Rosamond High School Early College Campus
SELF-STUDY REPORT

2925 Rosamond Blvd.

Rosamond, CA 93560

Southern Kern Unified School District

October 21-23, 2019

ACS WASC/CDE Focus on Learning Report

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SKUSD Board of Trustees

Rosamond High Early College Campus Focus on Learning Team

RHECC Principal	**Lisa Aqenenni**
RHECC Assistant Principal	**Ronald Riley**
RHECC WASC Lead	**Veronica Karr**
Focus Group A Leader	**Noelle Parker & Rhonda Deal**
Focus Group B Leader	**Stephanie Tanksley**
Focus Group C Leader	**Andrew Hansen**
Focus Group D Leader	**Jason McComb**
Focus Group E Leader	**Stephanie Lipari & Sandra Dempsey**

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**

Rosamond High Early College Campus (RHECC) students, parents, and staff played an integral role in the self-study process in order to achieve its outcomes. All stakeholders collaborated to: support student achievement; clarify what all students should know, understand, and be able to do as measured by schoolwide learner outcomes and academic standards; analyze data about students and student learning; and align a long-range action plan for the school's areas of need, which includes details about how to implement and monitor the accomplishing of this plan. The self-study process began in the fall of 2018 and is ongoing.

Throughout the school year, data and key points were gathered and shared by stakeholders to analyze, assess, and inform the schoolwide action plan. Staff members met to discuss data, survey results, and identify areas of need within their assigned self-study category groups. Among the topics analyzed were assessment data, language proficiency, reading and numeration proficiency, college and career prep programs, discipline, attendance rates, and graduation rates. In the past four years we have worked as a staff in PLC's, attended professional development opportunities, and restored an inactive school site committee.

In preparation of the full study, RHECC initiated the writing of the self-study report during the fall semester of the 2018-2019 school year. During school wide collaboration, the entire staff was evenly divided into the five focus groups outlined by WASC. During the 2018-19 school year, the groups held six ninety-minute meetings to analyze data, respond to given prompts, and identify areas of strength and areas for growth for each of the five categories. These meetings were led by focus group leaders who then had the responsibility to review and finalize information for the WASC report. Home groups also met to contribute findings and evidence. In the summer and fall of 2019 the leadership team worked to finalize the report.

In April of 2018, the Kern County Superintendent of Schools exercised their authority under AB 1200 to place Southern Kern Unified under the watch of a fiscal advisor. This action was prompted by the fiscal conditions of the district and the lack of a 3% ending fund balance required by Education Code. SKUSD has made the necessary reductions to return to a 3% reserve in the 2020-21 fiscal year. . During the 2018-19 school year, the administrator of Rosamond High School relocated out of state and the campus was under interim leadership. During the 2018-2019 school year, SKUSD experienced interim leadership in both the district office and RHECC as administrators resigned and new employees we sought for hire. Due to the current budgetary restraints, we have experienced a reduction in staff as well as programs. At this time, the budget is in recovery with payments sent to the county to return borrowed funds. It will be at least one more year before the district is out of financial hardship.

As of July 2019, there is a new SKUSD superintendent as well as a new principal at RHECC. Staffing at RHECC consists of 46 certificated teachers, 40 classified staff, and 2 site administrators. Support staff at RHECC consists of three clerical staff in the office, a head custodian and 5 other custodians, 13 paraeducators, and 7 food service workers. Due to budget restrictions in the district, the staff of the 2019-2020 school year has been reduced by 5 certificated staff and 10 classified positions.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards

District & School Profile

RHECC Mission Statement

RHECC's mission is to provide its diverse student body with the best education possible and to instill in them a passion for life-long learning in partnership with our parents and our community.

RHECC Vision Mission Statement

RHECC will provide for students to develop as moral, ethical, responsible, and compassionate citizens while developing as critical thinkers who seek continual knowledge. RHS will encourage technological proficiency and collaborative skills in order to enable its students to become self-motivated and involved citizens.

The Southern Kern Unified School District is comprised of two elementary schools, a middle school, high school, independent study, and a continuation school.

RHS is a four-year comprehensive high school that is a member of the Western Association of Secondary Schools and Colleges (WASC). Students, parents, and community believe that the primary role of RHECC is to serve the community by being the center of learning and growth. We provide the opportunity for every student to learn and achieve success in an environment that is safe, supportive, and conducive to learning. We work together to provide academic, artistic, athletic, and technical education so that our students will be well-rounded people, capable of making informed decisions. Student Learner Outcomes (SLO) referred to as The Roadrunner Way are:

Student Learner Outcomes

RHECC Educates Students to Apply:

- Critical thinking skills to solve problems in and out of the classroom
- Content knowledge in all academic endeavors
- Reading, writing, mathematical and scientific skills
- Healthy lifestyle choices in pursuit of overall wellness
- The pursuit of continuing knowledge beyond the school setting

RHECC Students will be able to:

- Interpret a vast assortment of academic and non-academic information into real world application
- Describe academic content in their own words and use it with proficiency
- Distinguish applicable information towards areas of academic interest
- Utilize technology to acquire, process and communicate information

RHECC educates students to become:

- Effective communicators and Global-minded citizens
- Critical thinkers who can apply content and practical knowledge to personal and academic pursuits
- Passionate learners and effective community leader

Community Responsibility-RHECC Students will:

- Demonstrate a commitment to service beyond self
- Model strong citizenship with school, community, nation, and the world
- Demonstrate a knowledge of critical issues

Critical Thinking-RHECC Students will:

- Demonstrate the ability to make choices based upon well-reasoned strategies
- Analyze and evaluate complex issues, problems, and events

Post-Secondary Preparation-RHECC Students will:
- Demonstrate mastery of the basic skills of reading, language arts, and math
- Be prepared to successfully enter college and the workforce

Technological Proficiency-RHECC Students will:

- Demonstrate proficiency in all skills necessary to acquire, process, and communicate information through the use of technology

RHECC Students will be

Effective Citizens who:

- Demonstrate knowledge of diverse cultures and engage in school and community affairs and global awareness.
- Accept individual differences and demonstrate skills in resolving conflicts through positive, non-violent alternative actions.
- Convey environmental awareness and responsibility.

Responsible, Self-Directed Learners who:
- Use effective goal setting strategies to determine priorities and to meet educational, vocational, and personal goals.
- Exhibit good study and work habits that prioritize schoolwork, attendance, promptness, and effective time management.
- Demonstrate collaboration, motivation, and discipline, accepting individual and group responsibility while working in a group setting.

Collaborative Workers who:
- Use effective leadership and group skills to develop and maintain relationships to achieve goals within a group setting.
- Demonstrate confidence and flexibility when leading a group and recognize and follow the leadership of others.

Effective Communicators who:
- Convey complex ideas and emotions through written, verbal, and visual mediums.
- Interpret and analyze ideas and information.
- Use technology as a tool to enhance communication.

Core Values: HEARTS

Honesty: Operating with truth, fairness, and sincerity.

Excellence: We will only accept the best in our pursuit of student achievement.

Accountability: The fulfilling of our duty to all students in our community.

Respect: Treating others with acceptance, compassion, and dignity

Transparency: We are dedicated to open and honest communication as we make all decisions impacting our students decision.

Safety: Maintain a safe, secure, and caring environment for ou students and staff.

LCAP Goals

Goal 1. Improve academic achievement for all students.

Goal 2. Develop a healthy school climate that supports the social-emotional and physical needs of all

students.
Goal 3. Engage families and community in effective educational partnerships.

3. The analysis of data about students and student achievement

This WASC self study began in Sept of 2018. Through the formation of a WASC leadership school-wide performance data from the past three years. Smarter Balanced results along with department benchmarks were reviews alongside our dashboard findings to find and identify trends, strengths, and weaknesses. From these findings areas of strength and growth were identified.

Conversations between Math and English Departments confirmed that many students struggle with numeration and language skills. Most classes in all subjects begin with an expectation that students have basic processing, numeration, and language skills. Due to this, the faculty understands that this is a natural area to address among all students in all classes.

Areas of Strength

- RHECC's continues to maintain a 94% or higher graduation rate.
- Teachers utilize and incorporate technology, online curriculum, and 21st Century learning in lesson plans and teaching strategies.
- A thriving CTE Department with state-of-the-art equipment preparing students for the workforce.
- Established ELD classes formed through evaluation of the EL Learner levels 1-4.
- AVID continues to grow moving from 2 classes taught last year to a full day of classes with tutoring taught this year.
- A uniform lesson plan template listing common core standards, SLO's, and EL standards us used schoolwide.
- Though AP courses are no longer offered, RHECC offers many courses with concurrent college credit.
- As and Early College Completion campus are able to enroll in college courses and given a flexible schedule to attend all classes.

Critical Student Learner Needs

During the final WASC collaboration for the 2018-2019 school year, and after careful analysis of the school program and several data sets, all faculty and staff identified the following critical student learner needs:

1. Establishment of a formalized benchmark testing in all departments
2. Better utilization of SBAC interim testing to prepare students for high stakes testing
3. The need to establish procedures for low ELA, ELD, and Math learners

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

For a relatively small high school, RHECC offers extensive curricular and co-curricular opportunities for all students. Athletics, visual arts, performing arts, vocational technology, and academic competitions are open to all students for participation. Southern Kern Unified School District has two California State University Bakersfield campuses nearby, the extension campus in Lancaster, and the main campus in Bakersfield. RHECC hosts Antelope Valley College/RHECC College services where students may be concurrently enrolled in both high school and community college classes. It is designed for students to earn credits towards their AA or transfer credits to a four-year university. In addition, RHECC offers many courses that are articulated with AVC. Articulated courses allow students to gain college credit through their high school courses. We are currently working with AVC on a four year plan for our students to

follow to help achieve their post secondary plan.

Parent involvement is welcome at RHECC and encouraged with programs such as Freshman Orientation, Student Information Night, and Back-to-School Night at the beginning of each school year. After the first quarter, parents meet with teachers for conferences to discuss student achievement and behavior. Parental involvement is encouraged in fundraising, supervising assemblies and dances, attending performances, supporting athletics RHECC events. The School Site Council is open for all parents to join. RHECC administration and staff uses Blackboard and Remind, (with admin only using social media) to post notices, needed information and special dates for both students and parents. Parents may view student attendance, grades, transcripts, and contact information for teachers through the online AERIES program.

Teaching departments are arranged by subject with one Department Chair for each discipline. Each department uses pacing guides and course outlines designed specifically by course, benchmark tests, and shared lesson plans. Lesson plans are turned in weekly to each department chair for review and year-long storage. Departments meet in monthly PLC meetings to discuss testing data, teaching strategies, and the needs of their students. Teachers post a standards based agenda on their board on a daily basis, and lesson plans are posted in the classroom for students and administrators to view. Teachers use the Remind app to send information about due dates and upcoming events. All classrooms are fully integrated with wifi capability and wireless projectors. Both teachers and students have access to online instruction, classrooms like Schoology and Google Classroom, and internet research.

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) The students lack an active library. We are talking about applying for Title 1 funding in an effort to replace books lost and given away in the initiative to create a media center.
2) Decrease the percentage of under performing students by identifying areas of need in numberation and literacy.
3) Increase the percentage of students scoring above standard on Smarter Balance testing.

Chapter I: Progress Report

Schoolwide Critical Areas for Follow-up from 2016

In April 2016 RHECC underwent a 3-year review for WASC accreditation. The following goals from 2013 were met.

Goals met for the 2016 WASC review are:

Goal 1 - Decrease the percentage of underperforming students in core classes by 8% or the next six years with an annual review.

Goal 2 - Increase the percentage of students participating in Career and Technical Education.

Goal 3- Increase the number of Dual Enrollment course offerings.

Goal 4- Incoming freshmen will develop a college/career plan that will be created and refined over the course of their high school career.

Goal 5- Implement a new performance management system for teachers through various

Professional Development opportunities, using clearly defined processes and guidelines so teachers can more competently evaluate student achievement and target students in need of additional support.

Goals set by the 2016 review team are as follows:

Goal 1 - Continue to focus on PD that emphasizes student engagement at all levels.

Goal 2 - Continue to integrate technology into student driven learning.

Goal 3- Continue to help all teachers fully implement pedagogical strategies that engage all students.

RHECC Major Changes and Development since 2016

One of the biggest changes to RHECC this year is the dissolving of the Academic Pathways. This was done in part due to the loss of critical funding to the district, though the most direct contributing factor was that as RHECC streamlined college courses, students no longer needed an academy to offer flexible course availability. Students can still choose to enroll in an independent study academy offered through Rare Earth High school if they wish.

A distinct development to RHECC is our vibrant CTE program. This newly developed department now offers pathways:

Agricultural and Natural Resources,

Building and Construction Trades,

Health Science and Medical Technology,

Information and Communication Technology,

Manufacturing and Product Design, and

Transportation.

Ongoing Follow-up Process

Though RHECC has undergone a few changes in the past year, many of the programs instituted between 2013-2016 remain, viable and vibrant. College classes were moved to the end of the school day to provide students with fewer conflicts in their daily schedule, flexibility in scheduling allows students to arrive after first period to attend on -site college classes. We offer several CTE pathways for career exploration such as Welding, Auto Tech, Manufacturing, Construction, Patient Care and A+/Network, and Digital Media/Video. Read 180 is offered for reading intervention and ELD is offered for EL designated support. 21st Century learning skills continue to be supported through student 1-to-1 laptops (brand new this year) internet access, online textbooks, and online classrooms that support in class instruction.

Progress on Schoolwide Critical Areas for Follow-Up from 2016

Departments use a shared Google Document in PLCs were each member of the department comments on student development, needs, and areas of growth. The shared document is shared

with administration to form a collaborative team. Departments review benchmark data and strategies to engage learners. As technology is updated, departments work together to share knowledge and help other staff members improve and learn new skills.

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:**
  o **Implications of the data**
  o **Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)**
  o **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

History and Background of the School

Rosamond High Early College Campus (RHECC) first opened its doors in 1963, becoming the District's first high school. Southern Kern Unified School District (SKUSD) is located in the southeast corner of Kern County and encoumpases RHECC, two K-5 schools and one middle school. The District also includes an alternative education program including; Opportunity Program for 1st-8th grade, an alternative high school for 9-12 grade, and Independent Study. RHECC offers a continuum of services for special needs students from Resource (Mild/Moderate) through Special Day Class (moderate/severe).

Over the past 25-years, the community of Rosamond has evolved from a small rural town-like setting, to a "bedroom" community of the Los Angeles basin. The current population is estimated at 18,500, part of the over a quarter of a million people living in the greater Antelope Valley. Over 455 of the parents, who reside in Rosamond, with school age children, commute approximately one and one half hours, one way, to work in Los Angeles daily. Others find employment at near-by Edwards Air Force Base and in the Lancaster/Palmdale area. Employment Opportunities in the greater Antelope Valley are centered in aerospace and the state prison in Lancaster. The Southern Kern Unified School District is the single largest employer in Rosamond, employing approximately 330 employees.

In 2017-2018 school year, WASC awarded Rosamond High School the title of Early College Campus due to the establishment of community college courses available on the RHECC campus. Students are able to enroll in community college courses in two ways: through concurrent and articulated enrollment. Students earn credits towards college while earning their high school diploma.

Description of School Programs
Southern Kern Unified School District (SKUSD) offers K-12 instruction including two K-5 elementary schools, one middle school for grades 6-8, and RHECC grades 9-12. In addition, SKUSD includes alternative education programs that include an opportunity program for students grades 1-8, an alternative high school for grades 9-12, and an independent study program.

Rosamond High School Early College Campus (RHECC) is a four year comprehensive high school that is a member of the Western Association of Secondary Schools and Colleges (WASC).

In addition, RHECC has students in grades 9-12 enrolled in a dual enrollment/dual credit program**.** Dual enrollment/ credit programs provide opportunities for students to take college-level courses, and earn concurrent credit toward a high school diploma and college degree. Dual enrollment and concurrent enrollment allows students who want to study subjects not offered at RHECC the opportunity to seek supplemental courses at nearby colleges.These programs are designed specifically for our high school students who are academically prepared to enroll in college and are interested in taking on additional coursework.

Rosamond High School Early College Campus Special Education Programs 2018-2019
Special education populations at Rosamond High School Early College Campus (RHECC) include students with mild to severe academic, cognitive, physical and/or social disabilities, who are on an

Individualized Education Program (IEP). This population receives required academic core curricular instruction with accommodations and/or modifications in order to meet written yearly IEP goals and objectives.

