

Rose City High School

Pasadena Unified School District

351 South Hudson Avenue

Pasadena, California 91101



SELF-STUDY REPORT

Submitted to the Accrediting Commission for Schools
Western Association of Schools and Colleges

Principal: Brian Stanley

WASC Coordinators: Epifanio Cruz and Michael McNeely

February 25-27, 2019



The Visiting Committee

Representing Accrediting Commission for Schools Western Association of Schools and Colleges

Dr. Jordan Smith Jr.,
Chair

Committee Members:

Malcolm Anderson

Theresa Nichole Budke

Date of visit: 2-25-19 - 2-27-19



Pasadena Unified School District Board of Education

Lawrence Torres	President
Patrick Cahalan	Vice President
Scott Phelps	Clerk
Kimberly Kenne	Member
Roy Boulghourjian	Member
Michelle Richardson Bailey	Member
Elizabeth Pomeroy	Member

District Office Leadership

Dr. Brian McDonald	Superintendent
Dr. Elizabeth J Blanco	Chief of Specialized Instructional Services
Nelson Cayabyab	Chief Facilities Officer
Dr. Leslie Barnes	Chief Business Officer
Dr. Steven Miller	Chief Human Resources Officer
Tendaji Jamal	Chief Technology Officer
Dr. Marisa Sarian	Assistant Superintendent, Secondary
Julianne Reynoso	Assistant Superintendent, Elementary
Dr. Eric Sahakian	Assistant Superintendent, School Support Services

Rose City High School Administration and Support Staff

Brian Stanley	Principal
Mahrokh Afshar	Data Control Clerk
Angelea Mayoral	Child Advocate
Bertha Benitez	Office Manager
Jane Leong	Counselor
Joe Esqueda	Probation Officer
Daniel Yi	Psychologist
Kathleen Watson	Substance Abuse Counselor
Toni Jackson	District Security Officer
Cesar Ponce	District Security Officer
Wilma Ramirez	Instructional Aide
Belva Hamilton	Custodian
Eric Bailey	Custodian

Rose City High School Faculty

Epifanio Cruz	Social Studies Teacher
Eric Gothold	Art/Empowerment/Photography Teacher
John Howard	Math/Independent Studies Teacher
Adriana Lopez	Science Teacher
Michael McNeely	English/Physical Education/Student Leadership Teacher
Carolina Obregon	Math/Empowerment Teacher
Jennifer Pringle	English/Yearbook/Language Development Resource Teacher
Kathleen Sander	RSP Teacher
Michael Slominski	CTE/Career Planning Teacher
Christopher Tolosa	Science/computer lab Teacher

TABLE OF CONTENTS

Preface	5
Chapter I: Progress Report	6
Chapter II: Student/Community Profile and Supporting Data and Findings	21
Chapter III: Self-Study Findings	50
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	50
B: Standards-based Student Learning: Curriculum	74
C: Standards-based Student Learning: Instruction	86
D: Standards-based Student Learning: Assessment and Accountability	101
E: School Culture and Support for Student Personal and Academic Growth	118
Prioritized Areas of Growth Needs from Categories A through E	140
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs	142
Chapter V: Schoolwide Action Plan	144
Appendices	183

Preface

Rose City High School began the self-study process in January 2018 by assembling the leadership team to review the new WASC self-study template requirements and formulate a plan with a timeline to begin the process. After this initial meeting, the WASC Leadership Team planned to meet weekly to monitor progress and assemble data to review. The data reviewed in subsequent meetings consisted of the initial self-study report, the mid-cycle report, the model continuation report, and the school site plan. After reviewing the data, the leadership team mapped out the next twelve months of the self-study.

The leadership team presented the data reviewed during Monday “A” meetings and pathway meetings and asked teachers and staff to begin to share their thoughts in writing for each section on the WASC Self-study template shared Google document. During this process, a timeline was shared with teachers and staff and for each section of the self-study moving forward. All onsite stakeholders continued to review the information inputted each week during meetings, then discussed and revised the findings until June, at which time the leadership team edited and revised the shared WASC template throughout the summer.

Data regarding what students should know was discussed and how that should be reflected in the SLOs, and changes in the entrance and exit exams for RCHS students were discussed and eventually modified and aligned to match the district’s exams. District rubrics were also addressed in several meetings and began to be used due to the need to measure what students should know and understand. A plan for the graduate defense and how that should be implemented for RCHS students was also discussed and preliminarily implemented in November 2018. In addition, teachers with specific expertise in the areas of Special Education, academic language development (ALD) and mathematics provided specific information regarding academic supports which led to the refinement of student supports over the course of the self-study. Information regarding the self-study was discussed, and input was added from other stakeholders including parents, students, and community partners during School Site Council, English Language Advisory Committee, and student leadership meetings.

All the findings from the self-study were then compiled along with survey data from students, teachers, and staff, at which time the findings are driving the development of the school action plan. The action plan will then be presented to all stakeholders in various meetings, and a consensus reached. Moving forward, the action plan will serve as a roadmap and the recommendations from the self-study will continue to guide the school with a continual focus on improvement of the entire program through a focus on student learning and the critical learner needs for Rose City High School.

Chapter 1



Progress Report





Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Significant Developments

School Program/Schedule

- In 2014 RCHS transitioned from a trimester to quarter system to allow more credit recovery opportunities and to better matriculate with the traditional high schools.
- In 2016 RCHS began offering partial credit for all students for units completed in classes. Therefore students who do not complete the work for the entire course may still be awarded partial credits for work completed.
- The RCHS master schedule was modified to accommodate for a common preparation period and the creation of Career Exploration Opportunities Academy (CEO) and mandatory a careers class in 2014.

Career Exploration Academy

- Career Exploration Opportunities Academy (CEO) was adopted in 2015 to emphasize career readiness through integrated curriculum, work-based learning, and program structure and development. CEO Academy is comprised of Rose City High School, and the Center for Independent Study (CIS) and both sites collaborate to promote CEO programs and internships. Students are encouraged to take on additional courses of study to earn a CEO Pathway medallion.
- In 2018, the Career Planning course was expanded into Career Planning A, and Career Planning B. Career Planning A is mandatory for all students to graduate or return to the traditional high school. These courses offer students the opportunity to explore various careers, develop resumes and portfolios, and prepares them for paid and unpaid internships. A Retail, Sales and Marketing course was also added to the Master Schedule.

Instruction/Curriculum

- In 2015, implemented a blended learning curriculum utilizing the PowerSchool Learning, Learning Management System (LMS) as the primary method of instruction at RCHS.
- One-to-one Chromebook distribution was implemented in 2015.

Rose City High School ACS WASC/CDE Self-Study Report

- In 2017, RCHS faculty and staff were trained, and the site applied the Tier 1 Trauma Informed Care guidelines to the entire student population as a schoolwide instructional strategy.
- Integrated Math I. II, II was grandfathered into high school math curriculum in 2013-2014.
- Adoption of Carnegie Math in 2017
- In the 2015-2016 school year, the ALD class was double blocked to include one period of ALD and one period of English to increase learning efficacy.
- The implementation of schoolwide collaborative meetings to develop co-curricular projects and project-based learning in 2015.
- RCHS is in the process to offer concurrent enrollment courses with Pasadena City College to reinforce career and college pathways for students.
- For the 2018-2019 school year, students will be required to complete a Senior Defense where they generate a portfolio of student work and select key pieces to defend their learning before a panel of professionals.

California Assessment of Student Performance and Progress (CAASPP)

- As of 2014, the California Standards Testing (STAR) was replaced with CAASPP, which is a state computer adaptive assessment with performance task components. Completion of this state-mandated assessment is facilitated by the school's distribution of Chromebook devices to the entire student population.

Staffing

- As a result of district budget cuts, the site staffing ratio was raised to 25:1 and a reduction in staff have eliminated or reduced the following positions over the past two years:
 - The school site Healthy Start coordinator
 - Two certificated teachers
 - The district security allocation was reduced to 1.5
 - Two CTE teacher positions eliminated and one CTE teacher reduced to part-time

Grading

- In the 2015-2016 school year, the school adopted a Partial Grading Policy to offer students the opportunity to earn partial credit for courses and moved away from assigning "F" grades to "NG" grades.

Commendations

- Successful WASC mid-cycle progress report 2016
- Model Continuation recognition was achieved in 2016
- Administrator of the Year for Brian Stanley in Spring 2017
- PUSD Teacher of the Year for Rose City's Jennifer Pringle in Spring 2018

Diploma Options

- Three diploma options began to be offered in 2015 including:
 - 220 unit WASC accredited diploma
 - 170 unit district diploma for fifth-year seniors and students who begin their senior year with less than 120 credits.
 - AB 167 foster youth diploma

English Language Development

- The mechanism for reclassification of EL students has transitioned from the CELDT to the ELPAC as of the 2017-2018 school year. The interim period during this transition led to a lower number of EL reclassifications, according to the CA Department of Education but unofficially, the number of site reclassifications actually increased in the past three years. This was a result of the Language Assessment and Development Department (LADD) office not reporting the data to the state.

Facilities

- The construction trades room was established in 2015 to teach students basic construction and design skills using the Paxton and Patterson curriculum
- The existing graphic design lab was redesigned and updated in 2016 to meet 21st Century learning standards.
- The first RCHS Library was created in 2018.
- The RCHS weight room was renovated in 2016 to offer physical education classes.
- An office was designated for use by the counselor and College Access Plan (CAP) to promote a career and college-going culture at the site.
- A GED Testing Center was established in 2015 to offer students on-site testing for state certifications and exams.
- Classroom/office space was renovated into a multi-purpose area to offer Career Planning courses, serve as a district meeting room, foster youth space and adult education classes.
- In conjunction with an Exploring the Arts grant, the site reconfigured a classroom as an art studio.

Grants

- In 2017, Rose City High School applied for and was granted an Exploring the Arts Grant. As a result, the site entered into a four-year commitment as an ETA Partner School to build a sequential, school-day arts programs and increase out-of-school opportunities in the arts for RCHS students. The grant in total is \$60,000, plus each year teachers are invited to apply for teacher grants up to \$2,000. In addition, ETA provides students the opportunity to participate in internships with art centers within the Pasadena area.
- In 2017, RCHS received a school grant for \$10,000 from the Pasadena Education Fund for the creation of the Rose City High School library.
- Pre-apprenticeship grant monies were used to provide field trips and paid internships for students to immerse them in real-world learning opportunities.

Funding

- In 2017, Pathway funding was reduced, and Rose City High School lost funding for CTE teachers, internships and Pathway CEO programs.

Rose City High School ACS WASC/CDE Self-Study Report

- In 2017, Rose City High School lost \$50,000 in Title I money.
- In 2018, declines in PUSD enrollment, increased retirement contributions and higher than expected SPED costs led to a fiscal crisis in PUSD. The result for RCHS was a reduction in FTEs, elimination of classified positions and reduced funding for the site.

In the last self-study visitation in February 2013, the visiting committee made the following recommendations to Rose City High School:

Schoolwide Areas of Strength

1. The shared vision of Rose City High School to meet the needs of the students.
2. Rose City High School has a safe, clean and organized campus conducive to student learning and growth.
3. Rose City High School has embraced data analysis to monitor student achievement and drive instruction.
4. Rose City High School's staff's desire to grow and learn to be considered a top-notch school that rivals any traditional campus.
5. A variety of learning opportunities available to students throughout the day.
6. The available student support services available to students: CWAS, academic counselor, assistant principal, principal, STAR room, Healthy Start, IMPACT, special education, probation officer, classified office staff, custodial and campus security staff.
7. There is an honest and continual communication with principal, staff, parents, and students.
8. Engagement through project-based activities.

Schoolwide Critical Areas for Follow-Up

1. Research way in which the special education resources can be used more effectively ensuring RSP students have direct access to the curriculum.
2. Seek funding opportunities to maintain the CWAS position.
3. Further research is needed to determine the benefits of lowering the number of credits for graduation.
4. Explore additional ways to incorporate technology into the curriculum with the use of wireless Internet and modern technology.
5. To ensure campus safety and student ownership, it is recommended that the site install two gates, cameras, and structures where students can gather.
6. Continue to seek ways for more parent involvement.
7. Seek staff development in the use of Data Director to improve student achievement on standardized testing.
8. As Common Core curriculum standards come into effect, there will be a need to develop project-based, interdisciplinary strategies to increase higher order thinking skills among students.

To prepare for the WASC mid-cycle progress report and visit in 2016, Rose City High School utilized staff meetings and collaboration time to revisit the committee's recommendations and analyzed the extent to which each area was met as well as the impact on student achievement.

Ongoing Follow-up Process

Rose City High School has made great strides since the initial WASC accreditation in 2013 and the mid-cycle progress report regarding the critical areas for follow-up. After the initial 2013 RCHS Self Study, teachers, staff and other stakeholders discussed how to address the critical areas for follow-up in staff development meetings, School Site Council meetings, during weekly pathway meetings, biweekly "A" meetings, and ELAC meetings each year since receiving the six-year WASC accreditation.

The process for follow-up continues each new school year at the initial staff development meeting. At this meeting, the action plan is formulated each year by faculty and staff after evaluating the progress we have made on the critical areas of need as well as the overall focus on student learning since the previous year. In school Site Council meetings, stakeholders allocate the funding resources that target the ongoing critical areas of need. This funding is aligned with LCAP and SPSA goals as well as the recommendations of faculty and staff from the initial staff development meeting.

The weekly pathway meetings focus on the critical area for follow-up regarding project-based learning and interdisciplinary strategies to increase higher order thinking skills among students. Pathway meetings are utilized to standardize project formats, rubrics, and reflections. These meetings are also great opportunities for share-outs among faculty.

The biweekly "A" meetings involve intervention training, review of standardized assessments, goals and procedures, strategies for involving parents in school-wide events and preparation for new graduation requirements.

