. As the ALD teachers were introduced to a new curriculum, English 3D, this school year, the EL TOSA focused on providing the necessary instructional resources to streamline the transition. Nearly anything the ALD teachers needed that the English 3D lacked has been provided by the EL TOSA, such as the PDF of the student textbook which allows teachers to project the text during the lesson for students to easily follow along, and language frames for each student to engage in academic conversation. Apart from supporting the ELD and ALD teachers, the EL TOSA will mentor any general education teacher regarding appropriate

- Counselor Workshops (College Board, UC, CSU, Community College)
- AVID Summer Institute
- LACOE AVID Workshops
- Core Department Course Level Agendas and Minutes
- AVID Team Meeting Agendas and Minutes
- We Teach articles
- Restorative Practice training for counselors, school psychologist, CWA and administrative
- ALLUDO
- District and site walk through forms
- MTSS professional development attendance
- English Readers
- Instructional Coach calendar
- EL TOSA calendar
- Classified staff sign-in sheets for professional development over breaks
- Mandatory compliance training completion report

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support for EL students. For example, teachers struggling with EL students will meet with the EL TOSA regularly to receive suggestions and feedback about their instructional practices to better serve EL needs. In addition, the EL TOSA creates and monitors an online platform where teachers can access an abundance of resources regarding academic listening, speaking, English Learner needs, and strategies that may help Special Ed. students.

Beginning the school year 2019-2020, RHS instructional coach, EL TOSA, and API collaborated and designed walkthrough forms that focus explicitly on the current school initiatives: Speaking and Listening, Math Practices, Science Practices, Technology integration, and Student Engagement. The Instructional Support Team designs professional development throughout the year that supports these initiatives.

In addition, Special Education Teachers who teach English Supplemental (SUP) classes have begun to attend and participate in quarterly grade-level collaboration department meetings with general education teachers who teach the same subject, starting in the 2019-20 school year. One major development has been the introduction of readers into our SUP English classes. With the Instructional Coach, the Special Education English teachers developed readers that give students in SUP classes access to grade-level appropriate units with appropriate accommodations. This will also provide SUP English students the benefit of learning how to annotate texts.

The district has offered our Special Education department the opportunity for additional professional development in areas they feel the need. Our Special Education teachers will be reaching out to them to have the conversation regarding those areas of need and schedule PD during the school year.

We are aware that we have further to go to ensure our Special Education and General Education teachers have the instructional strategies needed to ensure students with IEPs receive the accommodations necessary to succeed in all their classes.

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The district, as well as our site technician has provided training for classified employees during student free days such as winter break. Materials covered at the school site are based on the results of our site technicians informal survey. Workshops include topics such as the impact of social media on students or the use of Google Docs and Forms. This assists classified staff with internal communication, record keeping, and school procedures. This training positively impacts the school environment. Staff members have expressed appreciation for the training and have shared the impact it has had on their work.

RHS teachers are given opportunities to attend conferences for their own enrichment, especially when the PD involves a topic that RHS or the district cannot immediately support in-house. This method of PD is utilized to build capacity and foster a culture of ongoing improvement, while still encouraging teachers to pursue innovation and explore new teaching methods. Some major conferences and workshops that RHS has recently sent representatives to include: College Board approved AP Workshops and Summer Institutes, ERWC teacher training, AVID Summer Institute, National Council for Mathematics Teachers, California Math Council, American Association of School Librarians, California Association for Bilingual Education, and Illuminate training.

The librarian has attended many conferences and workshops both at the district level as well as the county and national level. The impact on our students' use of the library has been affected by many of the resources that are brought back from the attendance at these professional development opportunities. One example of these includes the integration of school programs into lunch time activities. This provides students new ways of expanding upon what is taught in the classrooms in new and innovative ways.

Our counseling staff and Advancement Via Individual Determination (AVID) teachers have undergone several trainings to help them meet the needs of our students who move beyond high school. We send a team of our AVID teachers along with our principal and AVID coordinator to the

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AVID Summer Institute each year. In addition to this, AVID teachers also attend trainings during the year through LACOE as needed. As a site, we have decided that all AVID teachers should participate in at least three AVID trainings: 1) implementation (an overview of the AVID program), 2) tutorology (an overview of how AVID tutoring should work) and 3)Preparing for college (a course that shows AVID teachers the basics of the college application and planning progress.

Each year our Career Center Coordinator attends UC/CSU conferences to learn about updates regarding admissions and application changes. In addition she also attends the California Student Aid Commission (CSAC) workshop to receive updates regarding financial aid applications and policies. She has also previously attended the Regional Admissions Counselors of California (RACAC) as well as Western Association for College Admissions Counseling (WACAC) to receive updates about programs and admission policies for out of state universities. Finally our coordinator also attends College Board workshops and webinars to receive updates on the AP and SAT programs.

We have also had professional development to introduce site and district initiatives, such as RHS CARES (our site specific MTSS program). Our guidance team was trained on Restorative Practices through San Diego County Office of Education. Our principals attended a MTSS training last year in order to ensure they too understand the process in order to ensure all students' needs continue to be met. As we move forward, we anticipate refining our practices and work out difficulties as they arise so that RHS CARES becomes a program that the entire school has developed.

The district sends administrators to attend the Association of California Schools Administrators Academy, where they are kept up to date with issues concerning Human Resources, Curriculum and Instruction, Special Education, and English Language Learners.

All district staff are responsible for completing four state

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<p>mandated online modules at the beginning of the year to cover compliance for the state. Included in the training are mandated reporter/making right choices, sexual harassment and discrimination, blood borne pathogens, and suicide prevention. Each module is mandatory for both certificated and classified staff members.</p>	
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A4.2. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content teachers. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.</p> <p>OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

Measurable Effect of Professional Development on Student Learning

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

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

Findings	Supporting Evidence
<p>The ultimate impact of professional development can be measured based on our teachers implementation and integration of program initiatives in their daily instructional pedagogy and repertoire. Professional development effectiveness is also measured through the Administration Team’s walkthrough and classroom visits. In the past few</p>	<ul style="list-style-type: none"> ● Workshops/Trainings ● Late Start presentations of effective teaching and classroom management strategies

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<p>years, the Administrative Team has used the district walk-through forms to collect and analyze data to determine the implementation of any instructional focus or goals. Beginning in the school year 2019-2020, the RHS Instructional Coach, EL TOSA, and API have formed the Instructional Support Team. They have collaborated and designed walk-through forms that focus explicitly on the current school initiatives: Speaking and Listening, Math Practices, Science Practices, Technology Integration, and student engagement. The Instructional Support Team designs professional development throughout the year that supports these initiatives. Every member of the RHS Administrative Team is expected to visit at least five classrooms per week to monitor instruction and implementation of schoolwide initiatives regularly. During the visit, the administrative team will use the walk-through form to monitor the implementation of these initiatives. The data gathered from these classroom walk-throughs will determine the effective implementation of the efforts.</p> <p>The Instructional Coach and EL TOSA support curriculum and instruction. The team works with teachers during collaboration, participates in lesson studies, mentors meeting facilitators, and maintains and participates in the walkthrough process. The team also creates support materials that teachers request (graphic organizers, sentence frames, posters, etc.). One of our goals is to have a more systematic approach to targeted PD (like UDL and Integrated ELD) but we are struggling with the time factor since the late start times reserved do not seem to be enough time to adequately cover what is needed. With collaborations, lesson study and walkthroughs, we feel that we are interrupting teachers quite a bit already and do not want to pull teachers out of class too much. We are considering a schedule that is similar to how the previous SIOP cycle trainings were organized. The Instructional Support Team also organizes and supports all statewide testing (ELPAC and CAASPP) and is available to meet with individual teachers for support.</p> <p>During the last three school years, RHS created Professional Learning Symposiums during designated District Mandated Professional Development days. The experience allowed</p>	<p>and classroom management</p> <ul style="list-style-type: none"> ● PLS Agendas, Minutes, and Feedback ● Core Department Course Level Agendas and Minutes ● Teacher evaluations ● District and Site Walk-through Data ● PD Training Agendas/Minutes ● Department Meeting Sign-In Sheets, Agendas, and Minutes ● Instructional Coach Calendar and materials ● EL TOSA Calendar and materials ● Staff PD Surveys ● New teacher meeting calendars and sign-in sheets ● Instructional Support Team Meeting minutes
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<p>teachers to share practices that they felt would best help students reach their academic goals. While the PLS at the start of the 2019-202 school year was not as open to proposals, steps have been made to avoid this in the future by planning the process before the end of the school year.</p> <p>Core Course meetings help us to share strategies and instructional planning as well as providing teachers to collaborate and share best practices within their core content area.</p> <p>Over the past three years, at the beginning of the school year, veteran teachers have been connected with new teachers to provide support and information to help the new teachers acclimate to their new school. Additional lunch time meetings are arranged to provide time for everyone to catch up on processes and procedures during the school year. The interaction between the teachers provides our new teachers with insight into policies, procedures and new ways of teaching students.</p>	
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Supervision and Evaluation

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

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

Findings	Supporting Evidence
<p>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 covering effective instructional strategies are presented by our Instructional Coach as well as our EL TOSA, who also maintain 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 help teachers do their best to honor our professional duties and our contract stipulations.</p>	<ul style="list-style-type: none"> ● Teacher evaluations ● District Walk-through Data ● PD Training Agendas/Minutes ● PLS Agenda, Minutes, and Feedback ● Department Meeting Sign-In Sheets, Agendas, and Minutes ● Instructional Coach Calendar ● EL TOSA Calendar ● Staff PD Surveys ● Late Start Meeting Minutes/

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<p>As noted earlier, course-level meetings were often voluntary, but starting in the 2019-2020 school year all core departments will meet during the school day and will be granted release time. We will continue 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.</p> <p>Teachers are evaluated every two years, unless a teacher has taught less than three years in our district or the teacher has proven to need improvement in three or more of the sub-standards of the Standards of the Teaching Profession. Teachers are observed twice per year before the final summative evaluation occurs at the end of the school year.</p>	<p>Agendas/Sign-In Sheets</p> <ul style="list-style-type: none"> ● Evaluation forms
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A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>See earlier information regarding OPL, which is maintained at the district level.</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

A5. Resources Criterion

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

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

Indicators with Prompts

Resource Allocation Decisions

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

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

Findings	Supporting Evidence
<p>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.</p> <p>The district and site have allocated resources for our Instructional Coach as well as our EL TOSA who are available to all teachers to support curriculum and instruction. The two work with teachers during collaboration, participates in lesson studies, mentors meeting facilitators and maintain and participate in the walkthrough process. Both also create support materials that teachers request (graphic organizers, sentence frames, posters, etc.).</p> <p>The district has also purchased new textbooks and supplemental materials for classes to ensure students and teachers have the necessary resources to meet the goals and</p>	<ul style="list-style-type: none"> ● Instructional coach calendar and materials ● EL TOSA calendar and materials ● CAASPP, CAST, PSAT, SAT, AP test score ● Upgraded in textbooks and supplemental materials for all classes ● English Readers ● Albert.io Test Prep ● CTE Department Agendas and Minutes ● Department Budgets ● LCAP ● SPSA ● CSG data ● AVID data ● ALD data ● Read 180 data ● Math 180 data ● Link Crew

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<p>needs of our students to ensure academic success.</p> <p>We have also begun to develop our CTE Pathways program, to prepare students for careers beyond high school. Currently, we offer four different Pathways; 1) Food Services and Hospitality, 2) Graphic Design, 3) Business and Finance, and 4) Systems Programming Pathway. We are currently developing a fifth pathway, Stagecraft Technology.</p> <p>Our AVID program has grown and developed to include not only the AVID students but students throughout our school. The program has grown to 10 sections and nearly 300 students. We have committed resources to establish an AVID coordinator who ensures that student needs are met, as well as finding new ways to provide resources beyond the AVID classes.</p> <p>In addition, through our analysis of student data, we have committed to placing college tutors in math and ALD classes to support our students. With this resource we provide students the opportunity to work in Collaborative Study Groups (CSG) through weekly study sessions to help students who are in need of further assistance in those classes.</p> <p>Through data analysis we identified an achievement gap between our Hispanic and Aisan students, as well as the need for improvement in numeracy and literacy skills within other significant subgroups. To address the needs of our struggling students we have established classes such as Math 180 and Read 180, ELD lab classes, as well as Academic Language and Development (ALD) classes.</p> <p>Albert.io, aka Learn by Doing, Inc, provides rigorous online study materials to help students excel in difficult academic subjects. Albert.io activities bridge the gap between learning and mastery with engaging content written by educators. They focus entirely on practice materials that come alive with interactivity and gamification. Students are pushed, challenged, and have fun doing it. The questions feature stimuli, supplements, and well-thought-out question stems to</p>	<ul style="list-style-type: none">● Summer Bridge Program enrollment● Master Schedule
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<p>promote critical thinking and inquiry. The topics and contents are aligned to Common Core State Standards and College Board Framework. Questions are constantly updated and supported with "rich explanations." Albert.io is a great resource for students prepping for AP, SAT, ACT, PSAT, and even regular classroom activities.</p> <p>Our site pays for students' AP, PSAT, and SAT testing costs, as well as providing SAT Saturday Prep sessions.</p> <p>Also, based on student need our school, has implemented the Link Crew group that provides programs such as the Summer Bridge Program that targets at-risk incoming freshmen students.</p>	
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Practices

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

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

Findings	Supporting Evidence
<p>We have four members of our RHS staff that serve on the district LCAP committee. The duties of a committee members include reviewing state Dashboard data and making suggestions as to what interventions/programs may remedy some problems, the committee however does not make any budget decisions. Budget decisions are left up to the sites and are assessed through the LCAP survey towards the end of the year, final budgeting decisions are made by the district office. Principals have a huge influence as to what is needed at each site. They review the survey, the current budget, and take site knowledge into account to make appropriate requests of budget allocations.</p> <p>The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college and</p>	<ul style="list-style-type: none"> ● LCAP Committee Agendas and Minutes ● School Site Council Agendas and Minutes ● CA Dashboard ● LCAP budget ● LCFF ● SPSA goals

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<p>career readiness indicators and standards, and schoolwide learner outcomes. It is the feeling of RHS LCAP committee members that the funds are accurately and appropriately allocated and support the indicators.</p> <p>School Site Council is made up of teachers, parents, classified employees, and students who are elected by their peers. The committee is to determine the focus of the school's academic instructional program along with the related categorical resources. The School Site Council ensures the site budget aligns with the SPSA goals and Action Plan of Rosemead High School and the district LCAP in order to best meet the needs of all students. For RHS the representation seems to be less involved than the LCAP committee at the district level.</p>	
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Facilities Conducive to Learning

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

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

Findings	Supporting Evidence
<p>Rosemead High School's facilities meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.</p> <p>The facilities at Rosemead High School are supervised by the principal and assistant principal for instruction and are under the direction of the plant manager. Staff members are able to submit service requests electronically through the online management system School Dude so that facility issues can be addressed by the site and district maintenance teams. Over the last few years, Rosemead has undergone a wide variety of facility improvements. Building repairs, painting, and landscaping have been done across campus. The district installed several electric vehicle charging stations, as well as solar panels in the staff parking lot. Filtered water stations for student use were added in four locations on campus. Several buildings have had floors, cabinets, and furniture replaced, as well as roofs.</p>	<ul style="list-style-type: none"> ● Computer Labs (Room 43, 63, Learning Center, Library, Career Center) ● SRO schedule ● Weight Room ● Band Room/Choir Room (Sound systems) ● Culinary Arts Facility ● New Track ● Basketball courts ● Access to pool in the park next door ● New Lights & floors in the gym ● Classroom Technology ● RHS Library ● Learning Center ● PREP Tutoring

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<p>The district is using the Catapult app that is an emergency communication system that is centralized that informs all stakeholders when an emergency arises. This is a real-time student/staff accounting, location check-ins, and threat report management to assist us in ensuring a safe campus.</p> <p>Our School Resource Office (SRO) is on campus full time and provides additional support that ensures all members of Rosemead High are part of a safe environment that promotes student learning.</p> <p>Rosemead currently has Security Guards who monitor and assist with campus supervision to ensure the safety of all stakeholders on campus.</p> <p>Our facilities department has changed over 75% of the classroom door locks so that teachers can lock the door from the inside, eliminating the need for the teacher to step outside into the hallway to lock the doors during a school lockdown.</p> <p>For additional safety our district has installed cameras throughout campus to enhance the safety of everyone on campus. In the 2019-2020, RHS instituted and formalized the School Safety Committee Team. The committee aims to oversee not only the safety of students and staff, but to ensure that all facilities are in great condition to create an environment that is conducive to student learning.</p> <p>Weekly our teachers receive a reminder of nutrition supervision assignments in the weekly calendar. Teachers are assigned a location on campus that they are responsible for supervising. Those teachers who do supervise find that it is a great time to talk to students one on one and provides additional safety during nutrition time to allow teachers to see what happens outside of their classroom.</p> <p>At the start of the second semester of the 2019-2020 school year, all students and staff have been required to wear lanyards with the school identification card clearly visible to enhance safety on campus.</p>	<ul style="list-style-type: none">● SchoolDude IT and maintenance reports● Library use records● Parent Center● Nurse Office use records● Alexi Adams psychology reports● Security guard schedules● District cleaning standards● Catapult● Youth truth survey● Red Cross Club members and meetings
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Our Red Cross Club has an integral part of our emergency plan. The club members ensure classes have the necessary first aid equipment in case of an emergency and are trained to assist with any injuries that may occur during an emergency.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Our online program, SchoolDude, allows staff to enter work orders for both maintenance as well as IT issues to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

There are many ways in which we address the needs of our students to ensure they are healthy when attending RHS. Currently we have one psychologist, one speech therapist, and full time clerk in the nurse's office and a part time nurse who rotates among schools in our district.

RHS students were asked to complete the California Healthy Kids Survey last school year. We had 84% of our students participate in the survey in the Spring 2019. Results showed that students began to feel less engaged on campus, based on the Overall Supports Engagement Subscale. However, the school's safety did not change as much based on the Overall Low Violence and Substance Use Subscale. Our theme for the 2019-2020 school year ("All who enter Rosemead High School will feel welcomed, loved, and supported") came as a result of this survey. Based on the results of this survey, as well as others, we have begun implementation of RHS CARES (our site named MTSS plan) this school year that focuses upon the theme "All who enter Rosemead High School will feel welcomed, loved, and supported".

This school year, a discussion has begun to plan a Wellness Center for RHS students. It is the focus of the facility to

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<p>provide services to address the needs of the “whole child” for all of our students. The services will address both mental as well as physical needs including mental health agencies providing additional assistance within the school day and on-site support with therapists and additional staff to meet the social-emotional needs of students or crisis intervention needs. PREP Learn Program will provide physical well being programs for students access after school.</p>	
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Instructional Materials and Equipment

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

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.

Findings	Supporting Evidence
<p>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 based on students needs as determined through data analysis as well as state and district standards. All of our teachers sign the necessary paperwork regarding textbooks used in their classroom according to California Education Code regarding Williams Compliance.</p> <p>Since we are a Google For Education district, access to the entire Google Suite resources allows teachers as well as students access to not only the programs but the ability to collaborate in a seamless and effective manner.</p> <p>Based on student assessment and need, RHS purchased the Read 180 and Math 180 programs to assist with struggling students. Both programs are used to support students in their P designated classes to provide students the necessary time to acquire the necessary skills to be successful in both English and Math, while earning college prep instruction.</p> <p>Each department determines their instructional materials needs based on input from the teachers in the department. The departments are provided a budget from the general fund</p>	<ul style="list-style-type: none"> ● RHS Library access through Google Calendar and forms to request materials ● RHS Computer Labs access through Google Calendar ● SchoolDude online access through a link on RHS’s School Website ● Google Drive folders offer teacher resources, lesson plans, activities, worksheets, teacher edition book, audio for novels ● Student store ● 1:1 Chromebooks policies ● Instructional materials requests from Department Chairs ● Go Guardian records ● Textbook lists ● Read 180 data

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for teachers to request instructional materials. Textbooks in core classes are purchased based on the district adoption process. Textbooks chosen for elective classes follow a similar process.

The math department across the district has adopted and has begun to use the Assessment and Learning in Knowledge Spaces (ALEKS) program in the Fall of 2018. This provides individualized, adaptive learning and assessment at each student's own pace to assist them mastering math.

Albert.io, aka Learn by Doing, Inc provides rigorous online study materials to help students excel in difficult academic subjects. Albert.io bridges the gap between learning and mastery with engaging content written by educators. They focus entirely on practice materials that come alive with interactivity and gamification. Students are pushed, challenged, and have fun doing it. The questions feature stimuli, supplements, and well-thought-out question stems to promote critical thinking and inquiry. The topics and contents are aligned to Common Core State Standards and College Board Framework. Questions are constantly updated and supported with "rich explanations." Albert.io is a great resource for students preparing for the AP, SAT, ACT, PSAT, and even regular classroom activities.

RHS purchases grade level appropriate novels to supplement student learning for the English Department. This allows teachers to make decisions that will spark student engagement by making relevant and culturally important texts available to students.

Special funding is used to pay for AP, SAT, ACT and PSAT testing fees. In addition we are also offering ACT and SAT prep classes. Students are extremely thankful for this because it allows them access to these exams while relieving them of the financial burdens.

Library media resources are purchased through LCAP allocation. The librarian uses input from conferences, webinars, teacher requests, student requests, and review sites like Titlewave and YALSA/ALA lists to make informed

- Math 180 data
- ALEKS data
- Albert.io data

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<p>purchasing decisions.</p> <p>Technology resources have also been improved across campus in support of student learning, including updated computer labs, the installation of mounted video projectors in all classrooms, and the implementation of 1:1 Chromebook initiative. Through the use of the 1:1 initiative students can now work collaboratively and more effectively. Teachers are able to assist students and monitor their progress through the use of the district purchased GoGuardian program. Internet bandwidth has increased and wireless access points have been added to all academic areas of the campus and some outdoor areas as well.</p> <p>SchoolDude, an online program, allows staff to submit maintenance as well as IT needs. It allows us to maintain the necessary resources for student learning.</p>	
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Resources for Personnel

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

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

Findings	Supporting Evidence
<p>Staff members are hired through a collaborative process that includes administration, department chairs, and other staff members. New teachers receive training at the district office and the site before the opening of each school year, and all first and second year teachers participate in Beginning Teacher Induction training (BTSA). Departments work closely with new staff members to provide hands-on training and mentorship. New teachers are also supported by instructional support staff (API, EL TOSA, Instructional Coach and TTL).</p> <p>In order to implement the ICAN process, collaboration time has been built into the school year through bi-monthly late start days. While three departments are fully implementing grade/course level collaborations during the school day, we realize that all departments need dedicated collaboration time. We have been working with the district to focus on classroom instructional strategies (Best Practices), data</p>	<ul style="list-style-type: none"> ● New ALD Curriculum ● New special education curriculum (EDGE) ● Faculty Led Symposium Agendas and Minutes ● Conference attendance records ● AVID tutor training ● AVID tutor hiring process/requirements ● ALLUDO ● Go Guardian ● Mentor program onsite ● EL TOSA ● Instructional Coach ● Summer Symposium

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analysis, common formative assessments, and curriculum maps. The district also provides professional development opportunities over the summer, as well as content-specific trainings and collaboration time.

All teachers may submit requests to attend subject-specific conferences and training sessions in order to update instructional strategies into the classroom.

The Site Leadership Team (SLT) which is comprised of members of every curricular department, programs, and administration, sets the direction and makes decisions about site-level professional development. The SLT+ includes members of the SLT, as well as parents, students, and classified staff in our site decision making processes.

Our AVID coordinator hires and trains all of the AVID tutors. Most of our AVID tutors are former AVID students and, for years, we mostly recruited from our graduates. In the 2018-2019 school year, the district established a guideline that required all AVID tutors to have at least one year of college credits before they could apply, which caused us to change our hiring practices. The coordinator hires applicants by referral from our current tutors or through an application called Handshake. Handshake is a program that allows us to post job openings at local universities, and it also allows applicants to submit both their resume and college transcripts. The coordinator first checks their transcripts to review the grades they received in math and science courses, since the majority of our students' tutoring needs are in those subjects. Once they have passed the initial screen of their transcripts, the coordinator meets with each applicant and tests their tutoring abilities by having them explain one math and one science question to him on the board. Once he chooses an applicant to be hired, he submits their names to the district office through our principal's secretary and these applicants then have to go through the board approval process before they can work with students in the classroom. After they're board approved, he trains each tutor through the 10 steps of the AVID tutorial as indicated by AVID center. The coordinator uses the documents they provide to train the tutors and ensure that they know the tutorial process and their role in it.