California School Dashboard Performance Indicators
Enrollment by Ethnicity

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2016-2017	819	11.1%	1.1%	0.6%	1.0%	51.5%	0.6%	31.5%	1.7%
2017-2018	827	11.6%	0.8%	1.1%	0.7%	53.1%	0.6%	30.0%	2.0%
2018-2019	850	11.6	0.6%	0.7%	0.7%	52.8%	0.5%	30.0%	3.1%

Free and Reduced Lunch
All students at RHECC are in a free and reduced lunch program. We offer both breakfast and lunch to all students free of charge.

Honors, Concurrent, and College Enrollment

Academic Year	Honors	Concurrent	Total
2016-2017	193	Fall - 97 Spring - 85 Summer - 20	**395**
2017-2018	245	Fall - 92 Spring - 125 Summer -19	**481**
2018-2019	161	Fall - 132 Spring - 133	**426**

Avid Enrollment

Academic Year	9th Grade	10th Grade	11th Grade	12th Grade	Total
2015/2016	11				11
2016/2017	24	18			42

2017/2018	10	11	15		36
2018/2019	20	11	14	12	57
2019/2020	60	21	13	22	116

Equity Report: Fall 2017

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

I. Chronic Absenteeism

Information for this section of this report is not released at this time. When it becomes available it will be added.

II. Suspension rate

According to the Equity Report, as of Fall 2018, RHECC's total population is 827 students. The total suspension rate is 5.6% and has decreased by 3.3%

Total Population Suspension Rate Breakdown

*Note: 2016 data unavailable

Ethnicity	Total Students		Suspension Rate		Increase/Decrease	
	2017	2018	2017	2018	2017	2018
English Learners	63	56	6.4%	10.7%	Declined Significantly -5.1%	Increase 4.4%
Socio-economically Disadvantaged	618	656	10.5%	6.6%	Increased Significantly +3.3%	Decrease 4%

Students with Disabilities	121	145	12.4%	9.7%	Declined Significantly -3.4%	Decrease 2.7%
African American	110	114	20.9%	10.5%	Increased +2.4%	Decrease 10.4%
American Indian	10	7	0	0	N/A	N/A
Filipino	9	11	0	0	N/A	N/A
Hispanic	460	474	6.5%	5.9%	Declined -1.6%	Decrease .06%
White	282	266	7.5%	3.4%	Declined Significantly -3.1%	Decrease 4.1%
Pacific Islander	6	5	0	0	N/A	N/A
Two or More Races	17	19	Very High 11.8%	5.3%	No Data	Decrease 12.9%

III. English Learner

This report shows how the current year (status) compares to prior years (change) for each state indicator. As this data for this report is now driven by Levels 1-4 we have provided past and present data scores.

English Learner Progress Indicator

2015- 42.9%

2016 - 63.3%

2017 - 94.3 %

New Report as of 2018

	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage	Total Students	Standard Met	Increase /Decline

2018		20%	35.6%	22.2%	22.2%	45	15.8 points below standard	23.9% Decline

IV. Graduation Rates Report

*Note: 2016 data unavailable

This report shows the performance level for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Student Category	Number of Students		Graduation Rate		Increase/Decrease	
	2017	2018	2017	2018	2017	2018
All Students	152	182	98%	94%	+7.5%	-1.6%
English Learners	13	11	92.3%	90.%	+24.1%	-9.1%
Socioeconomically Disadvantaged	128	160	99.2%	93.1%	+9.8%	- 2.5%
African American	18	11	94.4%	81.1%	+6.9%	-18.2%
Hispanic	92	108	98.9%	95.4%	+8.7%	- 3.6%
White	35	54	97.1%	94.4%	+3.9%	Increase 7.2%

V. Smarter Balanced Results (2016) For RHS 11th Grade

Total students: 180

Tested: 172

English Language Arts

Achievement level descriptors indicate:
Exceeded Standard
11% of the students exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Standard Met
34% of the students met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after completing high school.
Standard Nearly Met
32% of the students nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Standard Not Met
24% of the students have not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
V. Smarter Balanced Results (2017) For RHS 11th Grade
Total students: 178
Tested: 170
English Language Arts
Achievement level descriptors indicate:
Exceeded Standard
17.06% of the students exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Standard Met
40.00% of the students met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after completing high school.
Standard Nearly Met
25.88% of the students nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Standard Not Met
17.06% of the students have not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment.

Smarter Balanced Results (2018) For RHS 11th Grade

Total students: 179

Tested: 173

English Language Arts

Achievement level descriptors indicate:

Exceeded Standard

12.14% of the students exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.

Standard Met

31.21% of the students met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after completing high school.

Standard Nearly Met

30.06% of the students nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.

Standard Not Met

26.59% of the students have not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment.

Overall Achievement

Achievement Level	2016	2017	2018
		11th Grade	**11th Grade**
	11th Grade		
# of Students Enrolled	180	178	179
# of Students Tested	172	170	173
# of Students with Scores	171	170	173
Mean Scale Score	*2564.4*	*2591.0*	*2563.3*
Standard Exceeded: Level 4	11%	17.06	12.14
Standard Met: Level 3	34%	40.00	31.21
Standard Nearly Met: Level 2	32%	25.88	30.06

Standard Not Met: Level 1	24%	17.06	26.59

Area	Above Standard			Near Standard			Below Standard		
	2016	**2017**	**2018**	**2016**	**2017**	**2018**	**2016**	**2017**	**2018**
Reading	22%	28.82%	17.34%	55%	51.76%	51.45%	23%	19.41%	31.21%
Writing	19%	26.47%	24.28%	51%	52.94%	53.18%	30%	20.59%	22.54%
Listening	12%	15.29%	14.45%	70 %	70.59%	63.01%	18%	14.12%	22.54%
Research Inquiry	15%	23.53%	19.08%	62%	61.18%	50.87%	23%	15.29%	30.06%

Mathematics
2016
6% of students exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

15% of students met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.
20% of students have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.
58% of students have not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school

Mathematics
2017

4.60% of students exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

12.64% of students met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

22.99% of students have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

 59.77% of students have not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

2018

5.75% of students exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

7.47% of students met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

25.86% of students have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

60.92% of students have not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

Overall Achievement

Achievement Level	2016	2017	2018
# of Students Enrollment	180	178	179
# of Students Tested	170	174	174
# of Students with Scores	166	174	174
Mean Scale Score	2535.4	2520.1	2522.8
Standard Exceeded: Level 4	6%	4.60%	5.75%
Standard Met: Level 3	15%	12.64%	7.47%
Standard Nearly Met: Level 2	20%	22.99%	25.86%

Standard Not Met: Level 1		58%		59.77%		60.92%		

Area	Above Standard			Near Standard			Below Standard		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Concept and Procedures	14%	9.20%	9.20%	22%	22.41%	20.69%	64%	68.39%	70.11%
Problem Solving, Modeling and Data Analysis	10%	6.32%	8.05%	48%	41.95%	38.51%	42%	51.72%	53.45%
Communicating Reasoning	10%	5.75%	6.32%	65%	57.47%	46.55%	24%	36.78%	47.13%

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 critical student learning 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
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. 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. The Single Plan for Student Achievement is developed by the administration team based on data from the California Assessment of Student Progress and Performance (CAASPP), the English Language Proficiency Assessment South (ELPAC-S) Site vision statement , district ELPAC, California Healthy Kids Survey, district LPAC goals and input from staff and RHECC School Site Council. Students are encouraged to enroll and take college classes throughout their high school years. A great percentage of our high school students are dual enrollment students. During the fall semester of the 2018-2019 school year, 171 RHECC students took college classes with 35 taking 2 or more college classes. During the spring semester, 141 RHECC students took college classes with 32 taking 2 or more college classes. We are currently working with AVC to prepare a 4-year program of courses to earn an AA or transfer to a 4 year college.	● District LCAP ● CA Dashboard ● ELPAC RESULTS ● Dual enrollment roster ● Mission statement ● Vision statement

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
The 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 is effective at this time. This process works well because it allows for multiple outside stakeholders to share their information and ideas. The information from the District LCAP goals are the basis for Rosamond High School Early College Campus to form their own site LCAP and Single Plan for Student Achievement goals. Stakeholder feedback is taken from parent and teacher groups, administration, School Site Council and District/Site ELPAC. The District LCAP goals are the basis for the Schoolwide Learner Outcomes (SLO) Developed in 2011, the SLO's are one of the ways the site determines viability/justification of school programs. It is agreed among staff that our mission and vision statements need to be revisited. Reflection of data presented in the California Dashboard and ELPAC results to determine if SLO's are in line with the direction of the site. The SLO's and mission statement and vision statement are available for review and revision when deemed necessary.	● School Site Council minutes ● Board showcases ● Back to School Night ● Parent Conferences ● School Board Meetings ● Site LCAP Meeting minutes ● Principal reports to board meetings. ● District LCAP minutes ● California Dashboard ● ELPAC-S results

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

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

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

Findings	Supporting Evidence
The school had tried in the past 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. Staff needs to explore new ways to get the information out to the parents. The 2018-2019 CA Healthy Kids Survey reports that 51% of 9th grade parents and 47% of 11th grade parents agree/strongly agree that they are involved in school. 58% of parents feel that teachers communicate with parents and students. 47% of parents feel	2018-2019 California Healthy Kids Survey SSC Meeting agendas/sign in sheet BTSN Sign in sheets DELAC agendas LCAP Meeting agenda and

welcome to participate in school. 46% of parents feel that the staff takes parent concerns seriously. Stakeholders are invited and encouraged to become involved and attend site SSC meetings, Back to School Night (BTSN) Parent conferences, District English Learner Advisory Committee (DELAC) meetings , LCAP meetings, and to volunteer on campus. Currently this is an area of growth for RHECC. This year we will discuss ways to have greater parent participation. There are several ways for parents to become involved but participation is low at this time.	sign in

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

Governing Board and District Administration

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

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

Findings	Supporting Evidence
The Board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements is clear and understood. The district board policies and procedures support the school's vision, mission, schoolwide learner outcomes, and assist in monitoring student progress. They are consistent with asking for engagement from parents and the community in the site	• Board Policies, Philosophies, Goals, Objectives, Comprehensive Plans • LCAP Meetings

governance. The District has established a set of rules and procedures for complaints from all stakeholders. During the planning stages, all stakeholders are invited to monthly meetings for feedback and input on the LCAP budgets, goals and strategies for the upcoming year. Once a rough draft has been developed, stakeholder meetings are held to review the rough draft. When the final draft is ready , there are stakeholders meeting held for final input and feedback. Once the final draft is complete it is presented to the Board in a public opening hearing with approval at a future board meeting.	

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
Not applicable	

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
The school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, DELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school through various methods such as social media, Blackboard announcements, and mailers sent home The school community and parents are regularly informed about how they can participate in the school's governance. The students and parents are able to be engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees, and other advisory or shared decision-making groups that provide guidance or direction to the school.	- Notices in classrooms - Daily Announcements - Flyers - Email - REMIND App - School website-calendar - Blackboard - AERIES

In addition to notices and information posted in classrooms, daily announcements, and flyers, the school uses email and voice messages that are sent out to all parents informing them of current activities and events occurring. There are also monthly emailed newsletters that are distributed to each parent and student, daily bulletins are read in every class, as well as a weekly video bulletin, that update students on what is occurring around the school for them and their parents. Aeries parent portal program is available to parents to check on grades and to notify parents of absences and tardies. Parents also have the option to have a parent notification system that will automatically email them weekly on their students progress as well as upcoming assignments. Teachers and administration make use of a REMIND App to send text messages to students /parents to remind them of upcoming assignments, quizzes, tests and activities.	

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
The district provides teachers with information annually regarding the Uniform Compliance Act and staff must sign that they received the information. This allows us to establish procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying complaints. Each classroom will also have a flyer posted outlining the UCP procedures. There is information in the administration office to inform parents of the UCP.	• Teachers' Signatures on hard copy of Uniform Compliance Act • Email • UCP parent flyers • UCP classroom flyers

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

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

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

support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard 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.

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
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. Rosamond High School Early College Campus's master Schedule allows teachers to meet at least once a month in PLC meetings. Each meeting consists of teachers who discuss student achievement and ways to increase learning within subject matter. The CTE department has advisory committee meetings which meet with community professionals and parents to make sure updated tools/ methodology are being used in the classrooms. CTE department also needs to maintain proper accountability for the administration of these classes.	• PLC Meetings agendas • CTE Advisory Committee agendas • School Site Council agenda • Site Leadership Meeting- agendas • District Administration meetings agendas

The administration, in coordination with the School Site Council, site leadership and district administrators analyze data and set student goal priorities, then set the agenda focus for PLC meetings. Site staff work together to establish strategies, lessons, and CFAs to determine the extent of student learning using the Cycle of Inquiry. This will be an area for growth for the site this year.	

Single School Plan for Student Achievement Correlated to Student Learning

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

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

Findings	Supporting Evidence
Current Benchmark Protocol: English Benchmark- Renaissance History Benchmark- Chapter Tests from curricula Science Benchmark- Chapter Tests from curricula Math Benchmark- Renaissance CTE- In each CTE course the students have the opportunity to earn an End-of -Year Course Certification . In some CTE courses, in order to receive certification, students must complete a final course capstone. In capstone courses, each student is accountable for their capstone project in order to demonstrate their certification ability.	● Regular Benchmark testing ● Evaluation of Benchmark Testing in PLCs ● Meetings with District Testing Coordinator to discuss yearly test results and goals ● CTE courses ● Capstone completion

Staff Actions/Accountability to Support Learning

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

A.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
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 is adequate at this time but we are working towards a more coherent team outlook. Monthly leadership meetings are held between school administration and the department chairs. In these meetings,	● Leadership Meetings ● PLC Meetings ● Email ● Site Staff Meetings

administration shares schoolwide concerns that may need to be addressed and questions are proposed to the department chairs to help determine solutions. Administration also communicates with department chairs on any changes that need to be made within a department or schoolwide. The department chair shares their feedback with their team and then will relay the answers with administration and, once an agreement is made, it is shared school wide via the department chairs and their respective teams. PLC meetings are held by department chairs and all information from leadership meetings are relayed to the entire department. Feedback from staff is also requested in these meetings to ensure the students' needs are met. The structure and cultural shifts need to be established more firmly as we move closer to PLC community. Administration feels strongly that teachers input is imperative due to the fact they are directly responsible for the student learning on campus. Their voice is needed on any changes that affect student learning.	

Internal Communication and Planning

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

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

Findings	Supporting Evidence
The existing structures for internal communication, planning, and resolving differences among the staff or administration are adequate at this time. However current administration is working at building a stronger relationship and more trust with staff. Administration is accessible for staff to resolve issues with an open door policy. The inclusive and collaborative environment is a valuable to mediate and resolve differences between staff and administration. Department chairs are expected to update their department personnel with information via school email and shared drives as well as monthly department meetings. The leadership meetings notes are distributed to the department personnel through email or department meetings.	● Department Chair Updates ● Monthly Staff or Department Meetings

4.   Staff: Qualified and Professional Development Criterion

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

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

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has 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
The district has built in professional development twice a year, where teachers are offered a selection of classes taught by experts in their field focused on various educational topics. The District has built in time for the sites to hold PLC's within the departments so topics of need and planning are discussed, documented, and shared in Google Documents. Districtwide, every staff member completes mandated reporter training and Crisis Prevention Training using Targeted Solutions website. The SPED department also requires new SPED teachers to attend specialized training at the Kern County Superintendent of Schools. Included in the IEP training are discussions how to conduct an IEP and the purpose behind the annual reviews. In addition, teachers are taught about the SIRAS program, our software for developing and storing IEPs. CPI restraint training is offered Semi Annually in the SPED department to paraeducators and teachers. The English department attends various yearly trainings including the California Association of Teachers of English and Expository Reading and Writing Courses provided by CSUB.	- Professional Development - PLC Meetings - Yearly Mandated Reporter training - Crisis Prevention training - IEP training - CPI restraint training - Siras program training - English teachers attend CATE and ERWC trainings - Read 180 training - AVID summer conference - Mentors for PIP, STIP, Intern credentialed teachers - Induction Support training and mentors

The Read 180 teachers attend training at the beginning of the year and continual coaching 3-4 times during the year on proper use of the program.

AVID training has been offered in previous years to teachers and supporting staff. Due to budgetary constraints, AVID Summer Institute was not attended in 2019 but current financial restructuring will hopefully provide future opportunities to attend Summer Institute 2020.

Teachers new to the profession working under a PIP, STP, or Intern credential are assigned district mentors. Teachers working under a preliminary credential are provided Induction support (formerly BTSA) to clear credentials.