In ELAC meetings, EL parents are invited to gather together to recommend budget items for the RCHS School Site Council. Additionally, the reclassification process for EL students is discussed, and goals are set to reclassify students.

The RCHS Individual Education Plan (IEP) process has progressed since the initial WASC accreditation in 2013. SPED students at RCHS participate in an initial student intake, review of accommodations and schedule/transcript review to ensure academic success at RCHS. In response to the critical area for follow-up regarding SPED students, RCHS has implemented morning tutoring, an academic assist class and the RSP teacher can pull students out of class for additional one-on-one support.

Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals:

LCAP GOAL 1	Students will demonstrate grade-level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.
SPSA Goal	The school will ensure that Special Education students receive proper placement, accommodations and site services specified in their Individualized Education Plans.
Critical Area of Need	<p>Critical Area of Need #1: Research the way in which the special education resources can be used more effectively ensuring RSP students have direct access to the curriculum.</p> <p>Since the WASC visit in February 2013, RCHS has implemented a number of changes to ensure that special education students are placed appropriately in a continuation high school setting and are receiving appropriate services that match their learning needs and accommodations outlined in their IEPs. Effective in the 2015-2016 school year, the district special education program coordinator assigned to RCHS assists in reviewing the IEPs of special needs students who wish to enroll at RCHS in order to determine the appropriateness of the program to meet each student's needs. Currently, only students who require RSP support are accepted into RCHS, the RSP teacher provides specialized educational support in a pull-out and academic assist format. If placement at RCHS is deemed appropriate by the special education coordinator, then the IEP is reviewed by RCHS administrators. Once agreed upon by the school and the district's program coordinator, then the sending school is notified to schedule a transition IEP meeting which is to include an administrative representative from RCHS. At this meeting, the nature of the program and services provided are clearly outlined to the IEP team, and a final decision is made as to the appropriateness of the placement.</p> <p>Students new to the Pasadena Unified School District requiring special education services must go through an interim placement process with the district's special education department. During this process, the district program specialist assigned to the student reviews the current services in the IEP and makes an appropriate placement determination. If the student is in need of credit recovery and the services in the IEP can be provided at RCHS, the student will be offered an interim placement at RCHS upon approval of the RCHS administration. This interim placement is then followed up by a 30-day IEP where the student's progress and appropriateness of the placement is reviewed. In some cases, it is determined that the needs of the student will be better served at a traditional school site and a referral for a transfer will be made at that time.</p> <p>To guarantee that RSP students have direct access to the curriculum, all</p>

	<p>students are mainstreamed into general education classes. During the 2013-2014 school year, RCHS requested and received a full-time Resource Specialist and part-time instructional aide. The Resource Specialist ensures that students on her caseload receive a minimum of sixty to ninety minutes of specialized academic instruction per week on a pull-out basis as outlined in their IEPs. The Resource Specialist also monitors the progress of her students and works with teachers in order to allow students to complete coursework in the resource room on an as-needed basis.</p> <p>Annual and triennial meetings are held per IEP guidelines for faculty to gauge progress and collaborate on necessary accommodations that need to be made for student success. Accommodations and supports in the students' IEPs may include but are not limited to:</p> <ul style="list-style-type: none"> ● Extra time on test and assignments ● Access to resource room on an as-needed basis ● Reduced/shortened assignments ● Preferential seating ● Checking for understanding ● Open book assessments ● Access to calculators ● Dividing instruction into blocks ● Behavior intervention plans <p>At the beginning of each quarter, the RSP teacher provides teachers with copies of the accommodations of their special needs students. The RSP teacher also works with the teachers to provide students extra support in classes they may be struggling in. Additionally, an academic assist period has been added to the master schedule to support RSP students who may be struggling in specific courses. The academic assist class is scheduled at the end of the school day and meets twice per week. Since there is only one RSP teacher, the academic assist period functions as a study hall in order to provide students individualized support in specific classes. Additionally, all students have access to tutoring every morning where all teachers are available between 7:50-8:30 AM to assist students in specific areas where help is needed.</p> <p>Since the initial WASC visit in 2013 and up until the current school year, initiatives that add a layer of ancillary special education support that directly allow more access to the curriculum include:</p> <ol style="list-style-type: none"> 1. The administration at RCHS implemented a weekly Student Chats meeting to discuss how every student's academic, social and emotional needs are being met and how that reflects on their academic performance. The RSP teacher attends this meeting and receives additional input from teachers and staff on how special education students are doing in classes and how best to meet their academic needs. 2. Another ancillary component that supports how special education students, as well as all RCHS students, have more access to the curriculum is
--	--

Rose City High School ACS WASC/CDE Self-Study Report

	<p>Informed Trauma training. Through this training, teachers and staff learn how to navigate and unpack trauma many of our students have been through in order to better interact with them when teaching. This training program has allowed all students including special education students to more effectively access the curriculum because teachers can effectively navigate the pitfalls in cognitive processing caused by trauma. This allows all students, including special education students to deal more directly with curriculum because they are no longer triggered by interactions with teachers or staff that would impede their understanding of the curriculum.</p>
Impact On Student Achievement	<p>As a result of the changes made to the processes and procedures (e.g. how students with special education services enroll into alternative education and the expanded special education services offered at the site level), Rose City High School is better equipped to ensure that the site's special education population is appropriately placed in alternative education and has direct access to the curriculum. Furthermore, special education students receive supports above and beyond what is outlined in their IEPs. RSP students have an RSP teacher who is not only in constant contact with teachers but available on a daily basis to provide a small group environment or individualized support. All of these changes have impacted student achievement because students are screened and monitored at various levels to ensure that their needs and accommodations are met. Over the course of the previous few years, RCHS has continued to see a rise in the course completion and graduation rates for its SPED population of students.</p>

LCAP GOAL 1	<p>Students will demonstrate grade-level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.</p>
SPSA Goal	<p>ELA</p> <ul style="list-style-type: none"> ● Increase the percentage of students scoring “meets or exceeds” on the SBAC ELA assessment by 15 percentage points ● Increase the percentage of students scoring “college ready” on EAP ELA by 15 percentage points <p>Math</p> <ul style="list-style-type: none"> ● Increase the percentage of students scoring "meets or exceeds" on the SBAC Math assessment by 10 percentage points
Critical Area of Need	<p># 8: As Common Core curriculum standards come into effect, there will be a need to develop project-based, interdisciplinary strategies to increase</p>

	<p>higher order thinking skills among students.</p> <p>To address the development of project-based, interdisciplinary strategies and improve higher order thinking skills among students, Rose City High School adopted a new bell schedule that allows two common prep periods each day for teachers to collaborate and develop integrated projects that are designed to engage students in learning and promote 21st-century skills. The following training sessions were implemented and best practices put in place:</p> <ul style="list-style-type: none"> • District coaches were obtained to train RCHS teachers in the implementation of the Common Core curriculum during six RCHS “A” Monday meetings during the 2015-2016 school year • Staff attend various conferences, seminars, district lead teacher meetings as well as district professional development days throughout the school year • Substitute teachers are hired in order for teachers to engage in peer observations of their colleagues • Staff share best practices during “A” Monday and pathway meetings • Biweekly pathway meetings to integrate curriculum among all classes to support the CEO Pathway Academy • The administration is open to teacher requests for materials and academic support on an ongoing basis • College and career readiness activities and projects are embedded in instruction schoolwide and on an ongoing basis • Collaborative planning for schoolwide co-curricular projects has been implemented and is ongoing <p>RCHS teachers have used the common prep period to develop co-curricular, schoolwide projects. Through the use of common prep periods, pathway meetings, and staff meetings, interdisciplinary lessons with a thematic focus have been developed and refined. An overarching driving question is developed in the summer that creates the thematic focus discussed in staff meetings. This leads to the collaborative component of the thematic interdisciplinary lessons. All lessons are documented on collaborative spreadsheets for the purpose of managing the content, establishing driving questions and establishing outcomes.</p>
<p>Impact On Student Achievement</p>	<p>The RCHS interdisciplinary projects promote critical thinking, collaboration, communication skills, and creativity because students interact with the content they are learning. These projects enhance critical thinking because students must synthesize separate concepts from different content areas into unified artifacts. Additionally, RCHS interdisciplinary projects are collaborative, since students primarily work in cohorts and must work as a team to create their projects. Students must also communicate their separate ideas clearly and effectively while working in unison in order to adequately synthesize artifacts. Creativity is then enhanced by the demands inherent in creating artifacts that represent the concepts that are being applied.</p>

LCAP GOAL 2	Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.
Critical Area of Need	<p>Critical Area of Need #4. Explore additional ways to incorporate technology into the curriculum with the use of wireless internet and modern technology.</p> <p>Rose City High School has incorporated technology into the curriculum with the use of WiFi and modern technology. In 2014-2015, RCHS adopted a blended learning model that blends direct instruction with digital curriculum provided on the PowerSchool Learning Management System (PSLMS). To maximize the efficacy of these components and to promote a 21st-century learning environment, students enrolled in blended learning classes receive Chromebook devices. In blended learning classrooms, Rose City High School teachers create/customize content to allow students to complete digital coursework through PSLMS lessons. The technology and digital curriculum allow students to complete coursework twenty-four hours a day, seven days a week, anywhere WiFi is available. With PSLMS, teachers, as well as parents, can monitor student progress at all times. The use of the PowerSchool platform offers students the flexibility to review previous lessons, makeup work when absent, and progress at an accelerated pace. Through the use of Measure TT, CTE funds, and SSP grants, the following improvements have been made in the past three years to bring Rose City High School's facilities up to date and to promote 21st-century learning:</p> <ul style="list-style-type: none"> ● WiFi access points are installed schoolwide ● All students receive Chromebooks ● Renovated graphic design lab ● The majority of classes are equipped with document cameras and hanging LCD projectors ● New Construction Trades Learning Center ● Renovated Career Center ● A computer lab with sixty Mac computers ● An on-site GED testing center ● Access to PSLMS, Hapara, A+ Learning, Acellus, and GED prep programs/software
Impact on Student Achievement	The transformation to a blended learning environment empowers teachers to incorporate online resources into the curriculum in order to spark curiosity in students and engage them in learning. Digital fluency is a component of the Common Core Standards. The infusion of technology into the curriculum and the adoption of the blended learning model are helping students develop digital fluency skills and preparing them for a 21st-century work and learning environments. The use of the PowerSchool platform also allows students the flexibility to review previous lessons, makeup work when absent, and progress at an accelerated pace, all of which results in increased student achievement.

LCAP Goal 3	Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.
SPSA Goal	<ul style="list-style-type: none"> ● Increase average daily attendance rate by 10 percentage points schoolwide and by 10 percentage points for academically at-risk students until 96% or better is achieved ● Decrease percent of students schoolwide who are truant by 15% for academically at-risk students ● Increase percentage of students scoring high on school connectedness (measured by CA Healthy Kids Survey) by 15 percentage points
Critical Area of Need	<p>Critical Area of Need #5.</p> <p>To ensure campus safety and student ownership, it is recommended that the site install cameras and structures where students can gather. To promote safety and student ownership and based on the consensus of RCHS stakeholders, Measure TT funds were used to pay for cameras installed throughout the campus in the 2013-2014 school year. Although the addition of gates/fencing and student structures around the site was recommended by the WASC visiting team, Rose City High School was denied funding by the district for fencing due to the school being attached to the district office. In response, RCHS opted to use approved funding to add more cameras and renovate the facilities (i.e. computer labs/classrooms/Weight Room/Career Center/Graphic Design Lab/Construction Classroom) with paint, new carpeting, furniture, ceilings and technology/hardware.</p> <p>To promote student ownership and a 21st-century learning environment, Rose City High School's buildings, facilities, equipment, and furniture are constantly monitored, maintained, and improved upon in order to provide a safe, clean, adequate and well-maintained site. This is exemplified by:</p> <ul style="list-style-type: none"> ● WiFi is installed schoolwide and all students receive Chromebooks ● A renovated graphic design lab ● The majority of classes are equipped with document cameras and hanging LCD projectors ● A new construction trades learning center ● Renovated career center ● A computer lab with sixty Mac computers ● The weight room was renovated with updated fitness equipment

Rose City High School ACS WASC/CDE Self-Study Report

Impact on Student Achievement	Although fences and structures have not been installed at this point in time, the renovations that have been completed to date are vital in creating a positive school environment that fosters student learning and promotes student ownership of the school. Student achievement is impacted because modern/renovated facilities provide RCHS teachers more resources to create project-based learning opportunities that incorporate 21st-century skills.
--------------------------------------	--

LCAP GOAL 4	Parents and guardians feel welcomed at the school, have sufficient two-way communication with the school and are provided with the knowledge and skills to successfully support and advocate for their child.
SPSA Goal	<ul style="list-style-type: none"> ● Parent Involvement- Increase percentage of parents agreeing that school/district encourages parent involvement to 100% on CA School Parent Survey.
Critical Area of Need	<p>Critical Area of Need # 6: Continue to seek ways for more parent involvement.</p> <p>Rose City High School has made it a priority to increase parent involvement. As a result, the RCHS Principal and staff have collaborated to create an environment of open communication among staff, students, parents/guardians/caregivers, and all other stakeholders. RCHS is in constant communication with parents through the use of daily automated attendance phone calls as well as direct phone calls inviting parents to school events or meetings. Parent communication also takes place via the PowerSchool LMS, Aeries grade book, Parent Portal, news and information on the RCHS website, newsletters, as well as a full-time child advocate that ensures students are attending school and having their educational needs met. Currently, a parent involvement policy and parent-teacher-student compact are being developed to meet Title 1 guidelines.</p> <p>The following meetings and events provide opportunities for open communication among all stakeholders at RCHS:</p> <ul style="list-style-type: none"> ● School Site Council meetings ● SST meetings ● ELAC meetings ● Truancy meetings ● ILP meetings between counselor and parents ● IEP meetings ● SLB sponsored Back to School night and Open House events