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<p>He only trains the AVID tutor hires, but, in the past, Mr. Banas, the API, has also had his new content tutors shadow our AVID tutors for a day as part of their training. The content tutors that he hires are typically for the CSG tutoring groups in Math. These CSGs follow the same format as the AVID tutorial, which focuses on allowing the students to verbalize their point of confusion before the group members work together to ask the student questions as they identify both where the student is stuck and which steps they need to understand better.</p> <p>Technology has expanded over the years and requires more of teachers to integrate technology using the SAMR model. With that comes the need for teachers to not only become familiar with the technology but the programs as well. With 1:1 implementation our district has promoted the Alludo platform, which is a gamified online and blended learning program that provides teachers professional development that allows teachers to learn programs and resources at their own pace. Professional learning needs are identified and addressed in a collaborative process involving teachers, department chairs and the Instructional Support Team which consists of the Assistant Principal for Instruction, Instructional Coach, TTL and EL TOSA.</p> <p>Our faculty led Professional Learning Symposiums also allow for teachers to identify and seek out professional development based on discussions throughout the year in Department and Schoolwide Meetings.</p> <p>Over the past three years, at the beginning of the school year, veteran teachers have been connected with new teachers to provide support and information to help the new teachers acclimate to their new school. Additional lunch time meetings are arranged to provide time for everyone to catch up on processes and procedures during the school year.</p> <p>Our Career Center Coordinator provides a variety of resources for college and career planning. She has attended many professional development opportunities to ensure that she has the necessary information to assist our students with</p>	
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their college and career readiness.	
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Long-Range Planning

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

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

Findings	Supporting Evidence
<p>Stakeholders serve on committees such as LCAP and SSC to make decisions on how resources are allocated at the district and site level. Each year, the stakeholders collaborate to evaluate and update the district LCAP. The same process takes place at the site, where the SSC evaluates and updates the School Plan for Student Achievement and allocates resources.</p> <p>Through data analysis we have identified our learner needs to be the achievement gap between Hispanic and Asian students, as well as the need to improve numeracy and literacy skills to reflect the skills every student should have in the 21st century. All resources must address our school goals in order to ensure we meet the needs of our students.</p>	<ul style="list-style-type: none"> ● School Site Council minutes ● LCAP committee minutes ● SPSA ● LCAP ● LCFF ● AVID ● SLT/SLT+ agendas/minutes

A6. Resources Criterion [Charter Schools only]

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

Indicators with Prompts

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

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

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

Findings	Supporting Evidence
N/A	

Regular Accounting and External Audit Procedures

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

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

Findings	Supporting Evidence
N/A	

Processes for Implementation of Financial Practices

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

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

Findings	Supporting Evidence
N/A	

Budgeting Process — Transparency

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

A6.4. Prompt: *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual*

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budgeting process to ensure transparency and stakeholder involvement.

Findings	Supporting Evidence
N/A	

Adequate Compensation, Staffing, Reserves

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

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

Findings	Supporting Evidence
N/A	

Marketing Strategies

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

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

Findings	Supporting Evidence
N/A	

Informing the Public and Appropriate Authorities

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

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

Findings	Supporting Evidence
N/A	

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

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

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

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

Rosemead High School has a goal of preparing students to succeed in the 21st Century both academically as well as socio-emotionally to ensure they are prepared for their college and career choices. All students graduating from RHS will be responsible, resilient, respectful, and resourceful individuals who are prepared to achieve their college and career goals in our global society.

Rosemead High School's purpose is aligned with the district's policies and bylaws. Our various stakeholder groups evaluate our progress toward our goals by using various tools to measure their effectiveness. In reviewing data, stakeholders feel they have a voice and influence over school-site decision-making. This allows for enhanced shared responsibility and ownership of the processes and procedures to support student learning.

Rosemead High School has a well-qualified staff that continues to become better educators through the use of professional development. All staff members attend professional development throughout the year, including three days built into the calendar, and collaboration periods. Our instructional coach as well as EL TOSA provide additional instructional strategy assistance to help teachers address the needs of all students in their classes. The school supports teachers attending conferences and workshops that provide new strategies and knowledge, which are shared with their colleagues and directly affect student learning. Rosemead High School's staff are constantly looking at data in order to address student needs. Our Site Leadership Committees focus the site's professional development to better meet the instructional needs of the staff, particularly when addressing the critical needs of student literacy and numeracy skills, our EL and Special Education student needs and College and Career Readiness.

Rosemead High School makes sure that its resources are allocated to meet the goals of the Vision and Mission Statements, SLOs, LCAP, and SPSA. Representatives from Rosemead High School take part in the LCAP Committee and School Site Council to better decide how to use and allocate resources for the school population, including English Language Learners and Special Education Students. The Committees include representatives from Administration, Teacher Representatives, Students, and Community Representatives to better fit the needs of the school.

Prioritize the strengths and areas for growth for Category A.

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

- Resources to provide RHS students with tools/services that support student success.
- Communication between Department Head and Assistant Principal of Student Services leads to proper placement of teachers and students in regards to the master schedule.
- The involvement of the Instructional Coach and EL TOSA has helped teachers meet student needs.
- Content Specialists provide an avenue to ensure core curriculum follows Common Core State Standards and sets proper pacing to promote student academic needs are addressed.
- Strong collaborative culture, which would include the work of our instructional coach/TOSAs, faculty-led PD, department/course level collaborations, and the role of content specialists in order to share strategies and resources to assist classroom instruction.
- Campus safety and maintenance including our emergency plan, facilities and resources such as our Red Cross Club ensure our students and staff are in an environment that is safe and healthy.

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

- In order to best serve our students, teachers must know their schedules far enough in advance to prepare for their classes and ask for any required professional development before the start of the year.
- Identification of schoolwide strategies currently used by teachers throughout campus to help struggling students to better meet the needs of our students.
- Identify new ways to better assist with helping special education students who are mainstreamed into the general education classes.
- Continue to expand upon the ways our Instructional Coach and EL TOSA can enhance what teachers are doing in their classrooms to affect student performance and teacher strategies used in the classroom.



ROSEMEAD

Home of the Panthers

HIGH SCHOOL



Category B: Standards-based Student Learning: Curriculum

Karrie Hensley, Group Co-Leader, Instructional Coach/

Technology Teacher Leader

Ruth Gray, Group Co-Leader, Visual and Performing Arts Teacher/

Department Chair

Jim Zwick, Physical Education Teacher/Department Chair

Na Ree Jung, Visual and Performing Arts Teacher

Raquel Chavarria, English/AVID Teacher

Alicia Barajas, World Languages Teacher

Larry Hatley, Math Teacher/Department Chair

Edwin Medina, Math Teacher

Rick Gerlach, Science Teacher

Mike Tellez, Science Teacher

Michelle Ban, Social Science Teacher

Alberto Velazquez, Social Science Teacher

Francine Do, Special Education Teacher

Jim Irwin, Counselor

Jessica Lopez, Comprehensive Student Support Coordinator

Alexi Adams, School Psychologist

James Espinoza, English/AVID Teacher

Ray Barnes-Clark, Career Technology Education Teacher

Patty Cazares, Para Educator

Justin Fregoso, Para Educator

Jahaira Lopez, Para Educator

Edwin Reyes-Villegas, Para Educator

Willie Cedena, Maintenance

Omar Barbosa, Maintenance (Boy's Locker Room)

Laura Sanchez, Assistant Principal of Student Services

Jesus Perez, Parent

Elodia Mendoza, Parent

Argelia Camacho, Parent

Amanda Quan, Student

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

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

Indicators with Prompts

Current Educational Research and Thinking

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

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>Rosemead High School implements a standards based curriculum that is research based and rigorous. Each teacher is expected to prepare and maintain clear objectives for students and to create course syllabi based on district approved course outlines. Currently, the core classes have been designed to meet the California Common Core Content Standards. Our science department has started to realign itself to meet the Next Generation Science Standards through an analysis of lab work and curriculum that is phenomenon based. EMUHSD has also hired a district Science TOSA to guide science teachers through this process.</p> <p>Curriculum alignment and discussion primarily happens during department collaboration time led by content specialists and course leads. The EL TOSA and Instructional Coach are available for assistance as requested. We expect that as new federal and state mandates are issued, we will continue to use our collaboration time within departments to develop curriculum and lessons to meet our students' needs.</p> <p>The creation of course level assessments (such as essays, benchmark exams, DBQs, or performance tasks) are also part of our collaborations. These collaborative efforts stem from</p>	<ul style="list-style-type: none"> ● Full-time Instructional Coach to assist teachers in instructional practice ● Full-time EL TOSA to assist teachers in EL instructional practice ● PD sign-in sheets ● PD follow-up participation surveys ● PD Evaluations ● Effective Educational Strategies in use in teacher classrooms (referenceable vocabulary posters, think-pair-share handouts, language scaffolds, activity procedures, use of projection and technology, and scaffolded notes)

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our desire to help our students succeed. Prior to the 2019-2020 school year only English and math teachers collaborated regularly with other core departments using time during late-starts, lunch, and after school to meet. At the start of the 2019-20 school year we have made a commitment to provide release time for all core departments within the contract day to foster a culture of student centered collaborative planning. Although the current focus is on core departments, we intend to include all departments in this type of curricular collaboration in the future.

Read and Math 180 are our adopted research based remediation programs to help students struggling with basic literacy and numeracy skills. We have also adopted a new curriculum, *English 3D*, for our ALD course that is written by Kate Kinsella and is researched based. The course is meant to target student organization, basic literacy, and academic vocabulary acquisition through the use of high interest readings and activities that are current and relevant to students.

We have also created new classes to meet specific needs of our students. Our 21st Century Design course is a one semester class that helps freshmen plan their academic future with their career and college goals in mind. Our Ethnic Studies class was created to meet a state mandate, but promotes respect and understanding of our society's diverse cultural traditions and history. We are also looking to create Pre-AP and AP Capstone courses to encourage our high achieving and highly motivated students to take full advantage of our campus's academic offerings.

Rosemead High School has systematically implemented professional development opportunities to introduce teachers to effective curriculum and instructional strategies. At the start of the 2014-15 school year our instructional coach led trainings in the SIOP cycle, which is a research-based framework for providing comprehensive instructional accountability. Areas of emphasis included text markup (annotations), vocabulary development, writing content and language objectives, checks for understanding, chunk and chew strategies and focused pair-shares. Marzano's

- Content Specialist meeting minutes
- Content Specialist meeting sign-in sheets
- Course Lead meeting minutes
- Course Lead meeting sign-in sheets
- SLT meeting minutes
- SLT meeting sign in sheets
- Course outlines
- Course syllabi
- Student surveys
- IST (Instructional Support Team) meeting notes

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Classroom Instruction That Works guided much of our work. The legacy of these trainings can still be found on campus, especially in the areas of text mark-up and attention to rigor.

Though we have moved on from SIOP, 2015-2016 included general training in UDL and the introduction of targeted educational technology to help teachers meet the needs of students. Some specific applications addressed were Notability, Kahoot, Quizlet, Google Classroom, and Padlet. Cadres of selected teachers were also given iPads to facilitate the use of the applications highlighted.

In 2017-2018 we introduced The Professional Learning Symposium (PLS) as a valuable PD opportunity that gives teachers control of their curricular and instructional growth. An overall emphasis in structured department course level collaborations allow for teachers to examine data to inform their instruction and plan units and lessons together, which extends to the PLS. Teachers are given the opportunity to create topics or choose areas of research/inquiry, and then other teachers can choose which workshops to participate in. Some examples include: writing across the curriculum, targeted interventions for behavior, differentiation, listening and speaking strategies, developing rubrics, and researching new curricular materials.

2017-2018 saw an increase in targeted walkthroughs by district and site personnel. These informal observations are used to determine if district and site PD initiatives are being implemented and to be aware of what PD needs to be developed in the future. The PLS format introduced in 17-18 was used at the start of the 2018-2019 school year for teacher driven PD. Schoolwide, continued emphasis on UDL and the alignment of special education supplemental (SUP) class curriculum to the general education curriculum was emphasized in both math and language arts.

2018-2019 was a transitional year for RHS as our instructional coach moved to a district position and we acquired our EL TOSA. Our PLS format was not able to be implemented at the start of the 2019-2020 school year because of scheduling

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<p>difficulties, but walkthroughs and department collaborations continued and the concept of Lesson Study was introduced initially to the math department where teachers work together to plan a lesson and then observe each other delivering that lesson to two classes. The API, EL TOSA, and Instructional Coach help facilitate these collaborative opportunities.</p> <p>Currently, Rosemead High School has teacher leadership teams comprised of Content Specialists, Course Leads, and the Site Leadership Team that meet in order to discuss professional development, student progress, assessments, and curricular focus. The SLT+ allows the SLT to include parents, students, and classified staff in decisions affecting the campus. Additionally, the EL TOSA and Instructional Coach meet weekly with the API to discuss our instructional focus, PD, and walkthrough data. During the 2019-2020 school year, RHS is focusing on developing the implementation of the ICAN model and listening and speaking strategies within their classes during department collaborations. These efforts are evident through lesson study in math and science, and monitored via walkthroughs in all departments.</p>	
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Academic and College- and Career-Readiness Standards for Each Area

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

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

Findings	Supporting Evidence
<p>All core subject courses (P) at RHS are approved and meet the UC A-G requirements. Teachers have been encouraged to submit their course syllabi to the API office at the beginning of the school year. RHS teachers maintain up to date course syllabi that outline courses and make connections to academic standards. While over 90% of RHS teachers have course syllabi, RHS needs to continue to refine how the syllabi are used to show connections from curriculum and learning outcomes.</p>	<ul style="list-style-type: none"> ● SLT Meeting Agendas and Minutes ● Course Outlines ● Course Syllabi ● Newly Developed Course Syllabi

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<p>Currently, RHS is working on a uniform course syllabi template that will better outline college and career readiness standards and relevant expectations to provide more clarity for students and parents.</p> <p>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 the identified skills and standards taught that meet academic standards and career-college readiness indicators.</p> <p>Examples from specific departments include:</p> <p>(1) English - use of Unit Essays as standards-based assessments, with an emphasis on writing and analysis skills, measured by common rubrics.</p> <p>(2) Mathematics - use of performance tasks in IM1-IM3, developed by content specialists, district final exams, as well as unit based assessments developed by course leads.</p> <p>(3) Science - use of district benchmarks, with emphasis on labs; experiments that encourage students to develop critical thinking skills by providing them with the opportunity to apply their learning in hands-on activities; and formal lab reports promote the development of writing in science in order to meet the NGSS Phenomena Based Learning criteria.</p> <p>(4) Social Science - use of ICAN district assessments with emphasis on DBQ questions and primary source documents. AP World and US History classes use assessments that model questions on the AP exam - Stimulus-Based Multiple Choice Questions, Short Answer Questions, Document-Based Questions, and Long Essay Questions</p> <p>All core departments have Course Leads who conduct data-analysis and/or benchmark reviews, as well as facilitate grade level meetings within core departments. These collaborations review district and site data and allow teachers to collaborate about best practices, pacing, and curricular materials.</p> <p>All Rosemead High School students have access to a variety of elective and vocational courses, however during the 2018-2019 school year, many courses that were considered</p>	<p>Template</p> <ul style="list-style-type: none">● Department Meetings Agendas and Minutes ● Administration Team Meeting Agendas and Minutes ● Master Schedule ● Course Outlines
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<p>“ROP” changed their designation to Career Technical Education (CTE). CTE became its own department and now has come to include previous ROP courses that are taught on and off our campus as well as engineering and business courses. There are a few off campus courses that are designated as “Vocational Education” and are managed by the district. At RHS there are currently four unique pathways offered, with one in development. Elective courses that are designated with a “P” also satisfy the University of California’s “G” requirement. These pathways include:</p> <ol style="list-style-type: none"> 1) Food Services and Hospitality 2) Graphic Design 3) Financial Services 4) Systems Programming 5) Stagecraft Technology (Developing) 	
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B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

Findings	Supporting Evidence
<p>At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content teachers. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.</p> <p>OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

Congruence

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

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

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career-readiness indicators or standards.

Findings	Supporting Evidence
<p>In order to assure that there is congruence between RHS academic/career expectations, we realized that we needed to start by revising our school vision and mission statement. That process, discussed earlier, led to the creation of new and more measurable SLOs. As we move forward, we plan to create more explicit connections between our SLOs and our curriculum, but for now they capture our intent. We look to give our students many opportunities to receive a broad education that values creativity as a vital component of academic success.</p> <p>As a result of several in-depth discussions and requests for feedback within our late-start meetings, department meetings and SLT meetings, we have agreed that all courses at Rosemead High School are designed to expose students to subject matter that will promote our Schoolwide Learning Outcomes where RHS students will be:</p> <ul style="list-style-type: none"> - Responsible for their choices and actions. - Resilient when facing challenges as they pursue their college and career goals. - Respectful of all members of our global society. - Resourceful problem solvers who creatively apply critical thinking skills. <p>Schoolwide, RHS incorporates our SLOs in the following ways:</p> <ul style="list-style-type: none"> - Clear classroom behavior and academic expectations that foster responsibility. - Challenging and relevant activities that foster resilience and resourcefulness. - A collaborative approach to interaction fosters respect and cooperation. <p>Through collaboration, Core Courses discuss how to best help our students meet the challenges of the future by identifying common assessments and shared strategies to promote our site specific SLOs, academic standards, and career/college readiness goals. As of the 2019-2020 school year, other departments will be encouraged to collaborate to</p>	<ul style="list-style-type: none"> ● Standards Aligned Course Outlines ● CAASPP data results ● Accountability Standards (i.e. API, AYP) ● Physical Fitness Requirement test data ● AVID program data and certification ● Student Performance Contracts (i.e. grade checks, signed syllabi, etc.) ● Library and Resource Center Computer Lab logs ● Master Schedule ● Use of educational technology to support individual student learning ● Classroom culture workshop and teacher commitments ● Schoolwide effort to promote effective listening and speaking skills ● Use of School Loop and Blackboard Connect to communicate with students and parents ● Course syllabi that are submitted to administration ● College Board Audited AP Course Syllabi

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<p>ensure that these efforts are conducted schoolwide.</p> <p>Over the past few years, the API has asked that teachers submit a course syllabus to ensure that our courses address our SLOs, state/federal academic standards, and college/career readiness goals. Some departments have created course level common syllabi, while others allow individual teachers to create and submit their own. Moving forward, we plan to develop a clear template to encourage similar language and formats so that parents and students can best understand each course’s expectations.</p>	
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Integration Among Disciplines

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

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

Findings	Supporting Evidence
<p>Since our newly developed SLOs are more measurable and aligned to both academic and career expectations, we feel there is now a natural alignment between them and our students’ college and career goals. With the shift from ROP to CTE as our career readiness component, and with our emphasis on CTE pathways during the school day, RHS is more aware and has acted to better integrate and align our academic and career expectations.</p> <p>Rosemead High School Teachers systematically attend professional development together to employ similar best practices between academic and career technical disciplines. Teachers attend workshops throughout the school year where effective instructional strategies are introduced, ensuring that skills are being taught in a similar manner. Please see chapter I.A.2 for more information regarding workshops.</p> <p>The Director of Curriculum and Instruction at EMUHSD helps our district content specialists support instruction, assessment, and curriculum through weekly content specialist meetings held at the district Professional Development Center (PDC). Both the Instructional Coach and EL TOSAs are often</p>	<ul style="list-style-type: none"> ● Collaboration sign-in sheets and records ● Schoolwide strategies are supported for all content areas via the RHS home page ● Workshop training materials and adapted curriculums ● Professional Learning Symposiums are designed with input from the SLT ● PLS Sign-In Sheets, Agenda, Minutes, Feedback ● District Content Specialist Meeting minutes ● Department Meeting minutes ● RHS SLT/SLT+

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<p>included in these meetings to help support teachers. The content of these meetings are shared by the RHS Content Specialists with the course leads and then this content is communicated to the department during Department Late Start days or through course level collaboration. This process has opened up communication in core academic departments concerning curriculum and has helped maintain curricular integrity.</p> <p>In 2018-19, the Director of Curriculum and Instruction introduced the Instruct, Check, Assess, Next (ICAN) model which encourages an ongoing evaluation of instruction and assessment and then documents next steps based on the assessment results. Course levels have been encouraged to collaborate on informal checks for understanding as well as uniform assessments that measure our students' ability to perform a standard-based skill or reveal standard-based knowledge in order to plan what instruction will happen next. This data-based and reflective process is designed to help teachers make better decisions about instruction as well as be more aware of their individual student's acquisition of knowledge and skills. Some departments have adopted "interim" assessments that are given at specific times within each grading period that mirror CAASPP tasks and question stems, while other departments focus on performance tasks or a written assessment evaluation. The TTLs, Instructional Coaches and EL TOSAs meet monthly at the district level as well to support curriculum and instruction.</p> <p>RHS has monthly Site Leadership Team (SLT) meetings, where department chairs provide updates to administration and to each other. This allows different departments to keep up to date, provides a forum for questions and discussion, and helps to maintain curricular integrity. We have also added monthly SLT+ meetings that bring parents, students, and classified staff into the decision making process.</p> <p>All of the aforementioned support systems are meant in part to focus on the integration of academic and career technical disciplines in regard to relevancy and the application of</p>	<p>Meeting minutes</p> <ul style="list-style-type: none">● RHS SLT/SLT+ Meeting agenda items and updates● RHS course level meeting minutes● Assessment Data
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content skills.	
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Community Resources and Articulation and Follow-up Studies

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

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>To foster engagement with community partners and resources, EMUHSD has partnered with Rio Hondo Community College, CSULA and UC Irvine to help students gain access to the next level of higher education. Students that complete college preparatory requirements and are eligible for the CSU or UC system get priority acceptance and enrollment at CSULA and UC Irvine. There is also a transfer option from Rio Hondo for those that complete the requirements for transferring to a UC or CSU campus.</p> <p>Our dedicated Career Counseling Center helps students and their parents negotiate the college application and financial aid process as well as provide guidance for other post secondary goals such as work or the military. Throughout the school year, the Career Center provides information to students via email and at least once a year come into classes to present specific information to each grade level to help them plan for their post secondary endeavors.</p> <p>In a collaborative effort to keep our parents informed about a variety of issues, The RHS Parent Center hosts parent workshops, financial aid workshops, etc. supported by the career center and PREP. Our Parent and Community Liaison regularly communicates with our parents and community members and publishes a newsletter that is sent in several languages to our parents and the community. This liaison also assists with SST meetings, IEPs and, Parent/Teacher conferences.</p>	<ul style="list-style-type: none"> ● EMUHSD/Rio Hondo/UC Irvine Partnership ● Career Center College Information meetings ● Career Center Financial Aid Information meetings ● RHS Prep Financial Aid Workshops for parents ● Summer Bridge Program visits to local universities ● Dept. of Rehab. for students with IEP or 504 Plan ● America’s Job Center ● PCC Upward Bound ● TRIO Talent Search ● AVID AP Data ● UC Enrollment Data

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UC Doorways and AVID International data reveals that our Hispanic-Asian achievement gap extends beyond our campus. Many more Asian students apply and are accepted to UC campuses than our Hispanic students. While financial difficulties may be part of it, our data does reveal a gap in A-G readiness. However, our AVID program has a higher enrollment of Hispanic students, and has historically sought to encourage all AVID students to take AP courses. Creating more encouragement focused at our Hispanic population across campus may help us improve the number of Hispanic students seeking entry to UC campuses, and may help us close the achievement gap in the process.

Southern California Edison sponsors a Street Law Program for AVID 11 students each year. Streetlaw is an annual program hosted by Southern California Edison to teach students about the different opportunities a degree in law can offer students. The program consists of three parts: 1) classroom visits by 3 different lawyers and 2) an essay contest that awards 1 student per section a scholarship of \$500 and 3) and a workshop day hosted at SCE that concludes with a lunch and awards ceremony for the scholarships granted. During the classroom visits, each lawyer describes and explains a branch of law that they work in and provides examples of cases for students to review and learn about. Then, Edison sends out an essay prompt and gives a timeline for students to complete these essays. During the workshop day, students review court cases and also interview the lawyers at SCE to hear about the experience of law school and the variety of careers each has had throughout their time practicing law.

Some departments collaborate with our feeder schools in order to recruit members. Our VAPA and AVID programs annually visit our feeder schools to provide information and assistance for their transition to high school. Our counseling department annually visits our feeder schools to provide registration information for incoming 9th graders.