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Administration and faculty utilize email, staff meetings, and the school website to share information about policies. Leadership meetings are scheduled between department chairs and administration to ensure department chairs are familiar in new and existing policies and operational practices. This information is shared during department meetings or through email. The expectations, policies, and responsibilities are made clear by administration and are understood by the staff.	- The school website - Regular Leadership and Department meetings - School Handbook

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

A4.3. 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.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
In the past four years the district has offered professional development training to meet the needs of the teaching staff. Teachers were invited to participate and given choice in areas of interest.	**Sept. 30, 2015 - Present** Explicit Instruction (6-12) Differentiation and More! (K-12) CPI Training (k-12) Aeries Training (K-12)

Departments work together to support each other in learning new technology, development of lesson plans, and sharing teaching strategies. PLC Meetings are held once a month. During these meetings departments discuss data based student learning, strategies for improvement, and goal setting. Professional development has provided for teachers the ability to increase the use of technology in lessons, aggregate data to address learner needs, and increase the variety of teaching strategies to appeal to diverse learners.	CPI Training (K-12) Explicit Instruction (6-12) Judy Stoehr- Differentiated Instruction (K-12) Framework for Understanding Poverty (K-12) Differentiating Instruction (K-12) Google Apps for Education (4-12) Rick Morris (paraeducators, K-12) Renaissance Learning (2-12) Classroom Management (6-12) Differentiated Instruction (K-12) System 44 training READ 180 Training IREAD training Winning Cultures with the Flippen Group (K-12) Motivating the Unmotivated with Chick Morman (K-12) AVID Summer Institute June 2015 June 2016 June 2017 Capturing Kids' Hearts

A4.3. 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
There are no online staff members.	No online staff members

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
School Administrators conduct annual formal professional observations of all provisional staff and selected permanent staff. Staff being observed within a school year are asked to complete yearly goals and objectives aligned to the California Standards for the Teaching Profession (CSTP). Permanent staff are observed on a three-year cycle. Administration conducts informal observations, or drop-ins, on an occasional basis to check in on the teaching and learning in classrooms. All teachers are asked to have lesson plans posted in an obvious place in the classroom, a standards based, up-to-date agenda on the board, and bell-to-bell instruction. After	● Annual Formal Professional Observations for all provisional employees ● Professional Observations for Permanent employees ● Informal Observations ● RTA collective bargaining agreement

both formal and informal observations are completed, the administrator either meets with the teacher or leaves written feedback (in some cases both). Based on our collective bargaining agreement it states that the teacher's evaluation criteria is that each unit member shall be evaluated on the basis of the approved district curriculum or when this is not applicable, on the objectives agreed upon by both the unit member and the evaluator.	

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
There are no online staff members.	No online staff members

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

Allocation Decisions and Their Impact

Allocation Decisions and Their Impact

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

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

Findings	Supporting Evidence
The decision regarding the allocation of funds is made by KCSOS, district office and the advisory committee. Our School Site Council (SSC), composed of teachers, parents, students, classified and administrators voice concerns, review data and hold discussions regarding learners' needs.The budget supports the Single Plan for Student Achievement (SPSA) which is aligned with the district LCAP and with district policies. The SPSA is also aligned with the school's vision, mission and schoolwide learning outcomes. The SSC controls some the budget, the principal shares all budget allocations with SSC so all budgets can be considered when making allocations. The principal and office manager work closely with a SKUSD fiscal specialist throughout the school year to ensure that the school is following district spending and allocation guidelines. The SSC works to ensure Title I and LCAP funding are aligned to student achievement. Resources are allocated to meet the needs of our student body and teaching staff. The principal and his administrative team work to ensure that all funds, expenditures, and resources are properly allocated, and that we follow the district's requisition, allocations, payment, and ordering guidelines. District English Learner Advisory Committee, (DELAC) recommendations are taken into consideration during the budget process. The allocations of program funds are data-driven based upon student needs to improve learning conditions and not adult agendas.	● Site/District Budget ● School Site Map

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
Currently due to budgetary constraints, the district office is handling all fiscal spending. As we are released from the watch of a fiscal advisor, the principal will have control over high school budgetary spending. RHECC's principal works with the district's State and Federal Projects manager in developing the LCAP budget. School Site Council meetings are held 5 times per year. An SSC quorum evaluates and votes on the proposed LCAP budget. All other budgets are implemented per district guidelines. A SKUSD Fiscal Specialist is assigned and meets regularly with school staff to support the budget development, maintenance, compliance and make budget adjustments when necessary. RHS receives restricted and non-restricted funds within the categorical budgets. The restricted funds must be spent in designated areas. Justification for spending must be given on how funds are addressing student learning needs. Funds are spent on staff to support student learning which are aligned to the District LCAP goals.	● KCSOS Fiscal Advisor ● ASB Paperwork ● SKUSD Budget Worksheets ● District Handbook ● Budget Control Sheet ● Assurance and Justifications ● School site council ● District budget process

Facilities

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

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

Findings	Supporting Evidence
Some of the RHECC facilities are outdated. Due to the fiscal situation, there are no current plans for facility development. We have been assured, however, that when the financial situation improves, the district will reconsider allocating funds to build and update facilities. According to the most recent SARC report it is stated that students and staff feel that we have a safe and clean learning/working environment.The school staff maintains a safe and clean learning environment. There are district	● Board Reports ● Building repair log ● Safety Inspection ● Buildings and Grounds Workers Assignment Sheet ● SARC report

buildings and grounds team assigned to maintain and clean the campus. Emergency drills are conducted per state requirements.Per California Educational Code EDC32001 The School Report Card and School Experience Surveys indicate that students and staff feel safe on campus. Our maintenance and campus safety officers as well as other staff report safety concerns to the administration.	

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
RHECC maintains high quality instructional materials for all students in all subjects. RHECC complies with the Williams Act ensuring that each student has sufficient instructional materials. Reports of the sufficiency of instructional materials are given to the school board within the first two months of the school year. Adoption of instructional materials, including curriculum and technology, is determined through a collaborative process between teachers and administrators. Prospective curricula are reviewed by a committee to determine their effectiveness, and their alignment with the CCSS. Chosen curricula are piloted by a group of RHECC teachers in the classroom and are reviewed. Ultimately, the committee chooses curriculum, which is then purchased and distributed. Since 2014 all students have a 1:1 laptop and have access to the internet on campus. Student laptops have offline copies of their textbooks, providing students with access to their digital textbooks for times when they do not have access to the Internet. All teachers and students have access to a full-time Information Technology Technician who provides all technical support on campus.	• Williams Legislation reports • RHECC technology inventory • Computer technology support • Student and teacher laptops • Classroom projectors and screens • Document cameras

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
SKUSD and RHECC provide the necessary resources to hire and nurture a well-qualified staff. New teachers attend orientation and are paired with a mentor. Teachers completing their preliminary credentials take part in District Induction Program and are also provided with a mentor. . The majority of teachers are allowed to attend Capturing Kids' Hearts on a voluntary basis during summer professional development. Previously, two days of professional development were available to staff if they chose to attend. New policies, procedures and curriculum are introduced. Staff members are given time to interact with core teachers, ask questions, and gain valuable resources and materials. During budgetary reconstruction, SKUSD/RHECC will make it a priority to target funds to provide ongoing professional development to develop a well–qualified staff. Due to the nature of the instructional day, minimum days have been incorporated into the district wide calendar for PLC's to take place as well as any additional training.	● PD Agenda/Sign-in ● Capturing Kids' Hearts ● Staff development Calendar ● RHS Master Calendar ● District Induction Program

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning 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
The creation of the district LCAP in 2018-2019 has transitioned the District from the traditional annual, year-based budgeting to a long-range (three years) budgetary programming and planning. The principal, the leadership team and the SSC will monitor, discuss and revise the long-range plan in order to coordinate appropriate personnel, fiscal, material, and human resources with desired student outcomes. In addition to these changes, RHECC will incorporate our WASC Action Plan within our SPSA. Also, we will ensure that Focus on Learning Areas of Growth are discussed at all staff meetings. There is a need to balance federal, state and district compliances and school operations with instruction. There is also a need to have additional local district support in addressing the outside of school demands on the school's staff. Over the last three years, there has been improvement in student learning as indicated by assessment data, student attendance and graduation rate. The monitoring, revising and implementation of long-term planning to ensure the availability and coordination of resources will support students' achievement of academic standards, college and career readiness standards, SLOs, and schoolwide critical needs.	● LCAP ● Program Budgets ● SSC ● Agendas/Minutes/Sign-in ● ELAC Agendas/Minutes ● Sign-ins

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

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

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

Summary (including comments about the preliminary identified critical learner needs)

Critical Learner Needs As Related to Governance and Organization

During the final WASC collaboration for the 2018-2019 school year, and after careful analysis of the school programs, relationship with the district office, and several data sets, all faculty and staff identified the following critical organizational needs:

1.   Improved communication with stakeholders and parents to encourage increased parent involvement and support.

2.   Identify reason for limited parent involvement in organizational groups like Site Council.

3.   Work with District Office Curriculum and Instruction personnel to establish benchmarks to show standards based learning data.

RHECC uses a myriad of communication tools to reach out to all stakeholders. The use of flyers, announcements, and calls home through the Blackboard communication system have been in place for the past five years. Last year the school began using social media sites like Facebook and Twitter to facilitate a further reach of communication to students, parents, and the community. Though RHECC enjoys support during athletic and performance events, there is difficulty building attendance in organizational meetings. Some of this may be due to the fact that the workforce in Rosamond is commuter based and many parents are unable to attend meetings. To accommodate working parents, most meetings are scheduled for 6PM. Even with these efforts, RHECC has found that there is a gradual release of involvement from elementary school to high school. Efforts to solve this issue and change the culture in Rosamond is ongoing.

Three years ago the Director of Curriculum and Instruction initiated a change from curriculum based benchmarks that were being used to gauge individualized academic growth to the Renaissance Learning Reading and Math tests. Though the benchmarks were serving teachers and students, the data needed for state reporting was difficult to query. For that reason, the Director of Curriculum and Instruction made the decision to change RHECC's benchmarks in English and Math, from the standards based tests to a generalized literacy and numeration test. These tests offer easily identified data, but do not report student academic growth to teacher. As a staff, we plan to work together to reestablish standards-based benchmarks.

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

RHECC holds true to a hiring process for highly qualified teachers. Teachers with preliminary credentials are offered Induction through KCSOS where they can move through the program and clear their credential. The School Report Card and School Experience Surveys indicate that

students and staff feel safe on campus.

The staff at RHECC has a strong dedication to teaching and supporting the students as evidenced through monthly collaboration and professional development training. Support is given to staff through departments providing opportunities for learning and collegial interaction. Opportunities for professional development, though limited, are provided and encouraged despite limited bugitary funding.

RHECC continues to prioritize the use and implementation of technology in each classroom. Through the use of technology, teachers are able to provide 21st Century instruction through web-based classrooms and strategies. Teachers and staff are able to communicate with parents regarding school and athletic events through the use of Blackboard and grades are easily accessed by parents and students on Aeries.

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

Although parents are involved in many aspects of their student's learning and attendance in specific meetings and activities, there is a need for increased parental attendance and dedication to committees and organizations at RHECC.

Though a continued effort is made to produce 21st Century learning, we must continue to update technology as developments are made. Continued commitment to updated digital curriculum and training for staff must be maintained to ensure that students are given the most up-to-date learning experience as possible.

Increased Professional Development Opportunities in order to enhance teacher knowledge base on various topics as determined by staff.

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 college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

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

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
RHECC uses educational research to maintain a viable meaningful instructional program. Our teachers continue to utilize strategies from current content-specific educational research, participating in professional development and communicating throughout their departments to provide viable, rigorous, and meaningful instruction RHECC is a 1:1 technology school. Therefore, all of our core class curriculum is based online. The texts are loaded on the student's harddrives so they can have full access to curriculum when internet is not available. Flipped classrooms are used in Algebra 1 and Algebra 2. Students complete notes from Pearson lecture videos as homework and complete assignments in class where they can receive direct support from the teacher. While before the whole class, the teacher focuses only on concepts that are a stumbling block for most of the students and demonstrating the use of available technology. Classrooms are furnished with tables instead of desks to promote collaboration among students. The English department is trained in the Cal State ERWC nonfiction writing curriculum. 12th Grade	• Algebra Strategies ~ ○ flipped classrooms • Pearson videos • Tables instead of desks • 1:1 technology • Use of District approved California common core material, textbooks, and resources online. • Department literacy goals, use of reading and writing strategies in all content areas • Common syllabi, course pacing guides, common formative assessments, PLC meeting agendas • List of district approved online curriculum • Cross curricular support of literacy • KCSOS Cal State ERWC Training

ERWC is articulated with AVC gaining students credit for English 100A.	
Our science classes utilize NGSS approved online curriculum. There are several class options at each grade level for the students to choose to meet their a-g requirements. There are several lab classes to again help to meet the a-g curriculum and enhance instruction.	
All levels of our Language Arts , Social Science and Math classes also uilitize a District approved online curriculum which are also Common Core aligned.	
Our students with special needs (mild/moderate) also access the general education online core curriculum with scaffolding and support from dedicated staff.	
All PLC's have been working on alignment in their departments as well as a strategy that focuses on maintaining a viable, meaningful instructional program utilizing common syllabi, pacing guides, and common formative assessments have been developed in order to provide curricular consistency between course levels and to assist with vertical articulation. This year one of our District focuses is developing and improving our site PLCs. Our site leadership team will be working with their teams on moving our school	
Through professional development, teachers maintain a current focus on educational research and current trends within their subject of study.	

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
There are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program	● 2014 started dual enrollment with local community colleges

that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g requirements. All courses are aligned with a-g requirements and the academic standards for college- and career-readiness are defined in each course through consistent and collaborative review in departments and course-level PLCs . Recently our master schedule was modified to include all core classes are approved through the UC Portal for a-g classes.

Each department conducts an annual review of common syllabi and pacing guides that are based on the state standards. These act as guides for teachers as they plan instruction and ensure that the work in each class is aligned to Common Core Standards. District and common assessments also help to align classes to pace according to the established guidelines and provide data to indicate whether students are meeting requirements set by the standards.

RHECC began offering dual enrollment (high school and college courses) in 2014 with our local community, colleges Antelope Valley College (AVC) and Cerro Coso Community College. Currently, we are working with our AVC advisors to establish a four year plan that enables a student to complete an Associate's Degree of their choice or be ready to transfer to a four year university following the Intersemented General Education Transfer (IGETC) program of classes along with their high school diploma. We hope to initiate this program for the 2020-2021 school year.

We currently have about twelve classes that are articulated with AVC. The

- Articulated class list
- Initiate work of four year plan with AVC.
- All core classes offered are "a-g" approved
- Creation of "edible" cell
- Creation of DNA model
- Exploration of osmosis with "eggs" pirement
- Lab dissections of frogs, earthworms and cow's eyes
- Course syllabus and pacing guides

students can earn college and high school credits concurrently for these classes. There are CTE classes as well as well as core classes that are articulated. Counselors at RHECC assist with academic planning for all students on a-g requirements to ensure the minimum graduation requirements are met, also, if desired, students have eligibility for college at the end of four years. Lab requirements for the science courses, including wet labs, are in line with a-g standards and the inquiry based nature of the NGSS standards supports this academic requirement. Wet labs in conceptual physics, chemistry and biology.	

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
N/A	

Congruence

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

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

Findings	Supporting Evidence
There is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Our SLOs were revised in 2018 by examining and incorporating the CCSS, district priorities, and 21st Century skills and, therefore, reflect the expectations for college and career readiness in all content areas. The values defined by the SLOs were developed with the intent for them to be reflected in units and chapters of study, and that lessons presented	● Examination and synthesis of site, district and state expectations ● PLC Meetings ● Pacing Guides ● Student Learner Outcomes (SLO) ● CTE Syllabus ● Core class syllabus ● Pearson and ERWC Curriculum ● Founding Fathers Historical Box ● French Revolution Newspapers ● Enlightenment Thinkers Talk Show ● Supreme Court Case Study

in each content area promote lifelong learning, critical thinking, management, communication, and citizenship. This is an area of growth because this work has not been introduced to the entire staff for use.	● The Innocence Project ~ Case Study
	● C.C.O.T Change and Continuity over time
Grade- or course-level common assessments determine mastery and growth, and offer teachers comparable data that allow them to align instruction, pacing, and curriculum. This is also an area of growth and will be worked on and developed in department PLCs this year.	● Compare/Contrast -Graphic Organizers
	● Map, Chart, Timeline Analysis
	● Vision Boards
	● Advisory Council ~ Meets twice a year
	● Courses taught to teach to industry standards
Department literacy goals were based on the Common Core Literacy Standards and we are continuing to examine what literacy development looks like in every content area as we work to make this a schoolwide effort.	● Lesson Plans demonstrating standard(s) covered
	● Math sequencing (Algebra 1 → Geometry →Algebra 2 →Trig with Math Analysis)
	● RHECC student enrollment in AVC Math classes

English
There is a direct correlation between the English CCSS, site SLOs, and student work with the Pearson and ERWC curriculum. Teachers focus directly on college forward writing skills as well as research and critical thinking. The writing curriculum seeks to promote 21st Century writing as students are moved from journaling, essays, and research from 9th grade into the creation of blogs where their writing is published online in 12th grade.