Rose City High School ACS WASC/CDE Self-Study Report

	<ul style="list-style-type: none"> • College preparation informational nights • College and career fairs • Award ceremonies • Student orientations upon enrollment • RCHS website and newsletter <p>In addition, Rose City has partnered with Young and Healthy, a Pasadena based organization that assists in helping uninsured and underserved children and families in Pasadena, to offer parent workshops on trauma-informed parenting and understanding their child's brain development.</p>
Impact on Student Achievement	<p>Increasing parent and stakeholder involvement has always been a priority at RCHS. As a result, the site has expanded its outreach efforts to parents and stakeholders by inviting them to become active participants in not only school-sponsored events but in the decision making bodies that affect school policies (i.e. SSC, ELAC, Title I, etc). In addition, the transition of the site to a digital platform has allowed the school to keep parents and stakeholders informed regarding their child's attendance, grades, and school events. RCHS conducted over seventy SST meetings in the 2014-2015 school year, all with the primary goal of increasing student achievement through a collaborative effort of parents, administrators, and teachers. Since parent involvement is always a challenge in alternative education settings, the site is constantly seeking new avenues to bolster parent engagement.</p>

LCAP Goal 5	Provide graduation and college/career readiness in a learning environment that promotes success for all subgroups of the student population.
SPSA Goal	<ul style="list-style-type: none"> • Increase the percent of graduates meeting A-G course requirements by 3 percentage points and 3 percentage points for academically at-risk students • Increase by 50% the number of students who enroll in dual and concurrent enrollment courses. • Raise the district graduation rate by 2 percentage points
Critical Area of Need	<p>Critical Area of Need #3: Further research is needed to determine the benefits of lowering the number of credits for graduation.</p> <p>In the area of graduation requirements, a district subcommittee which included the principal of alternative education created new graduation requirements for all Pasadena Unified students. The subcommittee also reviewed lowering the number of credits required for graduation for fifth-year seniors and seniors who are age-inappropriate to their credits. As a result, RCHS now offers two different types of diplomas for its graduates:</p>

	<p>1) 220 unit diploma</p> <p>2) 170 unit district diploma for fifth-year seniors and students who are seniors and have less than 120 credits.</p> <p>Recent California legislation (AB216) also allows RCHS to offer diplomas with reduced unit requirements to foster youth.</p>
Impact on Student Achievement	<p>Impact on Student Achievement:</p> <p>Previous to the adoption of the 170 unit district diploma at Rose City High School, fifth-year seniors who were far behind in credits were transitioned to the Pasadena City College Adult Diploma Program where they received a 170 unit diploma. Although students attempted to enroll in the adult diploma program at the city college, many were placed on a waiting list due to the lack of space. Offering students the option to earn a 170 district diploma allows students to receive a diploma without having to transfer to another school.</p>

Critical Areas of Need Not Addressed in the School-Wide Action Plan

Critical Area of Need	<p>Critical Area of Need #2: Seek funding opportunities to maintain the CWAS position.</p> <p>This position was eliminated the following school year (Fall 2013) by the district due to a budget shortfall and reduction in force mandates. In response, RCHS allocated funds in the action plan to retain a child advocate. The duties of the child advocate are to identify and provide assistance to truant students, assist students with academic problems by serving as a medium between student and teacher, and help students with general issues that affect young adults. The child advocate makes parent contact via phone and home visits and also provides student referrals to Impact, mental health services, Healthy Start and other service providers.</p>
Impact on Student Achievement	<p>Although the school could not fund the CWAS counselor position, the child advocate performs many of the same duties. This position impacts student achievement by increasing attendance, which results in students meeting graduation goals. The RCHS average daily attendance rate has increased largely due to the funding of this position.</p>

Critical Area of Need	<p>Critical Area of Need #7: Seek staff development in the use of Data Director to improve student achievement on standardized testing.</p> <p>Since the previous WASC visit, staff development continued to use Data Director. At the time of the previous visit, Data Director was used to complete inquiry protocols by each respective teacher and department. Based on newly adopted Common Core guidelines, Data Director reports began to</p>
------------------------------	---

Rose City High School ACS WASC/CDE Self-Study Report

	<p>be analyzed collaboratively in faculty meetings instead of on an individual or departmental basis. For the past three years, the emphasis of Data Director reports was to interpret site data to close the achievement gap as well as analyzing student achievement data related to specific content strands.</p> <p>The district ended their contract with Data Director in 2015 and replaced it with EADMS during the 2015-2016 school year. The principal has received EADMS training via the district. The staff at RCHS has access to all data reports through the EADMS information system and are scheduled to receive EADMS training in the near future. Presently, teachers can participate in EADMS training sessions via the district's information technology services events through Google Hangouts.</p>
Impact On Student Achievement	<p>Possessing streamlined and updated data on student performance is imperative for improving student achievement on standardized testing. The district purchased a new system in 2015-2016 and is currently in the process of training all staff. Currently, due to the shift to Smarter Balanced testing, EADMS reflects district performance task scores for 11th grade English and Math, as well as Smarter Balanced results. As Smarter Balanced is fully implemented, student information and assessment data are now centralized on a single platform for ease of access. As the adoption of the new data system proceeds, student achievement will be impacted because teachers will have the convenience of creating assessments, analyzing data reports, uploading graded student performance tasks, and interacting with data in order to provide personalized feedback to students.</p>

Student/Community Profile

With Supporting Data

and Findings

Chapter 2





Chapter 2: Student / Community Profile

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

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

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

Community

The community served by the Pasadena Unified School District is ethnically, linguistically, and economically diverse. In 1887, a small group from Indiana purchased a portion of Rancho San Pasqual, which later became known as Pasadena. The area first evolved as an agricultural community, becoming part of the Southern California Orange and Citrus Growers Association. Since then, the community has touted a reputation of being a global center of academic, civic, and cultural achievement. With a population of 142,059 people, Pasadena is a diverse city and is most famous for hosting the annual Tournament of Roses Parade and the Rose Bowl. It is also the home of leading scientific institutions, including California Institute of Technology (CalTech) and Jet Propulsion Laboratory (JPL).

The city's economic base is diverse. Economic strengths come from its leading scientific institutions, a large international engineering base, a regional health care cluster, and a broad retail sector. The city's unemployment rate was near 4.10% in early 2018. Pasadena is fortunate to have a relatively diverse business environment and its economy has seen a rebound in the last couple of years.

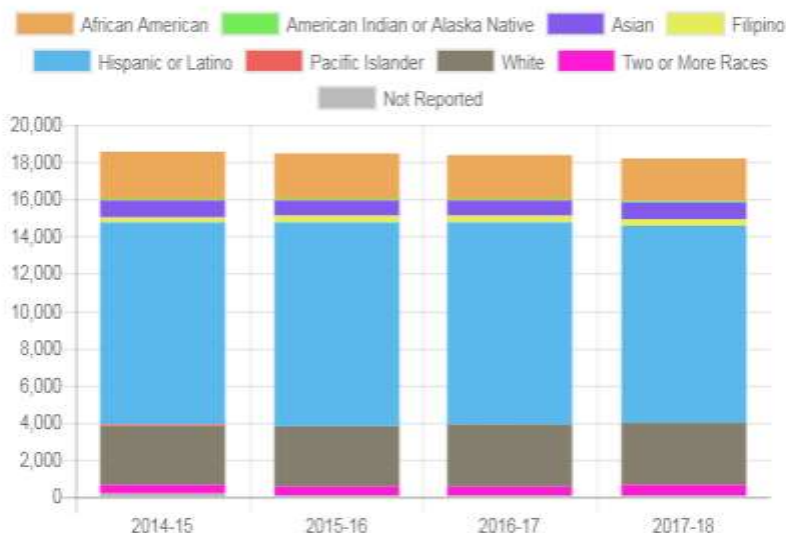
The Pasadena Unified School District serves pre-K to 12th-grade students in a 76-square mile area that includes the communities of Altadena, Pasadena, Sierra Madre, and unincorporated parts of L.A. County. PUSD consists of twenty-eight schools, including four comprehensive high schools and two alternative high schools. The demographic makeup of the city differs from the makeup of the Pasadena Unified School District. For example, the percentage of white residents in Pasadena outnumber the percentage of Latino residents. However, the enrollment of Latino students in PUSD is three times greater than that of white students. This discrepancy is attributed to a large number of private and charter schools in the city of Pasadena. There are 28,164 students

age 6-17 that reside within the boundaries of the Pasadena Unified School District and only 18,164 that attend PUSD schools.

PASADENA UNIFIED ETHNICITY BY RACE

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2017-18	18,164	12.5%	0.3%	5.0%	1.9%	58.3%	0.2%	18.1%	3.0%	0.7%
2016-17	18,410	12.9%	0.3%	4.8%	1.9%	58.8%	0.2%	17.8%	2.7%	0.5%
2015-16	18,492	13.4%	0.3%	4.8%	1.8%	59.1%	0.2%	17.5%	2.4%	0.5%
2014-15	18,586	14.0%	0.4%	4.7%	1.8%	58.3%	0.2%	17.3%	2.2%	1.1%

Enrollment by Ethnicity



School Description

Rose City High School serves as Pasadena Unified School District's continuation high school. The population is comprised of students sixteen years of age or older, who are at risk of not graduating with their class. Students are placed at RCHS by an alternative education placement committee, which meets four times per year. Students are placed at RCHS strictly due to credit deficiency which can be attributed to several factors, including poor attendance, parenthood, or unfortunate personal circumstances. Students have the option of either graduating from RCHS, returning to one of the four comprehensive high schools, or transferring into an on-site adult diploma program.

RCHS offers students a flexible schedule and the opportunity to make up credits quickly. Instruction at RCHS is flexible based on student needs and consists of blended instruction, online

courses, independent study, or a combination thereof. The curriculum addresses the California Common Core Standards and School-wide Learner Outcomes identified by the school. The school provides curriculum that allows a student to meet the state and district graduation requirements. The site offers Math and ELA intervention classes as well as a daily tutoring period.

Rose City High School operates on a quarter system and consists of three programs: Blended Learning Direct Instruction, Independent Studies, and Twilight School. The independent studies program serves no more than 10% of the continuation student enrollment. The Twilight program is an evening program that consists of a Credit Recovery/GPA recovery program available for all PUSD students (currently on hiatus) as well as a GED Preparation/High school diploma program for adult students.

In the school's effort to transition into a 21st-century learning environment, the site recently upgraded facilities, to include a newly renovated library and multi-purpose room, college and career counseling office. A construction trades lab, a graphic design lab, and weight room have also been previously updated. Classrooms currently in use are equipped with document cameras, digital projection systems, desktop computers, and all faculty are provided a district Chromebook device. The site utilizes a blended learning model in direct instruction classes and issues Chromebook devices to the majority of the student body. Additionally, the site's computer lab program has a computer lab with 30 Mac computers for Acellus courses, as well as an on-site GED testing center.

RCHS students epitomize the Achievement Gap in our district. The school addresses this reality with differentiated instruction, a wide range of programs and learning opportunities, flexible scheduling, specialized curriculum, remedial and intervention classes, awarding partial credit for coursework completed, exposing students to college and career opportunities, and offering a fifth year to struggling students. Spanish speaking parents and families are included at RCHS functions and parent groups including School Site Council, Title 1 meetings, English Language Advisory Committee (ELAC) and parent information nights.

Staff Description

Our professional faculty and staff are led by our Principal, Mr. Brian Stanley. The RCHS faculty, staff and administrator work diligently as a team to create a safe and nurturing environment for the school and all of its stakeholders. The 2018-2019 school year includes the following staff:

- Eight highly qualified teachers
- One part-time CTE teacher
- One RSP teacher
- One counselor that is 60%
- One child advocate
- Two office clerks
- One and a half campus security aides
- One probation officer

- One part-time psychologist
- One Impact counselor
- One part-time Healthy Start caseworker
- Two custodians
- One part-time food service worker
- One RSP instructional aide
- The ethnic makeup of the staff includes three African Americans, one Asian, 4.5 Latinos, one Filipino, and ten Caucasians. The staff includes 11 males and 13 females.

WASC Accreditation History

RCHS WASC Accreditation History	
2008-2009	Initial WASC Accreditation Awarded
2009-2010	Self Study
2010-2011	Self Study
2011-2012	Applied for 1 Year Extension
2012-2013	6 Year WASC Accreditation Awarded
2013-2014	Self Study
2014-2015	Self Study
2015-2016	3 Year Mid-term Visit
2016-2017	Self Study
2017-2018	Self Study
2018-2019	WASC Visit

RCHS was awarded its initial accreditation in the 2008-2009 school year. Previous to the initial accreditation, RCHS was a packet-driven high school that did not have systematic matriculation processes in place with the comprehensive high schools. RCHS administration began to advocate for changes at the district and school level in how students enroll and exit from alternative education. Additionally, RCHS administration and faculty saw the need for students to recover credits at a faster pace and implemented a change from a semester system to a trimester system.

As our progress continued under a new principal in the 2011-2012 school year, RCHS applied for and received a one-year extension to allow time for additional school progress to be implemented and refined. This included refinements in the ESLRs, schoolwide writing prompts and benchmark assessments, as well as improvements to school infrastructure.

As a result of the ongoing progress, Rose City High School received a six-year WASC accreditation in the 2012-2013 school year. The progress at RCHS continued in 2014 where the focus became preparing students for 21st-century skills and creating a digital high school. In this new blended learning environment, students learn through a combination of direct instruction and

coursework on a digital platform. RCHS has transformed into a viable alternative education program that allows students to accomplish their graduation goals and prepares them for a 21st-century college and career path. In order to better serve the educational goals of our student population, the school transitioned from a trimester system to a quarter system along with a new daily schedule. In 2015, RCHS began to use Pathway CEO meetings to implement Project Based Learning. These meetings led to collaborative efforts on cross-curricular projects. In 2016, the school was designated a Model Continuation School by the CA Department of Education. In 2017-2018, the school is pursuing extending the college and career pathways offered to students by partnering with Pasadena City College to offer dual enrollment courses.