Some academic departments also communicate with feeder schools about curriculum. The English department has been

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<p>in contact with our feeder schools to discuss readers, writing rubrics and other instructional materials. The foreign language department provides information and administers the Spanish/Chinese challenge tests to incoming students for student placement, and the Math department administers a math placement test to incoming students from our feeder schools.</p>	
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B2. Equity and Access to Curriculum Criterion

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

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
<p>All core subjects and electives at Rosemead High School are designed to prepare students for success in college and/or the workforce. Teachers strive to include as much relevant material as possible and design lessons that are applicable to college or to the student’s selected career path.</p> <p>RHS also has on-campus student clubs to promote college and career readiness such as California Scholarship Federation (CSF), National Honor Society (NHS), Link Crew, Going to Academic Extremes (GATE), Ecology Club, Students Protecting Every Animal With Knowledge (SPEAK) and Student Advocates for Voter Empowerment (SAVE).</p> <p>Rosemead High School is dedicated to supporting student</p>	<ul style="list-style-type: none"> ● Course Enrollment ● Data analysis of California School Dashboard and District data ● SUP classes and Intervention Classes developed with P designation (see master schedule) ● RHS CTE Pathways ● On Campus CTE classes (see master schedule) ● AVID course offerings/

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<p>achievement of the academic standards and expected Schoolwide Learning Outcomes. It is the school’s goal to foster an environment that helps more students achieve at all academic levels (from meeting graduation requirements to success in accelerated/honors/AP courses). Students work with their counselors on a 4-year plan, participate in sophomore counseling and have access to counselors for any individual issues on a daily basis. Data analysis of the California School Dashboard reveals that RHS has 88.9% Graduation Rate (2018). Furthermore, district data reveals that 46% have completed a Career Technical Education program and earned a high school diploma (2018) and that 55% completed all courses required for UC or Cal State admission (2018).</p> <p>Rosemead High School students have access to CTE /Vocational Education courses that will assist them with their personal, academic, and school-to career goals. Classes advance from beginning to intermediate and advanced. Some pathways have capstone classes. CTE courses give students a more in depth understanding of the curriculum and often provides certification that can be applied in a job setting.</p> <p>All Rosemead High School students have access to the Career Center, which aims to prepare them to achieve their post-secondary goals. The Career Center regularly informs students of academic and career opportunities, coordinates field trips, and houses several post-secondary advisors that students can meet with regularly. Seniors in Government or Economics classes. attended a workshop at the Career Center to begin their college and/or financial aid applications.</p> <p>The Career Center outreach support includes PCC Upward Bound & PCC TRIO Talent Search. These support programs provide individualized support for participating students and aim at increasing college access. Our partnership with USC provides one full-time college advisor that aims at increasing college access by supporting students with all matriculation steps. Our CSULA ambassador supports all CSU bound students and offers specialized support to students who choose to matriculate specifically to our partner CSU - CSU, Los Angeles. The Career Center also organizes college and</p>	<p>enrollment</p> <ul style="list-style-type: none"> ● Four-year plan ● Sophomore Counseling (AB 1802) conferences ● AP/Accelerated Offerings ● Career Center College Career Readiness Programs ● AVID enrollment ● Student/Parent Nights to promote college readiness for grades 9-11. ● Junior Transcript Evaluation Service (TES) workshops to monitor A-G progress ● All teachers can access student A-G progress from attendance website ● CSF club charter and activities ● After-school Tutoring and Study Hall through PREP ● Google shared drives ● Use of Albert.io computer test prep service ● CTE/Voc Ed Master Schedule ● University counselors/advisors available in the Career Center ● Community College counselors available in the Career Center
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<p>career field trips, which are open to all students. These allow for a personal connection to college and career goals.</p> <p>Our counseling staff also meets regularly with parents and students (once a year) to review college and career goals and to monitor progress. These coincide with parent nights that encourage college and career readiness.</p> <p>Our AVID program also holds a parent night and plans field trips to local colleges. Regular checks on career and college readiness goals are a regular part of the AVID curriculum. Data compiled by the AVID coordinator helps monitor the progress of the program.</p> <p>PSAT data is shared with students in 10th grade World History classes to encourage students to pursue AP classes, based on data shared by the college board. Counselors and the AVID coordinator work together to get this information to students.</p> <p>Our Life Design for the 21st Century course, a one semester course offered to 9th grade students, helps students create a 10 year college and career readiness plan.</p> <p>Furthermore, intervention classes in English and Math, and supplemental classes (SUP) in Special Education, have been designed so that they earn P designation, which makes them A-G eligible for UC enrollment. Teachers are encouraged to monitor their students and to remind them of the importance of being A-G compliant in order to reach their career and college goals.</p> <p>The district helps us monitor student post-high school success through yearly senior surveys. This data is found in the appendix and helps us gauge our student needs.</p>	<ul style="list-style-type: none">● Financial Aid Advisors available in the Career Center● College campus field trips● Career guidance activities through English classes and History Classes and PE classes● Career planning for Four-Year Plan with counselors● Work Permit applications● Trade School field trips● District Senior Exit survey● PSAT and SAT administration● Full time Career Clerk● Outreach Program Specialists (RHS Prep, Upward Bound, Talent Search, Cal SOAP, PCC rep., USC rep.)● Life Design for the 21st Century course outline
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Accessibility of All Students to Curriculum, including Real World Experiences

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

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

Findings	Supporting Evidence
<p>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, promotes student participation. An AP Night is held to inform parents and students of the expectations and value of the AP program.</p> <p>RHS has a schoolwide commitment to teaching note-taking strategies appropriate to each discipline, are continually reviewed and evaluated. Strategies are researched based and designed to help prepare students achieve Common Cores Standards and are also part of our schoolwide AVID goals.</p> <p>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. Students have the opportunity to work with college aged tutors, go on field trips to universities and colleges, and receive assistance with college applications, and career path choices.</p> <p>The GATE (Going Academically To Extremes) club, which seeks to expose students to a variety of opportunities in which they might use their talents, supports our high achieving students. Many of these students were designated GATE in earlier grades and must submit an application showing their dedication to taking advanced classes.</p>	<ul style="list-style-type: none"> ● Study Skills courses (see master schedule) ● SPED teacher assigned to Learning Center (see master schedule) ● Supplemental courses (see master schedule) ● AP scores ● AP and Accelerated course enrollment ● College Board Approval of AP courses ● CAASPP data results ● AP Course Outlines and Syllabi ● AVID mark-up and marginalia note taking strategies. ● Implementation of effective instructional strategies including word walls, vocab review, adapted texts, projection, sentence frames. ● Opportunities to interact with college tutors within the classroom. ● Fee waivers for PSAT, SAT, ACT, college application and AP

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<p>Our VAPA and CTE departments annually go on field trips to observe industry standard environments. Our Drama classes have participated in acting workshops at Disneyland and at the Ahmanson theater in Los Angeles. Our Graphic Arts students have also participated in workshops at Disneyland and our choirs regularly perform at city events, and also attend workshops as they are available.</p> <p>Whenever possible, RHS makes every attempt for Special Needs students to be included in regular education classes with a number of accommodations or modifications, as appropriate. Some of the major accommodations include Special Education Paraeducators, a regularly scheduled Learning Center where SPED and Gen. Ed students can be referred to throughout the day. Teachers are made aware of where students should go each period via the master schedule. Study Skills courses, supplemental courses (SUP), and professional development (UDL) that addresses strategies to meet the needs of SPED students help ensure that students with IEPs may take full advantage of the offerings at RHS. While RHS offers a number of accommodations, Gen. ED teachers understand the need to continue to refine their strategies to account for the increased variation of ability levels in their classes.</p> <p>Our EL students are mentored through programs initiated through the EL TOSA. These help newcomers adapt to the RHS campus and help them pursue their career and college goals.</p> <p>RHS offers many fee waivers for PSAT, SAT, ACT, and AP exams. All Sophomores take the PSAT free of charge. The data generated by the exam allows counselors to follow-up with students regarding their AP potential. These post exam debriefs are conducted with the AVID coordinator, and are usually conducted in students' World History class.</p>	<p>exams allow more students to participate</p> <ul style="list-style-type: none"> ● Focus on high stakes testing such as SAT and ACT in Junior AVID 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 ● Transition planning for students with IEP's ● AP Potential Data
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B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

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Findings	Supporting Evidence
<p>At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content teachers. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.</p> <p>OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

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

Findings	Supporting Evidence
<p>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. This information, along with an interview when they visit their counselor before they are enrolled in courses, ensures that their placement is based on their abilities and interests. All students have the opportunity to apply for special programs such as AVID, CTE, and Accelerated and AP courses. While placement in AVID is limited, our AP and Accelerated programs are available to all students willing to challenge themselves. Students also meet with counselors every year to review course schedules and to ensure appropriate placement.</p> <p>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</p>	<ul style="list-style-type: none"> ● Math Inventory (MI) and Reading Inventory (RI) test results for incoming freshmen ● Spanish and Chinese Challenge Tests allow students to challenge themselves out of a Spanish or Chinese course. ● Academic Tutors for core classes ● AVID applications ● Teacher Recommendations ● CAASPP results ● Middle

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<p>goals. Academic tutors (college students) assist students in core classes and support their educational goals.</p> <p>RHS Student Success Team (SST) provides systematic and comprehensive support for students who may potentially need intervention services. The SST includes an administrator, Parent and Community Liaison, counselor, parents, and the student. Additionally teachers, the school psychologist and Instructional Coach are invited to attend. The goal of these meetings is to target the academic struggles the student is experiencing and then actively take steps to help the student improve.</p> <p>In 2019-20 RHS has begun to implement RHS CARES, which is our term for MTSS. A Restorative Practices Review Team (RPRT) has been created to monitor and oversee the development of this program.</p> <p>RHS conducts regular School Site Council meetings that include participation from parents, teachers, students and administration. This council oversees all Title I purchases made by the site and annually reviews and edits the Single Plan for Student Achievement (SPSA) for RHS. The council also reviews the school safety plan. Starting in the 2019-2020 school year, the safety plan is updated and monitored by the School Safety Committee Team. We would like to better disseminate the work of this council to the staff as well as parents and students in the future, which is why the team was created.</p> <p>RHS systematically communicates with English Learners (EL) 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 EL Students. Furthermore, the addition of our EL TOSA has provided great resources to the entire campus to help our EL students and their families navigate the academic process. Currently our EL TOSA is focused on providing teachers with academic vocabulary strategies as well as listening and speaking strategies including graphic organizers, sentence</p>	<p>School Transcripts</p> <ul style="list-style-type: none"> ● IEP Meetings ● CTE and RHS master schedules ● Online access to Student Handbook with UC requirement information through School Loop ● 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 ● Parent survey ● SST forms ● SST meeting process. ● School Site Council meeting agenda/minutes shared with all staff ● ELPAC data ● Notices are sent to students and parents concerning ELPAC results and next steps
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<p>frames, and class activities that foster development in academic vocabulary and listening and speaking skills. She also provides mentoring to students, so that they may ease into campus life with the aid of a higher level EL student.</p> <p>Technology, such as School Loop, Blackboard Connect, and Remind, help us communicate with parents. Teachers, counselors, and the Parent/Community Liaison’s office use these apps to inform parents and students of upcoming opportunities and issues that need to be addressed.</p> <p>Parents are also surveyed to gain a better understanding of how we may improve the experience of their students. This survey has reflected a need to have better parent outreach. Some have expressed concern that their student is not treated fairly at RHS. Better communication and involvement, along with our development of RHS CARES, may change this perception.</p>	<ul style="list-style-type: none"> ● Remind ● School Loop ● Blackboard Connect
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Post High School Transitions

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

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

Findings	Supporting Evidence
<p>Rosemead High School has maintained a stable rate of students that complete state, district, and school graduation requirements. Our graduation rate has been 87.4% (16-17), 89.4% (17-18), and 88.9% (18-19).</p> <p>RHS has been consistent in graduating seniors who have met the UC/CSU requirement, allowing more students to pursue post-high school education. Data shows reveals the following: 55.62% students completed all courses required for UC or Cal State admission in school year 2016-17, 65.4% completed all courses required for UC or Cal State admission in school year 2017-18, and 56.7% completed all courses required for UC or Cal State admission in school year 2018-19. The 10% increase in the 17-18 school year was an anomaly that has no specific source other than the specific make up of that</p>	<ul style="list-style-type: none"> ● California School Dashboard data ● A-G Completion data ● CTE Courses offered (see master schedule) ● RHS students are able to attend after-school CTE/Voc. Ed. courses offered at other district or community sites. Transportation is provided to and from school sites by EMUHSD ● EMUHSD CTE

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<p>graduating class.</p> <p>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 (a district-designed student information system) 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 pathways: Food Service and Hospitality, Graphic Arts, Business and Finance, and Systems Programming. We are developing a fifth Stagecraft Technology pathway. CTE students can also take a certification test that can be applied to their career interest.</p> <p>Currently there are some CTE courses that provide college credit (Graphic Arts and Systems Programming) for Rio Hondo Community College, and we are working with other post secondary institutions to expand our students' ability to earn college credit while still in high school through a Dual Enrollment program. The CTE program is also in the process of creating internships for several courses.</p> <p>All students with IEP's have individualized Transition Plans (ITPs) that focus on post-secondary areas, such as education, career, and independent living. Education and career areas have a specific IEP goal that ties into that area as well as strategies and experiences that will help get the student closer to their goals. ITPs are updated annually at the IEP meeting and adjusted according to student stated interests.</p>	<p>webpage assists with course descriptions and work permit applications</p> <ul style="list-style-type: none">• Department of Rehabilitation collaboration with SpEd/504 Students for job training and help with transition to college and/or workforce• America's job center offers vocational training for students with IEP's and are identified "at-risk"• Workability Program for SPED students
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ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

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

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

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

Systematic professional development and collaboration, with the aid of a dedicated Instructional Coach and EL TOSA, aid RHS in developing curriculum and implementing schoolwide initiatives more effectively. Our Professional Learning Symposiums empower teachers to initiate their own research and learning for the purpose of improving curriculum and instruction. Regular collaboration draws attention to curricular trends and new standard shifts (i.e. NGSS) and immediately addresses and responds to these new trends and standards.

There has been a significant increase in the use of technology in the classroom to aid curriculum and instruction due to all students having access to a mobile device on campus and at home. Alignment of SPED SUP courses to the general education curriculum allows access for the vast majority of students with IEPs, and targeted interventions help struggling SPED students fully access and become successful within the overall curricular program. A rotating learning center housed in SPED teachers classrooms for both SPED and GenEd students provides consistent guidance and support for struggling students, as does the after school PREP tutoring labs. CTE courses allow students access to career skills and prepares them for entry into post secondary study, internships, or workforce positions, while the Career Center provides guidance to students with their post secondary goals.

Continued curricular and instructional focus is needed to address the performance gap between our Asian and Hispanic populations, and to involve our parents and community in the curriculum aspects of the school more regularly. Universal Design for Learning must be given more emphasis in order to support our SPED students, and more emphasis must be placed on providing general education teachers with support and tools to address the needs of all students in their classes is needed.

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Prioritize the strengths and areas for growth for Category B.

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

- Widespread use of technology in the classroom is evident at RHS to support curriculum. The district's inclusion of Alludo (online tech training) has encouraged teacher training in the use of educational technology. One-to-one chromebooks for students has increased the use of technology on a daily basis to support the curriculum.
- Ongoing financial support from the district for Instructional Coach, EL TOSA, Content Specialists and Course Leads allow for consistent collaboration that supports the curriculum.
- CTE courses have been approved for college prep (P) designation and CTE classes offered during the school day allow for more students to enroll.
- A dedicated College and Career Center supports curriculum by providing students with guidance, support, and direction with students' post secondary plans.
- Department level collaboration with emphasis on using data to inform instruction has helped focus teachers on specific standards and instructional practice. Standardized assessment practices are being implemented in core departments through the ICAN model create supporting evidence of student mastery of the curriculum.
- Participation in AP courses is high (41% of our overall population are enrolled in an AP course).

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

- Need to increase focus on teaching digital literacy skills now that all students have been issued a Chromebook and are required to use it for many school related assignments and projects, and continue to foster academic integrity and reduce cheating and plagiarism.
- Continue to expand course offerings in the general curriculum and in the AP program.
- Place more emphasis on college and career planning earlier than junior and senior year.
- Further develop problem-based curriculum, such as the NGSS phenomena based learning lessons within the Science curriculum, to promote critical thinking skills.
- Increase parent involvement in curricular issues (Site Council and SLT +).
- Address performance gaps between our asian and hispanic subgroups and consider how curriculum might be adapted or refined.
- Need to increase professional development on how to serve our SPED students in the GenEd setting and how SPED and GenEd teachers can collaborate in regard to curriculum.



ROSEMEAD

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HIGH SCHOOL



Category C: Standards-based Student Learning: Instruction Marilyn Rojas, Group Co-Leader, World Languages Teacher
Sandra Guerrero, Group Co-Leader, World Languages Teacher/Department Chair
Jean Kudlacek, Group Co-Leader, AVID/English Teacher
David Carden, Visual and Performing Arts Teacher
Rosa Anaya, Visual and Performing Arts Teacher
Marc Harisay, Physical Education Teacher
Bill Crockwell, English Teacher
Didi Liu, World Languages Teacher
Wesley Gonzalez, Math/AVID Teacher
Thet Oo, Math Teacher
Maria Goldsmith, Science/AVID Teacher
Judy Chen, Social Science Teacher
Gilbert Adame, Special Education Teacher
Dara Sem-Carmona, Special Education Teacher
Uyen Nguyen, Counselor
Marc Paramo, Social Science Teacher
Stacy Lim, English Teacher
Danny Meza, Maintenance
Raul Camacho, Maintenance
Daniel Gutierrez, Maintenance/Plant Manager
Angelica Esqueda, Categorical Programs Assistant
Lydia Arellano, Guidance Office Clerk
Ana Ieng, EL TOSA
Jose Relson Banas, Assistant Principal of Instruction
Xiao Ling Cao, Parent
Kim Vong, Parent
Christine Nguyen, Parent

Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>Students of all learning ability levels at Rosemead High School are challenged to excel and meet academic standards in various subject areas using multimodal teaching strategies. All teachers at Rosemead High School strive to meet the learning needs of all students using various instructional strategies and appropriate assessments to ensure learning.</p> <p>One effective instructional strategy introduced at RHS is the use of collaborative study groups, or CSG. In math classes, once a week, students in the Integrated Math classes work in collaborative study groups. During this time, their interaction is structured. Each student is required to do some content related work prior to the collaboration. The student must state what he or she is able to do and what he or she is confused about. This forces the student to examine their thought process. The structured collaboration trains the students to interact with each other in a way that leads to positive results. The work that they do before the collaboration becomes a reference point as each student presents what he or she understands and what he or she needs help with. The other members of the group ask guiding questions to help the presenter resolve his or her point of confusion. Each collaborative study group session achieves three goals. The first is that students are trained to think about what they know and what they are confused about. The second is that students are learning how to interact with each other effectively to achieve a particular objective. The third is that</p>	<ul style="list-style-type: none"> ● Grading of student work such as: laboratory reports, essays, and quizzes, tests, and benchmark exams (addresses Resilient SLO) ● Formal and informal observation of student pair-share, group discussions, and presentations. Formal and informal assessment of written work (addresses Resourceful SLO) ● Assess written reports, as well as observe students with timely feedback ● Utilizing the school's online database for research (addresses Resourceful SLO) ● Enforcement of school policies and behavioral expectations

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<p>they achieve the objective of resolving their points of confusion about the content. Although some teachers have utilized this instructional approach in the past, now the majority of math teachers have been trained and encouraged to incorporate cooperative learning groups in their instruction.</p> <p>RHS is also seeing positive benefits and outcomes of collaborative groups within our English Learner and Special Education populations within the general Education setting. By utilizing strategies such as Think-Pair-Share and cooperative line-ups, our ELD students get more verbal practice engaging in level appropriate conversations and discussions, and our special education students have the opportunity to work collaboratively with the general education students who are able to serve as models and assist SPED students in comprehending academic content.</p> <p>RHS teachers provide students with comprehensible input and with particular instructional tools that enable academic success. In various departments, such as English and World Languages, teachers use language frames to scaffold academic speaking and listening. For example, in World Language courses, teachers provide students with authentic resources, including texts and audio.</p> <p>In our AVID classes, students engage in tutorials twice a week. This process typically happens in groups of four students and tutors are available to guide the students in their discussions by asking guiding questions to help them clarify their understanding about how to complete a particular task that is being presented. The AVID teacher is able to observe the process and see the particular points of confusion that students are struggling with, and offers recommendations of which questions lead students to the correct answer .</p> <p>Across our campus, students are encouraged to practice listening and speaking skills. This allows teachers to monitor student learning, while allowing students to apply skills learned in the classroom in real-world situations. For example, students taking classes offered by the Business Department are challenged to apply what they learn in class by writing a</p>	<p>(addresses Responsible and Respectful SLOs)</p> <ul style="list-style-type: none"> ● ICAN Model focuses on student learning. The acronym is for Instruct, Check, Act, Next. Instruct focuses on identifying the learning objectives and planning instruction to achieve learning; Check focuses on assessing student learning; Act focuses on targeting the students that did not master the learning, after being assessed, and planning intervention; Next focuses on making sure students are ready to move, and if they are not, changes need to be made to methods used to reteach content ● Administration of the physical fitness exam ● State fitness 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 Resilient SLO) ● Students prepare and
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<p>business plan to start their own business. Students taking classes offered by the English, World Languages, 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 four minutes of homework discussions with each other at the beginning of each class period. Also, math students are asked to discuss teacher provided prompts related to the learning objective with a partner and a few students are called upon to share their understanding of the prompt aloud to the entire class. 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.</p> <p>In VAPA, instruction is project based and students are given rubrics with criteria for project expectations that meet state standard objectives. Students receive formative assessments as the teacher observes and gives feedback. The summative assessment is graded with a clearly defined rubric. Students communicate their learning and responses to VAPA experiences through conversations, gallery walks and talks, and after-performance debriefing sessions.</p> <p>In regard to grading, teachers often grade student work using rubrics to determine the extent of their academic learning. For example, in science classes, rubrics are applied to laboratory reports. In mathematics, rubrics are used to assess student learning through the administration of quizzes, performance tasks, tests, and benchmarks at 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 have a department-wide rubric used to grade common end of unit essays. In VAPA classes student performance and projects are graded by a rubric. By using rubrics, RHS students are made aware of</p>	<p>participate in performances, exhibitions, and productions based on State Standards in VAPA courses.</p>
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their teachers' academic expectations.

One of the most important goals of our school is that students achieve college and career readiness necessary to continue on to the next stages of their lives. The RHS SLOs challenge to communicate their learning with their peers through informal discussions and formal presentations that will prepare them to have the communication skills necessary to be successful adults. They are challenged to be responsible for their choices and actions 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. They are expected to show respect towards their classmates as they work collaboratively to learn academic content and succeed academically. They are challenged and required to be resourceful as they make effective use of technology in completing their assignments, or as they develop skills in their classes which they will apply in the real world. They demonstrate their resilience as they set goals and work to meet them. Thus, our students are involved in a challenging learning environment, where they have rigorous expectations, provided the tools necessary to excel and to achieve the academic standards and the schoolwide learner outcomes.

At the start of this school year, teachers have begun implementing the ICAN model. The model asks teachers to check student understanding and to make adjustments to instruction in order to address any skills students may have trouble with. This year, most departments have focused on identifying how this will look within their classes. We expect that as we refine the process, it will help students meet the SLOs, achieve the state mandated academic standards, and prepare them to meet their college and career goals by making their learning more relevant.

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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

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

Findings	Supporting Evidence
<p>RHS students are aware of standards and expectations in their classes because these are presented in various ways to them every day at the beginning of class and subsequently throughout the week to ensure students are always aware of what is expected of them. Expectations are provided at the beginning of the school year through course syllabi that teachers are expected to hand out to every student. Furthermore, expectations are communicated daily to students. Students know what is expected of them through learning objectives that are posted in classrooms or given orally that specifically align with the day’s instructional content. These objectives are also aligned to state and federal academic standards. Learning goals are posted on the whiteboard near the agenda, on a poster usually located in front of the room or presented to students at the beginning of class in PowerPoint presentations. School policies and classroom expectations are posted on the walls. Information such as policies and news are posted on bulletin boards and also placed near classroom entrances. Some students are provided daily, weekly, or monthly agendas which are posted on the whiteboard, given in a hard copy or online through School Loop or Google Classroom.</p> <p>School Loop is used to notify students of assignments, worksheets and rubrics, as well as reporting their grades. Additionally, Google Classroom is being utilized by the majority of teachers to communicate with students and provide them with assignments, to post daily agendas, or to provide feedback to student assignments. Rosemead High School students are well aware of what is expected of them due to these procedures.</p> <p>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</p>	<ul style="list-style-type: none"> ● Clearly expressed learning objectives ● Expectations and pacing given in syllabus ● Posters located throughout classroom displaying rules and or policies ● Daily announcements are given through the intercom to announce various academic information for students ● Instructional calendars are often posted in classrooms to inform students of course pacing ● Collaborative group work is monitored and evaluated ● Informative posters and diagrams. videos, learning wall, posting of content objectives, prior knowledge ● In project oriented classes, like visual arts, a finished project is shown, completed with the highest level of expectations to guide student creation ● Some teachers create lessons on rubrics and grading - these

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student work but also serve to post rules, visual aids and vocabulary based upon learning goals and expectations. Many teachers incorporate collaborative group work and may temporarily display products so that students can share and learn from each other as well.