Social Science
In an effort to integrate concepts/skills taught in the classroom and SLOs, the department has developed a series of projects that are content specific with an emphasis on building SLOs specific skills.

Science
The NGSS standards dictate the academic work done in the science classroom and PLC meetings have enabled teachers to strategize and share the work of effective implementation.

CTE Advisory meetings with industry personnel help evaluate whether educational approaches and course work are aligned with industry standards. All CTE courses are based on current CTE standards for their individual pathways. Pathways are developed by concentrator and capstone courses in order to show completion of the pathways. Math Pearson curriculum adopted is directly aligned to California Common Core state standards. The concepts emphasized are designed to prepare for state testing in the student's junior year and prepare the students for placement in appropriate level college courses. The classes are also sequenced so students have proper exposure to the level of math that is tested in the PSAT and SAT. As an early college campus, many students who are eligible transition from Honors Algebra 2 and Trigonometry with Math Analysis into Math 140 (Precalculus) and Math 115 (Statistics) through the partnership with Antelope Valley College. There are some math classes within the CTE department that are designed to prepare students to use math within the discipline. These classes include Business Math/Accounting and Math for Construction Trades.	

Integration Among Disciplines

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

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

Findings	Supporting Evidence
CTE courses have advisory committees to obtain input from industry leaders in regards to curriculum and current industry information.	● Collaboration with Industry partners ● CTE Advisory Committee ● CTE Pathways ● California Common Core Standards

CTE courses have Pathways offered to students who choose a career in the CTE area of employment. Pathway goal is to meet industry set standards	● Airframe Manufacturing Curriculum ● Industry Standards
California Common Core Standards are implemented in each class, teachers are using standards as a guide to plan and present material to students.	
Airframe/manufacturing is provided curriculum from the industry to be presented in the classroom.	
Construction math classes are offered to students to learn math for the trades.	
Industry standards are used to offer students the latest and greatest employment skills	

Articulation and Follow-up Studies

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

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

Findings	Supporting Evidence

Antelope Valley College dual enrollment classes are currently offered on the high school campus. Students have a dedicated AVC counselor on campus twice monthly.
 	
Military recruiters work with school counselors to provide information to students interested/pursuing a career in the military.
 	
Work Experience/Employment opportunities are presented two times a year. First contact is for the Northrup H.I.P program which has an engineering focus spring semester for seniors
	● RHECC/Antelope Valley College Center college counselor
	● Military recruiters/Classroom presentations
	● Class assembly informational presentations
	  ○ Various throughout the year
	  ○ Northrup Gruman
	  ○ Goodwill Industries

interested in the field of aerospace and airframe Goodwill Industries Presentation for job training, employment placement and community based programs At the end of the school year, RHS representatives visit feeder schools to talk about school expectations, electives and transitioning to high school.	

B2.   Access to Curriculum Criterion

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

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

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
Success 101 (a required elective) helps prepare students for career choices and better decision making on campus. Practice in Mock Interviews, Budgeting, Resume building and creating a future 10 Year Plan . We have two full time college counselors to assist in academic and career planning. RHS has several CTE pathways for the students to explore and refine their career choices. Students are encouraged to explore and enroll in the AVC classes that are offered on campus. Students are able to earn credits in high school and college level.	● Success 101 ● Counseling staff ● CTE Pathways ● AVC Campus ● Grad checks

Students have two options to complete math graduation requirements. Most choose the Algebra 1 → Geometry → Algebra 2 sequence but some students use Algebra 1 in combination with two classes from Business Math, Accounting and Math for Construction Trades. College bound students choose the former while students who are considering other options including college with choose the latter.

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
Students' have access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. Math The math department utilizes an adopted curriculum that is aligned to the Common Core State Standards. Each chapter has some form of real world application, usually in the form of modeling. In the Spring, students prepare for state testing by completing the practice performance task to supplement the application problems that have been completed within the delivery system. The platform used by the math department includes immediate feedback and the ability to regenerate a problem so newly acquired knowledge can be applied to the problem. This avoids students completing a problem incorrectly and then moving on without correcting the misconception. Additionally, extensions are added to the Chrome browser to translate information on the page so that students who are emerging English Learners can access the curriculum in their native language and compare it to the English information. This allows all students to be able to work the "real world" word problems. English The English department uses an adopted common core digital curriculum to support literacy and development in reading and writing. Supplemental novels are used in each grade to build a community of learners and to insure students are exposed to	● MathXL ● Pearson Curriculum ● EasyBridge ● Lesson Plans ● CSU ERWC Curriculum ● Novels ● Grammarly ● WICOR ● NGSS Standards ● CTE Curriculum

the accepted classical literature cannon. The nonfiction curriculum offered by California State Universities, ERWC, is utilized in each grade to foster growth and development in close reading, analyzing texts, critical thinking, and written response formatted in MLA standard formatting. All curriculum supports 21st Century literacy needs as technology is used in both guided instruction, assessment, and feedback. Additionally, extensions like Grammarly are used to help students with editing and revision.

AVID
Rosamond High School's AVID program provides proven achievement leading to a lifelong advantage for our students. As a progressive program we are building a foundation to support our teachers as we shift from delivery-based content to facilitate critical learning, resulting in an inquiry-based, student-centric classroom. The core of the AVID program is relational capacity, high expectations, WICOR and layering AVID tools to existing curriculum. This year (2019-2020) our site is focusing on Relational Capacity by integrating Capturing Kids Hearts strategies across the campus. AVID promotes the shift of campus culture to drive and change best practices by closing the opportunity gap for college and career to all students at RHS. With almost 15% of campus students enrolled in AVID this year, the AVID initiative increases in effectiveness and implementation.

Foreign Language
RHECC offers three sequenced courses in Spanish. The curriculum and focus is aligned with the National Standards for Foreign Language Learning. This alignment is focused on communication, cultures, connections, comparisons, and communities. The first class in the sequence, Spanish 1, focuses on receptive skills of listening and reading and progresses to Spanish 3 with additional emphasis on conversational and academic conversations.

Science
Lab work extended to discussion of real world connections and practical life skills such as cleaning and edible foods
The science classes are using adopted curriculum that is aligned with the NGSS standards. In class work completed by students is evaluated by teachers during the process to provide immediate feedback and ensure student success. Students are grouped for collaboration which also prepare students for the

workplace where collaboration is imperative. Lab work results are discussed and extended to real life applications and practical life skills. These applications include such things as cooking, cleaning substances, what foods are edible and other similar applications that most people would expect to experience in life. CTE The basis of CTE is real life application of practical skills. Curriculum is adopted to provide necessary support and information to pass the courses contained within the individual pathways. We have several pathways that are drawn from industry as defined by the state of California. These pathways are intended to either provide experience and exposure to an industry for consideration after graduation or even the opportunity to earn a certification that can be used for a job. Industry pathways include Agricultural and Natural Resources, Building and Construction Trades, Health Science and Medical Technology, Information and Communication Technology, Manufacturing and Product Design, and Transportation.	

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
N/A	

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. (This includes the evaluation of whether online instruction matches the student's learning style.)

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

Findings	Supporting Evidence
Success 101 class covers the *10 Year Plan* that spans the length of the one year course. Success 101 is a freshman required course and is required to be successfully completed for graduation. Class teaches interpersonal communication skills, resume building, budgeting, mock interviews. Students and parents can meet with the school counselor as well as the AVC college counselor on as needed basis.	● Success 101 syllabus/Career Choices ● Online 10 Year Plan ● AVC Counselor. ● RHS School counselor ● RHS AVID program

The AVC counselor, sets up educational plan for college bound students. Our AVID program works with students throughout their high school years on organization, study habits, career exploration and post- secondary planning.	

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
Auto/Welding has placed 14 students into various fields in welding, automotive repair and tire repair in the local valley. Agriculture classes have to complete a post graduate report for graduated seniors to track if students go into the ag industry, ag college, non-ag college. From the Patient Tech Care pathway , students volunteer at AV Hospital for experience in the medical field,job shadowing, and scholarship opportunities. California Cadet Corp is available this year to all students. Students who obtain rank in the Cadet Corp can use that to enter the military at a higher pay grade. For the college bound students, there are about 15 articulated classes with AVC the local junior college. Students are able to take AVC courses on our site. There are currently about 120 students enrolled in these classes. Recruiters are actively encouraged to visit campus and work with military bound students.	● CTE Programs ● All courses are A-G approved. 15 classes are articulated through Antelope Valley College. ● AVC Fall Schedule ● Classroom Presentations from local military recruiters ● Student enrollment in college math classes through dual enrollment ● AV Hospital Internship ● 12th Grade ERWC Curriculum

The math department has a sequence aligned with the Common Core State Standards and meets the criteria as stipulated by the state of California for students to enter college level classes. This criteria is focused on level of class completed and grade earned along with overall GPA. Most students who complete the sequence of math classes through Honors Algebra 2 or Trigonometry with Math Analysis proceed to take Precalculus or Statistics from Antelope Valley College through dual enrollment. 12th Grade ERWC curriculum works on academic and career forward writing in a technology based 21st Century context.	

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

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

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

Summary (including comments about the preliminary identified critical learner needs)

 The curriculum at Rosamond High School is effective in rigor, relevance, and accessibility and aligns with state standards. The continued collaboration of PLCs has been a strength, as teachers have worked to keep materials current and relevant for student learning and continued professional development opportunities to ensure teachers' understanding and use of these materials. Although all students have equal access to schoolwide programs and personal learning plans that lead towards graduation, a career focus needs to be integrated into the curriculum to address career readiness and more cross-curricular collaboration needs to occur to ensure clear connections in learning. While curricular materials are challenging, we need to improve in providing consistent rigor in all classrooms and content areas. Additionally, despite recent curriculum adoptions in multiple content areas and increased schoolwide access to technology, we need to make sure that technology is being effectively utilized in each content area.

Prioritize the strengths and areas for growth for Category B.

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

- Successful 1:1 student laptops

- District approved common core curriculum.
- On- site Credit retrieval classes
- Opportunities for career learning outside of the classroom, collaboration with AVC
- Textbook adoption process has been aligned to state standards and teachers have been sourcing current, content-related materials to supplement the textbook.
- Professional development has been focused on content and building student relationships.

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

- Integrating SLO
- We do not have a stocked library on campus. Students are extremely limited when it comes to their physical book choices beyond their textbooks.
- More cross-curricular collaboration needs to take place. Consistency in levels of rigor need to be implemented and maintained. As all classes reflect higher levels of rigor, the residual effect should be an increase of student willingness to take and be successful as lifelong learners..
- To address the student population that are not college-bound, we need to explore and provide opportunities to develop essential career-ready skills.
- Technology in the classroom needs to become more consistent and streamlined. Schoolwide training in technology resources (i.e. Google Classroom) should be planned so that the technology component will be integrated into the curriculum.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences 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
All students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and	- Research papers in science classes

the college- and career-readiness indicators or standards. In order to ensure that each subject is challenging the students to grow and achieve the schoolwide learner outcomes, each content academics standards, and meet college- and career-readiness indicators or standards, each department utilizes a series of instructional strategies, projects, classroom management strategies, and technology that fit their specific subject matter.

English

In order to better prepare our students for college and the post high school job market, courses are designed to expose students to MLA formatting. To improve the writing process, the students conduct peer reviews after every major essay. They record their comments through Google docs or a physical copy. They are being taught pre-writing strategies. Ultimately, all major essays are to be turned in to Turnitin.com to ensure the integrity of the work as well as to give the teacher an avenue to provide feedback to the students. They also are asked to identify the rhetorical devices that non-fiction texts use, as well as the validity of the author and source material, to determine the credibility of the sources they use. Through lectures, collaborative discussions, annotations, and various types of writing, each class is designed to strengthen the students' reading, writing, speaking, and listening abilities necessary to survive in college and as part of the workforce.

Math

Every lesson is rooted in common core standard based objectives, and are designed to ensure that all students receive the skills necessary for college and the post-high school world. Each class builds upon the previous and ushers each student toward being ready for entry level college courses. Algebra 2 and Trigonometry both prepare students for the statistics and precalculus classes that a freshmen in college is expected to take. Each class is primarily ran through lectures and guided practice. Both the lectures and guided practices are supported with visuals from the projector, videos that demonstrate concepts in real world scenarios. Much of the practice is conducted through their Pearson online textbook and MathXL. These allow the students to receive randomized practice problems based around the concepts being taught, and offers immediate feedback so that the students can critique their grasp of the concepts and ask the necessary questions. This allows the teacher to work one-on-one with each student despite being in a full classroom. Quizzes are also utilized as a way to improve a

- Essay samples in English class submitted through turnitin.com
- Spanish writing samples
- Spanish work portfolios
- Work samples submitted online via MathXL
- Certification tests and samples used in CTE classes
- CTE class syllabus
- Core subjects syllabus
- Spanish 1 Syllabus
- Construction projects such as sheds and picnic tables
- Finished projects of driving automobiles that had been completed in Auto class.
- Photos of welded supports used for the Homecoming dance, the physical railing outside of the cafeteria, and various projects in progress in the welding room.
- Students exemplifying medical knowledge and skills in the simulation lab

students speed and accuracy with a concept. Some math classes utilize a flipped classroom model where students take notes from videos, powerpoints, or the text individually and then complete their work in the classroom. This model allows for students to practice what is expected in the workplace by collaborating with their peers and taking responsibility for completing assigned tasks by using all the available resources at their disposal, which includes their notes, the software provided for them, and the people around them.

Science
Each class creates student objectives that are rooted in the Next Generation Science Standards (NGSS) and implemented through lectures via visual slides and group activities/labs. The students are also asked to create their own powerpoint slides for topics so as to demonstrate their knowledge and improve their presentation abilities necessary beyond high school. Students are also asked to conduct labs where they work together to demonstrate and evaluate the scientific principles and ideas they are studying. The creation of a DNA model and of a model of a cell out of edible material are some examples of labs where the student must work together. To further prepare students for college, APA and MLA research papers are assigned, which requires each student to demonstrate their findings and research with correct citation and formatting according to the APA and MLA criteria.

Foriegn Language
At the end of the first quarter, Spanish 1 students will be able to write 1-2 paragraphs introducing themselves. Students must be able to write, understand and read what they have written. The students complete projects where they record a skit in which they act out different scenarios. This requires students to create and demonstrate a real world application of the language, and push beyond simple recall. Spanish 2 students are expected to record an explanation of carrying out a daily task at home in Spanish. Spanish 3 students are then expected to write research papers in Spanish using MLA formatting. Students are taught customer service skills (workplace soft skills) by serving as aides in the front office. In that capacity they greet parents and answer phones. They are taught how to interact in a positive way with parents.

Social Science
In our social studies classes the students are trained in effective communication skills through individual and group presentations and projects, table chats (group analysis), group annotations of

non-fiction historical texts, and class discussion. They are trained to properly write and format research papers in APA or MLA format. One of the main goals in 11th and 12th Social Science classes is teaching the students public speaking skills.

AVID

This class is a college readiness program that emphasizes the soft skills needed to survive in a college setting, such as self-advocacy, time management, and organization.. Through the use of Tutorial Request Forms, students are asked to look deeper into what it is they learn so that they can reaffirm their grasp of the concept and pinpoint where they need support. Through class discussions and group lessons, students develop their ability to work as a team to achieve a greater goal. The Cornell note-taking process is utilized as a way for students to organize the information given to them in other courses. Tutors are also available in this class to work one-on-one with students that feel they are struggling with a specific class. This class also utilizes Kagan matrix seating, a heterogeneous seating arrangement that offers opportunity for collaboration and thoughtful discussion among students. In addition, teachers' integration of AVID WICOR strategies like reciprocal teaching, synectic thinking, and other lesson plans that promote critical thinking reflects the core values of the SLOs and helps prepare students for college and career.

CTE

In the CTE are career specific classes, there are designated pathways for each subject and are aligned (3 and 2 year programs) that are concentrated and end with a capstone. Each pathway is aligned with the CTE standards.