School Vision

The goal of Rose City High School is to prepare our students for the job market of the 21st century by engaging them in critical thinking through projects and lessons that foster creativity, communication, and collaboration.

Mission Statement

Rose City High School seeks to nurture students to become self-sufficient and productive citizens who use 21st-century skills they learn at RCHS to offer solutions and innovations in the job market of today and in the future.

Schoolwide Learner Outcomes

In the 2013-2014 school year, the school district adopted a graduate profile that is aligned to district and pathway initiatives. During the 2015-2016 school year and again in 2017-2018, the RCHS faculty and stakeholders revised the Schoolwide Learner Outcomes to align with the PUSD Graduate Profile to incorporate the following:

- R RESPONSIBLE ACADEMIC LEARNER:** who is ready for college and career placement
- O OUTSTANDING COMMUNICATOR:** who communicates clearly, effectively, and with reason
- S SERVICE ORIENTED CITIZEN:** who shows civic responsibility & empathy towards others
- E EFFECTIVE 21st CENTURY LEADER:** who uses digital media & environments to create and communicate ideas effectively & work collaboratively

Status of School

RCHS was designated as a Title I school during the 2015-2016 school year. The Title I funds are allocated to help educationally disadvantaged students meet challenging state academic standards. RCHS developed a Title 1 Parent Involvement Policy and a Parent, Student, Teacher Compact. In 2017-2018, RCHS lost Title I funding due to the site falling below the 70% mark for low socioeconomic student enrollment. Title I funding was partially regained for the 2018-2019 school year.

Enrollment

Rose City High School ACS WASC/CDE Self-Study Report

The school typically serves between 350-400 students throughout the course of the year. On average, there are 205 students enrolled at any given time. It should be noted that the data from the CA Department of Education is norm day data that does not reflect the reality that alternative education sites initially begin with low enrollment and progressively enroll larger numbers as the school year advances. The number of sophomores and juniors continue to decline in comparison to the senior class. As a result, the site has become concentrated with seniors. The average length of stay at RCHS is six to seven months with the majority of students leaving the site due to graduation or returning to their home school. In addition, a decline in the length of enrollment began with the site's transition to the quarter system as well as the adoption of the 170 unit diploma for fifth-year seniors and seniors who require 100 or more credits to graduate. Other reasons why students leave RCHS are because they return to a school outside the district, enroll in charter schools or enroll in adult education.

RCHS TOTAL ENROLLMENT BY GRADE LEVEL

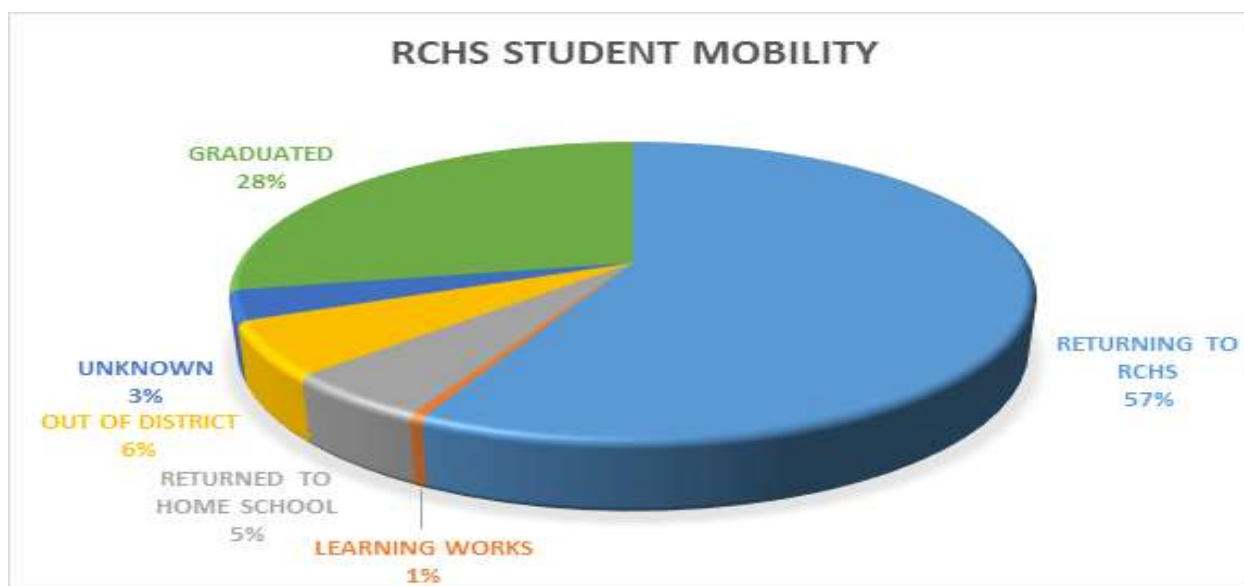
Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12
2017-18	166	0	0	0	0	0	0	0	0	0	0	0	5	46	115
2016-17	207	0	0	0	0	0	0	0	0	0	0	0	0	46	161
2015-16	265	0	0	0	0	0	0	0	0	0	0	0	11	66	188
2014-15	233	0	0	0	0	0	0	0	0	0	0	0	14	90	129

RCHS AVERAGE LENGTH OF ENROLLMENT

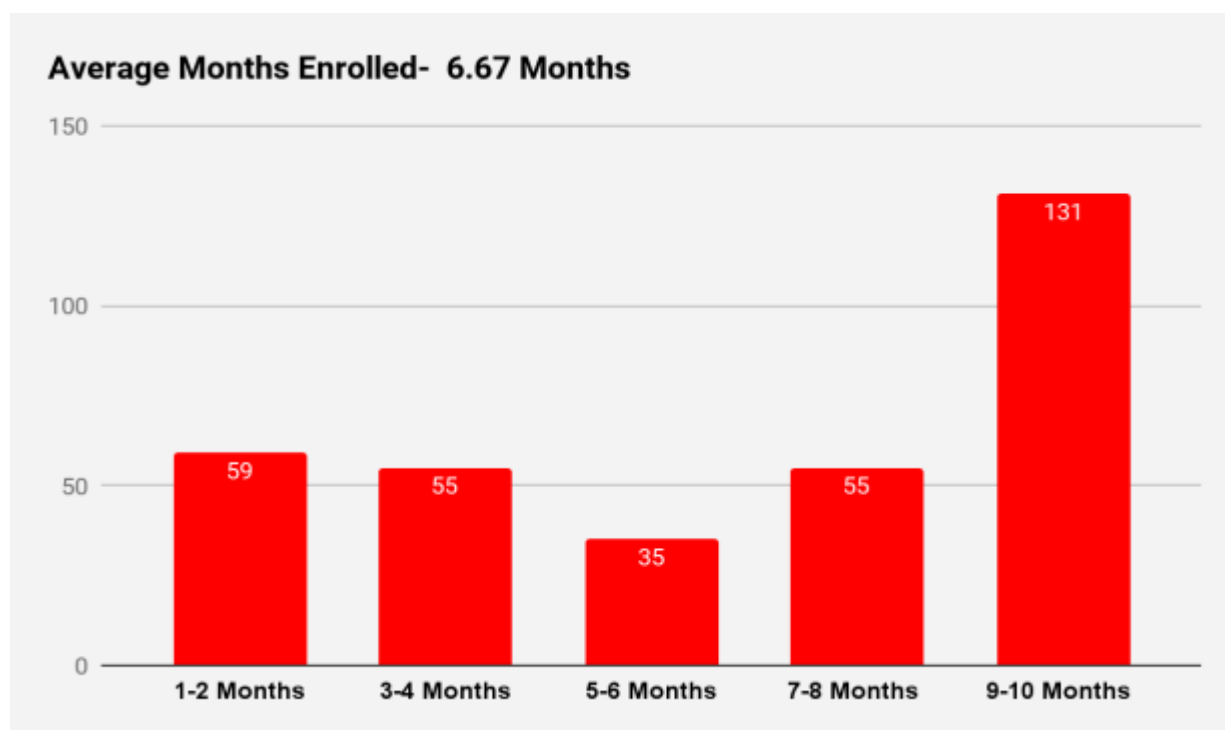
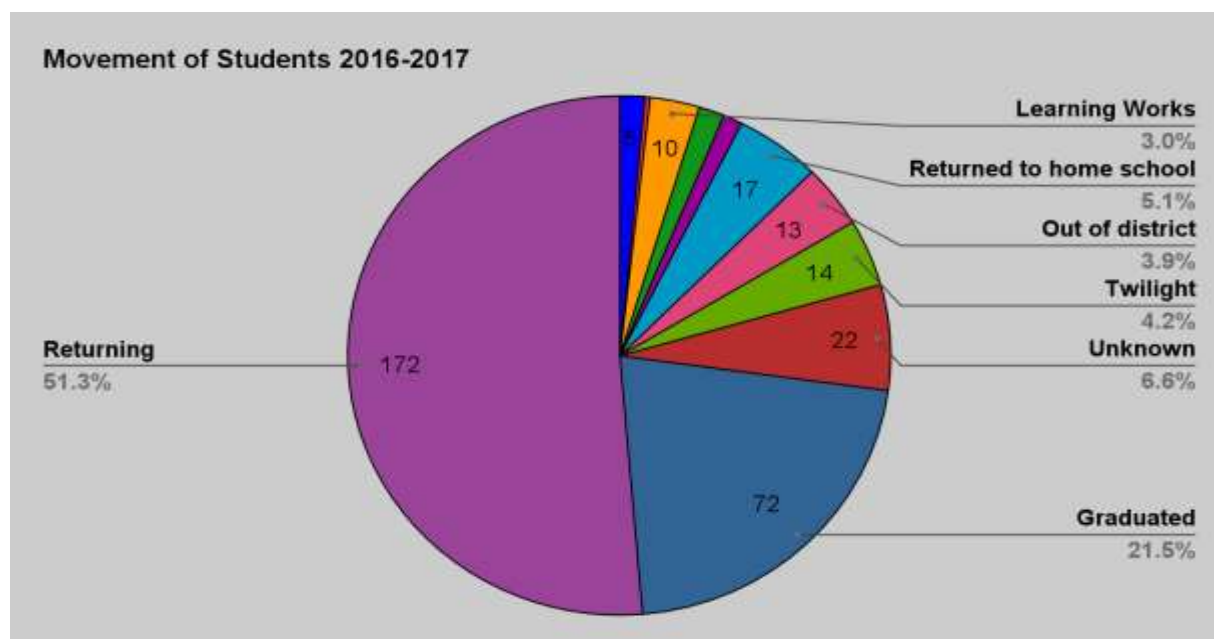
School Year	CBEDS Enrollment	Total Enrollment	Average Length of Enrollment	% Enrolled for Ten Months
2017-2018	166	280	7 Months	36%
2016-2017	206	335	6.7 Months	38%
2015-2016	265	405	7 Months	50%

\

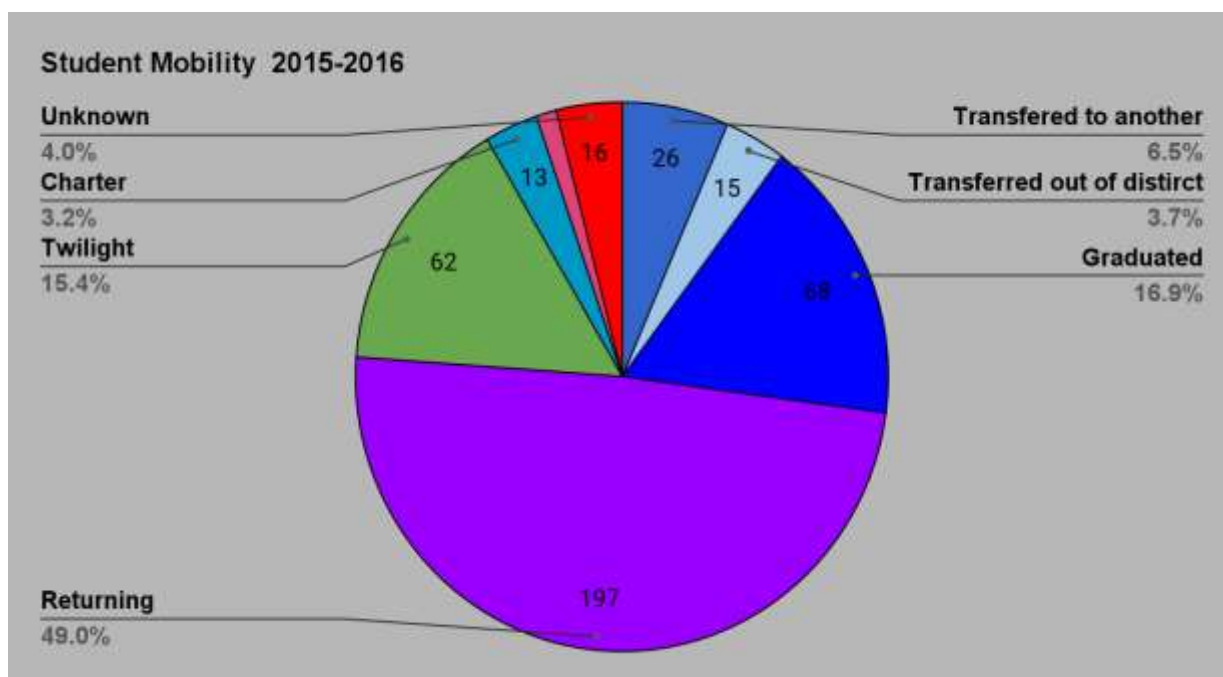
2017-2018 STUDENT MOBILITY AND AVERAGE MONTHS ENROLLED