During classroom walkthroughs, RHS administrators monitor student mastery of the standards by asking random students about learning expectations. These are recorded and reported using the classroom walkthrough sheet. While the Admin Team has often used a walkthrough sheet designed at the district level, our current Instructional Coach, along with the API and EL TOSA, is developing a site specific walkthrough form to address our specific site initiatives, such as practice using listening/speaking skills and student engagement.

Rosemead High School students are also aware of long-term expectations. Freshmen go through an orientation in which graduation requirements and college admission requirements are presented before the school year. Guidance counselors provide 4 year plans to freshmen in the fall to ensure understanding of the requirements and planning ahead with post high school goals including academic and career. Sophomore students meet with their counselors to review their progress and make adjustments as needed. Workshops during the school year help juniors and seniors on college admission requirements and college applications. Additionally, counselors visit students prior to registration to explain what is needed for high school graduation and A-G eligibility for UC admission. We have also begun using PSAT data to help 10th grade students understand their AP potential during presentations in their World History classes.

The EL TOSA provides orientations to all English Learners about the reclassification criteria. The goal for these orientations is to inform students where they are in the reclassification progress so they can set their individual goals to fulfill the reclassification criteria. Since the majority of this group is LTELs (Long Term English Learners), they have taken the annual language proficiency assessments more than seven times, so many have already lost confidence and

activities allow students to read the rubrics thoroughly, use them to grade sample work and clearly understand the expectation

- In VAPA, students see a finished sample or hear a musical composition or watch a performance
- Workshops and presentations organized with the Guidance Office
- EL TOSA mentoring and support programs

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interest. As a result, these students no longer put in their best efforts on this assessment because of the unclear understanding they had of the importance of this assessment. The EL TOSA also provides ELPAC (state language assessment) orientation and practice sessions to review practice test questions for different task types and acquaint students with the test format. In addition, the EL TOSA facilitates reading workshops to prepare students for the Reading Inventory assessment. Thus, because of the orientation and practice provided, English Learners comprehend why they need to take this annual assessment seriously and how they can best demonstrate their language proficiency levels. RHS has seen a significant increase in the motivation of English Learners to try their best so they can be reclassified.

VAPA teachers facilitate learning by coaching students through a complex system of insightful, high order thinking, and motor functions. For example, the art teacher guides the student through ambiguity and uncertainty during the creative process. Students are taught to observe, envision, generate images and imagine; to express, reflect, think about their decisions and to make judgements; to work through frustration; to explore, and to create. Some assignments require collaboration with the community. The teacher often accesses prior knowledge to help create a more in-depth analysis of visual or performance art.

C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

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

Indicators with Prompts

Teachers as Facilitators of Learning

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

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

Findings	Supporting Evidence
<p>The El Monte Union High School District has offered professional development (PD) to all teachers, and is continuously offering PD to teachers in the following areas: the use of effective instructional strategies, differentiated instruction, content specific instruction, UDL instruction aimed to address the learning needs of all students, and strategies meant to improve English Learner and Special Education academic performance.</p> <p>Multiple PDs are offered throughout the school year. Beginning with the start of the school year in August, all teachers are required to participate in teacher-driven Professional Learning Symposium Sessions that target curriculum, closing the achievement gap, differentiated instruction, or other needs teachers choose to address. Paid PD is offered during the summer to all teachers who wish to participate. Some of the summer professional development offered to teachers by the district has included sessions that focus on the following: formative assessment, collaborative study groups, Google Classroom, Plan with Purpose, Level Up! Assessment Games, tools for online collaboration, Media</p>	<ul style="list-style-type: none"> ● Effective instructional strategies training (PD) ● Full Time Instructional Coach ● EL TOSA ● Research-based instructional resources ● The importance of Verbalization to EL student training ● Resource Center computer lab ● Library computer lab ● District provided Wi-Fi and MiFi ● Dictionaries in classroom for student usage. ● PREP tutoring after school

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Literacy, and collaboration sessions where teachers district wide can meet within their departments and focus on the department's learner needs. Furthermore, department collaboration cycles have been implemented for the 2019-2020 school year that allowed teachers to meet and collaborate during work hours.

Teachers have been provided with research-based instructional methodology resources. Rosemead High School also has been provided with an Instructional Coach to facilitate further training and assistance in the implementation of instructional strategies. At Rosemead High School, the Instructional Coach provides the staff with weekly instructional strategies and resources, such as the Frayer Model graphic organizer for vocabulary development or the Newsela application that focuses on reading comprehension, via an email newsletter titled "We Teach." The EL TOSA works with the Instructional Coach and API to research instructional strategies based on data analysis or teacher request.

RHS teachers were introduced to the ICAN model of instruction at the start of the 2019-20 school year. The goal of this model is to target struggling students and provide intervention before moving on to new academic content. While at times we may have to move on, the ICAN model allows us to clearly identify what skills should be retaught or reemphasized to encourage student success. RHS students are expected to exhibit proficiency in all academic frameworks outlined by CCSS through grade level collaboration using the ICAN (Instruct, Check, Assess, and Next Step) model. Grade level subject teachers collaborate at the end of every grading period to review data assessment results of the academic standards covered in the previous grading. Teachers discuss and monitor students' mastery of the academic standard. If students fail to exhibit proficiency, teachers are encouraged to identify strategies for intervention or remediation. When applicable, teachers utilize instructional strategies that have also been provided in the past such as 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*.

- Repetition of vocabulary
- Vocabulary in World Language classes is given both in the target language and English
- Core department collaborations are utilized to improve instruction
- Vocabulary list for the lesson on the wall and teacher speaks using those vocabulary words in context. Students see spelling, hear pronunciation, and hear the word in context
- PREP tutoring
- Learning Center

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The Instructional Coach and EL TOSA support curriculum and instruction. The team works with teachers during collaboration, participates in lesson studies, mentors meeting facilitators and maintains and participates in the walkthrough process. The team also creates support materials that teachers request (graphic organizers, sentence frames, posters, etc.). One of the goals of RHS is to have a more systematic approach to targeted PD (like UDL and Integrated ELD) but we are struggling with the time factor. With collaborations, lesson study and walkthroughs, we feel that we are interrupting teachers quite a bit already and do not want to pull teachers out of class too much. We are considering a schedule that is similar to how the previous SIOP cycle trainings were organized. The instructional team also organizes and supports all statewide testing (ELPAC and CAASPP) and is available to meet with individual teachers for support.

In considering these resources and training experiences, RHS teachers use a variety of multimedia and technologies to present relevant information to students that will help them understand the concept being presented. Teachers use PowerPoint/Google Slides presentations, speakers, screencasts, online resources, webquests and videos

The majority of the classrooms at RHS are equipped with LCD projectors that include speakers (which are connected to computers), and document readers to help with the delivery of instruction. These resources address students who learn in different modes and allow teachers to facilitate the best learning environment possible. AT the start of the 2019-20 school year, each student has been issued a Chromebook, making technology an available tool for every class and student. Teachers use School Loop and Google Classroom to attach documents such as syllabi, classwork or notes and PowerPoints/Slides. Our library has an abundance of online resources through Alexandria and Proquest.

In VAPA, students use Chromebooks to research a medium, period, or method used by creative people around the world and through various generations.

The EMUHSD provides Wi-Fi access to all students, which is

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a necessary requirement for the 1:1 Chromebook initiative. The district also provides MiFi, home WiFi, for students who lack access to the internet. Teachers are able to utilize the district Wi-Fi on their smart-phones, iPads, etc in order to deliver lessons in the classroom and to communicate classroom related news with students. Teachers were given three extra Chromebooks and chargers to be kept in the classroom in case a student forgets their device.

Overall, we feel that RHS teachers are consistently improving their use of multimedia and technology within instruction. Our school and district have provided the majority of staff with a variety of technological resources or equipment. Most teachers are equipped with desktop computers, iPads, loaner chromebooks, projectors, and a sound system. Our EL TOSA also has provided multiple resources for instructional technology via a padlet. Likewise, teachers need to be aware of future resources and be trained in how to integrate them into their instruction. 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 situations to facilitate higher order thinking skills as well as ask students to engage in independent research to validate theories or hypotheses.

At Rosemead High School, there is a focus on creating a supportive learning community. Therefore, an emphasis is given on community building activities. Through department collaborations, we have been able to share strategies and request help from our colleagues. While departments such as Math and English have participated in these meetings during the school year, at the start of the 2019-2020 school year all departments were asked how they would like to utilize release time to collaborate by course and/or grade level.

Classrooms attempt to model professional communities. Many teachers have posters in their classrooms that help students express an opinion or state their confusion in

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academic language. Teachers help students reflect on their learning and growth by giving verbal and written feedback. There are intervention programs such as mentoring and tutoring to help coach students through subjects such as English, Math, History, World Language and Science. For example, we have READ 180, MATH 180, English Intensive, Academic Language Development courses (ALD), and Study Skills classes designed for intervention. In addition, SUP classes allow SPED students access to the Gen. Ed curriculum while also supporting their SPED needs.

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. Students are also assigned work in their Math classes on ALEKS, which is an online learning program that assesses a student's readiness to learn the curriculum in a particular course. The program allows a student to follow an individualized learning path to learn the curriculum. This is done to supplement the daily instruction that takes place in Math courses. Students complete ALEKS assignments on a weekly basis on their own time. Another program used by some Math teachers is DeltaMath. A teacher assigns a particular topic for students to practice. Students get instant feedback from the program about their work. They are also able to see the correct way of doing the problem if they don't enter the correct answer. In the Integrated Math courses, some teachers assign work using the online learning platform provided by the publisher of the textbooks we use in our Integrated Math courses. Students are able to review their learning in each section by completing their online assignments at the end of instruction for each section. We have also begun using Math 180 rotations and Collaborative Study Groups (CSG) within the math classroom as instructional strategies for students who struggle with their numeracy skills. We expect that these modes of instruction, which address SBAC claims, will improve student performance on the CAASPP.

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In business courses, teachers give an overview of 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 by the teacher, so all teams have similar abilities. The teacher then monitors these collaborative teams as they work daily, answering student questions and giving suggestions as needed to achieve the learning 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. Science teachers have also begun collaborating to align instruction to the NGSS. Lesson Study has proven an important means of collaborating.

World Language teachers facilitate learning by having students repeat vocabulary aloud and encouraging communication in the language being studied. Students are asked to listen to proper pronunciation and then repeat. Teachers often correct students on a one-on-one basis while other students are engaging in conversational practice with the language being studied.

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 and/or written assignments 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

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<p>skills than simple identification of facts and/or vocabulary.</p> <p>RHS creative students who need to express or acquire motor skills in visual arts are supported by participating in the after-school Art Club that meets this need for all students even if they are not enrolled in an art class at the time. Here, students collaborate and expand their experiences in a safe, creative atmosphere.</p> <p>Teachers refer students to study hall, which is available through PREP, for students to have a place to study and get help if needed from the PREP tutors. Teachers use the Learning Center as a resource to aid Special Education students, and any other struggling student, in completing work. Special Education teachers and instructional aides work together to check for student understanding of content and to check work during their time in the Learning Center. Extension activities are given to high achieving students, who benefit from these extra learning opportunities. Because of these varied approaches to support student learning, teachers can target specific students that may need more guidance or support as needed.</p> <p>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. Visuals are often used to provide additional scaffolds. Teachers model examples of work to give students an idea of what is being asked and what the final product should look like. There has definitely been recent emphasis on academic vocabulary development in all subject matters and an emphasis on speaking and listening skills.</p>	
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Creative and Critical Thinking

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

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

Findings	Supporting Evidence
<p>We feel that the majority of student work reflects our students' ability to critically think, reason, and problem solve independently and in collaborative groups. Our analysis of the CAASPP reveals that students need more practice in applying their knowledge, which can be found in our new SLOs. By being responsible, resilient, respectful, and resourceful learners, students will demonstrate their ability to apply their knowledge. Rosemead High School teachers know that lesson plans should be designed and prepared to meet these objectives and students should receive the necessary instructional tools and resources necessary for their academic success.</p> <p>However, most students are critical thinkers and 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. Scientific or Math problems show step-by-step solutions or written justifications of a student's answer. Work samples also demonstrate students' abilities to synthesize information/opinions shared in group settings in order to complete specific tasks. Students use multiple tools offered to conduct the necessary research to complete the above mentioned tasks. Access to Chromebooks allows students to have immediate access to online databases such as ProQuest Central, Britannica School, and Teaching Books.</p> <p>Furthermore, Rosemead High School has extensive</p>	<ul style="list-style-type: none"> ● Essay graphic organizers ● Argumentative discussions/essays ● Student written responses using evidence from textbook or research ● Effective instructional strategies, such as: think -pair-share, chunk and chew, marking up the text, scaffolding ● Lab reports ● Group presentations ● Various departments have Unit Projects ● Ordering food at restaurants in target language ● Class skits ● Conversations in the target language and in English ● Essays ● Newspaper articles ● AVID Socratic Seminars ● Art portfolio reviews ● Live performances ● Student exhibitions

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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, and activities involving real world discussion topics. Teacher made resources are also utilized and available for students to use.

For example, in our AP statistics class, students 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 Integrated Math, teachers will utilize the quarter mile running track to help students understand slope, after creating graphs and analyzing the data.

In the World 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 learned in class. Students are asked to do real life situational skits, such as ordering in a restaurant, describing their daily routine, and asking for directions from a stranger. 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 page and in-text citations throughout their essays. Students have access to online programs such as Albert.io, Noredink, and NewsELA that allow them an opportunity to build necessary skills for success and achievement outside of the textbook. These online tools provide an opportunity for the reinforcement of foundational elements of grammar and mechanics, and they end up helping students later in the creation of the essay itself. The NewsELA site gives students an opportunity to read and respond to real world events and draw comparisons to themes and issues from the literature covered in class, as well as make connections to their own lives and the world around

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<p>them.</p> <p>In VAPA classes, students engage in projects and performances using a variety of materials and multi-media. Students are encouraged to examine periods of art, music, performance and culture. Students create, present, respond, and synthesize to create a personal experience.</p> <p>In Social Science, students examine primary documents and then respond to Document-Based Questions (DBQs) as well as utilize presentation software and library resource materials.</p>	
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Application of Learning

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

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

Findings	Supporting Evidence
<p>There are multiple ways in which student work demonstrates structured learning:</p> <p>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 students 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 AVID student's binder they will find completed assignments with revisions (with annotations made of what the error was and what needs to be done in order to correct it) and this allows students to use what they know to move forward and make the corrections needed.</p> <p>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</p>	<ul style="list-style-type: none"> ● AVID tutoring ● Group work to create projects in ELD and world language courses ● Various graphic organizers for essays. ● KWL Worksheets and Think Pair Share worksheets in various departments such as English and Math ● News articles using Marking up the text in English and AVID ● Research projects in various ● Student-made videos and presentations in world language courses and graphic design courses ● Student poster

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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 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.

In VAPA, students begin by accessing prior knowledge in order to plan, organize and shape an artistic investigation. Teachers look for personal meaning and common themes in student work. Students evaluate the effectiveness of an image, song or instrumental piece to influence ideas, feelings, and behaviors of specific audiences. Students generate a collection of ideas reflecting current interests and concerns that could be investigated through art-making or performances. The teacher uses various graphic organizers and discussions to separate ideas, prior knowledge, purpose and influence. Think-Pair-Share is a common strategy used for these purposes. Online portfolios are used as motivation to stimulate thought and discussion. In VAPA courses, students demonstrate what they have learned through a musical performance or demonstration of artwork.

Across campus, students may 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, when encountering the topic of Cell Theory in a Science class, students may answer that they know that all things are made up of cells on the KNOW section, and later they can discover

assignments in multiple subjects such as Social Science, Science, and world language courses

- Class demonstrations in Social Science and English
- Annotations of English Course Readers
- AVID Cornell notes
- Musical performance or artistic exhibitions

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<p>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 structured note taking, such as Cornell or Hippie notes, also provide students with tools to help them unlock meaning from texts in an independent manner. Technology is used in other content areas schoolwide. For instance, the use of Google Classroom, daily warm-up activities, Illuminate, etc.</p> <p>In Social Science, some courses require students to complete a year-end research and presentation project where the students create a powerpoint on a certain topic and teach it to their peers. They even create an assessment at the end of each presentation. Furthermore, writing prompts are given to allow students to tap into their prior knowledge on a weekly basis. Department collaboration is currently looking to find ways to encourage civic engagement through alignment with the College, Career, and Civic Life (C3) framework.</p>	
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Career Preparedness and Real World Experiences

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

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Rosemead High School students have multiple opportunities for shadowing, apprenticeship, community projects and other real world experiences through Vocational Education classes and volunteer opportunities with the LA Marathon, AIDS Walk, and local clean ups. Students also work as Peer Support. Special Education students take public transportation and go to various locations to work on life/social skills, when the opportunity presents itself.</p> <p>For example, the officers in S.A.V.E. (Student Associates for Voter Empowerment) provide students with real life critical thinking skills, such as holding a mock presidential election, which gives students the opportunity to prepare to vote.</p>	<ul style="list-style-type: none"> ● CTE Pathways ● Peer Support students in classrooms ● Club community service projects ● On campus fundraisers selling snacks or products ● Club members volunteer in Aids Walk. ● School field trips ● Choral tour ● Off campus workshops and events

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The CTE program has been extended recently with more career pathways - Food Services and Hospitality, Graphic Design, Systems Programming, Stage Technology (developing), and Financial Services. Students who complete a pathway receive a certificate of completion and upon passing the certification test, they also receive a certification for the industry reflected in the pathway. We plan yearly CTE Nights to inform students and parents of the career opportunities offered through the CTE department.

Dual enrollment with Rio Hondo Community through our CTE courses college provides opportunities for students to earn college units and explore career interests. For example, students have the opportunity to take Introduction to Systems Programming and the subsequent courses to earn college credits from a community college.

Students in the AVID program prepare for future careers by taking career discovery assessments as freshmen, and by researching possible careers extensively, including presentations which indicate the social, educational, and financial aspects of their chosen potential career.

In the AVID elective class, AVID students also prepare to attend college by gaining organizational skills, preparing for the SAT and ACT, and organizing Service Learning projects that address community needs such as food drives, assisting in elderly care, toy drives for the disadvantaged, and many other projects.

In VAPA, students are able to receive instruction from art industry professionals and apply that instruction in an exhibition or performance.

Juniors and Seniors have the opportunity to serve as mentors to freshmen in the nationwide Link Crew Program at our campus. Link Crew at our campus assigns two junior or senior students to serve as academic and leadership mentors for groups of 10 freshmen.

AVID students create a service learning project as part of their

- Science Olympiad Competition
- Speech and Debate
- On campus and of-campus art exhibitions and competitions
- CTE Parent Night Agenda
- AVID Course Overviews
- Club/Career Center volunteer activities

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grade during their junior year. The AVID teacher guides students through research and planning the project, but students are free to pursue their interests.

The Food Services courses provide real-life experiences. The students enrolled in the class run a cafe which sells breakfast to students each morning, as well as offers lunches for teachers three times a week. Students participate in every aspect of this process, including prepping, cooking, and financial aspects of the cafe.

EL TOSA has started a peer-tutoring team, Peer Academic Support (PAS), which consists of highly qualified students as tutors to provide academic support in ELD and content classes. PAS tutors are trained with EL strategies and monitored by EL TOSA on a regular basis. These tutors, especially those who had experience as newcomers, are well received by the EL students as role models and peer support. Each PAS tutor is assigned to a specific content class with a high number of English learners. He/she supports the teacher and the students in the daily instruction.

RHS students are encouraged to join the after school Art Club that awards community service hours for participating in freelance projects (real-world experience). A fellow educator or office may need design services or the creation of artwork to support instruction or beautify a classroom. Students who participated in these projects learn about freelancing as an artist to earn income.

The Career Center on campus offers an array of career and college awareness activities for the students of Rosemead High School. They offer career surveys that provide students with job descriptions that will match their interests. Multiple colleges and universities visit our campus and provide students with information as well as provide students with the opportunity to engage in conversation with college students, advisors or counselors.

One of the most important goals of our school is that students are challenged to be academic achievers. They are further

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<p>challenged to be resourceful problem solvers who creatively apply critical thinking skills. They are challenged to be responsible for their choices and actions, resilient when facing challenges as they pursue their college and career goals, and becoming respectful members of the global society. 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. Thus, our students are involved in challenging learning to achieve the academic standards and the schoolwide learner outcomes.</p>	
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C2.4. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

Findings	Supporting Evidence
<p>At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content teachers. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.</p> <p>OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

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

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

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

RHS instruction continues to be differentiated based on student data and student needs. Instruction provides opportunities for students to work in collaborative groups, opportunities to practice critical thinking with content-based instruction, NGSS and prepare for college and post-secondary careers. Teachers and students are expanding their abilities to use technology to engage in real-world learning.

Teachers work with the site Instructional Coach, the EL TOSA, Science TOSA and the district Math TOSA to improve classroom instruction that promotes literacy and numeracy. Students will continue to enroll in intervention and remediation programs such as English 1 Intensive, ALD, ELD classes, Study Skills, SUP classes for SPED and Integrated Math 1 Lab in an effort to close the achievement gap and meet the reclassification criteria. The site administration is eager to supply resources for teachers such as conferences, department collaboration and PD to meet student needs. RHS will continue to work on a PD plan for special education and general education teachers to help support student instruction.

Prioritize the strengths and areas for growth for Category C.

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

- RHS has fully embraced the need for more collaboration between students to encourage verbalization thus creating an academic focus on listening and speaking. For example, many subjects use sentence frames and academic vocabulary strategies to increase the comfort levels students have in listening and speaking on an academic level. 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. We have an Instructional Coach who works directly with teachers in order to help lesson plan, brainstorm, and provide us with research based instructional practices that support student learning. We now also have a full time English Learner Teacher on Special Assignment (EL TOSA). The ELTOSA's focus is our English Learners, and how as a campus we can support our multilingual students in all course areas.

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- RHS has actively worked to align our course content to the new Common Core State Standards and NGSS. Teachers are in the process of revising previous lessons and materials to these standards so that instruction is directly aligned.
- RHS has implemented various instructional strategies in order to attempt and reach all students. For example IM1 students are using DELTA Math, have Collaborative Study Groups (CSG) with tutors, use ALEKS, and have been introduced to Quizlet. EL students have intervention classes such as ALD and English 1 Intensive.
- ELD teachers and the EL TOSA develop lessons to help students reclassify and succeed on the on ELPAC. For example, ELD teachers create lessons with specific ELPAC vocabulary, provide listening, speaking, reading and writing practice to develop the necessary skills needed for recalcification. The EL TOSA provides all students who need reclassification with an orientation that includes the importance of the test and requirements.