In our Building and Construction Trades pathway courses are designed specifically for carpentry. The teacher uses a test from the carpenters' union as a benchmark. Designed to allow successful students a certification through the carpenters union. Materials such as workbooks and documents for the class fall under the carpenters union criteria, and exposes the students to real world applications.The teacher expands upon and uses the provided physical materials in instruction. The students are assessed through online assessments provided by the carpenters union.

All classes in the Building and Construction Trades pathway are based on OSHA requirements. The classes are set up as a mock job site. All OSHA safety requirements are expected to be met and students become OSHA certified. Students work together collaboratively to build and create projects such as sheds or picnic tables. Students are taught to work together for safety. These classes are extremely relevant to real life and allow students to

work in a construction environment before entering a post-high school job site. The CAD class is designed so the successful students can earn a Solid Works certification. Through utilizing the CAD program on the computer, students are able to create and draft to scale layouts of building designs and other two-dimensional and three-dimensional designs. The class also utilizes 3D printing and its application with the CAD program.

In our Transportation Pathway courses successful students are able to earn an ASE (Automotive Service Excellence) certification after they have met course requirements, course hours and pass the examination. In the classroom, there is a focus on engine repair, engine diagnostics, maintenance. They are in the process of beginning the building of an electric car into the automotive curriculum through the Clean Air Grant.

In our Manufacturing and Product Design pathway we have both Welding and Advanced Welding. This is a two year pathway where students may earn a 2 year certificate of completion. After completing the advanced Capstone class, each student will have enough knowledge to become certified welders. The class uses a hands-on approach to teach students through projects that are assigned throughout the year, such as the support frames for the decorations and lights at the homecoming dance and the repair of the railings outside of the cafeteria. Students are taught and practice all the various welding techniques in order to be ready for the certification exam.

In our Agriculture and Natural Resources pathway classes teach agricultural based biology, chemistry, and the responsibilities of raising farm animals. The class is conducted through both direct instruction as well as hands-on demonstrations with animals. A special emphasis is put on the FFA and give the students the opportunity to join the organization. Students receive instruction in raising their animals, learning animal husbandry skills and then show their animals in the AV Fair. In Vet Science class, there is a general overview of the veterinary field, and has students take care of and treat non-emergency situations that arise with livestock production. Through this experience and guidance from the teacher, students actively participate in a real world activity in the agriculture industry. The courses of this department ultimately prepare students for further agricultural studies in college and gives them basic knowledge of livestock care in order to succeed in a career in agriculture after high school.

Our Health Science and Medical Terminology pathway courses incorporate a variety of lectures and hands-on activities to ensure that the standards are met and that, ultimately, the students are career ready upon completion of the courses. Group work and projects, such as building elements and compounds out of clay, are ways that allow students to demonstrate their knowledge gained after lectures. The Patient Care Tech course utilizes a simulation lab to recreate real world medical scenarios and allows students to practice giving shots, placing catheters, drawing blood, and wound care. This course culminates with each student getting certification through the National Healthcare Association to be a patient care tech. Students that pass these courses will be career ready for the medical field and exit high school with the advantage of being certified.	

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

Findings	Supporting Evidence
N/A	

Student Understanding of Learning Expectations

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

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

Findings	Supporting Evidence
Students understand the standards/expected performance levels that they must achieve to demonstrate proficiency. The students are given course syllabuses that include the objectives to be covered and behavior expectations. Most teachers also post weekly lesson plans in the classroom that include the objectives for class and for home. Lesson plans also include the state standard, SLOs, and DOK. The majority of teachers take time to verbalize and post the daily objective every day. There are also posters for the A-G requirements, DOK, and Roadrunner Way (SLOs) posted in most classrooms. Students also have a dashboard on their MathXL Website that tells them what is due every day. PLCs allow teachers to compare and improve student performance levels within the classroom. This has been underutilized recently due to limited time and focus. This is an area of growth for RHECC and this is a site focus this year. There will be guidance and support for more cohesive and effective meetings.	● Syllabuses from each class ● Student Learner Outcomes posted in classes ● Lesson plans posted in all classrooms ● A-G Requirements posted in classes ● DOK Chart posted in classes ● Objectives projected or written on the board each day ● Dashboard on MathXL ● Progress reports

Differentiation of Instruction

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

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

Findings	Supporting Evidence
Instructional staff members effectively differentiate instruction, such as integrating multimedia and technology to address student needs. **SPED** This year our RSP staff is using the collaborative inclusion model to support their RSP students in the general education setting. SPED staff works with General Education teachers to modifying the benchmarks and help put scaffolding strategies in place. Students learn how to access tools on their laptops. IEP accommodations, goals and objectives are distributed to all teachers of students with special needs. **English** With EL and SPED students in mind, teachers develop lessons that differentiate for all students. The English Teachers use a random calling method to ensure random participation of students. Students work individually and collaboratively whether in class or online. Students edit each others' work either hard copy or digitally. The teachers differentiate free reading based on students interests and lexile levels. The students learn to develop and present information digitally. Through pre-reading lessons based on key vocabulary and evoking prior knowledge before reading articles to ensure that all students. **Foreign Language** The teacher utilizes randomized calling in the classroom to ensure that the teacher is assessing and addressing all students within the classroom. The students work in pairs when doing warm ups to help support those that may have struggles with the previous day's lesson. The class utilizes Home Tutor with the online textbook. The Home Tutor program offers different levels of difficulty to accommodate each student's needs. Ranging from beginner, to average, to challenging, each category of practice allows students to explore the language and get support via a one-to-one interface that utilizes digital flash cards, quizzes, and even speaks to the student to support the student's speech.The teacher can also leave instantaneous feedback in order to support students that need extra help without compromising the pace of	• Google classroom • Powerpoints • Prezis • Spanish Home-tutor Online • NBC Learning Videos on Pearson • ALEKS Videos, animations and helps • MathXL and MyMathLab online videos, animations, integrated show me an example. • Desmos • Geogebra • CTE Instructional Videos • Math Antics Videos

the class and other students.

Social Sciences

Classes usually begin with a quick write to shift the students focus toward the subject as they enter. The students complete 90% of their work on their computer. This enables students one on one interaction while still being in a full classroom. Beyond the texts that are read in class, these classes utilize a variety of media to convey information to ensure that all learners understand the topic. One such media type is the use of videos in class from Pearson (NBC Learning). In an effort to support struggling students and to tackle major topics, the classes encourage student communication through table talks and class discussions. This gives the students an opportunity to demonstrate what they understand into their own words and to share with those around them, which further strengthens their grasp on the material being taught as well as helps struggling students find clarity.

Science

In order to meet the various needs of students, short videos and related images are used to give an associated visual representation to go along with presenting the material. This allows students multiple means of receiving the information.

For emerging EL students, specific materials and tests are translated to ensure that the students have as few barriers as possible when tackling a new topic. Teachers that know the same language as EL students will speak in the students first language to promote clarity, as well. Both group work and individual work are incorporated into the science classes. Individual work allows students to demonstrate their acquired knowledge individually. When in groups, the lessons provides added support to struggling students by working with other students that understand the material. To ensure that all students understand and are not hindered by a language barrier, the science teachers go over how to use the digital textbook, how to read a science textbook, and how to use the table of contents/glossary to find pertinent information. Vocabulary for both academic language (ex. 'analysis' means to break something down into smaller parts to better understand it, stemming from the roots 'ana' and 'lysis', etc) and scientific vocabulary is constantly reviewed and presented as pre-reading activities to ensure that all students are equipped with the nomenclature specific to the content of the lessons. To further ensure that all students are equipped to receive and understand the content, the class practices with graphic

organisers and flash card games.

CTE

The CTE classes utilize hands-on and project based lessons constantly. This use of total physical response allows students that may not have understood the previous lessons a chance to learn by doing rather than relying on reading or listening. Many of these hands-on lessons are collaborative. This creates a way for students to support one another and ensures that those that need extra support can receive help via a different avenue besides the instructor. When applicable, the students are able to have individual projects, which allows students to focus and understand all of the required skills for the project, rather than sharing the responsibilities they do when in a group project. The students also receive verbal directions from the teacher as well as receive visual demonstrations via videos played in class. This variance of ways for students to receive information and skills opens and differentiates the instruction of each CTE course.

Math

The math department differentiates instruction to address student needs by integrating technology with digital curriculum. The Pearson MathXL platform provides a method to deliver instructional videos that students can use in the place of lectures (for flipped classrooms). The students are able to pause the videos or rewind so that they can take notes. Delivery of exercises through the platform allows for immediate feedback. If a student is wrong, the exercise is flagged and the student is given useful information related to their exercise (such as "your answer is correct, however it is not in the correct form"). Students are afforded an opportunity to correct their answer. If marked wrong, the student can reset the question with a similar question to try again with more direct support from the teacher or through a collaborative process in the classroom. The math department emphasizes the use of Desmos as a tool to complete exercises that are more sophisticated. Students therefore understand the appropriate use of technology. The impact has been an increased pass rate for many math classes and increased enrollment of students in college math classes.

C2. Student Engagement Criterion

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

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is

equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
Teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum. Teachers use a variety of strategies that integrate multimedia and other technology to ensure that instruction is differentiated and that the curriculum is followed. Webb's Depth of Knowledge is utilized when designing standard based lessons and student objectives. When creating and presenting lectures, teachers often use powerpoints/google slides and YouTube videos to to give a visual attached to the information given. Students are also encouraged to use powerpoint or google slides when giving presentations themselves as a way to demonstrate their understanding of the topic to the class. Beyond lectures and presentations, the teachers and students are all issued and assigned laptops. Having laptops at their disposal, teachers utilize various online classrooms, such as Schoology and Google Classroom, to communicate with the students as well as provide them with digital materials. With this digital classroom, teachers often find and incorporate current and topical digital articles to further expand upon their content's topics and ideas. Similarly,	- YouTube videos (visual and auditory differentiated instruction) - Pearson Digital classroom - Schoology website - Google docs (peer editing, collaboration, direct feedback) - Google classroom (access to resources, online quizzes, assessments, etc.) - Turnitin.com (digital comments, feedback, teacher audio recordings for feedback, plagiarism checker) - Photoshop (photo editing real world skills) - Adobe premiere (video editing, real world skills) - LAN School (fidelity for assignments and assessments) - Overdrive (digital library) - Digital articles (modern info per content area) 1:1 student technology(secured through server and creates a safe monitored digital environment) - AERIES (SIS) (online gradebook, parental involvement, instantaneous feedback) - Cell phones permitted for academic purposes

google docs and word processing are another way that technology has been applied to the classroom. Students are often asked to write a response to new material in order to demonstrate what they have learned or their unique perspective about an idea. Google docs even allows students to work together on an assignment and peer review all on a single digital document. Cell phones are also able to be used as a research tool, when permitted by and overseen by a teacher. Students are also able to access their textbooks via their laptops. This ensures that they always are able to have their textbooks with them. If students do not have internet at home, a PDF copy of their book is located on their desktop. Associated with their textbooks are online programs and supports that each class has access to, and can be utilized by the teacher. Pearson provides online quizzes and review materials that can be assigned by the teacher and provide instantaneous feedback to the students. Some classes, like Video Production or Yearbook, rely on the Adobe Creative Cloud suite to have their students create content that can be applied to their assignments and projects. Adobe Photoshop and Adobe Premiere are the two most used within the classrooms. Photoshop allows students to manipulate the various attributes of a still image and create graphic designs, while Premere allows students to edit videos, combine multiple video clips, and alter the audio attached to those videos. Teachers also utilize ARIES software (SIS) as a gradebook platform that communicates the current standings of students' grades directly to the students and their parents.	

This allows students as well as their parents and various teachers to monitor their grades/assignments and ensure that a student's progress is clearly communicated to the appropriate people. In an effort to ensure the validity of grades and the academic integrity of our students, LAN School, a program that allows the teacher to view the online locations of their students. This allows teachers to monitor each students progress as they work on a digital assignment and ensure that all students are on task. Also, the entire English department as well as some other departments use Turnitin.com as a way to ensure academic integrity and to assist in identifying plagiarism. This website creates a database of all papers submitted through the site, which allows teachers to compare papers from the current year to others from different classes, different schools, or even different years. Other than assisting with identifying plagiarism, the website also allows teachers to grade, leave comments for students, leave recorded audio feedback, and incorporate their rubric. This creates an avenue for students to receive helpful constructive comments from their teacher in the digital setting that they can go back to when revising or creating their next assignment.	

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Does not apply	

Teachers as Coaches

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

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

Findings	Supporting Evidence
Teachers use coaching strategies to facilitate learning for all students	● Classroom

Teachers at RHECC incorporate a variety of coaching strategies in order to ensure that every student is able to learn. Many teachers use random call strategies, such as name cards, popsicle sticks, or seating charts, to help keep participation equitable within the class. Teachers also utilize wait time to make sure students have adequate time to process questions before being asked to respond. To help bring each student back into the classroom mindset and review past lessons taught before moving on, many teachers have class starters (warm ups, beginning videos, bell ringers, getting supplies and dress code appropriate when in wood/construction). Teachers also use various positive extrinsic motivators to encourage students to stay on task and achieve at high levels, such as verbal reinforcement upon participation or completion, placing stickers on work, or stamping a students work signifying a job well done or extra effort observed.	visits. ● Student work samples ● Class projects ● Goals and Objectives

Through guided practice, students are scaffolded and receive support. After this guided practice, students are then encouraged and asked to demonstrate their understanding through independent practice. Teachers often model for their students how to annotate articles that are being read or discussed in class. Using an ELMO or the digital projector, teachers will walk through expectations and their thought process during the activity. In many cases students receive guided practice through the teacher modeling for the entire class, or through the teacher working individually with the student that needs more support. Students are often asked to demonstrate their knowledge and to take control of their learning through independent practice. This can be seen through students working individually and collaboratively using a think-pair-share model or a variation of a KWL Chart.

Project-based learning takes place in many classes throughout the year. Each project allows for students to demonstrate their understanding of the current learning objectives, while also allowing the student to choose how they wish to show their knowledge. The students are given parameters and criteria for their projects, many projects offer the student a choice between various topics and methods of presentation. This ability to choose breeds interest and engagement for each student.

Other non-didactic techniques that are used to build student engagement in the classroom is the use of Total Physical Response. Many lessons require students to stand or move around the room instead of just sitting at their desk. Teachers also try to relate concepts, facts, and skills to student interests.. By relating the student learning objectives to a topic of interest or a student's prior knowledge, the student is more likely to grasp the new concept and is more interesting because it is related to him or her.

Examination of Student Work

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

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

Findings	Supporting Evidence
Students demonstrate 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. Any day there are going to be various activities going on in every RHECC classroom. Many of the teachers are using innovative projects, technology and lessons to help the students apply what they have learned. The creation of a fake piece of news that utilizes rhetorical strategies to convince its readers, the creation of a product and pitching the idea to mock investors via a Shark Tank project, and the physical transformation of a pile of wood becoming a shed are only some of the lessons and projects conducted on this campus that allow students to create knowledge and communicate this to their peers and teachers. Students are tasked with completing projects that challenge them to demonstrate what they have learned in their classes, while at the same time allow them to discover new ideas about their topic through prompts and expectations that keep them in the fourth level of Webb's depth of knowledge. In order to grade these diverse projects many teachers use objective criteria, such as rubrics, to give students constructive feedback. The students present, deliver, and communicate information through these class projects. Each of these projects are formative and summative assessments that demonstrate students' abilities to apply the knowledge acquired and require skills at higher cognitive levels.	- Student Work Samples - Fake News Project - Film Strip Project - Storyboards - Dioramas - Shark Tank Presentations. - Roller Coaster Project - Bottle rocket project - Stock Market Project - Solar Water Heater Project - Shed Creation - Tables and Benches - Restaurant Project

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

Findings	Supporting Evidence
N/A	

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

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

projects, discussions and debates, and inquiries related to investigation.

Findings	Supporting Evidence
Samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation. Student work, formal and informal assessments are used to assess the problem solving skills the students have developed. Students will often work in groups to problem solve collaboratively. Students will often be required to not just solve problems and record answers but to reflect on the process and implications as well.	● Lesson Plans ● Classroom Walkthroughs

C2.5. Indicator: Students use technology to support their learning.