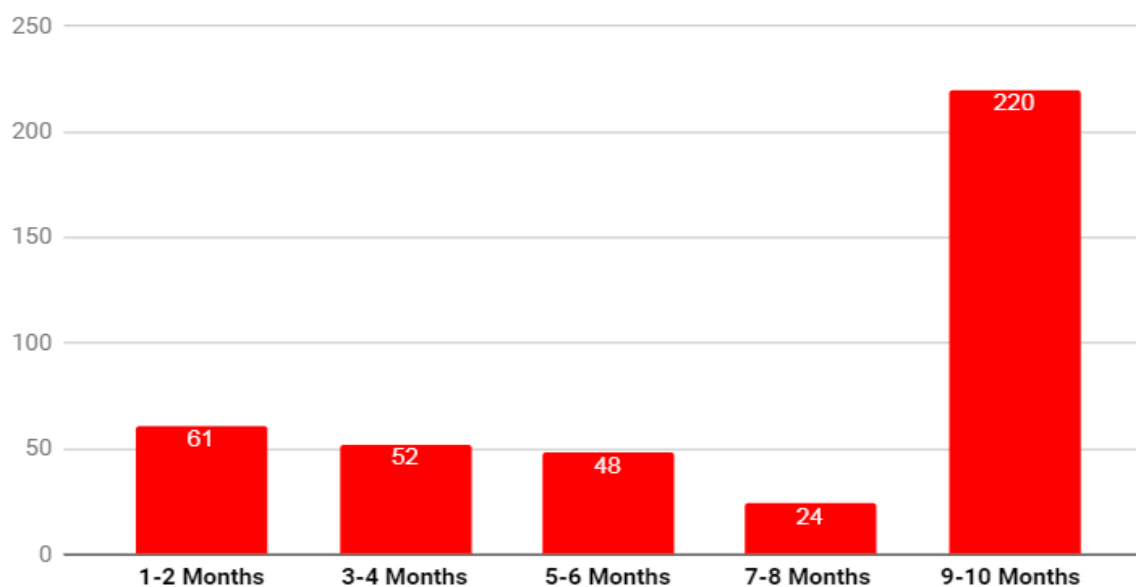
2016-2017 STUDENT MOBILITY AND AVERAGE MONTHS ENROLLED



2015-2016 STUDENT MOBILITY AND AVERAGE MONTHS ENROLLED



Average Months Enrolled- 7 Months

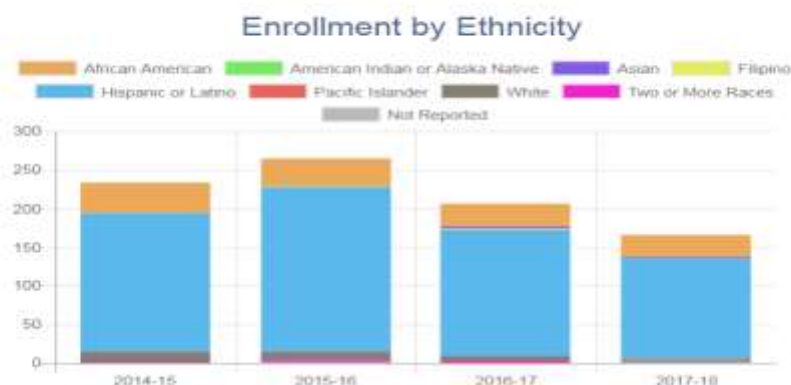


Enrollment by Ethnicity

Trends for student ethnic enrollment for the past three years have remained steady. The majority of students enrolled are Latino (currently 79%), followed by African American (currently 18%). Approximately 70% of the students at RCHS qualify for the free and reduced lunch program. Over two-thirds of the student population speak a primary language at home other than English.

RCHS STUDENT 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	Not Reported
2017-18	166	17.5%	0.0%	0.6%	0.0%	78.9%	0.6%	1.2%	0.6%	0.6%
2016-17	207	15.0%	0.0%	1.0%	0.5%	79.2%	0.0%	2.9%	1.4%	0.0%
2015-16	265	13.6%	0.0%	0.0%	0.4%	80.4%	0.0%	4.2%	1.1%	0.4%
2014-15	233	16.7%	0.0%	0.0%	0.0%	76.8%	0.0%	5.6%	0.9%	0.0%



Enrollment by English Language Acquisition

The enrollment by English Language Acquisition was acquired through Data Quest. Through the concerted efforts of the RCHS Language Development Resource Teacher (LDRT) along with support from the district's Language Acquisition Development Department (LADD), RCHS has seen a steady increase in the number of redesignated fluent English proficient students over the past three years. The EL student population has consistently been in the twentieth percentile at RCHS, for the 2017-2018 school year, it was 22%.

2017-2018 RCHS ENROLLMENT BY ENGLISH LANGUAGE ACQUISITION

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
10	5	20.0%	0.0%	80.0%	0.0%
11	46	37.0%	15.2%	17.4%	30.4%
12	115	28.7%	13.0%	21.7%	36.5%

2016-2017 RCHS ENROLLMENT BY ENGLISH LANGUAGE ACQUISITION

Rose City High School ACS WASC/CDE Self-Study Report

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
11	46	17.4%	10.9%	30.4%	41.3%
12	161	32.9%	14.3%	21.1%	31.7%

2015-2016 RCHS ENROLLMENT BY ENGLISH LANGUAGE ACQUISITION

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
10	11	9.1%	9.1%	36.4%	45.5%
11	66	31.8%	10.6%	24.2%	33.3%
12	188	29.8%	12.2%	25.5%	32.4%

RCHS ENROLLMENT BY ENGLISH LANGUAGE ACQUISITION

Year	2015-2016	2016-2017	2017-2018
English Only (EO)	29.4%	29.5%	30.7%
English Learners (EL)	25.7%	23.2%	22.3%
Initial Fluent English Proficient (IFEP)	11.7%	13.5%	13.3%
Reclassified Fluent English Proficient (RFEP)	33.2%	33.8%	33.7%

Enrollment of Students with IEPs

On average, RCHS will have approximately fifteen to twenty-five students with IEPs enrolled at any given time. Students with IEPs who wish to attend RCHS must be approved by the district special education coordinator assigned to RCHS. The coordinator will review the student's IEP to determine if the accommodations set forth in the IEP can be met in an alternative education setting. A major consideration is whether the student will be able to be successful in a fast-paced quarter system with RSP support services. If this coordinator deems the placement to be a suitable placement for the student, then an RCHS administrator must be invited to attend a transition IEP by the sending school. At this IEP, the program and services are discussed in detail with the team and an offer of Free and Appropriate Public Education (FAPE) is made.

RCHS has one RSP teacher who provides pull out consultation services to students as well as one period of academic assist. During this time, the RSP teacher will discuss students' current progress in classes with the general education teachers in order to help students complete class projects and assignments. Special Day Class (SDC) students are not permitted to enroll.

Enrollment of Students With Free/Reduced Lunch

The average percentage of students that receive free and reduced lunches has traditionally been 70% of the student population. For 2017-2018 and 2018-2019, RCHS received a Community Eligibility Provision grant resulting in the entire RCHS population receiving breakfast and lunch at no cost regardless of parent/guardian income level.

The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

Percentage of Students With Free/Reduced Meals			
	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Free/ Reduced Price Meals	60%	63.3%	77.3%

Average Daily Attendance:

The average daily attendance rate has remained between 76% and 80% over the last three years. Several strategies have been implemented to increase the attendance percentage including:

- Weekly attendance letters mailed home for students with three or more period absences or tardies, as well as for students who have demonstrated excellent attendance.
- Group truancy meetings are held on a monthly basis with parents, administrators, and support staff. The purpose of the meetings are to educate parents on state laws and district policy regarding truancy, inform parents of available resources, and the potential consequences associated with chronic absences.
- For students who continue to have chronic absences despite the interventions in place at the site, the school will mandate a School Attendance Review Board (SARB) meeting. SARB is a group composed of school and community members who meet regularly to diagnose and resolve persistent student attendance or behavior problems.
- The RCHS child advocate assists with attendance issues, makes parent contact via phone and home visits and provides student referrals to Impact, mental health services, Healthy Start and other service providers.
- Students must have at least 90% attendance to participate in extracurricular activities and school-sponsored events outside the school day. During the school's Back to School Night and Open House events, RCHS honors students with perfect attendance and improved attendance.

RCHS AVERAGE DAILY ATTENDANCE		
2015-2016	2016-2017	2017-2018
78.3	78.67	75.84

Suspension/Expulsion Rates

Although the district adopted a board policy of not suspending K-12 students for “willful defiance” in early 2015, RCHS had already implemented a proactive policy to discipline. Rose City High School only suspends students for serious infractions (e.g. violence, drug/alcohol possession and distribution, bullying, etc.) while prioritizing interventions for other unacceptable behaviors. These interventions involve referring students to counseling, drug/alcohol classes, student study teams (SST), anger management classes, peer mediation, mental health services, providing flexible schedules and referrals to mentoring programs. The school possesses an exceptional faculty and support staff committed to helping students as they cope with issues that affect young adults. Weekly Student Chats meetings allow site staff time to collaboratively identify student issues and assign appropriate interventions. The RCHS administrator works in conjunction with the district’s Child Welfare Attendance and Safety office (CWAS) to prescreen students before they enroll at the school to ensure appropriate placement. The site’s screening process coupled with its interventions have lowered the suspension rate compared to past years. The expulsion rate in the district and school site has always been low due to RCHS prioritizing interventions versus suspension and/or expulsion for students with behavior issues. When students have been recommended for expulsion, the district has been reluctant to expel students in a declining enrollment atmosphere.

CA Department of Education School Discipline Data				
	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Cumulative Enrollment	360	400	334	372
Total Suspensions	111	72	55	72
Unduplicated Count of Suspensions	62	40	41	40

Rose City High School ACS WASC/CDE Self-Study Report

Suspension Rate	17.2%	10%	12.3%	13.3%
Expulsions	0	0	0	0
Expulsion Rate	0%	0%	0%	0%

Staffing

CERTIFICATED AND CLASSIFIED STAFF FOR 2018-2019

Certificated staff		Classified Staff	
8	Classroom Teachers	1	Substance Abuse Counselor
.5	CTE Teachers	.6	School Nurse
.6	Academic counselor	1	Data Control Clerk
1	Resource Specialist	1	Office Manager
1	Principal	1.5	District Security Officers
0	Assistant principal	1	Instructional Aide
1	Shared School Psychologist	1	Child Advocate
2	Custodian	1	On-site Probation Officer

RCHS is staffed at a 25:1 student-teacher ratio, with the expectation that the 76% attendance rate will result in class size averages approximately 19:1. All core curricular teachers at RCHS are NCLB compliant and fully credentialed or certified in their assigned teaching assignments. The faculty includes:

- One Social Studies teacher
- Two English teachers
- Two Math teachers (one of them also has Independent Study classes)
- Two Science teachers
- One Art teacher
- One half CTE teacher
- One RSP teacher
- One Guidance Counselor (60%)

Although relatively small compared to the four traditional sites in Pasadena Unified, the faculty of RCHS are a group of professionals that are fully committed to help students graduate and meet their educational goals. All of the staff is included in the district-wide staff development programs, scope and sequence mandates, district benchmarks, technology trainings and senior portfolio/defense requirements.

Rose City High School ACS WASC/CDE Self-Study Report

RCHS staff is diverse not only ethnically but also in terms of gender, age, and work experience. Ethnicity for the RCHS staff is predominately Latino, White, and African-American.

Rose City High School Personnel by Ethnicity									
	American Indian	Asian	Pacific Islander	Filipino	Latino	African American	White	Multiple/No Response	Total
Administration							1		1
Teachers				1	3		6		10
Pupil Services		1							1
Support Staff					2.5	3	2		7.5

RCHS Support Team members are experienced in the area of education and work together to create an equitable student support system that provides students with resources and services to meet their diverse needs. Significant support and resources are provided to assist students in overcoming personal, social, behavioral, and emotional barriers to high school. All staff assists in identifying these personal, social, behavioral, and emotional issues so that appropriate referrals are made. The principal and guidance counselor consult with students and parents when student behavior is interfering with a safe, healthy, and positive learning environment. The guidance counselor coordinates and facilitates Student Study Team (SST) meetings for those students who are not succeeding academically or behaviorally. A child advocate for attendance monitors students with excessive absences and makes home visits as needed. Child Welfare Attendance and Safety MSW Social Work Interns provide case management and/or counseling services to students and families when they are referred by teachers or staff. An onsite probation officer assists in monitoring students who are on probation as well as mentoring at-risk students who the school recommends. As much as possible, bilingual staff are recruited to provide counseling and case management services to students and families given the significant percentage of Spanish-speaking parents.

Most of the teachers at RCHS have between ten to twenty-five years of teaching experience and have a wealth of experience working with an at-risk population. A total of seven members of the staff are bilingual. The staff of RCHS is a versatile and highly educated team with a wealth of experience working with at-risk youth. The majority of the administration and faculty possess Masters Degrees and the transition to a digital learning environment required countless hours of additional training to become proficient in blended learning, the PowerSchool Learning LMS and Project Based Learning. The staff at RCHS are always open to professional development and training workshops that promote student learning.

Professional/Staff Development

As a component of ongoing school improvement and staff development, the RCHS staff has participated in the following professional workshops and trainings since the previous WASC visit:

Rose City High School ACS WASC/CDE Self-Study Report

<u>WORKSHOP/TRAINING</u>	<u>TEACHER</u>	<u>COUNSELOR</u>	<u>ADMIN</u>	<u>SUPPORT STAFF</u>
A+ Program	5		1	
Aeries	10	1		4
BTSA	2			
Common Core	10	1	1	
EADMS	4		1	
ELAC Training	1		1	1
Google	10	1	1	4
PowerSchool Learning LMS	10		1	
Acellus	4		1	
Read 180	4		1	
SEIS	1		1	1
Edu2	10	1	1	
Naviance	1	1	1	
Paxton Patterson	1		1	
Informed Trauma	10		1	4
Hapara	10		1	
Tenmarks	5		1	
National Academy Foundation	4		1	
Linked Learning Conference			1	
Consortium for Independent Study			1	
Connect Ed Conferences			1	
Certified Linked Learning Coaches Training			1	
CELDT Certification	1		1	
Project Based Learning	10	1	1	
ALD Coaches Training	1			
Model Continuation	2		2	
Review 360	10		1	
Graduate Defense	10		1	
Foster Youth Sensitivity	10	1	1	13

Student Achievement Data

RGHS uses multiple forms of assessment data. In 2015 and 2016, CST, CELDT, and SRI results were reviewed. In 2018, CAASPP, ELPAC, senior defense portfolios and their emphasis on

reflective learning, informal class assessments, pre/post tests in Math and ELA as well as Project Based Learning have become the points of focus at RCHS to determine student learning levels and school effectiveness.