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

- We need to continue to work with our Instructional coach with the newly introduced ICAN model, and 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. RHS staff will focus on listening and speaking strategies to help students in these areas.
- 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. A lot of technology is still needed in many Special Education classrooms, especially CBI teachers.
- RHS needs to continue to improve the relationship between our general education teachers and special needs teachers 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. We want all our special needs students, especially the CBI students to feel more integrated and part of RHS and provide all our SPED students with the appropriate instructional strategies to succeed.
- Our Student Information System needs to be updated to ensure that we can best track student data.
- Integration of engineering practices into all science classes is one of the instructional shifts in NGSS implementation. Science teachers have noticed that students don't have foundational skills in mathematics. Thus, Science and Math collaboration is needed to align the mathematical skills and integrate engineering in all science disciplines
- Increase in scaffolding and academic vocabulary is needed in all content areas for EL's



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

Mei Chang, Group Co-Leader, Math Teacher

Tom Van Winkle, Group Co-Leader, Science Teacher/Department Chair

Liza Veljacic, Career Technology Education Teacher/Department Chair,

Amanda Gendron, Physical Education Teacher

Sara Cluff, English/Visual and Performing Arts Teacher

Mike Felix, English Teacher

Scott Chen, World Languages Teacher

Dee Anne Doseman, Math Teacher

Emmanuel Okeke , Math Teacher

Lonnie Turner, Science Teacher

Brendan Buono, Social Science Teacher

Krystal Gonzalez, Special Education Teacher

Claudia Guerrero, Special Education Teacher

Lan Nguyen, Science Teacher

Diana Bell, English Teacher

Elaine Rodriguez, Counselor

Maribel Cedillo, Language Assessment Assistant

Jennifer Nguyen, Instruction Office Clerk

Lourdes Ortega, Para Educator

Nancy Leon-Ortiz, Para Educator

Sarah Silva, Para Educator

Wendy Trujillo, Para Educator

Jose Nelson Banas, Assistant Principal of Instruction

Xiaoyi Li, Parent

Ken Sar, Parent

Annie Weng, Parent

Krystal Yan, Student

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

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

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

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

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

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

Findings	Supporting Evidence
<p>It is a goal of Rosemead High School to close the Asian-Hispanic 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 topics and skills in which students need additional support as early as possible. Through student data analysis we can identify areas of need and narrow the focus of our efforts on how to impact student learning. This practice is especially effective when teachers use data to inform instruction and, when returning to the classroom, help their own students by reteaching the topics and skills indicated by the data.</p>	<ul style="list-style-type: none"> ● Teacher observations and experiences ● School Loop reports ● SST minutes and student plans ● Blackboard Connect contact report data including student performance, notification, behavior

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<p>Rosemead High School faculty currently uses a variety of assessment processes to measure student learning and understanding of the state content standards. One method of assessment used district wide is the district purchased program Illuminate. This service is used as a primary method of assessment to collect, disaggregate, and report student performance data to teachers, students, and other stakeholders of the community. Illuminate has proven to be an effective tool for collecting and compiling data for district, department, subject, grade level and teacher specific assessments. Using the Illuminate program allows us to create and score teacher made assessments, as well as Common Formative Assessments (CFAs), all of which are standards-based to measure student achievement of the content standards. Core departments analyze data during course level collaborations in order to make decisions of how to improve student learning.</p> <p>When incoming 9th grade students are struggling with Math, as reported in an IEP or middle school teacher recommendation, they may be enrolled in Adaptive Math 1A and Adaptive Math 1B. This course breaks up the content of Math 180 into a two year program.</p> <p>For at least the last two years, teachers have been involved in creating and implementing Formative and Interim Assessments so we can better serve our students in all academic areas. Course Leads meet with teachers of specific courses (such as English 1P, Integrated Math I, Physical Science). They analyze data from Formative Assessments. Based on data analysis, teachers identify what content or skills their own students need help with. Then teachers discuss and select materials to use in their classes. Options are discussed on how to adjust instruction or reteaching so that students will have a better understanding of the subject matter. We were introduced to the ICAN model at the start of the 2019-2020 school year. The process asks teachers to clearly identify what they will Instruct students in, how they will Check it, what Action needs to be taken for remediation, and what Next steps are necessary to ensure the necessary skills are mastered. This process is developing and we hope that it</p>	<p>and attendance</p> <ul style="list-style-type: none"> ● SARC report translated into Spanish, Vietnamese and Chinese ● Illuminate student performance data reports for CAASPP, ELPAC, School, and District CFAs ● Data posted on school website ● Agenda and minutes from grade level/subject level collaboration meetings to review data ● ● Read 180 & Math 180 Test results ● RI (reading inventory) and MI (math inventory) assessments ● EMUHSD Science Formative Assessments
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<p>will improve learning for all students as we seek to implement it through department collaborations. Again, this practice is especially effective when teachers invest time in reteaching the subject specific content and skills.</p>	
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Basis for Determination of Performance Levels

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

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

Findings	Supporting Evidence
<p>The impact is powerful when grades accurately match student performance and mastery of subject area content and skills. Student’s earning an “A” in a course should have achieved excellence in their mastery of subject area content and skills. Students earning a grade of “B” should be achieving mastery that is very good, approaching excellence, and definitely above average. The grade of a “C” should represent an average, but still good understanding of content and application of course related skills. A student earning a “D” should have shown significant progress toward understanding and adequate growth in skills. These understandings of letter grades are applied in many subject areas and are expressed through our course syllabi.</p> <p>Many core subjects implement a common grading policy. Math department utilizes a consistent grading policy throughout the district as does the English department. This often includes clearly stated grade weights and standard grading scales (100-90% A, 89-80% B, etc). Grade weights and standard grading scale help establishing multiple means of assessments, so that a student’s grade gives a clear understanding of their ability to meet the Common Core State Standards.</p> <p>The Math Department follows a districtwide assessment plan, which utilizes a 20% Final Exam for all IM1,IM2, and IM3 classes schoolwide, and 60% for Individualized Chapter Tests (CFAs). There is also a 5% Performance Task weight for all IM3.</p>	<ul style="list-style-type: none"> ● Department and Class Syllabi ● School Loop ● Progress Reports and Report Cards ● Illuminate Reports ● ICAN protocol planning in collaborations ● Course rubrics

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In the English Department, grade weights have been established so that writing assignments make up 40%, Classwork makes up 30%, and Tests/Quizzes make up 30% of a student's grade.

Not all teachers in the Science Department use the same grading scale or the same grade weights across all subject areas. However, the grading scales that are used reflect the understanding presented above. During the 2019-2020 school year, teachers within the Science department have begun participating in Lesson Study, which allows for greater collaboration and sharing of effective means of assessment.

In many Science courses, the common practice is that the minimum score for an "A" is 90%; and for "B" is 80%. The cutoff for a grade "C" is 70% for some teachers but is 65% for others. The minimum score for a "D" for most teachers is 60%, but for some is 50%. This has been the practice with science teachers for over 15 years. The lower range of scores was related to the performance bands on the California Science Tests that were based on the earlier California Science Standards.

During the 2019-2020 school year, there have been discussions not only by the Site Leadership Team meetings, but at the District Instructional Leadership Team level, related to common grading scale, grading practices and the standards-based grading system. We expect this discussion will lead us to reach a consensus that benefits students learning.

Our Social Science teachers have begun to more formally collaborate by grade level and discuss student progress and growth during the 2019-2020 school year.

During collaboration, teams utilize the ICAN Model (Instruction, Check, Assessment, and Next Steps) to evaluate student progress and growth. As stated earlier, this model is new to us and we expect that it will develop and become more successful over time.

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<p>The effectiveness of standards-based performance levels are experienced when teachers utilize common rubrics to evaluate student work. Using rubrics helps to make all grading more objective; and helps students by enabling them to more easily understand how their work may be improved. When appropriate, teachers of all disciplines are encouraged to create and use rubrics to help students gain a better understanding of how they will be assessed.</p>	
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Monitoring of Student Growth

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

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

Findings	Supporting Evidence
<p>The most effective tool that RHS has to monitor all student growth and progress is School Loop. School Loop is a grade publishing program that enables students to know their current standing in class whenever teachers evaluate/grade, record/enter, save and publish student assignments. Once grades are published, students can see their progress. Teachers can also use School Loop to show students what assignments are going to be due in the future. However, School Loop is only effective when teachers use it regularly. Some teachers publish grades daily. Some teachers publish grades several times a week. Others weekly or bi-weekly. Teachers are encouraged by school leaders (administrators, fellow colleagues) to publish their grades weekly or bi-weekly. Students have communicated that they greatly appreciate it when their teachers update and post their grades frequently.</p> <p>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 their courses. Tools that are used in the analysis of student performance include district common formative assessments, subject specific exams,</p>	<ul style="list-style-type: none"> ● Common Formative Assessments ● CAASPP reports ● Progress Reports including student related comments ● Semester Grade Reports ● Graduation status reports ● School Loop Posted grades ● State testing practice websites and aides ● Class School Loop/Google Classroom calendars ● School Loop progress reports/category weights ● Math benchmark policy

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<p>common unit essays or projects, as well as individual classroom teacher assignments and assessments.</p> <p>While CAASPP results are an important way that core subjects can measure student growth, we have also sought to find other measurements to assess student progress. Regular assessment tools, such as daily quizzes or exit tickets, are used to assess student understanding of the curriculum. 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 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 student's ability and growth. Examples of performance based tasks include oral presentations, multimedia projects, Document Based Questions (DBQ), musical performances, and run days in physical education classes.</p> <p>The California School Dashboard has become another effective way to assess student achievement in meeting College and Career Readiness. The California School Dashboard defines College and Career Readiness based on the following criteria:</p> <ul style="list-style-type: none">● CAASPP - Standard Met in ELA and Math● AP - Score 3 or higher on two AP exams● Dual Enrollment - 2 or 3 semesters of college coursework with C or better● A-G completion with a grade of C or better● CTE - completion of a C or better in a capstone course plus ONE of the additional criteria below:<ul style="list-style-type: none">○ Smarter Balanced Summative Assessment Scores: • Level 3 or higher on ELA and at least a Level 2 “Standard Nearly Met” in mathematics, or • Level 3 or higher on mathematics and at least a Level 2 in ELA○ One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects	<ul style="list-style-type: none">● Teacher observations● School loop● IEP (Individual Educational Plan)● ELPAC results● CAASPP results● Performance tasks results● Physical Fitness results● Simulation reports● Albert.io● AP Exam data● California School Dashboard Data● Department Collaboration Agendas
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<ul style="list-style-type: none"> ○ Score of 3 on one AP exam or a score of 4 on one IB Exam (for a-g requirement only) ○ Completion of CTE Pathway (for a-g requirement only) <p>The indicator set by the California Schools Dashboard is a system that RHS also uses to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.</p> <p>AP test prep resources, analysis of AP exam results, and the use of Albert.io (an online resource which can be used to help students in all core subject areas) have proven to be effective tools to monitor and measure progress toward subject mastery and academic standards in AP classes. Starting in the 2019-202 school year, we are looking to encourage more teachers to use Albert.io to monitor student progress, as appropriate.</p> <p>Each department has differing policies in regards to determining a student's grade and performance level. These can be found in our course syllabi. Departments are currently working on methods to measure our new SLOs into their curriculum, through department and grade level meetings.</p>	
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

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

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence
<p>At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

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<p>teachers. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.</p> <p>OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.</p>	
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Assessment of Program Areas

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

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

Findings	Supporting Evidence
<p>Over the last two years, many course outlines, except for science, have been reviewed. Teams have collaborated to align all core courses to the Common Core standards. Overall, these teams have worked well together at the district, site, and departmental levels.</p> <p>Collaboration time among grade or subject level teachers has been implemented in core subject area departments for the last few years to allow teachers to participate in the assessment and accountability process by allowing teachers to review, analyze, and disaggregate data collected from unit tests, benchmark exams, and common formative assessments.</p> <p>Content Specialists meetings in core subject areas are continuing to take place district wide to allow common curriculum, pacing guides, and assessment throughout the district. These specialists act as liaison between the district office and school sites to ensure communication to take place</p>	<ul style="list-style-type: none"> ● EMUHSD Content Specialist Meetings ● Site Leadership Team Meetings ● Department Meetings ● Course Lead Meetings ● Collaboration sign in sheets and agenda/minutes ● Content Specialist sign in sheets and agenda/minutes

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<p>and that proper procedures are followed.</p> <p>Course leads in core subject areas hold regular meetings with other teachers of the respective course to review curriculum, disseminate assessments, review data, and share best practices.</p> <p>The District Instructional Leadership holds its monthly meeting to discuss instructional practices, curriculum, assessment programs and any other instructional related items. The team also reviews and assesses the programs and their expectations, including graduation requirements, credits earned, course completion, and homework/grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. The meeting is facilitated by the Superintendent/Asst. Superintendent for Educational Services. Other members of the Instructional Leadership Team include all directors, principals and asst. principals of instruction from all other high schools in the district.</p> <p>The TTLs, Instructional Coaches and EL TOSAs from each site meet monthly at the district level to support curriculum and instruction. In addition, EL TOSA and Instructional Coach meet weekly with the API of RHS to discuss our instructional focus, PD, and walkthrough data.</p> <p>The Guidance Department meets weekly to discuss various counselor duties, such as attendance issues, academic and credit deficiency issues, School Psychologist referrals, Parent and Community Liaison updates, COST referrals, outside community agency referrals, D&F lists and grade level updates with students.</p> <p>The District Office's Educational Services' Department meets each semester with all counselors in the district for educational updates at the high school, and college levels.</p> <p>The District Office's Educational Services Department has conducted multiple trainings for Counselors, CWAs, School Psychologists and CSSCs from our district in Restorative Practices.</p>	<ul style="list-style-type: none"> ● Course lead meeting sign in sheets ● Course lead meeting agendas ● Pacing guides ● Benchmark exams ● Weekly agenda from Guidance Department meetings ● Bi-weekly agenda from COST meetings ● D&F lists generated by District Office ● Community agency referrals ● Guidance Calendar and Educational Services agenda ● Guidance Calendar and Educational Services agenda ● Four Year Plans with 9th graders ● Sophomore Counseling with 10th graders ● TES (Transcript Evaluation Services) Classroom Presentations/Parent Nights with 11th graders
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<p>Counselors meet with students in each grade level to review current status and future academic planning for both graduation and university requirements. The Career Center assists the Guidance Office in providing students with information regarding their progress towards their College and Career Goals.</p>	<ul style="list-style-type: none"> ● College Prep Workshops through the Career Center with 12th graders
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Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Collaboration time among grade or subject level teachers has been implemented in core subject areas for the last few years to allow teachers to participate in the assessment and accountability process by allowing teachers to review, analyze, and disaggregate data collected from unit tests or benchmark exams. After each benchmark or common assessment, teachers meet to evaluate the results of the assessment and to discuss the need to adjust it, rewrite questions/essay prompts, and to discuss protocols for remediation. Changes in programs have been especially effective when, after it has been decided that remediation is necessary, teachers make a concerted effort re-teach topics and skills in core subject areas. The focus in many disciplines has therefore shifted from merely covering content or curriculum to student mastery of specific skill sets. Teachers may request training from the EL TOSA or Instructional Coach to help them provide students with research-based instructional strategies.</p> <p>New programs such as switching to the IM curriculum in Math and the ALD class in English have resulted from the analysis of assessment results of state, district, and site tests. We have been able to see positive results in our EL reclassification rates, and expect to see similar results in our</p>	<ul style="list-style-type: none"> ● Collaboration sign in sheets and agenda/minutes ● Content Specialist sign in sheets and agenda/minutes ● CAASPP Results ● ELPAC Results ● ALD curriculum (English 3D) ● Link Crew participation ● D/F lists ● AP Exam Data ●

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<p>CAASPP scores by evaluating how specific instructional strategies may be used with our IM and ALD teachers. ALD teachers currently meet to evaluate the newly adopted English 3D curriculum, and to share best practices. Lesson Study in the Math department should help IM teachers evaluate their efforts as well.</p> <p>LINK Crew, a club which connects underachieving students with successful 11th and 12 grade students, was created based on D/F rate and achievement gap data. We plan to track the effect it is having on our D/F rate to gauge its effectiveness.</p> <p>The school used CAASPP, SAT, PSAT, AP results to identify the areas of needs and instructional improvement. The instructional focus of the school, allowing students to practice their listening and speaking skills, was determined from the results of these assessments.</p> <p>In 2020-2021 the school will offer an AP Capstone course. The decision to offer this program is based on the need and demand of the AP program.</p> <p>The ICAN process will allow us to develop better methods of using assessments to determine the effectiveness of programs once developed.</p>	
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

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

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

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to

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collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

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

Findings	Supporting Evidence
<p>The most effective processes used to measure student achievement of the Common Core Standards, Next Generation Science Standards (NGSS) and the Schoolwide Learner Outcomes (SLO) are those that are deliberately aligned to those standards at the time of their creation. This is in contrast to older assessments that were solely rich in items which measured mastery of content.</p> <p>Rosemead High School teachers employ a variety of assessment strategies to evaluate student learning. The Common Core standards allow us 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 classroom. Teachers at Rosemead use both formative and summative strategies to measure student learning. Both site and district common assessments are used to help monitor student progress towards acquiring knowledge or skills specific to the subject matter. All course outlines are aligned to the Common Core State Standards and are created by the district Content Specialist Team. Assessment data is compiled by core departments using the Illuminate assessment tool and analyzed by the site Course Leads, as well as at the monthly district Content Specialist meetings. Course Leads are course specific teachers at each site who help lead collaborations where student performance data is analyzed by teachers that teach a common subject. The analysis is followed by modification of the curriculum and the introductions of appropriate teaching strategies based upon the analysis.</p> <p>Additional methods of assessment utilized in elective classes include performance-based assessment where students must demonstrate specific skills, such as playing an instrument, creating an artistic project, 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).</p>	<ul style="list-style-type: none"> ● Performance Task Assessments used in core subject areas ● District and site walkthrough forms ● Illuminate reports ● Teacher observations ● Unit Pacing plans ● School Loop Category Weights ● Weekly Calendars ● Critical Summary Assignments ● Rhetorical Precis/Critical Response Assignments ● District benchmarks ● Individual unit exams ● Structured free responses ● Quizzes ● Individual/Group projects ● Structured free responses ● Free response rubrics ● Individual/Group projects ● Project rubrics ● Labs/Lab Reports ● Socratic Seminars ● Individual Educational Plan (IEP) ● Proctored assessments ● Virtual simulation reports ● Online Keyboarding reports

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<p>Since all common assessments are aligned to the content standards, it is an accurate measurement of a students' understanding of the standard and to successfully gauge their abilities and growth.</p> <p><u>English:</u></p> <p>In the English department, the varied categories and assignments are a strong indicator of student progress.</p> <p>The writing assignments are usually a more analytical version of the shorter classwork and homework assignments. Analytical paragraphs allow the students to show their understanding and ability to think critically along with their ability to express their thoughts in formal writing.</p> <p>The English department grades common unit essays using department rubrics. This allows teachers to assess whether students have grasped the writing standards for the unit, before moving on to the next unit. Selection tests are developed by teachers individually. At the start and end of each semester, we give district assessments to gauge our students' progress, and have a mid-semester interim exam that checks in on student progress. Teachers are encouraged to use these as formative assessments that help shape our collaboration discussions. The common unit essays are aimed at assessing mastery and ask questions about the skills and standards covered in each unit.</p> <p>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 and essays are used to assess student knowledge and understanding of skills, academic vocabulary, and the subject matter.</p> <p><u>Math:</u></p> <p>Some informal methods of assessment used by Mathematics teachers include geometric constructions, notebooks, presentations, quizzes, and individual whiteboards. District benchmarks are used in lower level courses to assess</p>	<ul style="list-style-type: none">● Fitness for Life Test results● Student portfolios● Course/Grade Level Collaboration Agendas/Minutes
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<p>whether students are ready for the next level course. Upper level courses use site prepared exams to measure knowledge and understanding.</p> <p>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 kite that will actually fly.</p> <p>A major part of the class time in Integrated Math classes is spent in groups working together to investigate, discuss, discover and apply new topics in math. Students are also expected to do verbal presentations of their solutions to questions and problems covered in the class.</p> <p><u>Science:</u></p> <p>In science classes, all EMUHSD science formative assessments are deliberately aligned and limited to content and skills presented in the Next Generation Science Standards.</p> <p>In many science classes, there is a wide variety of students. Some science classes are a mix of English Language Learners, Special Education students, gifted and talented students, and others. Assessments currently used to measure student progress are appropriately based on the course, age, and developmental states. When accommodations are indicated, students are allowed extended time, alternate environments and assistance while being assessed. When there is a paraeducator available, they will assist the student or students inside the classroom. If a paraeducator is not available, the students are allowed to go to the campus Learning Center where paraeducators and special education teachers are available to help students with their accommodations.</p> <p>Many science assessments feature Free Response/Extended Response Questions that allow students to show their in-depth knowledge of the subject area. These allow for the</p>	
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students to use a narrative explanation along with a justification, versus the traditional multiple-choice or short answer type of exam. Teachers are using these types of questions on a more regular basis so all students can demonstrate their level of knowledge and proficiency using science practices.

When assessments are graded and returned to students, discussions are conducted so that students have an opportunity to correct faulty assumptions and practices. Students also gain the skill of self evaluation and self correction, and can assess the efficiency of their learning of content and acquisition and application of science practices.

Project based assessments allow 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 provide an accurate picture of student progress.

The quizzes and exams used throughout the units, including benchmarks, are designed to show understanding and ask questions about the topics and skills learned. The shift to document based questions (DBQ) reflects CAASPP-type performance tasks and stimulates critical thinking skills. These types of assessments are used to provide a clearer method of measuring student understanding.

Assignments differ between teachers. All teachers use a variety of assignments to allow students to display their knowledge in different ways.

Individual and Group projects are used to allow students to demonstrate their understanding of the subject matter in creative forms.

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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 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. Case Carriers and General Education teachers monitor student progress towards their stated IEP goals.

Proctored assessments are used to check the students' academic levels. The results from such assessments are placed in the students' confidential IEP files.

Business:

We use performance strategies through keyboarding lessons and virtual business simulations. Students are expected to reach a certain speed or profit depending on activity, to present projects using powerpoint for class discussions, and to produce documentation used in business, financial reports, spreadsheets, word documents, and presentations using Microsoft Office.

World Languages:

Utilizing performance based assessments, such as skits and presentations, as well as verbal reviews, allow teachers to measure each student's successful understanding of key concepts or the need for remediation before proceeding to the next area of study.

Physical Education:

Fitness for life—state mandated fitness test is required for all freshmen—valuates students fitness level if a student fails the required test they may retake the test as a sophomore, junior or senior.

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<p>The PE department uses portfolios in classes to monitor student progress, such as during run days where students record their pulse rate during cardio-fitness days.</p> <p>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.</p>	
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D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content teachers. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.</p> <p>OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Findings	Supporting Evidence
<p>Formative assessments are intended to inform instruction. When designed well, they cover a small amount of content or evaluate a few related skills. When formative assessments are utilized well, they provide an accurate picture of student progress and clearly show when teachers need to re-teach specific content and/or skills. They also help teachers know what content and/or skills need to be covered a second time. They answer the question, “Do my students <i>understand</i> this?” And, “Can my students properly apply <i>this</i> skill?” These are the principles behind the ICAN model of planning, which was introduced at the start of the 2019-2020 school year.</p> <p>While considering data provided from formative and summative assessments during course or grade level collaborations, teachers reflect upon the instructional practices used in their own classes. Based on this reflection, they can choose which instructional practices to keep, and which they need to modify, in order to help students achieve mastery of content or skills. They may also choose to ask the Instructional Coach or EL TOSA for PD, based on student need.</p> <p>Teachers can use small ICAN cycles (ICAN stands for Instruct, Check for Understanding, Assess, and Next Steps) while helping students learn an individual concept or skill. When small ICAN cycles are utilized in a class, teachers can build understanding step by step; and when students have not acquired mastery in the content or skills, teachers can provide additional instruction immediately. This can help to prevent a snowball type effect where students may experience a sense of total lostness.</p> <p>Checks for Understanding and Assessments in an ICAN cycle</p>	<ul style="list-style-type: none"> ● Data from Illuminate ● Dashboard score ● Teacher observations ● Writing rubrics ● Unit benchmarks ● Group projects ● Labs ● Projects ● Structured free response ● Pacing plans ● Unit Pacing plans ● Projects ● Verbal/Written assignments ● Teacher observations ● School Loop reports ● Learning Center reports ● Physical Fitness Tests ● Course/Grade Level Collaboration Agendas/Minutes ● ICAN Cycles

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<p>can be formal or informal. Some teachers at RHS use exit tickets, others use computer based quick checks, other teachers have students write lesson summaries. All of these are used to adjust and modify instructional approaches. Teachers have stated, “The progress we have made on our CAASPP Dashboard scores leads us to believe that we are creating meaningful student work as well as useful assessments that measure student learning.”</p> <p>During the 2018-2019 school year, teachers designed and gave their students three formative assessments in science. The first two of these assessments dealt with the skill of data analysis. Essentially, can students create and interpret graphs. After the first of these was given to students, teachers worked with data. This enabled them to see very clearly which skills their students needed to improve. Following the first formative assessment, several teachers collaborated and created a unit dealing with creating and understanding scientific graphs. Teachers taught this unit, and later that semester students took a second formative assessment dealing with data analysis.</p>	
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Teacher and Student Feedback

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

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>Teachers use a wide variety of methods for obtaining feedback from students. The feedback provided ensures that all students are properly monitored and that the information used will guide instructors in providing the necessary strategies needed to guarantee that all students are achieving academically.</p> <p>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.</p> <p>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.</p> <p>Another form of feedback that we have recently implemented includes the evaluation of performance tasks that have been established in the core subject areas. Performance tasks are another way of monitoring student progress toward mastery of the common core standards.</p> <p>Some ways in which the performance tasks are used to obtain student feedback includes reading/reflective journals in English classes after the completion of a unit essay. Journals allow students to think metacognitively about their learning, as well as to reflect upon their attitudes and opinions in regard to characters, settings, conflict. This type of student feedback</p>	<ul style="list-style-type: none"> ● Teacher observations ● School Loop reports and data ● Subject specific tests and quizzes ● Student revision/reflection activity ● Reflection journals and individual responses ● Benchmark exams and retakes ● EMUHSD Science Formative Assessments ● 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 ● Student folders ● Teacher observations ● Student rubrics ● Student IEP

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provides the teacher insight into the student's understanding of the subject being taught and allows them the opportunity to clarify any areas students may be struggling to grasp. Some of the core subjects are also distributing readers which supports "text markup" strategies and marginal note taking. These are some of the best strategies to promote critical thinking and to gain insight into what the student pulls from their reading during their analysis.

Rubrics are also used as another form of feedback throughout campus in order to support student learning. Many teachers employ the use of pair share when reviewing written work and projects that are graded on a standard rubric that is understood by all students and teachers to obtain immediate feedback from students.

Exit tickets have also been introduced on campus as an effective way of learning a students' response to a particular question or provide needed feedback to the instructor regarding the students ability to demonstrate knowledge of lesson taught. This type of feedback identifies an area that may need further clarification for a student, while providing the teacher real time data to offer immediate intervention for students within the class period.