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

Findings	Supporting Evidence
Samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards. Every student at RHECC has their own school issued laptop unless they opt-out of the program. Everyday students are given assignments to complete using their laptops. They utilize applications like Microsoft Word, Powerpoint, Google Classroom, and Desmos. Students have all of their textbooks and affiliated software preloaded on their laptops for easy access. They are taught to do things like create an MLA formatted document within Microsoft Word. Creating spreadsheets within Excel. Graphing data and making predictions within Desmos and Geogebra. They are taught to type out math equations in programs like mathxl, mymathlab and Desmos. They are taught to use their keyboard to type in different languages in their Spanish classes. They are taught to use Adobe Premiere for video editing, and Adobe Photoshop for photos. They learn to use Solidworks software for CAD. Every student is given a district email which is used for communication and collaboration in various applications of google online. Students will collaborate within google docs, present in google slides and submit assignments through google drive. All of this result in students who are endowed	● Schoology ● Pearson Realize ● Lenovo Yoga Student Laptops ● Microsoft Office Suite ● Google Classroom ● Google Applications ● Desmos ● Geogebra ● MathXL ● MyMathLab ● Adobe Premiere ● Adobe Photoshop ● Solidworks ● Apex Learning

with higher level 21st century skills. They will graduate ready to integrate into today's technologically integrated workforce.	

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

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

Findings	Supporting Evidence
Representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world. Due to the technologically integrated nature of the RHECC environment the students are constantly accessing various online websites and networks in order to conduct research on real world projects. Over the course of the year they will learn to calculate their own carbon footprint. They use websites like Zillow to figure out costs of houses and Kelly Blue Book to find prices for Cars. They complete a project in Honors Algebra 2/Trigonometry where the students learn to determine the total cost of loans using compound interest formulas and future values of homes and cars using websites with annual data. The Economics class completes a "Shark Tank" project in which they present a business model before a panel of educators. RHECC has also partnered with the Rosamond Alumni Network to connect students with Alumni who are currently working in various professional fields. Alumni are invited to present in classrooms and at assemblies to present their experiences. Students are then given contact information to correspond with a professional Alumni in their field of interest. Freshmen students conduct online research to create a 10 Year Plan in their Success 101 classes.	● SORA- online library ● Carpenters Union Website (Southwest regional) ● Success 101 Ten Year Plans. ● Webquests. ● Rosamond Alumni Network.

Real World Experiences

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

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

Findings	Supporting Evidence

Students have 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. The construction trades classes work directly with the Carpenters Union. Students who successfully complete the course get a front door into the union. Students are given the opportunity to intern with Northrop during the second semester of their senior year. The manufacturing courses are geared toward airframe fabrication as that is a growing local industry. Welding students can get various welding certifications. During the summer, students are given opportunities to attend Mojave Flight Test School as part of their internship program. The Alumni Association pairs students with a mentor in their field of interest in order to collaborate on a pathway to success. Students are given the opportunity to work with SKUSD Technicians during the summer getting laptops and infrastructure ready for the following year. Students can complete their A+ and Network+ certifications in order to gain jobs in the computer industry.	• Carpenters Union • Northrop Internship • Manufacturing. • Welding Certifications • Flight Test School Internship • Rosamond Alumni Association • A+ Certifications • Network+ Certifications

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

Findings	Supporting Evidence
N/A	

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

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

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

Summary (including comments about the preliminary identified critical learner needs)

Critical Student Learner Needs
During the final WASC collaboration for the 2018-2019 school year, and after careful analysis of the school program and several data sets, all faculty and staff identified the following critical student learner needs:
1.   Establishment of a formalized benchmark testing in all departments

2.   Better utilization of SBAC interim testing to prepare students for high stakes testing

3.   The need to establish procedures for low ELA, ELD, and Math learners

RHECC uses a myriad of teaching strategies, types of lessons, and non-didactic techniques to ensure that each student is able to grasp the standard-based objectives that are set for them in their class. Through these strategies and techniques, teachers attempt to differentiate their classrooms and ensure that each student is engaged. Each content matter applies special emphasis toward preparing students for college and the workforce. This can be seen through the various projects, papers, and lessons that require skills necessary for a collegiate level course or directly apply to that of a career following high school. To achieve this, the school has incorporated technology into its instructional practice via laptops and the supporting programs and websites that promote effective standard-based lessons. Ultimately, RHECC's use of differentiated teaching strategies, lessons that engage students, and technology that supports all students' growth creates an environment that allows students to become critical thinkers and prepared for their future beyond high school.

Prioritize the strengths and areas for growth for Category C.

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

Our biggest strength is our adoption and utilization of technology within the classroom and in teacher instruction. RHECC has created an environment where students are well versed in the use of technology due to them being assigned a school laptop and the variety of ways they have been asked to use technology as a tool to further their ability to learn as well as their college- and career-readiness. Technology has been incorporated into the creation process of major essays and projects. Students are expected to research via the internet and their digital textbooks. Students also must understand and use their various online classrooms to receive, manage, and submit assignments from the teacher. Technology has also allowed teachers' instruction to become more varied through the use of digital projectors, online textbook integration, and by creating an environment where the teacher can interact on a one-to-one basis through the computer, despite having an entire class. This increase of technology has also allowed for ELLs to have more tools at their disposal when a teacher is not around, such as google translate and by having the computer speak and define unfamiliar words. Ultimately, our increased use of technology has varied out lessons, allowed for deeper projects that require critical thinking, made RHECC's classes more accessible, and prepares our students for college or the workforce beyond high school.

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

The area of growth that would most benefit the instruction at RHECC would be to improve the PLC process. PLCs, when used appropriately and correctly, can strengthen a department and the instruction of the curriculum. This is a site focus this year. Leadership will engage in a book study of *Learning by Doing* by the DuFours. Their learning will then be shared within their departments.

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

D1. Using Assessment to Analyze and Report Student Progress Criterion

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

> **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 continuous 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 student performance data.

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

Findings	Supporting Evidence
Some of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders are	● Excel Sheets ● Google Forms

somewhat effective. There has not been time, protocols or proper summative assessments available to the staff. Departments are utilizing CFA's to some extent however more work needs to be done within PLC's to establish a culture of administering CFA's and analyzing data. Parents gain information on grades and achievement via AERIES as reports emailed home to parents. Parents can also check online at any time. These reports include performance on all assignments including assessments. The Math department uses Pearson MathXL and MyMathLab which records and tracks performance on assessments based on standards. Both teachers and students have access to performance feedback. The math department is currently searching for appropriate benchmarking tools. English tracks student performance via essay grading program, TurnItIn and proctors a district benchmark test each quarter. This benchmark is limited to reading comprehension growth. Data from each is discussed in department PLC meetings. English department utilizes Read 180 and System 44 for reading intervention with general and special education populations. Weekly reports are provided to the students in individual meetings with students and with parents quarterly to include Reading Inventory scores. The staff would like to research a more comprehensive assessment to show growth against the standards. Benchmark data is collected at the district level by the director of educational support programs. Student data from previous State testing is distributed at the beginning of the year to teachers to know student status. The Science department uses Google forms to create online assessments through Google classroom. Department meetings are held to discuss student progress and performance. Students can view performance within digital curriculum for all content areas. The CTE department gives regular quizzes and tests on chapter reading and in class skill based learning. They have regular safety rules and tests. The department has a set of safety standards that must be followed in every class. The Special Education department uses the Wechsler Individual	● Google classroom ● Aries ● Blackboard ● Schoology ● Turnitin Essay Grader ● Precision ● Pearson MathXL and MyMathLab Reports ● Dashboard reports from state of California

Achievement Test III for students initial and triennial individual education plans (IEPs) and utilizes SIRAS for IEP caseload management. Parents receive progress reports toward IEP goals quarterly with report cards. Physical Education department uses excel sheets to compare and track students physical progress throughout the year. (compare miles times from the beginning of the year to the end of the year or semester to semester) We also use Google Forms to analyze students comprehension of each lesson. (sport rules, muscles involved in each activity). Ninth and 10th grade students participate in the yearly state Physical Fitness test and are graded on different criteria. Overall assessments are an area of growth for RHECC. There needs to be a benchmark protocol established to reflect growth on the standards in each subject area.	

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
Currently RHS does not utilize a standards based grading system. Each department has determined their grading policies which as stated on their syllabus. The Social Studies department uses quarterly benchmark exams that are aligned to the California State Content Standards to determine proficiency and growth. The data from these benchmarks is collected and analyzed to determine which standards have been met by our students and which need to be reviewed. Furthermore, our Honors History class use Quarterly DBQ (Document Based Questions) to assess proficiency and growth, particularly in the ELA Social Studies framework. The Englsih Department uses STAR reading assessments to determine reading comprehension growth. The department does utilize several essays throughout the year. This is an acknowledged area of growth. The math department uses Pearson's MathXL digital platform which tracks student performance on standards	- Grade postings - PLC Meeting Agenda and Minutes - IEP Meeting Agendas and Minutes - SBAC(Smarter Balance Consortium) - Progress Reports - Common Assessments (Benchmark) - Honors Classes - Physical Fitness - FITNESSGRAM test - Online Class instruction - Easybridge, Schoology, Google Classrooms, Math XL, CommonLit, Newsela, Pearson Science, Test Out, Read 180, System 44

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aligned assignments and assessments. Results are tracked and test and quiz retakes are used to allow students to demonstrate additional growth. The math department needs to implement a benchmarking protocol. Considerations are Renaissance and Interim Assessments provided by the state of California. The benchmarking protocol is necessary to help identify the students who are arriving at the high school with low math skills. There are a number of students in Algebra 1 that are demonstrating an inability to perform basic calculations without the use of a calculator. These assessments do show growth of standards taught however do not present assessments relative to the SBAC exam. This is an acknowledged area of growth.

Special Education Department utilizes general education curriculum, Scholastic Read 180 and System 44 for English Language Arts. Initial and Triennel academic assessments are completed using Wechsler Individual Achievement Test (WIAT). Transition Planning Inventory (TPI) is used ongoing for students age 16. Unique Learning System curriculum is used as a supplement for the Functional Life Skills program; however, all academics are taught with Common Core Curriculum in mind and a variety of strategies are used depending on the students abilities. All students with active IEPs receive quarterly progress reports toward goals along with their academic report cards.

The physical Education department uses the FITNESSGRAM as their physical fitness test to assess students in six fitness areas. (Aerobic capacity, Upper body, Flexibility, Body composition, Abdominal strength, and Trunk strength and flexibility) Also weekly quizzes are given on Google Classroom that cover movement skills and basic fundamentals of movement (ex. Muscles involved with each movement.) and rules of sports. The Physical Education department is also utilizing a program through the Dairy Council of California, called Eat, Move, Win.

The science department uses chapter assessments and semester benchmarks using Pearson Examview/Easybridge which are aligned with NGSS standards. . Also, the use of projects and presentations and are evaluated by given rubrics.

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
The system used to determine and monitor the growth and progress of all students is adequate 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.	- Certification exam provided by curriculum provider - Partnership with CompTIA
School counselors meet with students to insure they are progressing towards graduation and a-g requirements. They meet with parents and students who are at- risk to determine what additional support they may need to get back on track. They also work closely with students who are dual enrolled with RHS and our AVC dual enrollment classes. If students fall behind in their college classes, the counselors meet with parents and students to determine what kind of support they might need to succeed.	
Many of our CTE Pathway courses have aligned themselves with industry recognized certifications. A+ and Network+ partner with CompTIA and are also articulated with Antelope Valley College. Our Construction Trades pathway course are aligned with standards from CTE and Carpenter's Union to prepare them for certification. Our Transportation Pathways for Auto Tech and Welding align to the CTE standards and prepare students for certification. This year, we are working together to better align and code our CTE classes to show greater completion rates in our CTE pathways	
In our core classes there is a recognized need to develop both summative and formative protocols and testing schedules to show growth with our students in meeting their academic standards , and college career readiness. During the 2019-20 SY, we will further develop our PLC system within our departments so these areas will be addressed and worked on. There is a need to prepare our students to perform better in the yearly SBAC test by exposing our students to the rigor of the test. Students need to practice on the academic language of the	

test and how to use the tools available to them.	

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

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

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

Findings	Supporting Evidence
N/A	

Assessment of Program Areas

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

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
The processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum is adequate at this time. The graduations and a-g requirements are posted on our website for quick reference and available from the counselors. Most departments have an agreed upon grading policy in terms of the percentages that each gradebook category makes up. Students who do not pass a course will be required to make up the credits for the course through summer school or our credit recovery program. In terms of the curriculum, each department aligns with the California State Content Standards or CTE standards to guide instruction. Teachers are expected to develop assessments that are in line with these standards and test the level of proficiency in which our students meet them. Math department tracks performance by standard using the digital	• Department Syllabuses • PLC/Department meetings • Course Outline • Assignment guides and rubrics • Graduation requirements • A-g requirements

platform provided by the curriculum (Pearson). Grading policies are agreed upon within the department according to the district policy using weighted categories. Assignments are weighted more at the beginning levels (Algebra 1) with assessments carrying greater weight as the math level increases so that grading is more in line with college level course grading. A flow chart indicating course sequencing is used with course recommendations based upon student grade performance. Students are afforded access to college level classes in lieu of AP courses according to the rules agreed upon with Antelope Valley College. Physical education department track performance by doing weekly fitness assessments for each area that will be tested in the state fitness test. They track progress on excel sheets and use them to compare either students mile times, number of an exercise they can do (push ups, sit ups) and comparing progress from the beginning of the semester to end of semester. Beginning this year, RHS will begin to develop more effective ways to judge growth in regards to assessments and looking at data. Staff would like to understand how to disintegrate data more effectively perhaps through targeted professional development.	

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
Math department discusses observations in student performance and collaborates during PLC meetings to determine best practices. Additionally, teachers discuss new uses of adopted digital curriculum and digital tools to support student achievement. One example is in the use of Desmos in the math classroom because Desmos is available for use in the CAASPP. The CAASPP uses Desmos within the testing environment so the math department changed from using Geogebra to using Desmos during lessons. Observed performance on the CAASPP led to the development of a practice test based on the CAASPP practice test online. This practice test was programmed into the digital platform and shared among the	• PLC Meetings • Digital Curriculum • CAASPP • Desmos • CommonLit • Newsela • READ 180

entire department. The English department makes use of online sites such as CommonLit and Newsella to supplement lessons with current and up-to-date nonfiction articles. Students requiring additional support to raise their lexile scores and be working at grade level in English are placed in a class using the READ 180 program. The Social Studies department meets on a monthly basis during our PLC time where we frequently discuss the results of our quarterly benchmark exams and discuss what has been working well for us and how our students are benefiting from our instruction. Furthermore we talk as a departments about what has not been working well and discuss what changes need to be made to produce better results on future exams. In science, the topic is reciprocal and can be retaught as needed in the next lesson.	

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
The processes that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum is adequate at this time. Counselors conduct grad checks several times during junior and senior years and yearly with freshman and sophomores. to determine if students are on track to graduate using A-G requirements covering 230 cumulative credits. Departments meet to ensure that classroom grading policies align with board policies. Each department has some sort of standardized benchmark test, weighted grading with comparative tasks, final exam expectations, many classes are matriculating to AVC for dual credits. Overall as a school we are beginning work on acceptable protocols for benchmarks in all core areas.	● Dept syllabus ● Benchmark Testing ● Dual enrollment and articulated classes. ● Articulation agreements with AVC ● CTE performance based tasks

Math department has developed a flow chart for math student placement. Students must show success in a math class before moving on to the next math class in the sequence. Highly successful students progress to college classes through the early college program via Antelope Valley College classes offered on campus. We are beginning discussions this year on how to reach our lower level math students, especially freshmen who do not come prepared for high school algebra.

Social Studies requires students to pass with a 60% in order to receive credit in the regular classes. For the honors classes, students have the opportunity to receive articulated credit with Antelope Valley College. In order to receive the articulated credits, students are required to pass the classes with a 70% or better. In terms of grading policies, all department members are expected to follow the district standards for grade marks and category percentages.

12th Grade ERWC English offers articulated credit with Antelope Valley College and the CSU system. Students need a "C" or better in two semester to gain articulated credit. English department has developed common expectations for grading and behavior for each class.

Administration conducts classroom walkthroughs and evaluations to ensure that school policies, curriculum and teaching practices are properly aligned to district standards.