English Learner Reclassifications

Due to the accelerated paced, rigorous nature of the RCHS program, the alternative education placement committee typically does not recommend students with ELD levels below 3 to attend RCHS. Many of the English Learners enrolled at RCHS are considered “long-term” English Learners because they have retained the classification of an English Learner for longer than six years. These students tend to speak the language fluently but demonstrate low-level reading and writing skills.

Due to the suspension of the CAHSEE in 2015, the exit exam is no longer one of the measurable tools used by RCHS to reclassify EL students. As a result, the new measurable tools used by the site to reclassify EL students in 2015 were the Scholastic Reading Inventory (SRI), English Language Development Test (CELDT) and classroom semester grades. The benefit of using the SRI vs the CAHSEE was that the SRI could be given to students once a month. The SRI also determined the Lexile reading level of EL students. For three years, total movement for the CELDT has been positive which has resulted in more EL students being reclassified as RFEP. In 2017-2018, the English Language Proficiency Assessment for CA (ELPAC) became the standard assessment for reclassification in the state. It is expected that the positive trend of EL reclassifications at RCHS will continue. In regard to the discrepancy between the data from the CA Dept of Education and Rose City HS for the 2015-2016 academic school year, due to a leadership transition in the district LADD office, forms on file for reclassification of EL students were not processed and the state did not receive the information. It should be noted that all twelve students did achieve RFEP status for that particular school year.

RCHS RECLASSIFICATIONS

School Year	Number Completed RCHS Reclassification Forms on File	Total Number ELs	Reported on CA Department of Education Data Website
2015-2016	10	55	13
2016-2017	12	49	0
2017-2018	14	56	9

RGHS 2016-2017 CELDT RESULTS

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	2 (18.0%)	1 (8.0%)	3 (13.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	7 (64.0%)	6 (50.0%)	13 (54.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	2 (18.0%)	4 (33.0%)	7 (29.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	1 (8.0%)	1 (4.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (100.0%)	11 (100.0%)	12 (100.0%)	24 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	***	707.2	680.8
Speaking	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	***	584.7	569.9
Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	***	637.1	582.3
Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	***	589.5	560.9

RCHS 2015-2016 CELDT RESULTS**Number and Percent of Students at Each Overall Performance Level**

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	1 (8.0%)	2 (12.0%)	3 (10.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	6 (50.0%)	5 (29.0%)	11 (37.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	4 (33.0%)	9 (53.0%)	14 (47.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	1 (8.0%)	1 (6.0%)	2 (7.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (100.0%)	12 (100.0%)	17 (100.0%)	30 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	***	626.3	620.8
Speaking	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	***	586.3	592.1
Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	***	597.6	565.1
Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	***	570.3	570.6

ELPAC

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

RCHS 2017-2018 ELPAC RESULTS

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	20
Mean Scale Score - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	N/A
Mean Scale Score - Oral Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	N/A
Mean Scale Score - Written Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	N/A

Number and Percentage of Students at Each Performance Level

Overall:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*
Level 4														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*
Level 3														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12
Level 3														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	60.00%
Level 2														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*
Level 2														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*
Level 1														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	*
Level 1														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	*
Total														
Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	20

Oral Language:

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	13
Level 4														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	65.00%
Level 3														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Level 3														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Level 2														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*
Level 2														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*
Level 1														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 1														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total														
Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	20


Rose City High School ACS WASC/CDE Self-Study Report

Written Language:


Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3											*	*	*	*
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Level 3														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Level 2											*	*	*	*
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Level 2											*	*	*	*
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Level 1											*	*	*	*
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Level 1											*	*	*	*
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Total											*	*	*	20
Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	20

Number and Percentage of Students by Domain


Listening:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
 Well Developed														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Well Developed														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Somewhat/Moderately														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Somewhat/Moderately														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Beginning														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	*
Beginning														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	*
Total												*	*	20
Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	20

Speaking:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
 Well Developed														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	17
Well Developed														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	85.00%
Somewhat/Moderately														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Somewhat/Moderately														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Beginning														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Beginning														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total												*	*	20
Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	20

Reading:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
 Well Developed														
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Well Developed														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Somewhat/Moderately											*	*	*	*
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Somewhat/Moderately														
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Beginning											*	*	*	12
Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12
Beginning											*	*	*	60.00%
Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	60.00%
Total											*	*	*	20
Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	20

Writing:

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	60.00%
Beginning Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*
Beginning Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	20

DASS PROGRAM FOR ALTERNATIVE SCHOOLS

In July 2017, SBE approved the Dashboard Alternative School Status (DASS) program for alternative schools. The DASS program replaces the ASAM and holds alternative schools accountable for alternative accountability indicators that will be incorporated in the Dashboard beginning in the Fall of 2018. Currently, only an Equity Report is available for RCHS for the 2017-2018 academic school year.

Equity Report

Rose City High (Continuation) - Los Angeles County

List of all schools in this district

Enrollment: 207 Socioeconomically Disadvantaged: 77.3% English Learners: 23.2% Foster Youth: 6.8%

Grade Span: 9-12 Charter School: No

Dashboard Release:

Fall 2017

CAASPP Test Scores

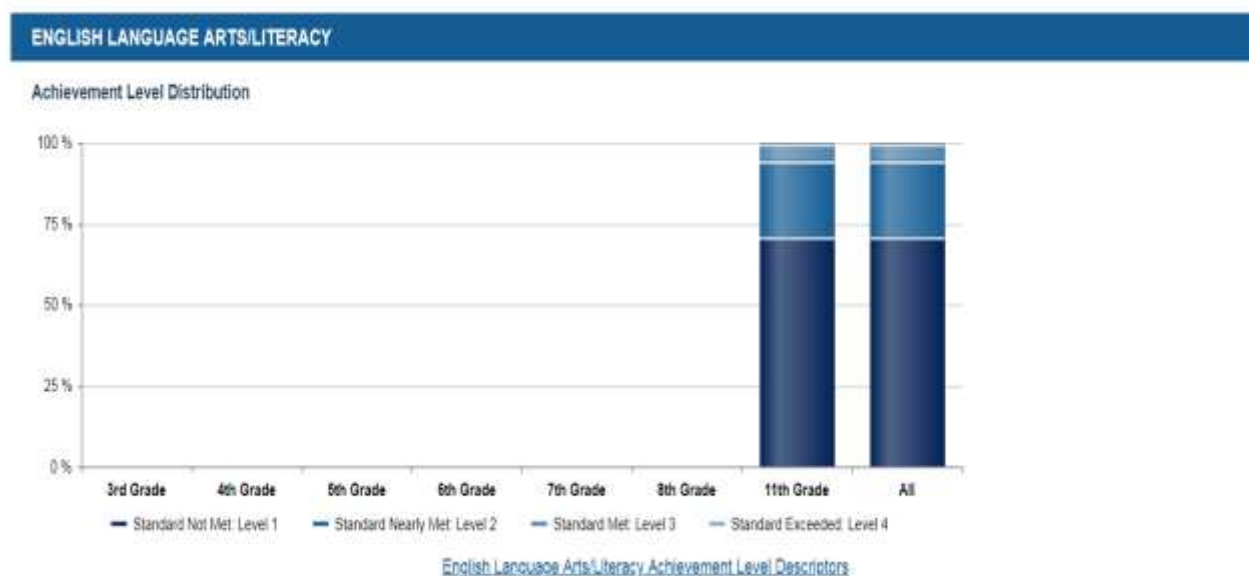
Although RCHS students have become acclimated to testing via computer, they still continue to encounter problems with the CAASPP format, especially the complexity of the math portion and its multi-step tasks. In response, teachers in both ELA and math scheduled more practice sessions before the beginning of Spring testing so students can be familiar with CAASPP menus, tasks, and tools. For the past three years, students performed better on the ELA portion than the Math portion. This reality can be attributed to students arriving at RCHS lacking the basic math skills

necessary to achieve mastery in math courses and standardized exams. In addition, classroom and standardized assessments reveal that students also arrive at RCHS lacking the English skills that are necessary to achieve mastery in reading and writing. In response, action plan items to address low-performance levels on ELA and math CAASPP exams include:

- Students are assessed at the beginning of their integrated math courses and are placed in intervention classes based on their results
- Tutoring is available every morning to students who require extra support
- Use of Mathematics Diagnostic Testing Project assessments from the UCLA Curtis Center to measure student attainment of content standards
- Ongoing professional development in the Workshop model for ELA teachers and Carnegie Math for math teachers
- Scholastic Reading Inventory (SRI) program to determine Lexile reading levels and determine differentiation for English Learners
- SDAIE strategies implemented schoolwide
- Academic Language Development (ALD) classes added to the master schedule and taught by LDRT
- Students in ALD classes double blocked into ELA classes
- Schoolwide use of blended learning using the PowerSchool Learning LMS and collaborative Project Based Learning
- Use of English (Read Theory and SRI) and Math Diagnostic (MDTP) pre and post-tests to gauge Lexile levels and acquired math skills





ROSE CITY HIGH SCHOOL CAASPP 2017 ELA RESULTS

Smarter Balanced Results (2017)




Rose City High School ACS WASC/CDE Self-Study Report

Overall Achievement


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	87	87
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	70	70
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	69	69
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2456.7	N/A
 Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
 Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	4.35 %	4.35 %
 Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	23.19 %	23.19 %
 Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	72.46 %	72.46 %

English Language Arts/Literacy Scale Score Ranges


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1.45 %	1.45 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	39.13 %	39.13 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	59.42 %	59.42 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.29 %	20.29 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	79.71 %	79.71 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50.72 %	50.72 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	49.28 %	49.28 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1.45 %	1.45 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %	33.33 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	65.22 %	65.22 %

English Language Arts/Literacy Area Achievement Level Descriptors

ROSE CITY HIGH SCHOOL CAASPP 2016 ELA RESULTS





Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	105	105
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	90	90
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	80	80
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2446.2	N/A
 Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
 Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
 Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
 Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	76 %	76 %

[English Language Arts/Literacy Scale Score Ranges](#)

ROSE CITY HIGH SCHOOL CAASPP 2015 ELA RESULTS

Overall Achievement

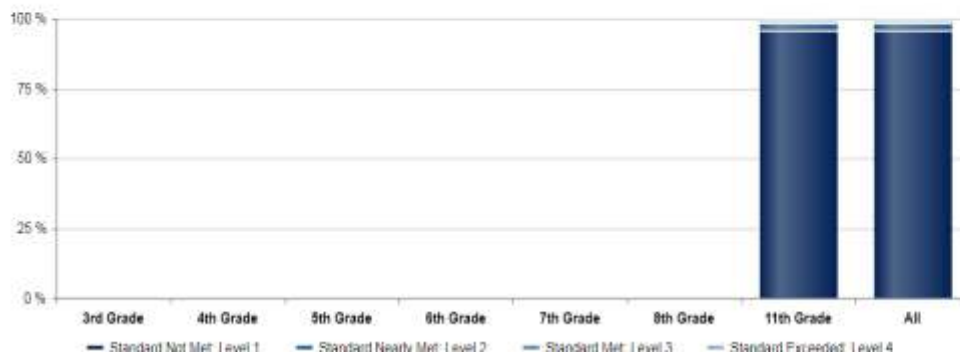
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	123	123
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	95	95
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	77	77
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2466.7	N/A
 Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
 Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
 Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
 Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %

[English Language Arts/Literacy Scale Score Ranges](#)

ROSE CITY HIGH SCHOOL CAASPP 2017 MATH RESULTS

MATHEMATICS

Achievement Level Distribution



Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	87	87
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	69	69
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	69	69
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2400.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	1.45 %	1.45 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	98.55 %	98.55 %

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	2.90 %	2.90 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	97.10 %	97.10 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.14 %	10.14 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	89.86 %	89.86 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	23.19 %	23.19 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	76.81 %	76.81 %

Mathematics Area Achievement Level Descriptors

ROSE CITY HIGH SCHOOL CAASPP 2016 MATH RESULTS

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	104	104
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	83	83
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	78	78
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2421.4	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	95 %	95 %

[Mathematics Scale Score Ranges](#)

ROSE CITY HIGH SCHOOL CAASPP 2015 MATH RESULTS

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	123	123
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	81	81
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	78	78
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2427.9	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	97 %	97 %

[Mathematics Scale Score Ranges](#)

Math and English Diagnostic Pre and Post Assessments

In 2017, RCHS began the process of using diagnostic pre and post-tests in English and Math to measure growth in learning for its graduating seniors and seniors that returned to their traditional high schools. The initial attempt had mixed results due to implementation issues and lack of familiarity with the tools necessary for diagnostic testing. As a result, very little usable math data was gained and the Read Theory English assessment was determined to be of limited use to the site. In 2018, the site renewed its commitment to the pre and post-diagnostic testing of its student population and will once again use the Math Diagnostic Testing Project (MDTP) and will replace Read Theory with the Scholastic Reading Inventory (SRI).

Work-Based Learning Data

The data below is a summary of the work-based learning data from the previous three years. The activities are aimed at helping students develop technical and professional skills in an authentic work environment. RCHS connects students with professionals in the community and introduces them to a variety of industries. In 2017-2018, paid internships decreased due to the expiration of a Pathway grant that funded them. In 2018-2019, RCHS applied and received a PEF grant in order to continue to offer student internship stipends and is continually looking for other sources of funding to continue work-based learning.