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 uses School Loop as another means of student feedback. This resource provides teachers, students, parents and administrators the opportunity to review, correct, and monitor class assignments and projects. All parties can communicate through email, posting of assignments, and by monitoring completed assignments and assessments. Students have stated that School Loop is most effective when teachers regularly post grades. For example, if a student has a "C" (77% specifically), and their grade is frequently updated,

- Benchmark data
- Student end of semester surveys
- Teacher observations
- Student journals
- Student portfolios
- Semester surveys
- Teacher observations
- Student exit cards (ticket)
- Socratic seminars
- Student completed teacher evaluations
- Teacher observations
- Illuminate Data
- MATH 180
- READ 180
- ALEKS
- Google Classroom
- Online Textbooks
- Quizzes
- Kahoot

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<p>the student knows what it will take for them to earn the better grade. However, students did state that if a teacher does not update the grades frequently, students do not have a clear understanding of what is needed to earn a higher grade.</p>	
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

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

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

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

Rosemead High School utilizes a variety of formal and informal tools to assess student learning and progress. Over the past few years, we have developed standardized assessments in various core and non core subjects. These assessments are aligned with Common Core and NGSS standards. RHS utilizes Illuminate to administer and disaggregate data, as well as develop next steps to assist our students in the learning process. Core departments are provided collaboration time throughout the school year to review and assess data about student performance and learning. During collaboration, department chairs and course leads use the ICAN framework to guide their conversations and planning.

While we strive to offer a rigorous curriculum and instructional program suitable for twenty first century students, we are frequently assessing our students formally and informally to ensure that our students are learning and are being prepared for college and career upon graduation. Administration is continuing to work with teachers to create a consistent method of using School Loop to better assist parents and all stakeholders with students' academic progress. Professional Development for understanding and utilizing data to better service our students will assist our teachers in meeting student academic needs.

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Prioritize the strengths and areas for growth for Category D.

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 implementing other options in our core classes that are aligned to Common Core and NGSS standards. This year the core subject areas have spent time collaborating to refine these assessments.
- Rosemead teachers use diverse methods of assessment through the implementation of instructional 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 class instruction and encourage students to be more independent learners.
- RHS utilizes technology to collect data on student progress. One such tool is Illuminate, which provides one central location to obtain student data. The district has dedicated one Teacher on Special Assignment to assist with obtaining data to more accurately analyze student achievement. In the English Department, teachers have developed uniform grading rubrics through Turnitin.com. This enables teachers to analyze data and then adjust their teaching practices.
- Students have expressed appreciation toward teachers who grade, record, and publish student grades on School Loop with regular frequency. Students, parents, as well as other adults have expressed how this practice has taken much of the guesswork out of knowing students' current grades.
- Core departments have created standardized assessments (i.e. quizzes, unit tests, summative/end of semester assessment) in order to monitor student progress.

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

- 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 is updated and communicated in a more timely manner by all teachers.
- One area that may help students is that teachers within the same department exercise standardization in their use of grading scales and category weighting in School Loop.
- Establish protocols at site and district levels for retrieval and analysis of Illuminate data, including staff training in best practices to retrieve data analysis from the program in order to support student learning.
- It is vital that we dedicate time to adapt our site and district assessments to more closely reflect the CAASPP (English and Math) and CAST (California Science Test) style of testing.
- Continue to develop and implement the ICAN process to support learning and achievement.



ROSEMEAD

Home of the Panthers

HIGH SCHOOL



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

Perla Lopez, Group Co-Leader, Counselor

Erica Palmer, Group-Co-Leader, Child Welfare Attendance Coordinator

Kristi Rico, Physical Education Teacher

Tad Douglas, English Teacher

Ruby Sare, English Teacher

Evelyn Saldana, World Languages Teacher

Cun Lin, Math Teacher

Annette Wiederholt, Math Teacher

Larry Sepulveda, Science Teacher

Brian Aliff, Social Science Teacher

Christine Sandoval, Social Science Teacher

Elizabeth Bolanos, Special Education Teacher

Jose Samano, Special Education Teacher

Victoria Brown, Special Education Teacher

Rick Imperial, Career Technology Teacher

Sofia Vega, Campus Supervisor

Irma Saenz, Career Center Technician

Adriana Castañon, Guidance Office Clerk

Veronica Trigo, Activities Office Clerk

Ruben Medina, Maintenance

Abraham Ortiz, Para Educator

George Hernandez, Campus Supervisor

Diana Juarez, Campus Supervisor

Joey Aragon, Campus Supervisor

Sebastian Mendoza, Campus Supervisor

Vanessa Salazar, Parent and Community Liaison

Oscar Lopez, Campus Supervisor

Scarlett Rodriguez, Attendance Office Clerk

Sean Bannister, Computer Technician

Sarah Penalora, Assistant Principal of Student Affairs

Nancy Quintanilla, Parent

Claudia Chavez, Parent

Carlos Cerna, Parent

Angel Acevedo, Student

Arleth Godina, Student

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

E1. Parent and Community Engagement Criterion

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

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Parent Engagement

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

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Rosemead High School uses a variety of strategies to encourage and support parental and community involvement. The school communicates with printed information sent by mail, email, text messages via Remind, automated phone calls via Blackboard Connect, and personal phone calls. We try not to allow language barriers to become an obstacle in reaching out to our families ensuring that our communication efforts are offered in the major languages spoken by our families; English, Spanish, Vietnamese, Cantonese, and Mandarin. Sometimes students and staff serve as interpreters to accommodate all stakeholders.</p> <p>Currently, we have a core group of parents that is actively involved. Several of these parents are involved with various groups and committees on campus. It is the goal of RHS to solicit more parental and community involvement.</p> <p>One of the ways we communicate with parents is through our Parent and Community Liaison who is the point person for communication with our families. She is responsible for setting up messages via our automated system, Blackboard</p>	<ul style="list-style-type: none"> ● School Loop Announcements ● Blackboard Connect Data ● Remind Message Data ● Progress Reports ● Phone Calls ● Scheduled Parent Conferences ● Bilingual School Personnel ● Registration & Enrollment Packets

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<p>Connect, and our texting system, Remind, to inform families of school events.</p> <p>The Parent and Community Liaison takes an active role involving parents through various parent oriented workshops offered on campus (Road to College Series, Mental Health Series, Financial Aid Series, College and Career Family Conference). The Guidance Office and Career Center staff takes an active role by participating and facilitating some of these workshops. In addition the Parent and Community Liaison also works to promote attendance at our Doughnuts with the Doc meetings. These meetings are held on a monthly basis on a Saturday morning to accommodate parents. The principal shares academic and social news from the school to parents. These meetings allow parents the platform to bring forward concerns and ask questions.</p> <p>Invitations to Back to School Night and Open House allow for informal interaction between parents and teachers, and traditionally RHS has had a strong turnout for both of these events. In recent years RHS has invited community organizations on campus during these events to help develop a strong relationship between school, home, and community agencies.</p> <p>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. Our parents can meet with our Parent and Community Liaison for 1:1 help in establishing their accounts and learning to navigate and understand the website.</p> <p>Through the federally funded ASSETS Grant (a grant with Rio Hondo College Consortium), RHS has established the PREP program to assist students with their academic needs. With the help of their Parent Promoter and our Parent and Community Liaison, the PREP program reaches out to parents of struggling students in order to provide tutoring,</p>	<ul style="list-style-type: none">● Parent Center Workshop Calendar ● Parent Center Workshop Sign-In Sheets ● Doughnuts with the Doc Announcements ● Doughnuts with the Doc Sign-In Sheets ● Back to School & Open House Flyers ● Back to School & Open House Sign-In Sheets ● PREP Program & Workshops Calendar
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<p>guidance and enrichment experiences for our students. In addition, the PREP Program offers Family Literacy Workshops for our students and their parents. We have found this program to be very popular with students and parents and we have actually been able to begin an RHS swim team with PREP funding.</p> <p>The Guidance Team, comprised by counselors, CWA, CSSC Coordinator, and Parent and Community Liaison, along with the College & Career Coordinator, host parent events together. A Frosh/Soph Family Planning Night was a yearly event for Ninth and Tenth grade families to inform them of important steps to take to start preparing for college. In the last year this evening event was replaced with a district-wide weekend morning Parent Engagement event - The College and Career Family Conference. This event is planned to take place yearly, and the district high schools will take turns hosting the event. This event is now a partnership between El Monte Union High School District, El Monte City Schools, Mountain View School District, Rio Hondo College, UC Irvine and the El Monte Promise Foundation.</p> <p>As mentioned prior, the Guidance Team and the College & Career Coordinator team up to host joint parent events. Eleventh grade families are invited to an evening event: Transcript Evaluation Services (TES) Road to College. This event in partnership with Rio Hondo College, Cal State Los Angeles, and UC Irvine informs families of their students' academic progress as well as progress in meeting A-G requirements. Information about college systems, differences between campuses, and admissions is shared as well as information on financial aid, in hopes that parents will continue to encourage their students to challenge themselves academically.</p> <p>The Counseling Team reaches out to senior parents to set up individual conferences when students are behind in meeting graduation requirements at the beginning of the fall and spring semesters.</p> <p>An annual College Night is held district wide with the various</p>	<ul style="list-style-type: none"> ● Frosh/Soph Event Emails ● Frosh/Soph Mailer ● Frosh/Soph Family Planning Night Sign-In Sheets ● College & Career Family Flyer & Email ● College & Career Family Conference Sign-In Sheets ● TES Road to College Night Agenda ● TES Road to College Night Sign-In Sheets ● Counselor's Parent Conference Calendars ● DAI Entries of Parent Conferences ● Annual College Night Flyer ● Email to students advertising College
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<p>high schools taking turns as the host site. Families are invited to this annual event in which both parents and students can gather information on college and community resources. Bus transportation is provided for students who need it.</p> <p>Cash for College events are held on an annual basis. Families with senior students are invited to attend by our College and Career Coordinator who hosts this event in partnership with the California Student Aid Commission (CASC).</p> <p>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.</p> <p>Individualized Education Plan (IEP) meetings are held throughout the year for special needs students and their parents, all meetings include: a general education teacher, the special education case carrier, a counselor, an administrator, the school psychologist and an interpreter 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 active participants in their child's education and more willing to support the school because of this communication.</p> <p>The School Site Council (SSC) is a group made up of stakeholders that include the principal, parents and student leaders. This group is charged with revising and approving the School Safety Plan. The SSC also identifies areas of concerns, based on feedback from our school community for subgroups which make up Rosemead's student body. The SSC allocates funds from Rosemead's budget to programs and staffing that address concerns.</p> <p>English Learner Advisory Committee (ELAC) meetings are also held regularly. This is an organization that provides the</p>	<p>Night & Transportation Sign-Up</p> <ul style="list-style-type: none"> ● Cash For College Flyer ● Cash For College Event Sign-In Sheets ● Board approval for Workability Grant Program ● Email notifying of Work Training Hours through Workability program ● IEP Calendars ● IEP Signature Page ● School Site Council Agendas ● School Site Council Sign-In Sheets ● ELAC Meeting Flyers & Notification Letters ● ELAC Meeting Sign-In Sheets ● ELAC Meeting Minutes and Agenda ● PTSA Meeting Agendas
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<p>parents of English Learners the platform to review current policies and practices that impacts this student learner population. This group often shares suggestions with the principal that he then takes to the School Site Council for approval. This group of parents meets bimonthly throughout the school year.</p> <p>The goal of (PTSA) Parent Teacher Student Association is to be the liaison between parents, teachers and students. Positions for this association are filled by parent members. PTSA attempts to keep communication open between all and give updated information for the success of RHS students. Yearly fundraising for PTSA goes towards a scholarship given each year to a Rosemead High School student. The RHS PTSA meets monthly for planning meetings or a guest speaker, this meeting is held the 2nd Wednesday of each month in the Parent Center. The RHS PTSA also provides support with coat check at dances and snack bars at school events. The RHS PTSA is present at Back to School Night and Open House, and also assisted with Student Registration this school year, 2019-2020.</p> <p>The Parent Advisory Council is a district level committee that meets every other month. Two parent volunteers from Rosemead High School sit on the council to represent our campus. The El Monte Union High School District Superintendent oversees this council. During these meetings the group reviews overall district goals, data, and trends and make recommendations to the superintendent.</p> <p>The Attendance Office and Child Welfare Coordinator communicate daily with families of students that are absent. Daily phone calls and emails via Blackboard Connect are made to notify families that their student has been marked absent from one or more periods on that particular day. Families are asked to either call the attendance office in regards to that absence or send a note to verify the absence. The Attendance Office also sends out weekly notifications on Friday evenings if a student has been assigned Saturday School for the following day.</p> <p>Parents of students that have been identified as a chronic absentee, missing ten percent or more of the current school</p>	<ul style="list-style-type: none"> ● PTSA Meeting Sign-In Sheets ● Parent Advisory Council RHS Representatives ● Site Leadership Team Agendas ● Site Leadership Team Sign-In Sheets ● Attendance Office Call Logs ● Attendance Office Blackboard Connect Call Data ● Attendance Office Email Notifications ● SART & DARB Meeting Calendars ● Copy of SART & DARB Meeting Subpoenas ● SART & DARB Meeting Sign-In Sheets indicating members serving on the panel ● Home Visit Logs on DAI
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<p>year, are asked to come in for a SART meeting. During these conferences between the CWA, parent, and student, attendance concerns are discussed and a plan for improvement is put in writing in the form of a SART contract. Students placed on a SART contract will be on “monitor” status by CWA. If attendance issues continue, the student and family may be subpoenaed to attend a District Attendance Review Board (DARB) or School Attendance Review Board (SARB) hearing. DARB and SARB hearings are both held monthly at the El Monte Union High School District office and are comprised of members from the district (CWA’s, Director of Pupil Services, District Community Liaison, and District Nurse) as well as partners from Department of Child and Family Services, L.A. County Probation and Alma Family Services.</p> <p>CWA and SRO will conduct home visits when necessary regarding attendance concerns and/or residency verification purposes. Often times, when the attendance office is unable to reach the household by phone, a home visit will be conducted to assist with communication between the school site and the families.</p> <p>Student Success Teams (SSTs) are run by the Comprehensive Student Support Coordinator (CSSC). Teachers and counselors can recommend an SST for a student. Once a student is recommended for an SST the CSSC collects progress reports from teachers, educational history information and necessary documentation to schedule an SST meeting. Parents, teachers, counselors, psychologist, and an administrator are invited to participate. SST follow-ups are scheduled for 6 weeks from the initial meeting. All of the same team members are invited to review the initial action plan and see if improvements have been made or if the action plan needs modification.</p>	<ul style="list-style-type: none">● SST & SST Follow-Up Calendar● SST Email Invitation to members of the team● SST Reports
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E2. School Culture and Environment Criterion

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

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
<p>Rosemead High School provides an adequately safe, clean, and orderly environment that nurtures learning.</p> <p>RHS introduced the Catapult EMS program two years ago designed to allow staff to report emergency incidents on campus and for administrators to report emergencies and updates on these to staff. Catapult allows staff to report missing students and to receive instructions for emergency response. We are currently working to ensure that all new staff are properly trained to use and implement Catapult.</p> <p>Rosemead’s School Safety Plan has been developed by our School Safety Committee Team, which is headed by the API and APA. The team meets monthly to gather data and discuss school-related safety issues. The RHS Safety Committee Team is composed of Asst. Principal of Instruction, Asst. Principal of Student Activities, School Resource Office, School Plant Manager, EMUEA Representative, Lead Campus Supervisor, CSEA Representative, Three (3) Students, and Parent.</p>	<ul style="list-style-type: none"> ● RHS Campus ● Catapult Training Agendas & Logs ● School Safety Plan ● Red Cross Emails Re: Supply Distribution ● Front Desk Visitors Log

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<p>Every year, teachers are given documentation regarding evacuation drills and lock down protocol. The Red Cross club helps distribute information and emergency supplies to all teachers. Since safety is a topic all stakeholders are concerned with, we often discuss concerns and make revisions to our school safety plan at School Leadership Team (SLT), SLT+(SLT members plus parents, students, and classified staff representation), and School Site Council (SSC) meetings.</p> <p>Within the first month of school the Rosemead High School Red Cross Club ensured that each classroom and office was completely stocked with emergency supplies including red backpack (first aid supplies, visibility vest, gloves, glow sticks, hand lamp and batteries) and updated evacuation signs.</p> <p>All staff, students and a select group of parents participate yearly in the Great Shake Out and other regular fire drills.</p> <p>All visitors must check-in at the front office and present a picture ID to receive a visitors pass. New gate locks have been applied, all gates leading to the exterior of the school are kept locked and closed during school hours. We feel that these additions have been positive for the school and help in keeping our campus safer.</p> <p>In order for students to leave campus prior to the end of the school day a parent, guardian or emergency contact needs to physically come on to campus and check the student out of school through either the attendance office or the health office. A photo ID must be presented in order to verify that the individual has been authorized to check the student out of school.</p> <p>Campus supervisors ensure the safety of our campus every morning. They ensure that gates surrounding the campus are closed and locked. They monitor and make sure the halls are free of loitering students. They are responsible for monitoring students while they pass from one class to another, as well as during nutrition and lunch breaks. They monitor visitors walking through the campus to ensure they arrive at their</p>	<ul style="list-style-type: none"> ● Campus Supervisors Schedules & Assigned Responsibilities ● Nutrition Supervision Schedule ● Morning and Lunch Supervision Schedule ● SRO Schedule ● Sign-In Sheets for SRO's Parent Workshop
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<p>designated area of visit. Campus supervisors also report suspicious activities and unauthorized visitors. All campus supervisors carry radios to ensure communication between themselves and administration is quick and responsive.</p> <p>Staff are assigned supervision on a rotating schedule to monitor designated areas of the campus during nutrition and lunch breaks. Having staff supervision helps ensure a safe and orderly environment. Staff are able to connect and touch base with students as they see them walk by and hang out during these times of the day.</p> <p>Rosemead is very fortunate to have our very own School Resource Officer (SRO) on campus. The Deputy is here at Rosemead High School to assist with promoting a safe school environment, crime prevention and to provide our students with a variety of resources. In addition, the SRO assists the Attendance Office with home visits as well as parent/student conferences to help support and address concerns with attendance related matters. The SRO also presents at parent workshops to help inform parents of campus safety, drug/tobacco awareness, the importance of a strong parent/student relationship as well promoting parent resources. The SRO is a strong liaison between the Sheriff Department and our school community and assists with facilitating the referral/enrollment process to their VIDA program. SRO and Temple City Sheriff Department has provided the staff with Active Shooter Training and presentations. We feel that the addition of this SRO position on our campus has helped to make our campus a safer environment.</p> <p>Random K-9 Drug Checks are conducted on campus at least twice a year. This is done on a preventative measure. Parents and students are notified yearly through the discipline policy insert included within the registration packet sent home at the beginning of the year that such checks will take place throughout the school year.</p> <p>Surveillance cameras have been installed throughout the campus. This allows administrators, our SRO and campus</p>	<ul style="list-style-type: none">● Surveillance Camera Software on specific mobile devices ● Student Agendas ● English Building White Boundary Lines ● Grade Level Assembly Agenda's ● Grade Level Assembly Powerpoint ● Student ID Cards
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<p>supervisors to investigate reported incidents. Viewing software is available on selected laptops and mobile devices.</p> <p>All students are provided with an agenda during the first week of school. In addition to providing students with a space to record their daily assignments, the agenda serves as a hallway pass for students who wish to leave the classroom for any reason. Students must request and secure the signature of their period teacher before leaving the classroom.</p> <p>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.</p> <p>All students attend a yearly Anti-Bullying and Mental Health grade level assembly seminar where awareness and outreach is advocated to our students. Students are provided with mental health awareness in order to know the signs of anxiety and depression to help themselves and/or friends. They are made aware that help is available through various school resources and collaborations with agencies. Students are reminded that their student ID’s have printed phone numbers for the National Suicide Prevention Lifeline and Local Law Enforcement. Students are also informed that they can report bullying online using the school website and may choose to remain anonymous. Bullying is addressed immediately when reported.</p> <p>All students and parents are required to read and sign the EMUHSD Internet Safety consent form on an annual basis.</p> <p>RHS WiFi and internet 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.</p> <p>Go Guardian is an online management tool to alert</p>	<ul style="list-style-type: none"> ● Bullying Policy ● Annual Internet Safety Consent to Families ● Internet filters ● GoGuardian Program ● Electronic Device Policy <ul style="list-style-type: none"> ● Chromebooks ● Chromebook Initiative Flyer ● School Dude (online
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<p>administrators about high risk keyword searches by students (ie. self-harm, threats, etc). The administrators and/or counselors can then intervene in a timely manner to address the concern. Teachers can also monitor student use while they are on Chromebooks.</p> <p>We also have an electronic device policy, which we are continually refining, that inhibits students from using their personal devices during instruction time. However, the new 1:1 Chromebook initiative is allowing us to create a more comprehensive policy as students become less dependent on their phones. For example, many EL students relied on their phones for translation dictionaries and teachers felt that this was appropriate. However, the introduction of Chromebooks should make this unnecessary.</p> <p>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 the IT worker at RHS aids the staff with any technology related needs. This system allows the teacher and the responding departments to track the reported issue in a more effective manner than the older paper system.</p> <p>All staff are required to complete annual online trainings in areas of Sexual Misconduct, Sexual Harrassment, Mandated Reporting, Suicide Prevention, and Blood Borne Pathogens during the first month of the school year.</p> <p>Clean and orderly facilities are kept by Rosemead's Maintenance Staff who do a wonderful job in ensuring that any areas that need attention due to clean up, maintenance or repair receive it immediately.</p>	<p>building and technology maintenance request)</p> <ul style="list-style-type: none">● Student/Staff Acceptable Use policy (internet)● Staff Mandated Training In Service Logs
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High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Rosemead High School promotes an atmosphere of caring, concern, and high expectations for students that are conducive to learning. Teachers provide extra help, counsel students and attend student events to show their support and enthusiasm for our students.</p> <p>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 Dashboard score 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.</p> <p>Instructional strategies training is ongoing with an emphasis on engaging students. Our aim is to foster students’ needs, and establishing a trusted relationship with such students. We feel that PD in effective instructional strategies 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.</p> <p>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. The addition of our EL TOSA has also created a stronger culture for many students on our campus who are designated long term EL students.</p>	<ul style="list-style-type: none"> ● Social Media ● Clubs and Organizations (30 clubs) ● RHS Dashboard Scores ● Training Logs ● Agenda for Collaborative PD ● EL Reclassification Data ● Ongoing development of RHS Cares ● Renaissance Rally Agenda’s ● Renaissance Lunch Invitations ● Senior Breakfast Program Agenda

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<p>The EL TOSA attends English, Math, and Science Department collaboration meetings and promotes instructional strategies that teachers may use with EL students.</p> <p>Special Education teachers also attend the Department Collaboration meetings for the subjects they teach in an effort to align their curriculum with the expectations of the general education classes.</p> <p>Our Renaissance program promotes academic success, attendance success and citizenship by giving students incentives for achievement. A festive Renaissance assembly is held each semester to recognize student achievement in academics and athletics. In the spring, we also highlight college acceptances. These are followed up with special lunches that recognize our students' achievements. We have also developed an academic "R," which, like traditional letters awarded to athletes, allows our students with excellent academic and attendance records to receive schoolwide recognition for their achievements. The letter is awarded to students during the Renaissance assemblies.</p> <p>The end of the year Senior Breakfast is an event organized to recognize Boys and Girls State representatives, students who have been scholarship awardees, and California Seal of Biliteracy recipients.</p> <p>Student of the Month Luncheons are held to recognize students for exemplary or improved academics and/or positive behaviors. Teachers, counselors, CWA, CSSC all have the opportunity to nominate a student each month on a rotating basis. Parents are invited to attend with their students where certificates are awarded along with some sort of Rosemead swag item.</p> <p>The PREP program provides free general tutoring from 2-6pm. The program also provides field trip opportunities and specialized interest classes for students, such as The Best of Thymes Gardening group and the PREP Fit group. PREP provides snacks for students who attend and participate in</p>	<ul style="list-style-type: none">● Student of the Month Luncheon Invitations ● Student of the Month Luncheon Pictures ● Prep Program Tutoring & Special Interest Clubs Schedule ● Club Meeting Reminders (Social Media) ● Club Meeting Agendas ● Spirit Week & Special Project Collaboration Advertisements (Email
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<p>their after school tutoring services.</p> <p>EL TOSA provides a meet-up/hangout place for newcomers and EL students to socialize and also to get mentorship and tutoring services. Starting 2018-2019, EL TOSA provided lunch and after school tutoring twice a week (on average). This tutoring service continues and expands this year to an average of three times a week during lunch and after school. Students are encouraged to walk in with questions about class assignments, graduation requirements or any academic concerns.</p> <p>In the annual Reclassification Ceremony, RHS recognizes and celebrates the notable academic achievement of our RFEP (Reclassified Fluent English Proficient) students. Our administrators, counselors, district EL coordinator, EL TOSA, and supporting staff welcome our reclassified students and their parents with red carpet, a feast, and award/prizes. RFEPs also have their pictures displayed in the Reclassification Hall of Fame as a special honor and encouragement to the English learners working towards their reclassification.</p> <p>With over 30 different clubs on campus, students at Rosemead High School are given a variety of ways to find their own purpose and connection to campus. The various clubs focus on various student interests, community service and/or social justice issues. Each club has a faculty advisor that helps to sponsor and monitor club meetings, activities and fundraisers. Within each club, students are given leadership opportunities and positions. Additionally, many of our student clubs and organizations on campus take on and sponsor various spirit weeks to honor special causes or cultural festivities. Recently Linkcrew sponsored and planned Hispanic Heritage Spirit week with activities and themed days. SAGATHS sponsored a Breast Cancer awareness Spirit week, Class of 2023 sponsored Unity Day with an Anti-Bullying theme, etc.</p> <p>Clubs, organizations, and sports teams collaborate to put on projects which give back to the community such as the Sandwich-a-thon at which over 1000 sandwiches are made</p>	<p>& Social Media)</p> <ul style="list-style-type: none"> ● Freshman Orientation Agenda ● Freshman Orientation Event Pictures ● College Acceptance Day Flyer and Emails ● College Acceptance Day Event Excuse List ● College Acceptance Day Event Pictures ● EL Mentorship Sign-In Sheets and activity logs
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and distributed to the homeless. A personal item Bag-A-Thon has been hosted where clubs & organizations donate personal toiletry items which are bagged and distributed to the homeless. In addition Holiday Meal Baskets, are made by various clubs & organizations on campus and donated to RHS families in need.