CTE standard policy of completing a 100% on safety tests before student access to equipment. Project/performance based tasks. CTE courses are articulated with Antelope Valley College so that students receive college credit (welding, auto shop, video production, A+ certification, and Network+)

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

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

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes 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]

Indicators with Prompts

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

> **Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes 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]

Indicators with Prompts

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
The effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement is adequate in some areas. As a school, examining student work is done site- wide in both core area classes and CTE classes. However developing,utilizing and administration of CFAs and SFA's are an area of growth. Some departments are able to use the CFa's that are embedded in the curriculum. Currently, there is some testing frequency with the District benchmarks of STAR Reading for English and Math department using Math IXL. Math department has developed end of unit exams. Results based on Common Core State Standards are tracked by Pearson MathXL. Five to seven units are completed per semester. Formative assessments are provided throughout the unit to determine and support progress within the unit.Our English department as quizzes, unit tests, benchmarks, check for understanding, writing tasks (essays, short answer, timed writing)to show growth against the standards. Our science department has one to two chapter summative assessments per month based on NGSS standards and course materials. Students are also required to participate in hands on experiments in class. The social studies show growth by offering end of unit standard based exams, quarterly benchmark exams, midterm and final exams provided by the online curriculum and quarterly research	● Results in MathXL ● Certification exam results ● NGSS Assessment ● General Assessment ● Job Placement ● Unit Based Exam ● Comparative Fitness Data

papers. In our CTE classes student growth is measured by completion of various safety tests and project completion. Many of our CTE Pathways have course requirements and assessments set up with industry standards. Some of our CTE classes have an internship as a component in their capstone classes. The physical education department compares fitness data from the beginning of the year/semester to the end of the year/semester to determine how much progress has been made. A portion of the grading is based upon the progress they have made in that time frame.	

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
Not at this time.	

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
The effectiveness of the processes used by professional staff to use formative and summative approaches is adequate at this time. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions. The development of PLC's is a site focus for this year. Vertical teams within math meet and discuss observations of points of weakness. The math department has developed a list of abilities that students must have in order to be successful in subsequent courses. Teachers have agreed to emphasize those lessons through their units. Math department provide recommendations for student placement based on student grades and performance.Math staff will discuss this year ways to determine algebra readiness for incoming freshman. English department looks at benchmark achievement, high stakes test results, and student work ethic when making	● Math Dept - list of abilities ● SBAC data ● STAR reading results ● Math IXL

recommendations to honors classes. Scores are also used to place students into reading intervention, Read 180 or System 44 as needed. Physical education departments will differentiate for all skill levels by breaking down skills into smaller steps for students at lower skill levels and also add more challenging tasks to the skill for other students who need a challenge.	

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
The effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback is adequate with many of our staff but not for all. One of our district focuses is incorporating more of the Capturing Kids Hearts strategies to establish better relationships with their students. In our CTE pathways, staff work closely with the students to insure they have the course knowledge to move from concentrator to capstone course and finally to course certification. Counselors work with our students who are enrolled in college courses available to students to take while attending RHS. They help them navigate through dual enrollment and towards their goals. Special education students with IEP goals in the area of independent living participate in monthly community based instruction (CBI) and daily life skill curriculum. RSP students enrolled in Study Skills receive daily feedback and contact with a special education teacher (typically their case manager) in regard to their academic progress, grade checks, transition to post high school goal support, and IEP goal support. Many classes use rubrics both online and hard copy to provide	● Direct interactions with students and the participation rate of students in the programs. ● There are a large number of students taking advantage of these programs. ● Work samples, observation and teacher recorded data ● Work samples, observation and teacher recorded data ● Siras Reports ● In class conferencing

feedback on assignments and start conversations on how they can better complete the assignments.	

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

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

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

Summary (including comments about the preliminary identified critical learner needs)

The school leadership and instructional staff use a variety of tools to collect, disaggregate, analyze, and report student performance data. The assessment process is tied to the department delivering the assessment. Most departments are using digital platforms to deliver content and assessments but there are a few paper based assessments. The platforms are generally provided by the curriculum provider but some departments utilize Google classroom. Many of the platforms allow tracking based on standards which allows tracking of student performance.

Limited benchmark testing is being utilized in the English department but the Math department currently does not have a benchmarking protocol in place. Performance is shared with students and parents via Aeries. Teachers are able to send reports home to parents between progress reports by using tools within Aeries. Department meetings are used to discuss performance of students to identify strengths and weaknesses to agree on area of focus. Counselors have open lines of communication with department leadership to track students' progress toward graduation. Math department provides course recommendations for all returning students based on class performance and programming needs. English department provides course recommendations for honors students.

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

- RHECC has implemented 1:1 devices for all students which allows the use of digital curriculum and supports the gathering of data to demonstrate standards based performance by the students.
- There are multiple CTE pathways available at RHECC.
- Many departments use assessment data to drive instruction. Vertical teams are used in the math department to use data to drive instruction.
- Students requiring additional support to raise their Lexile scores in English are placed in a course using the READ 180 program.

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

- All departments have agreed that a better method for developing, implementation of benchmark testing/protocol and then reflecting on the data. Currently there are limited benchmark tests given. Benchmarking results are needed to identify student needs to support success and growth.
- Work needs to be done to determine how students with low math skills and not Algebra ready can be identified in eighth grade. RHECC does not have a tool in place to identify and quantify student math skills.
- RHECC is looking to increase completion of certification within the various CTE pathways including completion of certifications beyond those offered by the curriculum providers. This year we are working hard to ensure all courses are better aligned and correctly coded to show greater pathway completion.
- Professional development centered on disseminate data to give the staff better insight of assessments.
- Professional development on the development of site CFA's and SFA's.

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, business, industry, and community involvement, especially with the learning/teaching process.

> **Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their 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

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
The strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process is adequate at this time however there is little parent involvement in regards to on campus volunteering. There seems to be a great interest of parent volunteers for our sports teams, band and FFA organization. There are several avenues that we use to communicate to parents however parents still aren't involved on campus in general. RHECC utilizes a variety of technology tools to communicate with families. In order to allow teachers and staff to communicate to households, we utilize Blackboard website to send messages home by phone in the home's language. To allow parents and students access to graduation status, up-to-date grades, and attendance data, parent and student portals are provided via Aeries. Beyond the use of Aeries and Blackboard, parents and teachers also frequently use email as a communication tool. As an extra effort to communicate with parents and students, a number of teachers, coaches and advisors use the Remind app to communicate pertinent activities, information and deadlines. RHECC also provides a series of events that encourage family and community involvement. Back-to-School Night is an event put on by the school that offers parents an opportunity to briefly meet students'	- Blackboard log - Back-To-School night sign-in sheets - Sign-in logs for p/t conferences - Aeries portal statistics - Emails - Remind activity reports - sign in sheet for Cash for College Night - Fundraisers and parent support at events - Board meeting minutes and agendas - SSC meeting minutes - Senior Awards

teachers at the beginning of the school year. A Parent/Teacher conference day is scheduled at the conclusion of the first quarter. Parents have a six-hour window in which they may speak with some or all teachers about student grades, achievement, behavior, etc. The Band Booster group provides vital support for the activities of the school band and flag corps. For parents and community members who want to help and be a part of school activities, the District approves adult volunteers to assist on school sites which allows community members to participate in school events. The counseling department and administration host events and provide paperwork support to assist students in the task of applying to Antelope Valley College and registering for dual enrollment classes To help and support families with college preparation, RHECC schedules and hosts Cash for College events sponsored by the CSAC to assist families of college-bound senior students with FAFSA and/or Dream Act applications. The School Site Council meets regularly to promote collaboration between students, parents, and staff. Parents donate supplies and time to classrooms, athletic teams, class events and drama productions. RHECC also puts forth an effort to encourage community involvement through clubs, organizations, and events. Campus Life group is on campus once a week during lunch to interact with students. Counselors work in conjunction with AVC staff to provide transition assistance for senior students, which also can provide priority registration status. The Kern Historical Society has reached out to recruit young members, and offers a scholarship opportunity. Rosamond Rotary and other local organizations award several scholarships to seniors pursuing post-secondary studies. Community youth organizations are granted use of facilities at no cost. AFJROTC participated in parades and color guard events in the community, They also organize food and toy drives for local families that are in need. Beginning in 2019-2020 school year AFROTC has converted to Cadet Corps. FFA annually guide students as they raise animals and then show/sell them at the AV Fair. Parenting classes (off site and after school hours) are open to students who are young parents. The community also has many opportunities to support the school and its clubs through various fundraising campaigns. As an example, Girls Soccer Championship CIF rings were 100% fundraised, through the	Night program ● Facilities Use Calendar ● AV Fair schedule ● Donations documentation

support of the community. Alumni nights are held at athletic events to help former students to maintain a connection to the school. The Labor Day Sports Spectacular, an event that was organized in 2018 to fundraise for athletics and provide an avenue of involvement for community, brought staff and community members together.

The American Legion Ladies Auxiliary sponsored an 11th grade student to attend Girls State event for the first time in June, 2018. To allow students the ability to give back to the community, blanket, toy and food drives for community members are sponsored by various campus organizations.

ASB welcomes and encourages the community by sponsoring the Harvest/Fall Festival for community. Guest speakers address AVID classes to provide connections to the community, business and industry sectors.

The local businesses and industries support the school and its students through a variety of opportunities and donations. Kiwanis provides eye glasses for students in need. Athletics links with local businesses for sponsorship and donations in response to reduced athletic funding. Fosters Freeze donated a cast party for drama students, and also hosts frequent Taco Night fundraisers throughout the year to benefit athletic teams and graduating classes.

The workability coordinator collaborates with a number of local businesses (Karl's Hardware, Rite Aid, Fosters Freeze, Keiffe and Sons Ford, Rosamond Cleaners, Sals Restaurant, Robertos Restaurant) to place students with special needs in part-time jobs.

Military Recruiters present their programs in classrooms to educate students about available opportunities. They are frequently present on campus during lunch periods to meet one-on-one with students. They also assist in proctoring the ASVAB and interpreting the scores.

RHECC attempts to accommodate and support the special populations through ensuring that language barriers are not disruptive with student, parent, and community communication and that support events are available and support all students. District communications to students and parents are provided in English and Spanish. Cash for College events sponsored by CSAC to assist families of college-bound students with FAFSA and/or Dream Act applications are offered to all students. SPORTSNET is offered in English and Spanish. Bilingual office aides are often available to greet spanish-speaking visitors and assist with communication. Athletics are open to all students/SPED

and Independent Study, and all students must meet the same qualifications.	

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
RHECC effectively utilizes community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes. Many businesses include: NG, Monsanto, Edwards AFB, AEBG Consortium, BHE, LPAC, NASA, Karl's Hardware, Rosamond Health and Fitness, Rosamond News, Jesse's Pizza, Foster's Freeze, Hyundai, Rocket Lab, and HASS. With the onset of budget reductions, which included reduced transportation services for sports teams, community organizations have sponsored and donated money for charter bus costs when needed. Local community organizations such as the Rosamond Rotary, Hall Ambulance, Kern Historical Society, Antelope Valley Hospital, and Edwards Spouses Committee offers annual scholarship opportunities to graduating seniors. Summer employment opportunities are available through the LADWP Mojave Station are made available. The American Legion Women's Auxiliary group in California City sponsored a candidate from RHECC to California Girls' State for the first time in 2018. The theatre/drama department reaches out to local businesses for sponsorships and donations for its productions throughout the year. The local theater (Lancaster Performing Arts Center) came to speak to students about what it is like to work in a professional theater. Drama students perform at elementary schools for Dr.	- Senior Awards Night program - ASB projects (community and on-campus) pictures - Northrup HIP program info - CTE advisory committee

Seuss week. Collaboration with fine arts teachers at other campuses for help on our campus (ie. sound system set up by middle school teacher for our musical) The Workability Coordinator arranges partnerships with local businesses such as Karl's Hardware, Rite Aid, Fosters Freeze, Keiffe and Sons Ford Dealership, Sal's Restaurant, and Rosamond Cleaners. RHECC partners with Northrop Grumman HIP - Top-achieving students may apply to and participate in this internship program, which yields tremendous industry experience and work experience credits on their transcripts. Two students have been accepted to date. CTE Advisory Committees allow the CTE coordinator and instructors to collaborate with local organizations to improve the pathways and better prepare students with entry-level job skills.	

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

> **Online Programs: iNACOL Standard P: Organizational Support**: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language, especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
In the event that students observe or experience bullying incidents, there is a link on the District website so that students may report such things. PSST.com was available	• SSC minutes • A2A reports and summaries

previously available for report these incidents. Students can also personally discuss bullying incidents (whether on campus or online) confidentially in the Campus Security Office. As recently as last school year an all-school assembly was presented by Juan Hernandez on the topic of kindness / anti-bullying. This has become a theme of the current school year. School Safety Officers and the Campus Security Office are available and help teachers/students/staff with any issues with behavior/bullying/etc.

An on-site School Psychologist assists with assessments related to IEP review meetings and prescribed counseling for identified students. An SKUSD Mental Health Therapist is available to assist and provide counseling as needed for situations such as suicide assessment, trauma counseling, substance abuse, bevavior modification counseling, etc. The Student Success Team (SST) Coordinator in place to schedule attendance and/or academic meetings with systematic follow-up. College Community Services, based in Mojave, comes on campus to conduct group counseling sessions on a regular basis. Two onsite academic counselors serve the students, and are accessible on a walk-in basis or by making a request using the Google Form posted on all student laptops. The School Site Council meets regularly to provide input and oversee school-wide systems.

Link Crew students were trained to support freshmen students in their transition to high school. This class was removed from the master schedule for the 2019-202 school year.

CPI Training is offered for staff who want or need to have knowledge of this intervention strategy.

A number of student-led school improvement projects (2016-2018) were implemented through the New Pedagogies for Deeper Learning (NPDL) groups.

The on-site IT department is constantly updating firewalls for student 1:1 devices. Additionally, software such as LanSchool and Gaggle monitors student internet, Google Drive, and email activities. They scan for explicit, concerning, questionable content and potentially concerning verbiage. The school sponsored a Safer Schools Together Presentation (Spring, 2018) by Sam Jingfors to the student body and parents/families, in which he communicated some of the

- CPT training rosters
- NPDL project spreadsheets
- Safety Drill Log
- Emergency procedure documents
- Suspension data
- Graduation data
- Google form response data for requests to see Academic Counselors

vulnerabilities of social media, as well as means of combating and monitoring these vulnerabilities. Different drills (fire, active shooter, earthquake) are conducted to rehearse emergency procedures. Multiple emergency evacuation routes have been created. An SKUSD Threat Assessment Program in development and awaiting l gal approval. Some classrooms have extensive window coverings, to bolster safety in case of active-shooter situation.etc.). Lockdown kits have been placed in all classrooms (emergency buckets) in the event of an extended lockdown. Staff are instructed to keep classroom doors locked at all times in order to monitor traffic. Planners with school and district policies are provided to students at the beginning of each school year. Random searches on campus for contraband items by trained sniffing dogs (though recently discontinued). Random drug testing of student athletes is conducted on site. Tardy sweeps are frequently conducted to encourage punctuality. There are eye wash stations in science classes and CTE classes. Safety procedures and tests are required for students in CTE classes. AFJROTC regularly conducts campus clean-ups as a part of their community service. Trash cans are plentiful around campus to promote responsibility and pride in facilities. The custodial staff consistently tends to immediate clean-up following meal times.	

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Lunch pass privileges for juniors and seniors include a GPA and attendance requirement that students must maintain to obtain and/or renew the pass. Student parking lot spaces can be purchased through a bid process as a fundraising event for the ASB. Students then have the option to personalize their spaces by paint if they choose.	● Processed Work Permits ● Social Contracts in classroom ● List of Drama field trips (*Come From Away,*

College classes are offered on the RHECC campus in partnership with Antelope Valley College. These classes are also open to community members who are enrolled in AVC. Students can also enroll in online classes with Cerro Coso Community College. The College Center provided matriculation assistance and a place for dual enrollment students to gather, study and collaborate. The physical space is not available this year due to staff reductions, but assistance with dual enrollment tasks is still provided by counselors and administration. An Antelope Valley College Counselor is present on a regular basis to advise and assist dual enrollment students. Teachers and staff are supportive of students lifestyle choices (for example LGBTQ) and willingly conference with families to educate themselves about the students and their needs. Teachers are encouraged to use positive reinforcement in their classes. Differentiated instruction strategies are encouraged and observable in the classrooms. Some teachers use "Teach w/ your Heart" strategies after participating in training provided by the District. Multiple clubs are available on campus for student involvement. Drama classes make field trips to plays that highlight different cultures and traditions The AVID program for 9th - 12th grade students is offered and augments college readiness. Tutoring with the AVID tutors is available to all students. during lunch, but has been an under-utlized resource. Students receive college and career counseling services directly through academic counselors and required Success 101or AVID class, class where students create four-year and ten-year plans which can be updated periodically. READ 180 and System 44 programs are utilized for ELD students and students with low lexile level (per assessment). Academic Counselors identify academically at-risk students through data analysis and then place students in a Credit Recovery class or alternative education class as appropriate. The credit recovery curriculum this year is now Acellus. This allows students to complete courses at their own pace online for credit retrieval or remediation. This curriculum is also a-g approved. Summer school is offered at the District's	*Archduke, Cinderella, Bright Star, Lakawanna Blues, and Zoot Suit*) ● List of active clubs available on campus ● Dual enrollment logs and data ● Summer school enrollment data ● A2A data ● AVID rosters and curriculum ● Calendar of AVC Counselor visits to RHECC ● LCAP

alternative education site, Rare Earth. SST Attendance Coordinator (stipend position) and processes in place for chronic absenteeism. Intervention services by behavioral counselors and psychologists help to prevent escalated and disruptive behavior. Mental health services provided through district therapists and College Community Services for at-risk students CTE pathways in Welding and Materials Joining, Residential and Commercial Construction, Machining and Forming Technologies, System Diagnostics Services and Repairs, Patient Care, Design Visual and Media Arts, Agriscience, Animal Science, Financial Services, Production Managerial Arts and Networking are in place. These courses create career ready students with skills that transfer directly to local industry. The CTE Coordinator is available to meet with students in CTE programs to advise about appropriate classes for the chosen pathway, and check progress towards certification. Work permits are processed on campus by the Academic Counselors. Students grades and attendance are reviewed before issuing a work permit. The District's LCAP addresses underperforming students and students' academic and behavioral social emotional needs. The District provides free breakfast and lunch for all students. At RHECC the District has supported the 1:1 device ratio for the past five years. A very small number of students opt-out of using a laptop due to parent/guardian directive.	