	2015-2016	2016-2017	2017-2018
Guest Speakers	5	24	31
Tours/Field Experiences	4	16	18
Technical Guidance/ Interviews	3	15	24
Job Shadowing	0	0	0
Internships (# of students)	4	27	21
Employment	0	12	11
Certified Students	0	45 (ICEV)	25
Community Service	7	9	16

PUSD Transfer Rates to Pasadena City College

Rose City High School has worked in conjunction with Pasadena City College to improve the transition of students to higher learning. To ease the transition from high school to college, RCHS has been working with PCC to offer students on-site dual enrollment courses that not only gives them high school and college credit but more importantly, a college experience. RCHS partners with the College Access Plan program (CAP) to assist students in fulfilling their collegiate goals (i.e. application, financial aid, and course advisement). PCC is on campus on a monthly basis to provide workshops and seminars aimed at easing the transition from high school to college. Pasadena City College also offers the PCC Promise Program where students who meet eligibility requirements will receive one year of their PCC education completely free of tuition fees. Any student who graduates from a high school within PCC's district and enrolls in the Fall semester after graduation will qualify for the program.

PUSD TRANSFER RATE TO PASADENA CITY COLLEGE

NEW_STUDENT	Y								
SORHSCH_SBG_CODE	(All)								
Sum of HEADCOUNT	High Schools (Feeders)								
	PUSD						Not PUSD	Grand Total	
PCC Academic Year and HS Class	BLAIR HIGH	CIS ACADEMY	JOHN MUIR HIGH	MARSHALL FUNDAMENTAL	PASADENA HIGH	ROSE CITY HIGH (CONTINUATION)			
2017-2018 (HS CLASS: 2017)	49	23	89	130	210	26	907	1434	
Intent to Transfer: Yes	42	20	49	99	172	20	781	1183	
Intent to Transfer: No	7	3	40	31	38	6	126	251	
2016-2017 (HS CLASS: 2016)	53	25	74	98	209	15	891	1345	
Intent to Transfer: Yes	38	12	53	74	163	10	761	1111	
Intent to Transfer: No	15	13	21	24	46	5	130	234	
2015-2016 (HS CLASS: 2015)	61	26	71	80	195	23	890	1346	
Intent to Transfer: Yes	43	19	57	63	139	12	767	1100	
Intent to Transfer: No	18	7	14	17	56	11	123	246	
Grand Total	163	74	234	308	614	64	2688	4145	
% Intent to transfer									

PUSD Intent to Transfer by School Site

School	Yes	No	% Yes
Blair	42	7	
	38	15	
	43	18	
Total	123	40	75.46%
CIS	20	3	
	12	13	
	19	7	
Total	51	23	68.92%
Muir	49	40	
	53	21	
	57	14	
Total	159	75	67.95%
Marshall	99	31	
	74	24	
	63	17	
Total	236	72	76.62%
PHS	172	38	
	163	46	
	139	56	
Total	474	140	77.2%
Rose City	20	6	
	10	5	
	12	11	
Total	42	22	65.63%
Total All Schools	1085	372	74.45%

A group of students are sitting on the floor in a hallway, smiling for the camera. They are wearing casual clothing like hoodies and jeans. In the background, other students are walking, and a table with refreshments is set up. A 'FIRE EXIT' sign is visible on the wall.

[illegible]



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



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's vision and mission statement occurred through an extensive process consisting of multiple meetings with stakeholders during the 2014-2015 school year. Since that time, the vision and mission statements have remained intact, yet, the Student Learner Outcomes have changed to align with the new district adopted graduate profile and LCAP goals. The vision, mission, and SLO's continue to drive the direction of RCHS and is aligned with the LCAP goals while	<ul style="list-style-type: none"> ● Published mission and vision statement ● Published Student Learner Outcomes ● Monthly ROSE Awards

<p>also addressing the Common Core Standards.</p> <p>Through the continued focus on Professional Development and collaboration among faculty, the staff has transformed instruction to emphasize student engagement through the use of critical thinking, inquiry, project-based learning, and reflection. Instruction is often centered around an Essential Question that drives the focus on student learning and ownership of their education. The student Learner Outcomes are continually reinforced in daily lessons, integrated projects, and monthly awards.</p> <p>The SLOs, mission statement, vision, and principal's message share a clear connection to the core belief that all students at RCHS are able to succeed above expectations and accomplish their goals when provided the proper social-emotional supports and learning environment. With a focus on academics, college and career guidance, decision-making skills, life skills, communication skills, it is clear that when providing students the proper environment with robust research-based strategies, students will succeed.</p>	<ul style="list-style-type: none"> ● Collaborative project spreadsheet
--	---

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
<p>With the support of the governing board and central administration, the Student Learner Outcomes are driven and refined by formal and informal student assessment data. The PUSD Board of Education and central office administrators monitor Rose City High School through the SPSA as it relates to the LCAP goals, and maintain effective and excellent communication with site administrators and the leadership team. In addition, the goals of the graduate profile for Pasadena Unified are grafted into the formation of the SLOs.</p> <p>The input from all school personnel is vital to the consistent revision of the school goals each year (which in turn leads to the revision of the direction of Rose City). The RCHS vision, mission, and schoolwide learner outcomes are reviewed by staff each school year and refined as needed. Stakeholders within the school are given the opportunity to provide input as to what the goals should be for the upcoming year. The drafts are shared with the district leadership and the school site council. The mission, vision, and student learner outcomes are also reinforced to</p>	<ul style="list-style-type: none"> ● Posted Student Learner Outcomes ● District Graduate Profile ● Professional Goal Setting Forms ● Summative assessments

staff informally through the evaluation process. During the evaluation process for certificated staff, goals are discussed that not only impact professional goals of the teacher but also align with the goals of the school. It is through this process that consistent improvement has occurred in the overall engagement of students, as well as increased critically thinking within the classroom.	
--	--

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
<p>The process to ensure the involvement of representatives from the school community in the development and refinement of the mission, vision, and student outcomes are effective but could be more effective with additional parent involvement.</p> <p>The students, parents, teachers, support staff, and administrator are all aware of the Student Learner Outcomes and the purpose of RCHS. The Vision Statement and Schoolwide Learning Outcomes are included in each year's updated Single Plan for Student Achievement and the Student/Parent Handbook. The RCHS vision statement and schoolwide learning outcomes ensure that students will possess the necessary academic and personal standards to be a contributing and fulfilled member of society.</p> <p>The Vision Statement and Schoolwide Learning Outcomes are student-centered and consistent with the following: Common Core State Standards; Common Core curriculum frameworks; college and career readiness standards, current educational practices, and current educational research.</p>	<ul style="list-style-type: none"> ● Parent/Student Handbook ● Single Plan for Student Achievement ● Reading and writing workshops ● Trauma Informed Care Professional Development

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
<p>The Pasadena Unified School District Board of Education consists of five members elected at-large to four-year terms on a staggered basis every April of odd-numbered years. School board candidates must be registered voters and must reside within the school district. The school district's Board of Education policies and procedures are a matter of public record and are published online.</p> <p>Members of PUSD's leadership team have specific roles to perform in accordance with the school district's policies and procedures. Parents, students, teachers, and classified staff are aware of the school district's board of education policies and procedures, and the existence of the school district administration. However, the clarity and effectiveness of these policies and procedures, and the roles of the school district's leadership team have at times seemed unclear from the school's perspective.</p> <p>Board Policies, including the Uniform Complaint Procedures, are posted at the school sites. The Board makes their agendas and meeting dates available to the public on the district website. The website is a user-friendly site that provides access to parents, students, staff and the community.</p> <p>The Board of Education meets twice a month on the first and third</p>	<ul style="list-style-type: none"> ● UCP Williams Complaint Forms ● PUSD Organizational Chart ● PUSD Board Meeting Agendas ● PUSD Board policy for alternative education

<p>Thursdays of the month. Board Reports are located in the Superintendent's Office and on the PUSD website for public viewing. They are also emailed to each site principal for review.</p> <p>The sites mission, vision, and SLO's are aligned with the district's strategic plan, LCAP goals, and graduate profile. As the documents are revised, they are discussed in Principal's meetings as a district. The District monitors and supports the school's values by monitoring student achievement data, and aligning curriculum through a district textbook adoption committee and CSC meetings.</p> <p>The district has clear policies governing alternative education, including policies that grant authority to the school's Placement Committee to screen students referred to Rose City High School to ensure appropriate placement of students transferring from the traditional high schools.</p>	
---	--

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
<p>The school informs and encourages parents to participate and be engaged in the school's governance through such bodies as the School Site Council and the English Learners Advisory Council. Phone blasts, individual phone calls, school emails, school websites, handbooks, and brochures are all used for communication. Although RCHS has employed various methods to encourage more parent engagement, there are fewer parent volunteers than desired.</p> <p>SSC, consisting of parents, faculty, staff, and students, meets regularly to review the vision, mission, and student learner outcomes, to review and revise the school plan, and adopt and approve a budget that is aligned to the school plan. Student orientations, Title I meetings and ELAC also provide forums for parents to participate in school governance. The district and the Board of Education implemented a district-wide LCAP committee comprised of parent, staff, and community, called the Parent Advisory Committee (PAC). The committee met on a regular basis to develop LCAP priorities. All sites met with stakeholders to review LCAP goals, metrics, and current status as to the District's LCAP goals. To gather feedback data, the district and the Board of Education use annual surveys to gather data from all stakeholders. PUSD also maintains a website to encourage stakeholder participation and inform the community of school issues and events.</p>	<ul style="list-style-type: none"> • School Site Council agendas • ELAC meeting agendas • Title 1 meeting agendas • District LCAP goals

Uniform Complaint Procedures

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

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

Findings	Supporting Evidence
<p>The school administration has an open door policy and readily meets with parents, students, and faculty to address concerns as they arise. The Pasadena Board of Education has clearly established a district-wide school complaint and conflict resolution procedure to address complaints. The Uniform Complaint Procedure provides safeguards for all stakeholders in terms of Categorical Programs, Career Technical Education, Special Education, Nutrition and Child Care and Development Programs. The Williams Uniform Complaint Procedure focuses on secondary sites and guarantees highly qualified teachers, textbooks, and resources for students, interventions, and a safe and secure learning environment. A stakeholder may file a complaint with a site principal to be investigated and resolved. A stakeholder can petition further to the District if the site principal cannot resolve the issue. Complaint procedures are posted in the main office and in classrooms. The documents are also on the PUSD website and posted throughout the district offices.</p> <p>There is a clearly defined certificated and classified grievance procedure in each respective Collective Bargaining Agreement (CBA). However, the principal meets with classified and certificated union representatives to address and resolve the problem before escalation to the district office.</p>	<ul style="list-style-type: none"> ● School website ● Collective Bargaining Agreements ● Williams Uniform Complaint Form

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
<p>Student achievement and progress data drive the decisions made by leadership and staff. Staff systematically meet in staffing meetings, pathway meetings, and site-based professional development days to review relevant data, discuss which data is relevant for us to be analyzing, and discuss best teaching practices.</p> <p>The administration at RCHS uses a collaborative approach to decision making. This process has been instrumental in the numerous changes that have occurred from the time of our last full</p>	<ul style="list-style-type: none"> ● Pathway meeting agendas ● School Site Council agendas ● "A" Meeting agendas ● Schoolwide events ● Student leadership class syllabus

<p>WASC visit. As a team, ideas are circulated by staff members which are then discussed at staff meetings. Input is collected through open discussion and surveys. Decisions are made primarily based on data and the positive impact on students.</p> <p>Examples of programmatic changes that have resulted from this process:</p> <ul style="list-style-type: none"> ● Transition from a trimester to a quarter system ● Implementation of daily tutoring ● Senior Portfolio and Defense Requirements ● Paid internship requirements ● Issuance of partial credits for all students ● Transition to a blended learning mode of instruction <p>Rose City High School also relies heavily on student involvement in the planning process. Student leaders are elected each year to represent the school in site council meetings and district board meetings. Students will work closely with advisors and administration as they plan activities throughout the year and provide input in the planning process.</p> <p>Students are also heavily encouraged to participate as a member of School Site Council in which they not only attend but play an active role. Students are consistently asked by the Principal in meetings for input/feedback on current programs that are currently being reviewed and revamped by the staff (and updated in School Site Council meetings). Students each year have taken this initiative to share their thoughts on a variety of subjects and in turn, have given the students a voice in the decision-making process.</p> <p>The school communicates with parents via Blackboard Connect, Parent Portal, Back to School Night, intake meetings, emails/Phone calls. In all cases, parent concerns and voices are heard and if action is needed and can reasonably be done, then action is taken.</p>	
---	--

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
Student performance data and the school's SPSA are reviewed by the staff each year in order to project what the school's course of action will be for the upcoming school year. As such, there is a definitive and specific correlation between student learning and the school's SPSA. The SPSA outlines the district's four LCAP goals and four site-specific goals. The goals identify growth areas for reading, math, science, college-career readiness, increasing graduation rates for foster youth, and parent and community involvement. The staff analyze school data and the SPSA goals guide the creation of the master schedule. Input from individual teachers is incorporated into the plan. The school's master schedule is designed to meet the academic needs of the students and is modified when necessary.	<ul style="list-style-type: none"> ● SPSA ● District LCAP ● "A" Meeting Agendas ● Pathway Meeting Agendas

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.

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

Findings	Supporting Evidence
Staff shares in the decision-making process, responsibility, and reflection on the implementation of programs through weekly pathway meetings, bi-monthly staffing meetings, and site-based professional development days. Administration and support staff also meet on a weekly basis to discuss issues and gather input about decisions. Occasionally, the entire faculty and staff will participate in staff meetings to discuss certain issues, plan events, or gather input.	<ul style="list-style-type: none"> ● Pathway meeting agendas ● "A" Monday meeting agendas ● Support staff meeting agendas
Each year goals are identified through a collaborative process and written based on a root cause analysis that involves all staff input. Once root causes are identified then goals and strategies are developed and a plan of action is discussed and implemented.	