Specifically, LINK Crew assists with developing a caring and welcoming culture for our incoming freshman class. A Freshman Orientation Day kicks off the start of their high school career with an exciting day filled with both campus information and fun. Also on that day each freshman is linked with upperclassmen mentors that will personally check in on them throughout the school year as well as encourage their attendance to monthly social events.

The College Acceptance Day Lunch event has been celebrated the last three years on our campus. This is a Spring celebration that recognizes seniors who have been admitted and submitted their intent to register to attend a 4 year university. Students who have completed their Junior College registration are also recognized. Students hear a motivational speech from a nominated mentor or teacher on campus, and students receive t-shirts indicating that they will be attending college and are treated to a festive outdoor lunch, complete with lawn games. In addition, to honor these students and recognize their achievements a photo gallery is displayed along the main hallway listing all the schools the students were admitted to and highlighting their school of choice.

Guidance Counselors meet with students and hold conferences with parents year round for behavioral, social-emotional, and academic or college concerns/questions. Our school has standing partnerships with neighboring community agencies such as ENKI Youth and Family Services and Alma Family Services whom counselors are able to refer students to when there is a need for more intensive services.

While still in its early stages, we hope that RHS CARES,

- Collaborations and MOUs with the following agencies:
 - ENKI Youth & Family Services
 - Pacific Clinics Monrovia
 - Foothill Family El Monte
 - SPIRITT Family Services South El Monte
 - D'Veal Family and Youth Services
 - ALMA Family Services
 - Asian Pacific Clinics Rosemead

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<p>which incorporates the MTSS model, can bring restorative practices to our campus and benefit the overall culture. We plan to incorporate more strategies that help us support our students' social and emotional needs and build on our strong academic culture.</p>	
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Supporting Evidence
<p>RHS creates an atmosphere of trust, respect and professionalism in a variety of ways. There are continuous opportunities for professional development.</p> <p>Many clubs on campus promote trust and respect, especially our Pride club, whose mission is to create a safe space for individuals of all orientations, to provide information services, and to host social activities after school and off-campus. Even if students aren't active in the club, the very existence of Pride helps students know that they aren't alone.</p> <p>Our Morning Announcements had been led by our Assistant Principal of Student Affairs in the past years. This individual made sure to make connections to stories that highlighted acts of kindness, trust, and respect occurring within our campus. Many days were started with an encouraging story to contribute to a positive school environment.</p> <p>Our anti-bullying policy promotes cooperation between students, while classroom rules, IEP, and 504 plans adhere to local, state, and federal mandates. 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.</p> <p>There is collaboration for WASC, instructional PDs in our departments for curriculum, which promotes peer</p>	<ul style="list-style-type: none"> ● Ongoing development of RHS CARES program ● Variety of Campus Clubs ● Morning Announcements ● Anti Bullying Policies ● Student reporting to school personnel ● School & Classroom Rules ● IEP/504 Plans ● Club Participation in community and environmental events ● Trainings

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<p>engagement, trust, and professionalism.</p> <p>Course Leads within departments communicate with their teams and run meetings that focus on instruction, assessment, and data collection.</p> <p>Late Start meetings are held throughout the school year. These meetings provide the time and platform for administrators to report new and upcoming initiatives to the entire staff. Departments have the opportunity to share best practices. PD is sometimes delivered by our Instructional Coach or EL TOSA. Departments are provided time to collaborate. Time is also allotted for EMUEA, the teacher’s union, to meet and report updates to its members.</p> <p>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. As we develop our RHS CARES program, we will identify best practices for encouraging positive behavior. We even have posters displayed in classrooms that teach students how to academically and constructively interact through “Think Pair Share” and “Agreeing/Disagreeing” procedures.</p> <p>District Level Student Support Services Meetings have been held on a monthly basis. The meeting is run by the Director of Pupil Personnel Services. This is an opportunity for a counselor representative from each high school within the district to hear and collaborate with each other. Relevant information is disseminated to ensure that all schools across the district provide stakeholders with similar resources and interventions.</p> <p>The School Psychologist and School Counselors work on an open door policy for students to drop by when they are in need of services, whether that be for academic or personal concerns.</p>	<ul style="list-style-type: none"> ● Department Meeting Agendas ● Departmental Teacher Collaborations ● Late Start Meeting Agendas & Sign In Sheets ● Guidance Council Calendar and Agendas ● School Psychologist ● Guidance Counselors ● Academic Language Frames/Scripts
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E3. Personal and Academic Student Support Criterion

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

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Equitable Academic Support

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

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

Findings	Supporting Evidence
<p>Rosemead High School ensures its students have access to challenging, relevant, and coherent curriculum.</p> <p>Pre-Registration takes place in the months of February and March for the upcoming school year. Counselors present to all 9-11 grade students on campus by visiting their English classes and set up appointments to meet with all of their assigned students 1:1. Counselors also go out to meet with 8th graders at the feeder middle schools. Running pre-registration this early allows for information to be collected on which core and elective courses the students plan to take.</p> <p>The Assistant Principal of Student Services creates a master schedule with data collected from Pre-registration and specialized computer software to aid in foreseeing conflicts. Course Leads and Department Chairs, as well as counselors, are invited to review the master schedule before it is published to review and address potential constraints.</p>	<ul style="list-style-type: none"> ● Pre-Registration Presentation Calendars ● Pre-Registration Appointment Calendars ● Pre-Registration Data ● Master Schedule ● ACC/Honors/AP Agreement

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<p>Rosemead High School has an open access policy for AP courses. Entrance exams or recommendations are not required for access to these courses.</p> <p>Special Education students receive priority scheduling. The School Psychologist, along with the Special Education Department Chair and a special education teacher create individual schedules for students using the master schedule. Counselors then review these schedules to ensure that forward movement is being made in meeting graduation requirements. The involvement of this team ensures proper support for our special education students in Special Education and/or General Education courses.</p> <p>All students with special needs are required to take at least one class with the general population. Whenever possible, students with special needs take general education core classes in their areas of strength, with a Study Skills class provided to get classroom support from Special Education staff on their assignments and extra time on tests.</p> <p>English Learner students also receive priority when scheduling. The EL TOSA along with counselors create individual schedules for students using the master schedule. The collaboration between counselors and the EL TOSA insures that our EL students are enrolled in courses that take into account their language level to provide proper support.</p> <p>Our EL TOSA has also been instrumental in addressing the needs of our EL population by helping them navigate the reclassification process. At the beginning of the school year, the EL TOSA will remind all English Learners about the reclassification criteria and inform students' their progress towards meeting English proficiency. This has been accomplished through class presentation, orientation, one-on-one counseling, and meet-and-greets during registration.</p> <p>The PREP program provides academic support after school for students and also provides free snacks to help students maintain good health.</p>	<ul style="list-style-type: none">● Special Education Student Class Schedule● Emails from EL TOSA to counselors sharing placement info for EL students● Reclassification monitoring sheets● PREP Program services calendar● Community Agencies (previously listed)● Reclassification class presentation● Goal-setting form● Reclassification checklist (for students)
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<p>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. Teachers often refer students to counselors when they notice that a particular student is in need of more personal emotional support.</p> <p>Community resources such as Pacific Clinics, D'veal, and ALMA Youth and Family services, ENKI are available to RHS students. Our School Psychologist, in conjunction with counselors, health staff, etc., works to make sure students receive the support they need and facilitate the referral process to these agencies.</p>	
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Multi-Tiered Support Strategies for Students

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

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

Findings	Supporting Evidence
<p>Beginning in the fall of 2018 the El Monte Union High School District entered site administrators into training for MTSS review of MTSS processes with the Los Angeles County Office of Education (LACOE). By the end of January 2019 Rosemead High School conducted its first MTSS systematic review by creating an MTSS Review Team that consists of teachers, counselors, administrators, and classified support staff. This allowed us to review the systems of support and identify systemic gaps and strengths at RHS. By the end of the 2018-19 school year several surveys were given (Youth Truth, California Healthy Kids Survey, and an internal/site specific survey-PULSE), after which, the results were discussed and analyzed. By the end of the 2018-19 school year it was evident that Rosemead High School needed to build its base of ensuring parents, community, students and staff felt welcomed, loved and supported. This led to one of</p>	<ul style="list-style-type: none"> ● Master Schedule Course Listings ● RHS Presentation ● Course Outlines and Syllabi

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the major themes of the 2019-20 school year "All who enter Rosemead High School will feel welcomed, loved and supported." Additionally, the results of the conversations and surveys showed that Rosemead's population preferred a "home grown" term and not a generic, sterile industrial type term such as "MTSS." Therefore, RHS CARES was coined. As we move forward, we anticipate using schoolwide and department late start meetings to hold discussions that will allow us to refine our practices and work out difficulties as they arise so that RHS CARES becomes a program that the entire school has developed. Our Instructional Coach and EL TOSA will help keep us up to date with effective instructional strategies at the tier I level.

One example of a Tier II intervention is the 9th grade English 1P Intensive and English 1P Intensive Lab. This two period block class is a structured reading program for struggling readers with a computer program rotation model to support phonics, fluency, comprehension, and writing. This class meets the UC "A-G" English requirement. The student Lexile determination allows teachers to design instruction based on student needs. The class also seeks to improve student reading Lexile growth by providing time for independent reading at their appropriate Lexile level and testing 3 times a year to measure student growth.

Another Tier II intervention is the 10th-11th ALD (Academic Language Development) course, a one period class intended to support students' regular English P courses. These classes are used to help long-term ELs reclassify. The classes focus on developing academic English to improve scores on the ELPAC and support students in their writing skills.

Below are more examples of our Tier II interventions:

ELD 1-3 and ELD 1-3 Lab (English Language Development) for newcomer students learning and developing in their English language skills. English Learners are tested and placed into appropriate levels of the EL program and monitored by the English Learner TOSA who also meets with teachers to discuss student information and strategies that can be used to support English language growth. Students are encouraged to take advantage of after school tutoring

- EL Mentorship Sign-In

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<p>through PREP, as well as tutoring opportunities through the EL TOSA.</p> <p>Integrated Math 1 Lab class provides 9th and 10th grade students with low math skills extra support when enrolled in an Integrated Math 1P course.</p> <p>ALEKS (an online program) has been implemented the last couple of years through all IM1-IM3 classes. This is an independent online program which helps students to identify areas of weaknesses and to improve themselves at their own pace. The program focuses on developing student's basic conceptual and procedural skills. At the beginning of each class, students will take an Initial Knowledge Check to identify missing academic and content gaps. ALEKS creates a personalized pathway based on areas of need.</p> <p>Finite Math is an applied math course available for students to take after the completion of Integrated Math 3 who may not be ready to take Pre-Calculus. Concepts are introduced with concrete, real-life examples chosen from current topics. This course allows students to continue taking a college level math sequence course, to strengthen and prepare them for college level math.</p> <p>Study Skills is a support class available to Special Education students. This course is intended to provide students the extra support necessary to be successful in their general education courses. Individualized Education Plans (IEPs) for students with special needs provide individual academic goals and needed accommodations and/or modifications to ensure access to the core curriculum. The IEP at a Glance form outlines all of this information and is provided to general education teachers who have special education students enrolled in their classes.</p> <p>Advancement Via Individual Determination (AVID), supports students in reaching academic success while exposing them to the rigor and expectations of college. Students apply and commit to participate in the program for 4 years. The program is designed to increase student's writing, reading,</p>	<p>Sheets and Activity Logs</p> <ul style="list-style-type: none">● Flyer announcing Upward Bound Advisement Hours and services● Upward Bound Tutoring Schedule
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<p>inquiry, collaboration, and organization. UC A-G completion is highly encouraged. Students participate in weekly tutorials with college tutors and Friday binder checks.</p> <p>After-School tutoring is available through PREP to students in the computer lab located in room 43 from 2-6pm Monday - Thursday.</p> <p>EL TOSA provides EL Mentorship and tutoring in room 109 during lunch and after school. Students are encouraged to walk in with questions about class assignments, graduation requirements or any academic concerns. Students can access the schedule, which changes weekly according to EL TOSA's availability, in multiple ways.</p> <p>We are currently looking to strengthen our Tier III interventions. While some, such as IEPs or SSTs support maintaining strong relationships between students who require extra support and the school, we are still developing plans to use restorative practices to address problems that in the past may have led to expulsion or otherwise removing students from campus. The staff and leadership are committed to finding a path for all students to succeed.</p>	<ul style="list-style-type: none"> ● Flyer Announcing Trio Talent Search services ● Flyer Announcing USC Advisement Staff ● Career Center Monthly Calendar ● Career Center Website ● SAT/ACT Test Prep availability Flyers & Emails
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E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content teachers. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.</p> <p>OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

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<p>eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.</p>	
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Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

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

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

Findings	Supporting Evidence
<p>Rosemead High School involves all stakeholders to ensure that the implementation of multi-tiered support systems impacts student learning and well-being. Two years ago, the district asked all site principals to attend the multi-tiered systems of support training at the Los Angeles County of Education office (LACOE). Teachers, students, and parents were surveyed. The Multi-Tiered Systems of Support (MTSS) and Restorative Practice Resource Team (RPRT) teams were organized to support the implementation of the program.</p> <p>After the training, school principals evaluated the implementation of MTSS and identified the level of MTSS application at their respective school sites. At the monthly meeting of all administrators, the Office of the Superintendent and the Office of Educational Services provided a follow-up informational meeting of MTSS implementation. Site leaders assessed the school's implementation of MTSS using the Schoolwide Integrated Framework for Transformation - Fidelity Integrity Assessment (SWIFT-FIA) tool.</p> <p>To assist with the evaluation of the MTSS implementation, the RHS MTSS team was organized in 2018-2019. The team is composed of the principal, API, School Psychologist, a Counselor, two Department Chairs, three teachers, the Parent and Community Liaison, the School Librarian, and the EL TOSA. The team evaluated the schoolwide implementation of MTSS using the SWIFT-FIA assessment tool. The following school year, the group revisited and reevaluated its application using the same tool guide. The results indicated that there was a significant improvement in the implementation of MTSS at Rosemead High School. The SWIFT-FIA tool specifically evaluates the following domains:</p>	<ul style="list-style-type: none"> ● <u>SWIFT-FIA Assessment Tool</u> ● <u>Introduction to MTSS Implementation - EMUHSD</u> ● All Admin Meeting Agenda ● Assessment Results: <u>SWIFT-FIA Assessment Tool</u>

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administrative leadership, multi-tiered systems of support, integrated education framework, family and community engagement, and inclusive policy structure and practices. In every domain, specific features were identified and areas of improvement.

Concurrent with the organization of the MTSS team, the RHS Restorative Practice Resource Team (RPRT) was formed. The group focuses on the social and emotional components of MTSS. The team is composed of APSA, API, a Counselor, two teachers, the School Psychologist, and the school's Instructional Coach. RPRT team reviewed and revisited the school's behavior and academic discipline as well as the policies and procedures of restoring students back into their academic setting after addressing the effects of their behavior.

Additionally, a group of RHS staff was sent the Universal Design for Learning (UDL) Bootcamp. The team is composed of the Principal, API, the School Psychologist, the EL TOSA, and the school's Instructional Coach. This training provides the team with an opportunity to gain a deeper understanding of the UDL and its implementation. Professional Development will be designed to support teachers in the implementation of UDL during the Summer of 2020.

Over the past two years, Rosemead High School has developed its approach to implement MTSS via the Panther Way. The results of the MTSS team evaluation, the results of the Pulse Survey from teachers, and the results of the California Youth Truth survey were collected and reviewed. These sets of data propelled the development of RHS CARES. Additional insights from a teachers' group called Teacher Involvement Drives Education (TIDE) were considered and integrated into the implementation of MTSS as "RHS CARES," as our staff wanted to personalize our version of MTSS at Rosemead High School. It is a support system that will continue to develop and evolve to ensure that all students' needs are supported in order to improve their learning and well-being. After the approval of the RHS Site Leadership Team, the RHS administration presented and shared the RHS CARES (aka MTSS) plan to all staff members during their conference periods in December of

- RPRT Team Meeting Minutes
- RPRT Protocol and Flow Chart
- Referral Forms

- UDL BootCamp
- [UDL Bootcamp Padlet; UDL Bootcamp Evidence](#)

- [RHS CARES/MTSS Presentation](#)

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<p>2019. While these presentations were voluntary, they were well attended and received.</p>	
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E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet.*

Findings	Supporting Evidence
<p>At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content teachers. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.</p> <p>OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

Co-Curricular Activities

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

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>School Leadership Team 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 Best of Thymes Garden promote responsibility, resilience,</p>	<ul style="list-style-type: none"> ● Club Mission Statement ● Athlete Guidelines and Expectations ● ASB Mission ● Leadership Class

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<p>respectfulness, and resourcefulness, which are promoted in all RHS classes.</p> <p>Our athletic teams support respect and fair play while promoting good health habits that are taught in our health and physical education classes. Athletes must maintain a 2.0 GPA to remain eligible. Our athletes demonstrate responsibility and respectfulness through sportsmanship on Rosemead High School teams.</p> <p>Student government (ASB) promotes responsibility, resilience, respectfulness, and resourcefulness among students that is promoted and taught in all RHS classes. Last school year, a new course was created and offered during zero period called Leadership to assist in fostering the leadership skills of not only our ASB students but other leaders on campus as well, such as LINK Crew cabinet members.</p> <p>Rosemead also offers programs for students interested in visual and performing arts. These include Band courses, Choir Courses, Drama, Dance Prop Production, Art and Art club, Graphic Design, and Stagecraft Technology. These programs emphasize our four R's of responsibility, resilience, respectfulness, and resourcefulness.</p> <p>Advancement Via Individual Determination (AVID) is an elective pathway available to our students providing extra advisement and tutorial support. Students must be responsible in maintaining a 2.0 GPA while being resilient in continuing to work on meeting A-G requirements throughout their enrollment at RHS.</p> <p>The Systems Programming Dual Enrollment program, in collaboration with Rio Hondo College, is new this school year. This is a three year CTE pathway available for students interested in AWS Cloud Computing careers. Students earn high school elective credit and college credit. The courses are taught on our campus by a Rosemead teacher who is also a part time Rio Hondo College employee. Students enroll in the pathway in the 9th or 10th grade year of high school and must be eligible to take an Integrated Math 2 level course or</p>	<p>Enrollment List</p> <ul style="list-style-type: none"> ● Master Schedule VAPA Department & CTE Department ● AVID Contract ● Dual Enrollment Informational Sheets <ul style="list-style-type: none"> ● Upward Bound Advisement Hours and Services flyer ● Upward Bound Tutoring Schedule ● Trio Talent Search services flyer
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<p>higher to be enrolled.</p> <p>PCC Upward Bound, Trio Talent Search, and USC College Advising are all available through our career center. These programs offer mentorship, advisement, tutoring, and other opportunities as mentioned in section E 3.2. These outreach programs require our students to implement the four R's of our schoolwide learner outcomes. (Responsible, Resilient, Respectful, and Resourceful.)</p> <p>The AP Capstone sequence will be introduced during the 2020-21 school year, when RHS will offer AP Seminar. In the 2021-22 school year AP Research will be introduced as part of the AP Capstone Diploma Program, allowing our students to be more competitive for college admissions.</p>	<ul style="list-style-type: none"> ● USC Advisement Staff flyer ● Career Center Monthly Calendar ● Career Center Website ● Program of Studies Matrix 2020-21, 2021-22
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E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>At the start of the 2019-2020 school year, the El Monte Union High School District officially launched the Online and Personalized Learning (OPL) Department to support online learning across the district. This implementation included the establishment of a full-time Online Learning Teacher on Special Assignment as well as four full-time core-content teachers. All OPL courses are taught by fully credentialed teachers and all OPL core content courses are A-G UCOP approved.</p> <p>OPL currently offers credit recovery for all students and original credit for students with 504 plans who require alternative settings. RHS Guidance Counselors, students and parents, and district personnel partner together to determine eligibility and appropriate placement for online courses. RHS currently has 34 students enrolled in OPL courses, which makes up roughly 12% of the total EMUHSD enrollment.</p>	<ul style="list-style-type: none"> ● Online Learning TOSA

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

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

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

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

RHS provides services to support our students through the engagement of their parents/families. RHS implements interventions to meet student needs through support services which include community resources. We need to include our parents in the discussion of improvement of numeracy and literacy skills of our students through school programs and continued parental support and engagement within the home.

RHS has existing policies and regulations to ensure a safe, clean, and orderly place that nurtures learning. Personnel all play an integral part in ensuring such an environment for the learning of all our students on campus.

RHS implements strategies and processes for personal and academic growth of our students. RHS has great students who are resilient and respectful due to the high expectations and examples that teachers provide, we anticipate continued growth of our students as our RHS CARES program develops. Committees/groups regularly meet to involve parents, staff, and students in collectively responding to the school's needs. Our EL TOSA has been instrumental in analyzing data and helping guide teachers in supporting the needs of our Asian and Hispanic student subgroups.

Prioritize the strengths and areas for growth for Category E.

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

- Academic interventions for students at RHS have proven successful based on CAASPP and ELPAC score improvement. The use of effective instructional 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. In recent years our partnerships with neighboring mental health agencies have increased from 3 to 7 partnering agencies. These new partnerships allow us to refer students for varied needs while finding that the turnaround time for services to initiate once referred are faster. In recent years college tutors have also been hired and made available to our students through their Integrated Math 1 courses. This allows more

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specialized attention to our students while offering them more intensive math help both during the school day and after school hours.

- RHS teachers and classified staff actively participate in extracurricular activities on campus (such as the Halloween lunch costume parade, sporting events, concerts, and plays) and serve as club advisers and coach athletic teams.
- Being able to communicate with our students and their families in their language is a valuable area of strength. Due to this we believe that we have seen increased numbers of parents joining us for events such as Back to School, Open House, and Parent Workshop Series. We are now able to provide a translator that speaks the parents language in all IEP's as long as it is requested. Mailers and phone calls are also going out to families in our main languages through the use of translating service agencies, and increased bilingualism of our staff.