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
RHECC staff is intentional about working collaboratively and with respect. With a minimal amount of time available for departmental collaboration, email exchanges are paramount to	● Department meeting agendas and minutes ● Aeries documentation

successful support. Teachers and staff frequently reach out to academic counselors to share observations about behavior, grades, or other concerns. In the midst of short-term and long-term administrative changes the staff has adjusted accordingly to adapt to the changing dynamics. The leadership team is comprised of department chairs. Administration shares plans, concerns and communication with the team so that they may share information and ideas with their department members. The Leadership team is also consulted for input as to upcoming events, logistics and changes. Additionally, the team works collaboratively each spring to build the master schedule for the following school year. Some staff members serve on the SSC. All District employees are invited to participate in LCAP meetings that guide the design and monitoring of the plan.	on Counseling page ● Leadership meeting agendas ● SSC meeting agendas and minutes

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

> **Online Programs: iNACOL Standard N: Organizational Support**: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
In recent years RHECC has been able to bolster academic and personal support significantly for students due to the continued commitment to staff two full-time Academic Counselors have been hired. Counselors provide academic guidance based upon the students' post-secondary goals. Counselors monitor credit deficiencies, academic struggles,	● Aeries reports ● Counseling page notes in Aeries ● Shared drive

graduation requirements, a-g college entrance requirements, and also provide basic social/emotional counseling. Counselors are accessible by appointment or immediate access as needed. Additionally, the Counselors invest time weekly at Tropico Middle School and the Alternative Education sites to provide additional support on these sites and also ensure smooth transitions to post-secondary pathways. A Mental Health Therapist is also accessible as needed to meet with students in crisis, assist with suicide assessments, and provide personal counseling as appropriate. Counselors and Mental Health Therapists can also provide referral information to families for Counseling services through College Community Services in Mojave or other agencies in the Antelope Valley. There is also a full-time School Psychologist on site, who is primarily a resource for students with an IEP. The College Center at the east end of the campus had been staffed by the Educational Partnership Coordinator, who supports dual-enrollment students by assisting with matriculation, enrollment, scheduling and a-g compliance. Academic Counselors worked closely with the Educational Partnership Coordinator in supporting students enrolled in the Southern Kern Prep Academy. These students are often enrolled in both APEX and RHECC classes simultaneously and are sometimes candidates for early graduation. These services have now been absorbed by the Counselors. Freshmen jumpstart their planning process through the Success 101 and AVID courses. The Success curriculum includes the creation of a ten-year plan. This plan can be accessed by Counselors to aid in planning and guidance, and keeping them on track for graduation. AVID students have a similar component in that they establish a four-year plan that is updated annually.	with resources/data for dual enrollment students ● Career Choices 10 Year Plan accounts ● AVID 4 year plan samples ● Applications for advanced graduation

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
N/A	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
The Read 180 and System 44 curriculums are in use for ELL students and underperforming students. Students are identified initially through the CELDT test assessing lexile level for every student, and each freshman class thereafter. The Math XL curriculum automatically calibrates based upon student proficiency and provides resources and study plans. STEM Prep has served as an Algebra support class for students who traditionally struggle with math or students with low Algebra grades and/or are repeating the class. This class was removed from the Master Schedule for the 2019-2020 school year. SMAP curriculum allows a student to assess at the beginning of the course to determine appropriate starting point for review. From that point, progress is self-paced. The SMAP course was eliminated from the master schedule in 2019-2020, but a Trigonometry class was added back to the Master Schedule. A collaborative inclusion model is in place for RSP students requiring these instructional minutes as a provision of the IEP (primarily for math, English and some history classes). Appropriately identified general education accommodations for students with an IEP or 504 Plan are created and then communicated to all of a student's teachers. Use of California Career Zone by Special Education teachers as a tool for helping students plan their transition from high school to adulthood. Moderate/Severely impaired students regularly participate in a variety of CBI experiences. Teachers supplement curriculum based upon observations of student comprehension and mastery. Some teachers allow students to edit, re-work or correct assignments in exchange for an improved grade.Many teachers incorporate project- and group-based learning projects. An excellent example is the Shark Tank projects that Senior Economics students complete. AVID students use the TRF (Tutoring Referral Form) on a weekly basis. Counselors recommend students for transfer to alternative education as needed, based upon level of credit deficiency and current academic effort. The goal is always to keep the student on pace with his/her original graduating class. Conversely, a process is in place to allow students to petition to graduate up to one year early. SKPA offers a flexible model for students who work well independently and are able to manage their own work pace. This platform was eliminated for the 2019-2020 school year due to budget considerations. Now the primary vehicle to achieving early graduation is dual enrollment.	● ELL assessment data (initial and long-term) ● TRF samples from AVID students ● Observation of classes with inclusion support (collaborative inclusion) ● Master schedule documents ● CBI field trip requests ● Alt Ed transfer requests

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
N/A	

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
IEP meetings, 504 Plan reviews and SST meetings are conducted as required and needed throughout the school year. Data for EL students is maintained to demonstrate growth and guide decisions for course placement and support services. Several departments provide quarterly benchmark testing. AVID teachers facilitate weekly tutoring through TRF process and also monitor student grades. Coaches provide an additional layer of grade monitoring throughout their athletes seasons. Academic Counselors monitor under-performing students at each grade-marking period. They also monitor college entrance requirements for eligible students to ensure that students are enrolled in classes that they need for post-secondary education. Parents access and monitor grades through the Aeries portal, Schoology, and Google Classroom. Additionally some teachers send email summaries to parents through an Aeries report Students who want to take advantage of dual enrollment opportunities are supported with assistance through the matriculation process, schedule adjustments, and future planning.	• IEP calendar • ELL exit documents • Aeries portal data • Benchmark performance data

E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
N/A	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant,

and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
Being a relatively small high school, it is often challenging to demographically balance all classes. However, administration and counseling do try to respond when teachers identify problematic sections in their teaching loads. An effort is made to include more than one Inclusion section of Gen Ed classes for math and English, when resources and the master schedule can support it. If practical and manageable, there is an attempt to make significant changes at the start of a semester, so as to minimize academic disruption as much as possible. ELL students are distributed amongst a number of English teachers. Students in STEM prep, in many cases, are placed with their STEM teacher for Algebra. This can lead to clusters of struggling students in certain algebra sections. Ultimately it is better for these students to be with the same teacher for both classes. AFJROTC instructors do collect data more systematically on demographics due to a requirement to report such data to the Air Force. Site administration has ensured that all core classes, as well as many electives, are compliant with a-g requirements. Beginning this school year the credit recovery classes through Acellus are also a-g approved, allowing all students to benefit from the curriculum.	● Master schedule data ● Acellus course offering list

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the 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
RHECC offers a variety of co-curricular activities that are available for students to participate in during the school year. The following activities are offered to all students that qualify: Robotics, Mathletes, Athletics, ASB Leadership, Link Crew (eliminated for the 2019-2020 school year, Drama productions, Marching and Concert Band / Flag Aux / DrumLine, Workability participation, CSF, and Academic Partnership (Elective offering in 2018-2019 school year). Each co-curricular activity links to the schoolwide learner outcomes and academic standards because each emphasizes the	● Athletics web page ● Robotics competitions/roster/data ● Online school calendar ● ASB roster ● Playbills/events ● Field show participation ● CSF roll/scholarship

use of critical thinking skills that are applied to an activity. Beyond utilizing critical thinking skills, students are also asked to work with and incorporate their community within each co-curricular activity. When participating in one of RHECC's co-curricular activities, a student works toward meeting the schoolwide learner outcomes and directly applies the knowledge and skills that are based on the academic standards.	awards ● Log of service time to Ascend students (2018-2019 school year)
The school, in an effort to evaluate the level of involvement for all students in these activities, requires grade checks for all athletes to ensure academic qualifications. Each club and organization is responsible for getting all fundraisers, field trips, and major activities approved through ASB and/or the administrator depending on the activity. This ensures that the school is able to know and evaluate what each co-curricular activities level of involvement is. Events for the entire school are also monitored and expressed through the online calendar that is posted on the school's website, which must be recorded to the front office in order to be posted for all students, staff, and community members to see.	

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

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

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

Summary (including comments about the preliminary identified critical learner needs)

Rosamond High School strives to support all student needs, related to academics and social emotional well-being. In spite of budget cuts, students have access to counseling services, a broad range of academic offerings and the benefit of smaller school community. Whether students are

credit deficient or have a goal to graduate one or two semesters early, RHESCC is has options and guidance to support achievement for all students. Since there is only one comprehensive high school in the town, support from community members and local businesses is relatively strong. While it is clear that today's students face unique social and cultural stressors, students know that their teachers and support staff care for them and seek to provide a safe environment that is conducive to academic, vocational and personal success.

The staff enjoys a collegial and collaborative culture as much as is possible. With new district and site administration in place, there is a sense of resilience and optimism that programs and services can be reinvisioned and executed. The staff is anxious to work together, learn together, and embrace life-long learning for its student body.

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

- CTE program
- Early College Campus designation
- Two full-time Academic Counselors beginning of 2015-2016 school year
- Maintaining athletic programs in spite of budget cuts
- Campus Safety Officers (CSOs)
- Mental Health Counselor
- EL services bolstered
- AVID re-implemented for all grade levels
- Student Technology 1:1, increased technology proficiency and new student laptops
- Career Choices hands-on curriculum

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

- Implement a more comprehensive process for data maintenance and analysis
- Creativity when programs or personnel are cut
- Need to decrease chronic absenteeism and tardiness
- Increased focus in assisting students to identify a post-secondary path
- Seek opportunities to expand mental health education / services

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Decrease chronic absenteeism by .5% yearly for the next three years.
- Establishment of department benchmark exams
- Continued implementation of Capturing Kids Heart strategies and training of staff
- Develop and build PLC protocols and PLC mindset change
- Establish site ELAC parent committee

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

Summarize the identified critical student learning needs based on profile and Focus Group findings.

The Rosamond High School Early College Center team have established the following areas are our identified critical student learning needs based on profile and Focus Group findings are:

- Decrease chronic absenteeism by .5% yearly for the next three years.
- Establishment of department benchmark exams
- Continued implementation of Capturing Kids Heart strategies and training of staff
- Develop and build PLC protocols and PLC mindset change
- Establish site ELAC parent committee

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.

These items in our action plan will be introduced into our new SPSA for 2019-2020.

District LCAP Goal # 1

· Improve academic achievement for all students.

Goal	Year	Action items	By Whom
Decrease chronic absenteeism by .5% each for the next 3 years.	1, 2,3	Utilization of A2A software to assist in logging, tracking, and communication on chronic absent students.	Site attendance clerk Administration
Streamline process for AA and transfer status at RHECC/ AVC campus	1, 2,3	Development and implementation of 4 year plan for AA and transfer	Administration School counselors AVC Liaison

Develop PLC protocols and procedures for departments and then implement through departments.	1,2,3	Leadership book study "Learn by Doing" by DuFour's. Work with Leadership on development of protocols /procedures	School Leadership team Administration
Establishment of department benchmarks- protocols, assessment schedule , and data review days	1	Committee will research different forms of benchmark exams to show student growth against the standards.	Teacher committee Administration District office personnel
Department Benchmarks refinement	2,3	Committee will review benchmark exams and results and revise as needed	Teacher committee Administration District office personnel
Increase the amount of students in "Standards Met" by 5% on ELA on the SBAC test each year for the next 3 years	1, 2,3	Year 1-Train teacher to use Interim testing properly and access data from Digital Library Year 2- Utilize ELA SBAC Interim testing, use data from interim test to drive instruction.	Teachers Administration District office personnel

Increase the amount of students in "Standards Met" by 5% on Math on the SBAC test each year for the next 3 years.	1,2,3	Year 1-Train teacher to use Interim testing properly and access data from Digital Library Year 2- Utilize Math SBAC Interim testing, use data from interim test to drive instruction.	Teachers Administration District office personnel
Develop protocols, assessments for incoming freshman to determine the level of readiness in numeracy and literacy.	1, 2,3	Committee will meet to develop an 8th grade pre-assessment, and modification of existing courses. Then administer said assessment and course.	Teachers Administration

District LCAP Goal # 2

· Develop a healthy school climate that supports the social, emotional and physical needs of all students.

Goal	**Year**	**Action items**	**By Whom**

Continued implementation of Capturing Kids Heart	1, 2, 3	Year 1- Social contract, greetings, good things Year 2- Affirmations, put ups, conflict resolution Year 3- Total implementation of CKH tools.	All staff Administration
Referrals for School Based Mental Health Services	1,2,3	Continued referral to - College Community Services -ERMH- RHS Mental Health Services	Mental Health Therapist- site Mental Health Therapist College Community Services Administration All staff
Confidential referral or self-referrals for social concerns	1,2, 3	Confidential tip line for bullying and other social concerns	Students, staff
Increasing relationships between staff and students	1,2,3	Using CKH strategies establishing warm safe relationships between staff and students.	All staff, administration, students
Addition of site attendance clerk	1, 2,3	Site attendance can be recorded more accurately. Establish relationships with students and parents. Encourage good attendance	Site attendance clerk

Communicate behavior/attendance expectations more effectively to freshman	1,2,3	Beginning of year assemblies to talk to students about attendance and behavior expectations- assist in transition to high school.	Administration, school counselors

District LCAP Goal # 3

·   Engage families and community in effective educational partnerships.

Goal	Year	Action Items	By Whom
Increase communication between school and parents	1, 2, 3,	Continued use of all social media sites such as Facebook, Twitter, Blackboard and Constant Contact	Administration, Teachers, parents
Start ELAC site group- develop interests, procedures and protocols. Set up monthly meeting on site calendar.	1	Send out invite for all interested parents, work with DO to get leads	Administration, Teachers, parents
ELAC meeting held monthly. Get a site representative for DELAC.	2, 3	Use social media sites, Constant Contact and mailers home to inform about topics and meeting dates.	Administration, Teachers, parents

Encourage parent volunteers	1, 2,3	Use social media sites, Constant Contact and mailers home to let parents know that their help is needed. Let them understand how they become volunteers on campus.	Administrations, teachers
Encourage existing relationships with local businesses, and establish new relationships with EAFB, local businesses and AVE	1, 2,3	Attend local Chamber of Commerce, Rotary and AVC meetings.	Administration
Develop stronger relationship AVC and RHECC Dual enrollment	1, 2,3	Develop 4 year plan for AA degrees and transfer students	Administration, RHESS counselors and AVC Liaison

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

B.   Results of student questionnaire/interviews

C.   Results of parent/community questionnaire/interviews

D.   The most recent California Healthy Kids Survey

E.   Master schedule

F.   Approved AP course list: https://apcourseaudit.epiconline.org/ledger/

G.   UC a–g approved course list: https://doorways.ucop.edu/list/app/home/

H.   Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID

I.   California School Dashboard performance indicators

J.   School accountability report card (SARC)

K.   CBEDS school information form

L.   Graduation requirements

M.   Any pertinent additional data (or have on exhibit during the visit)

N.   Budgetary information, including school budget

O. Glossary of terms unique to the school.