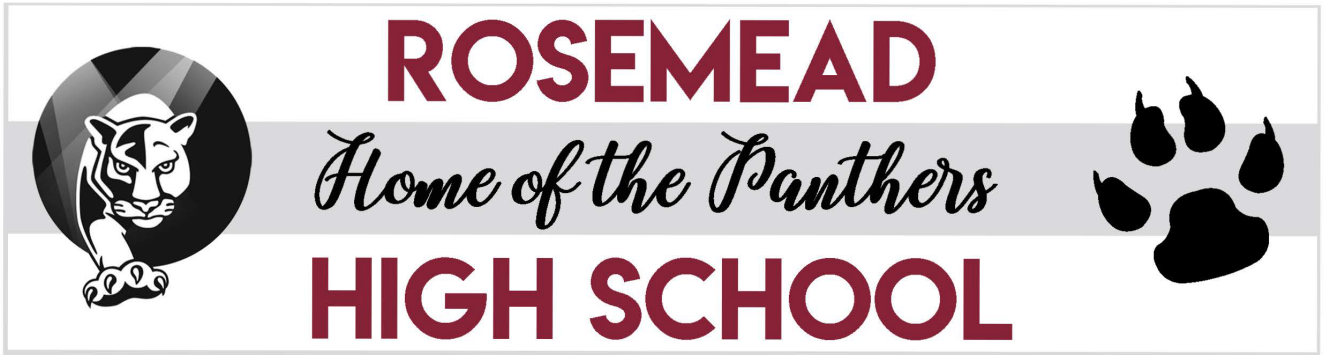
Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- There is a clear disparity between academic achievement, college readiness and overall success between our Asian American students and our Hispanic American students. There also seems to be a big achievement gap with our English Language Learners and Special Needs students. We believe that trying to remedy these issues starts with school culture and developing an entirely different mindset of expectations, values, policies and protocols with the schooling of our students.
- We believe RHS needs more before school/after school subject specific tutoring services. Having more tutoring available will increase academic support for our students. This might foster a greater sense of an academic community on campus.
- We believe that we need to implement a systematic academic intervention program aligned during the school day for students who are at risk of failing courses and meeting graduation and/or College Readiness requirements.
- 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. We would like to be able to reach a point where we could offer all documents in a parents' home language.
- We believe that we need to be proactive with school safety as opposed to reactive. While some positive changes have taken effect. Staff would like to continue to see efforts to improve the overall safety of our campus including increased security and/or adult presence on campus extending up to an hour before and after school, along with ensuring that all gates surrounding campus are secured at all times.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- We need to monitor and evaluate our intervention programs, especially for our Hispanic students, so that ALL of our significant subgroups may reach their academic and career goals.
- We need to develop schoolwide instructional strategies that build off our human and technological resources in order to support ALL students.
- We need to foster effective collaboration between Special Education and General Education teachers to support students with IEPs across our campus.
- We need to develop more opportunities to build on the efforts of our EL TOSA to help our EL and Long Term EL students succeed across our campus.
- We need to develop more opportunities to effectively communicate with parents regarding student progress and school decision making processes.
- We need to refine and clearly communicate expectations for all stakeholders (teachers, parents, students, and support staff) in order to support student learning.



Chapter 4: Summary from Analysis of Identified Major Student Learner Needs



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

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

As we met in our Focus and Home Groups, we began to notice that much has been done to improve student learning, but we have not focused attention on the specific needs of our underperforming subgroups.

The underperformance of our Hispanic subgroup in the California Dashboard data (SBAC: Math, College/Career Readiness, and Graduation Rate) and our D/F data, in particular, calls for a closer examination of our efforts to help all students succeed. Likewise, our large Socioeconomically Disadvantaged subgroup performs in the middle performance band of the California Schools Dashboard in Math and Graduation Rate, while also struggling both in and out of the classroom, per the D/F data. Our EL students have been making some gains at reclassification, but need more support, per the D/F data and the California Schools Dashboard data concerning CAASPP. Lastly, our Students with Disabilities need more attention, given the D/F Data, as well as the California Schools Dashboard College/Career Readiness and Graduation Rate indicators. Surveys of parents, students, and staff indicated a need to improve the climate on campus and suggested to us that addressing the academic achievement of our students should be the first step in creating a more engaged campus community. These needs have guided our Action Plans. While the Identified Learner Needs we indicated before still hold, further analysis of data and discussions through our Focus Groups, we have a clearer understanding of our new learner needs.

- 1) We need to monitor and evaluate our intervention programs, especially for our Hispanic students, so that ALL of our significant subgroups may reach their academic and career goals.

Based on all of our data, our Asian and Hispanic students should be demonstrating similar levels of success. While we understand that some external factors are at play, we must refocus our attention on the efforts made on campus to create equitable opportunities for all students. Students are aware of the achievement gap, as evidenced by our AP enrollment and the number of students graduating A-G compliant. Narrowing the gap should have positive socio-emotional effects on campus.

- 2) We need to develop schoolwide instructional strategies that build off our human and technological resources in order to support ALL students.

Many of our significant subgroups struggle academically, as indicated by both standardized test results and classroom grades. By focusing on identifying and implementing instructional strategies that meet the needs of all of our students, especially our underperforming subgroups, we can narrow the achievement gap and improve the socio-emotional state of our campus.

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- 3) We need to foster effective collaboration between Special Education and General Education teachers to support students with IEPs across our campus.

While some collaboration has taken place between Special Education and General Education teachers, our data and Focus Group discussions have made it clear that we need to develop a specific plan to help students with IEPs succeed in general education classes, and to ensure that students in SUP courses are receiving instruction that meets the Common Core and Next Generation Science Standards. More can also be done to include our CBI students into our campus.

- 4) We need to develop more opportunities to build on the efforts of our EL TOSA to help our EL and Long Term EL students succeed across our campus.

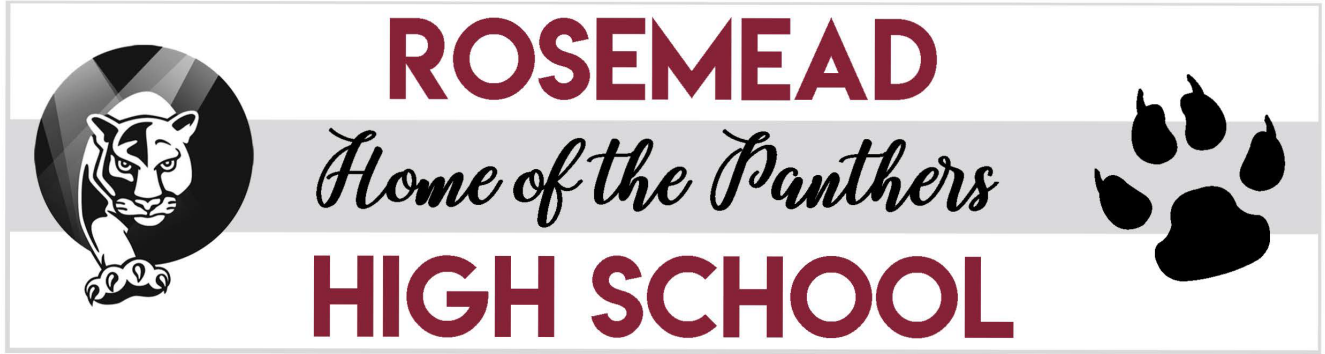
The data and FOL Group discussions revealed that the addition of our EL TOSA has greatly improved the success of our EL population. The success on the ELPAC and the rise in reclassification of our EL students is an encouraging sign that we can build off of the initial successes of our EL TOSA by implementing schoolwide instructional strategies. Since many of our students come from homes where the primary language is not English, using strategies that have proven successful with EL students could also improve the socio-emotional state of our school.

- 5) We need to develop more opportunities to effectively communicate with parents regarding student progress and school decision making processes.

As mentioned earlier, surveys indicated a need to improve the climate on campus. Many parents expressed concerns that their children were not treated fairly on campus (31.7%). In order to better serve our students, we need to create a better forum for parents to express concern and help develop the academic and social offerings on campus. Making these efforts before the need for intervention can also help us close the achievement gap and improve the socio-emotional needs of our students to succeed.

- 6) We need to refine and clearly communicate expectations for all stakeholders (teachers, parents, students, and support staff) in order to support student learning.

Students need consistency. Data and Focus Group discussions revealed that many students and their parents feel removed from the decisions that affect students' grades. Teachers have found that while teacher autonomy is important, there needs to be more consistent use of our resources to ensure that students are kept updated regarding their progress. By clearly communicating expectations to all stakeholders, we aim to create a more empowering and nurturing experience for all members of the RHS community.



Chapter 5: Schoolwide Action Plan



Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school’s follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

As we completed the self-study, we realized that we needed to refine our Action Plan so that it more accurately identified how we are progressing towards addressing our student learner needs. The Action Plans listed earlier in Chapter I reflect those revisions. Below is the revised and final draft of our school Action Plan, with details of how we will implement, monitor, evaluate, and revise them.

Goal 1
Evaluate and refine intervention and remediation programs to close the achievement gap among all significant subgroups in literacy, writing, mathematics, and critical thinking with content-based instruction. (Critical Areas for Follow-up Addressed: 1, 2, 4, 5)
Rationale
Based on our evaluation of data and discussions within our Focus Groups, we have recognized that many of our significant subgroups, especially our Hispanic subgroup, have struggled academically, based on California School Dashboard and D/F data.
SLOs Addressed
<i>Responsible for their choices and actions.</i> <i>Resilient when facing challenges as they pursue their college and career goals.</i> <i>Respectful of all members of our global society.</i> <i>Resourceful problem solvers who creatively apply critical thinking skills.</i>

Task	People Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Evaluate the effectiveness of current remediation programs (ALD, Eng 1P Intensive, IM) through	- API - Instructional Coach - EL TOSA - SLT/SLT+ - Department	- LCAP Budget - Title I - General Fund	2019-ongoing	- California School Dashboard Data - D/F Rates - Teacher	- Data Analysis - Meeting Agendas/ Minutes - Grade

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collaboration meetings and data analysis.	Chairs			<ul style="list-style-type: none"> - Collaboration - Student Grades - Common Assessment Data - Master Schedule 	<ul style="list-style-type: none"> - Reports
2. Instructional Coach and EL TOSA will continue to research new instructional strategies that specifically target our underperforming students and their needs, and will share them with staff during PD, such as Late Start meetings.	<ul style="list-style-type: none"> - API - Instructional Coach - EL TOSA - SLT/SLT+ 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-ongoing	<ul style="list-style-type: none"> - California School Dashboard Data - D/F Rates - Teacher Collaboration - Student Grades - Common Assessment Data 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports
3. Monitor student data and expand academic support for students who struggle academically, both during and after school.	<ul style="list-style-type: none"> - API - APSS - Instructional Coach - EL TOSA - SLT/SLT+ - Department Chairs - Course Leads 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-ongoing	<ul style="list-style-type: none"> - California School Dashboard Data - D/F Rates - Teacher Collaboration - Student Grades - Master Schedule 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports
4. Adopt common schoolwide instructional strategies to enhance student learning.	<ul style="list-style-type: none"> - API - Instructional Coach - EL TOSA - AVID Coordinator - SLT/SLT+ 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-ongoing	<ul style="list-style-type: none"> - California School Dashboard Data - D/F Rates - Teacher Collaboration - Student Grades 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports
5. Create opportunities for interdisciplinary collaboration to promote literacy, numeracy, and critical thinking skills.	<ul style="list-style-type: none"> - API - Department Chairs - Instructional Coach - EL TOSA 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-ongoing	<ul style="list-style-type: none"> - California School Dashboard Data - D/F Rates - Teacher Collaboration - Student 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports

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				Grades	
6. Refine curriculum to address state and federal standards through teacher collaborations.	<ul style="list-style-type: none"> - API - Department Chairs - Course Leads 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-ongoing	<ul style="list-style-type: none"> - California School Dashboard Data - D/F Rates - Teacher Collaboration - Student Grades 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports
7. Analyze data in order to create focused lesson plans that prepare students for their College and Career Readiness goals.	<ul style="list-style-type: none"> - API - Department Chairs - Course Leads 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-ongoing	<ul style="list-style-type: none"> - California School Dashboard Data - D/F Rates - Teacher Collaboration - Student Grades 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports

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Goal 2
Evaluate and refine strategies that will provide an enriched instructional program that assists EL students in meeting the reclassification criteria prior to graduation. (Critical Areas for Follow-up Addressed: 1, 2, 4, 5)
Rationale
Based on our evaluation of data and discussions within Focus Groups, we would like to build upon the current successes of our EL TOSA so that EL students may be successful throughout their time at RHS.
SLOs Addressed
<i>Responsible for their choices and actions.</i> <i>Resilient when facing challenges as they pursue their college and career goals.</i> <i>Respectful of all members of our global society.</i> <i>Resourceful problem solvers who creatively apply critical thinking skills.</i>

Task	Person Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Expand all EL TOSA student based interventions (EL Mentorship, Language and Cultural Center, Peer Academic Support, Reclassification/ELPAC Orientations)	- API - APSS - EL TOSA - SLT/SLT+	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - ELPAC Scores - Reclassification Rates	- Data Analysis - Meeting Agendas/Minutes - Grade Reports
2. Expand all EL TOSA teacher based interventions (ELD/ALD Collaborations, EL specific PD training)	- API - APSS - EL TOSA - SLT/SLT+ - ELD/ALD Teachers	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - ELPAC Scores - Reclassification Rates - Master Schedule	- Data Analysis - Meeting Agendas/Minutes - Grade Reports
3. Evaluate the effectiveness of current remediation programs (ALD, Eng	- API - APSS - EL TOSA - SLT/SLT+	- LCAP Budget - Title I - General	2019-Ongoing	- Student Grades - Student Surveys	- Data Analysis - Meeting Agendas/

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1P Intensive, IM)	- Intervention Teachers	Fund		- ELPAC Scores - Reclassification Rates - Master Schedule	Minutes - Grade Reports
4. Adopt specific instructional scaffolds in all classes.	- API - EL TOSA - Instructional Coach - SLT/SLT+ - All Staff	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - ELPAC Scores - Reclassification Rates	- Data Analysis - Meeting Agendas/Minutes - Grade Reports
5. Monitor our EL students' ELPAC scores and reclassification rate in order to provide appropriate PD.	- API - EL TOSA - Instructional Coach - SLT/SLT+	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - ELPAC Scores - Reclassification Rates	- Data Analysis - Meeting Agendas/Minutes - Grade Reports
6. Support all staff in determining how their instruction can help students meet their reclassification goals through appropriate PD.	- API - EL TOSA - Instructional Coach - SLT/SLT+	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - ELPAC Scores - Reclassification Rates	- Data Analysis - Meeting Agendas/Minutes - Grade Reports
7. Develop a plan to support EL students once they reclassify.	- API - EL TOSA - SLT/SLT+	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - ELPAC Scores - Reclassification Rates	- Data Analysis - Meeting Agendas/Minutes - Grade Reports

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Goal 3
Evaluate and implement our professional development planning for special education and core subject general education teachers to support student instruction. (Critical Areas for Follow-up Addressed: 1, 2, 4, 5)
Rationale
Based on our evaluation of data and discussions within Focus Groups, we have recognized the need to more explicitly and consistently ensure that all teachers are prepared to help students with IEPs succeed across the campus.
SLOs Addressed
<i>Responsible for their choices and actions.</i> <i>Resilient when facing challenges as they pursue their college and career goals.</i> <i>Respectful of all members of our global society.</i> <i>Resourceful problem solvers who creatively apply critical thinking skills.</i>

Task	Person Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Provide PD in UDL to all teachers to promote inclusion in all classes.	- API - Instructional Coach - SLT/SLT+	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - IEP Goals Met	- Data Analysis - Meeting Agendas/ Minutes - Grade Reports - IEP Reports
2. Include special education teachers in course level collaborations in order to support success for students with IEPs.	- API - Instructional Coach - SLT/SLT+ - Course Leads	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - IEP Goals Met - California School Dashboard	- Data Analysis - Meeting Agendas/ Minutes - Grade Reports - IEP Reports
3. Create opportunities for interdisciplinary collaboration that includes special education teachers in order to support	- API - Instructional Coach - SLT/SLT+	- LCAP Budget - Title I - General Fund	2020-Ongoing	- Student Grades - Student Surveys - IEP Goals Met	- Data Analysis - Meeting Agendas/ Minutes - Grade Reports

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success for students with IEPs.					- IEP Reports
4. Reevaluate how we provide students with IEPs appropriate accommodations and modifications within general education classrooms in order to support success for students with IEPs.	- API - Instructional Coach - SLT/SLT+	- LCAP Budget - Title I - General Fund	2020-Ongoing	- Student Grades - Student Surveys - IEP Goals Met	- Data Analysis - Meeting Agendas/ Minutes - Grade Reports - IEP Reports
5. Monitor testing data to evaluate student success.	- API - Instructional Coach - SLT/SLT+	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - IEP Goals Met - California School Dashboard	- Data Analysis - Meeting Agendas/ Minutes - Grade Reports - IEP Reports
6. Properly assign instructional aides throughout campus in order to support success for students with IEPs.	- API - APSS	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - IEP Goals Met - Master Schedule	- Data Analysis - Meeting Agendas/ Minutes - Grade Reports - IEP Reports
7. Appropriately place students with IEPs when registering them for classes.	- APSS - Counselors - School Psychologist - Special Education Case Carriers	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - IEP Goals Met - Master Schedule - Student Schedules	- Data Analysis - Meeting Agendas/ Minutes - Grade Reports - IEP Reports
8. Ensure that general education teachers participate in the IEP process (planning and implementation).	- Principal - Special Education Case Carriers - General Education Teachers	- LCAP Budget - Title I - General Fund	2019-Ongoing	- Student Grades - Student Surveys - IEP Goals Met	- Data Analysis - Meeting Agendas/ Minutes - Grade Reports - IEP Reports

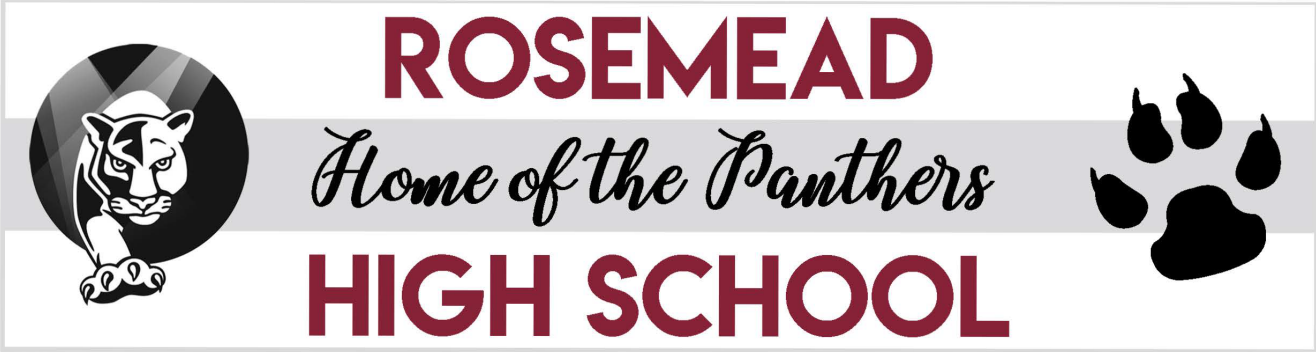
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Goal 4
Continue to evaluate and refine a plan to actively involve all stakeholders (including staff, parents, community, and students) in Rosemead High School functions.(Critical Area for Follow-up Addressed: 3)
Rationale
Based on our evaluation of data and discussions within Focus Groups, we have recognized the need to include parents in the decision making progress of RHS in order to enhance student achievement.
SLOs Addressed
<i>Responsible for their choices and actions.</i> <i>Resilient when facing challenges as they pursue their college and career goals.</i> <i>Respectful of all members of our global society.</i> <i>Resourceful problem solvers who creatively apply critical thinking skills.</i>

Task	Person Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Expand the efforts of the Parent and Community Liaison in order to support student academic and socio-emotional needs.	<ul style="list-style-type: none"> - Principal - Parent and Community Liaison - EL TOSA - Instructional Coach - SLT/SLT+ 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-Ongoing	<ul style="list-style-type: none"> - Student Grades - Student Surveys - Parent Surveys - Parent Meeting Attendance - Community Involvement - SLT+ Attendance 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports - Tales and Paws Newsletter
2. Expand parent, student, and community involvement in school planning through the SLT+ and SSC.	<ul style="list-style-type: none"> - Principal - Parent and Community Liaison - API - SLT/SLT+ - SSC 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-Ongoing	<ul style="list-style-type: none"> - Student Grades - Student Surveys - Parent Surveys - Parent Meeting Attendance - Community Involvement - SLT+ Attendance 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports - Tales and Paws Newsletter

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				- SSC Attendance	
3. Develop protocol to allow parents, students, and the community to become involved with decision making processes on campus.	<ul style="list-style-type: none"> - Administrative Team - Parent and Community Liaison - SLT/SLT+ - SSC 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-Ongoing	<ul style="list-style-type: none"> - Student Grades - Student Surveys - Parent Surveys - Parent Meeting Attendance - Community Involvement - SLT+ Attendance - SSC Attendance 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports - Tales and Paws Newsletter
4. Expand the methods by which we inform parents and students of services within the community.	<ul style="list-style-type: none"> - Parent and Community Liaison 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-Ongoing	<ul style="list-style-type: none"> - Student Surveys - Parent Surveys - Parent Meeting Attendance - Community Involvement - SLT+ Attendance - SSC Attendance 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports - Tales and Paws Newsletter
5. Develop cooperation between the school and community to help promote college and career readiness through outreach programs initiated through the Parent and Community Liaison office.	<ul style="list-style-type: none"> - Administrative Team - Parent and Community Liaison - SLT/SLT+ - SSC 	<ul style="list-style-type: none"> - LCAP Budget - Title I - General Fund 	2019-Ongoing	<ul style="list-style-type: none"> - Student Surveys - Parent Surveys - Parent Meeting Attendance - Community Involvement - SLT+ Attendance - SSC Attendance 	<ul style="list-style-type: none"> - Data Analysis - Meeting Agendas/ Minutes - Grade Reports - Tales and Paws Newsletter



Appendices



Appendices:

A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link

[EMUHSD LCAP Plan](#)

B. Results of student questionnaire/interviews

[Youth Truth](#)

[Senior Survey](#)

C. Results of parent/community questionnaire/interviews

[Results of Parent Survey](#)

D. The most recent California Healthy Kids Survey

[California Healthy Kids Survey Results](#)

E. Master schedule

[RHS Spring 2019-2020 Master Schedule](#)

F. Approved AP course list:

[RHS AP Course List 2019-2020](#)

G. UC a–g approved course list:

[RHS "A-G" Course List](#)

H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID

[AVID Parent Night \(General\)](#)

[AVID Parent Night \(Seniors\)](#)

[RHS CARES](#)

[AVID AP Enrollment Data](#)

[UC Enrollment Data](#)

[EL Newcomer Support](#)

I. California School Dashboard performance indicators

[2017-2018 California Dashboard Performance Indicators](#) (Organized onsite)

J. School accountability report card (SARC)

[RHS 2017-2018 SARC](#)

K. CBEDS school information form

[RHS CBEDS School Information Form \(SIF\)](#)

L. Graduation requirements

[RHS Graduation Requirements](#)

M. Any pertinent additional data (or have on exhibit during the visit)

[Pulse Survey](#)

[Data Speaks Presentation Source Data](#)

[PSAT](#)

[SAT](#)

[ACT](#)

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[MTSS Admin Report #1](#)

[MTSS Admin Report #2](#)

[AP Four Year Comparative Data](#)

[CAASPP Data Comparison](#)

[Descriptions of 2017-2018 Professional Learning Symposium Sessions](#)

[Descriptions of 2018-2019 Professional Learning Symposium Sessions](#)

N. Budgetary information, including school budget

[RHS School LCAP Budget](#)

[RHS Budget by Individual Department](#) This document reveals the breakdown by department. Funds come from various sources (Title I, LCAP, General Fund, etc)

O. Glossary of terms unique to the school.

RHS CARES- Out site “brand name” for MTSS

ICAN Process- A method of documenting how formative assessments are used to monitor student learning. The acronym signify the steps taken to deliver instruction and administer remediation: Instruct, Check, Act, Next Steps.

District Initiatives- This term describes decisions made at the district level that affect all sites within the district

Site Initiatives- This term refers to decisions made on campus to address district initiatives or to address concerns specific to our campus.

Professional Learning Symposium (PLS)- This is a teacher led PD that takes place during district appointed student free days. Per an MOU between the EMUEA and the district, teachers drive the training that takes place on these days. During the 2019-2020 school year, we were unable to fully implement the PLS, but the SLT has begun to take the lead of how to use the PLS to support the action plans.

TTL- The Technology Teacher Leader helps teachers operate educational technology, such as School Loop and Turnitin.com. As noted in the Self-Study, our Instructional Coach also serves as our TTL.

Site Leadership Team (SLT)- Formerly our Curriculum Committee, this team is made up of Department Chairs, the AVID Coordinator, the EL TOSA, the Instructional Coach/TTL, Admin Team, the Parent and Community Liaison, and a counselor. The team meets to share reports of how departments are implementing site and district initiatives, and to provide input on decisions that affect the campus. The SLT meets once a month.

SLT+- A team made up of the SLT, and which invites parents, students, and classified staff to participate in the school’s decision making process. This group was established at the start of the 2019-2020 school year.

TRS- This is our district-designed student information system, Teacher Resources System. Teachers use it to track/mark attendance. It also allows teachers to record student behavior logs and send progress reports to parents.

ARMS- This is our district-designed data collection system, Academic Record Maintenance System (ARMS). Much of our school data comes from this site. Not all teachers have access to it, and access is controlled at the district level.

SUP- This designation was given to our supplemental classes for students with IEPs.

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While the term has changed, for the past few years, students who were not in core general education classes were placed in an SUP course. Special Education teachers have worked with General Education teachers to ensure that students in these classes receive standards based instruction.