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
<p>Rose City High School has effective structures for internal communication, planning, and resolving differences among staff and administration. Site-based faculty and all-staff meetings are used to share updates, determine the effectiveness of school-wide policies, and determine whole group, individual, and team responsibilities.</p> <p>The faculty at RCHS are provided two common prep periods each day. Teachers utilize this platform for activities such as planning cross curricular projects, planning school-wide events, communicating about students, etc... School administration is also involved in these common prep periods to discuss issues, clarify, or provide input.</p> <p>Weekly meetings between administration and support staff help to foster a collaborative process in planning for events, discussing issues of concern, and development of policies and procedures.</p> <p>Communication channels such as face to face meetings, paper memos, online communication, weekly staff meetings, and collaboration periods ensure site policies and procedures are understood, revisited, and discussed. In addition, the journalism club provides weekly video announcements that are posted on the PowerSchool website and watched in third period classrooms.</p>	<ul style="list-style-type: none"> ● Master bell schedule ● Support staff meeting agendas ● Weekly emails ● Weekly phone blasts ● Weekly phone blasts from PUSD ● PowerSchool website

A4. 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
<p>All RCHS teachers are hired through the district Human Resources Department, which is a highly structured process. This structure ensures that only those that meet the qualifications set forth by the state and federal guidelines, but also meeting the job descriptions adopted by the the Pasadena Unified School District.</p> <p>Annually, the human resources department ensures that all teachers are fully credentialed and NCLB compliant. HR also, before it has an employee sign a contract with the district, makes sure the candidate is fully credentialed in the subject taught. Newly hired teacher and credentialed teachers go through the district BTSA Induction program.</p> <p>Faculty and staff at RCHS have been hired either through an interview panel or the district transfer process. Interview panels typically consists of certificated and classified staff members. This process allows for staff consensus and dialogue regarding who would be the best fit not only for our student population but also as a contributing member to an already cohesive staff. Following the selection by the panel, a minimum of two reference checks are made by the principal to previous employers. This process is used for both Classified and Certificated staff which has been very successful in hiring extremely qualified and contributing members to the RCHS faculty and staff over the past five years.</p>	<ul style="list-style-type: none"> ● District candidate recommendation form ● Job descriptions posted on human resources section of PUSD website ● Ed-Join job postings request form ● PUSD job descriptions ● Powerschool LMS ● Accelus online learning

The entire teaching staff have been trained in the use of the PowerSchool LMS for delivering online content in the blended learning classes at RCHS. In addition, the online classroom teachers have been trained in the use of the self-paced, online learning platform Accelus.	
---	--

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
<p>RCHS has an effective system for communicating administrator and faculty written policies, but there is room for improvement. Policies and procedures are reviewed at the beginning of each school year and discussed on an as needed basis, where administration and staff review district and school norms, policies, and procedures. In addition, each teacher utilizes the CEO prep period to develop syllabi and pacing guides, discuss district rubrics and display them on the PowerSchool website. Teacher resources are shared on the CEO shared Team Google drive and on the PUSD curriculum website. The vision statement and Schoolwide Learner outcomes are posted in each room, the main office, and is reviewed by stakeholders.</p> <p>Administration works diligently to resolve concerns and clarify conflicts in a timely manner and maintains an open line of communication to faculty and staff. All ideas are considered and discussed in collaboration meetings.</p> <p>Moving forward it would be a good idea to develop an updated teacher handbook with the specific requirements for administering partial credits, common grading policies, and earning credits for extra-curricular activities.</p>	<ul style="list-style-type: none"> ● Staff meeting agendas ● Teacher PowerSchool webpages ● Student Learner Outcomes ● Mandated protocol forms distributed to teachers and staff ● District rubrics

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
<p>Professional development at Rose City High School is used to make teachers more effective in their student instruction. Professional development is tied to the PUSD LCAP goals, school goals, and the SPSA. This professional development supports RCHS's vision, mission, and SLOS.</p> <p>As the district transitioned to the implementation of the Common Core standards, there has been a tremendous push in professional development for all teachers. Teachers are highly encouraged to participate in any professional development opportunity during district-wide professional development days as well as various professional development opportunities held throughout the year. RCHS utilizes faculty meeting time (altering Mondays), as well as weekly pathway meetings to provide staff development. For the previous four years, RCHS has implemented a school-wide blended mode of instruction in all classrooms. Training in the use of technology in instruction has been the large focus of training for the majority of this time. This has included training in the use of PowerSchool, Google Apps, Hapara, and other various other resources. The common prep period has been utilized for teachers to collaborate with each other on sharing ideas and collaborating on projects that involve the use of technology.</p> <p>Over the course of the last five years, annual conferences attended by staff include CCEA (California Continuation Education Association), linked learning, and CTE. Upon returning from any Professional Development opportunity (local, statewide, at other schools, etc...) staff would then share their knowledge and lessons with the rest of the staff at the following staff meeting. Administration highly encourages staff to seek out opportunities and willingly pays for release time for this to occur.</p> <p>This year the staff will begin to implement instructional rounds. While the site administration has been trained in instructional rounds, it is new to the faculty this year and they are in the early implementation phase. This professional development opportunity allows teachers to observe teachers to compare their own</p>	<ul style="list-style-type: none"> • "A" Monday agendas • District PD agendas • District PD presentations • Instructional Rounds agendas • Professional development plans

<p>instructional practices with those of the teachers they observe.</p> <p>Funds have been set aside each year to ensure that all staff are given every opportunity possible to successfully attend professional development. As part of Pasadena Unified, RCHS has been included in all district led and sponsored professional development opportunities. In addition, teachers at all secondary sites are given opportunities to train other teachers on their areas of expertise. Staff development days are held at least three times a year in which teachers are able to sign up for mini lessons from other teachers on technology driven and/or Common Core instructional strategies. Not only have RCHS teachers participated in all of these events, they have also played a role in presenting to other teachers in the district.</p>	
---	--

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
<p>Training for online curriculum is provided by the vendor of the programs being used, which are currently Acellus and PowerSchool Learning. In addition, teachers at RCHS regularly and effectively collaborate in sharing best practices and teaching each other how to utilize online platforms and resources.</p>	<ul style="list-style-type: none"> • Common planning period on master bell schedule • Acellus training agenda

Supervision and Evaluation

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

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

Findings	Supporting Evidence
<p>Rose City High School follows the board adopted evaluation protocols for supervision and evaluation, which is specifically outlined and clearly communicated in the employee contracts. Depending on how long teachers have been teaching, they are evaluated every year (probationary teachers), or every other year, (permanent teachers).</p> <p>At the beginning of each school year, all teachers meet with the principal to determine three goals for the year. These goals specifically relate the the California Standards for the Teaching Profession and revolve around instruction, data analysis, and professional growth.</p>	<ul style="list-style-type: none"> • UTP contract • Summative evaluation template • PUSD plans for professional growth template

<p>During an evaluation year, teachers are formally observed one to three times (depending on their status) and informally observed. Each formal observation is then followed by a post-observation conference. At the end of the year, the goals are included in the summative evaluation and a summative evaluation conference is held.</p> <p>In addition to formal evaluations, administration uses walkthroughs to gauge the degree to which strategies or methods provided in professional development are being implemented. Instructional rounds, a practice of peer observation, is currently at the beginning stages of implementation.</p> <p>Currently, the informal walkthrough process is insufficient in providing teachers feedback, as a site specific informal walkthrough tool has not yet been developed.</p>	
--	--

A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>Currently, Rose City High School uses four faculty members to implement the online program Acellus. These teachers are supervised and evaluated by the site administration, however more work needs to be done in providing students with quality online student-teacher interaction.</p>	<ul style="list-style-type: none"> ● Acellus training agenda ● Summative evaluation template ● PUSD plans for professional growth template

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

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
<p>All resources at RCHS are aligned with the district LCAP goals and the school's goals, which are outlined in the Single Plan for Student Achievement. Goals are based on the school's vision, mission, instructional focus, identified critical learner needs, and SLOs. The site budget has been allocated to support high academic standards and prepare students to be college and career ready. The school site council and the administrative team are responsible for site resource allocation decisions.</p> <p>Allocation of resources has been targeted to support high-quality teaching, interventions, and college and career readiness. For example, PUSD is a linked learning district and over the past three years, the district has supported college and career readiness program. The CEO Academy was developed to provide students with exposure to a variety of careers and work experience opportunities, including paid and unpaid internships. Grant funding has paid for most of the pathway related opportunities and due to the grants expiring, reductions to our college and career readiness program have been drastic. Currently, the number of CTE teachers at RCHS has dropped from 3.0 to 0.5, which has made it difficult to maintain an effective pathway program for students.</p> <p>In addition, due to financial difficulties that PUSD has been experiencing, the site budget has been reduced by 50% over the last</p>	<ul style="list-style-type: none"> ● SPSA ● Site budget ● PUSD LCAP plan ● Parent/Student Chromebook package ● College Access Plan contract

<p>four years. This has had a direct result on student achievement. For example, site funds have been previously utilized to hire attendance interventionists for the past four years. This person was responsible for contacting families of truant students, making home visits, and connecting families with needed resources in order to help improve the attendance of the student. This school year we were unable to continue with this due to a decline in our budget allocation.</p> <p>Despite recent budgetary cuts, however, the district has supported student achievement in other areas, such as professional development and with the purchasing of Chromebooks for every student. For the previous four schools years, RCHS has been a one-to-one technology site where each student checks out a Chromebook to take home. The district has supported this effort by installing the necessary technology to support this program, the purchasing of Chromebooks and hotspots for all students, and by providing the necessary technical assistance when needed.</p>	
--	--

Practices

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

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

Findings	Supporting Evidence
<p>Rose City High School follows district practices and protocols for developing an annual budget. In determining the breakdown of all site budget funds for each school (including the process for RCHS), the business department will schedule meetings for both principal and site secretary to attend. This meeting occurs at the district office and is very specific in regards to allocating funds into each account. It is through this process that the district and the school sites are able to confirm that money is set aside for the programs that will be used for the following year. The district will not only guide the process but will also contribute to the decisions made by the Principal to ensure funds are sufficient.</p> <p>Based on the tentative budget numbers, a preliminary budget is then developed based on the goals of the Single Plan for Student Achievement. The school's resources are appropriately allocated to meet the school's vision, mission, SLOs, and the critical needs, which are aligned to the district's LCAP goals.</p> <p>The District performs an annual audit, and conducts its business</p>	<ul style="list-style-type: none"> ● Projected budget reports ● Board meeting agendas ● Student Learner Outcomes

and accounting practices in accordance with Los Angeles County mandates. A district check and balance system and protections against mishandling of funds are in place.	
---	--

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
<p> RCHS consists of 11 bungalows and 13 interior classrooms. Although the bungalow classrooms may be small, the facilities at Rose City High School are more than adequately maintained to ensure a healthy learning environment for students. Over the previous three years, district and grant funds have been used to update the facilities, including the renovation of a new weight room, a new library, a building and design construction room, and a graphic design studio. RCHS is currently in the process of utilizing grant funds to create a new art studio and possibly a new dance studio. The purpose of these improvements have been to to engage students in exploring their interests and engaging them in the learning process. </p> <p> During the summer months and vacations, RCHS will undergo preventative maintenance and upkeep projects such as cleaning of carpets, painting, etc... From a technology standpoint, WIFI, overhead projectors, and document cameras are available in most classrooms. These are maintained closely by the facilities department and Tech Services and when problems arise, staff has the immediate ability to report technology issues using our online ticket system. </p> <p> The campus is kept clean throughout the day and students demonstrate respect for the facilities by continuing to keep the campus clean. Very little graffiti and trash are found on campus due the effort of the students, staff and custodians to continually keep our school clean </p> <p> A Safe Schools Policy is in place. Two security officers are present on campus, although beginning in the 2018-2019 school year there will be a reduction in security at RCHS. The Disaster (SEMS) Plan is updated annually and reviewed by staff. Regular safety drills are </p>	<ul style="list-style-type: none"> ● Exploring the Arts Grant four-year plan ● Posted food menus ● Well-maintained site and buildings ● Safe School Plan ● Campus map ● CEP food services grant

<p>held. A shed with disaster supplies is located in the South parking lot.</p> <p>One safety concern is that RCHS is an open campus which is attached to the district office. It has eight entrance and exit points and can have a lot of traffic flow from district office visitors. School security work diligently to monitor the campus and direct visitors to the district offices, however an area of concern is that people are able to walk on the campus at will.</p> <p>In 2016, food services applied and received a grant for specific schools to provide free breakfast and lunches for all students regardless of income status. Beginning in the 2017-2018 school year, all RCHS students are able to eat breakfast and lunch for free. Food services have also implemented healthier eating choices for students, including fresh fruit and vegetable options.</p>	
---	--

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
<p>Every RCHS teacher is guaranteed basic instructional materials, including a computer with Internet access, an LCD projector, a document camera, a printer, and a Chromebook. Teachers have access to the adopted textbook ancillary items, such as teacher editions and other textbook aids which are available electronically and digitally to check out from the district. In addition, PUSD holds periodic tech talks and instructs PUSD teachers how to use various online tools for instruction, including Google Apps, Haipara, etc.. In addition, each year teachers are able to apply for grants from the Pasadena Educational Foundation for materials related to instruction.</p> <p>Teachers plan their Academic Course Syllabi utilizing District approved textbooks and posts them on to their PowerSchool websites for students to have access. All teachers have been extensively trained and supported in the use of the PowerSchool and there are several technology coaches on campus to assist when</p>	<ul style="list-style-type: none"> ● PUSD LCAP plan ● PUSD technology plan ● PowerSchool website ● Parent/Student Chromebook package ● District technology services website

<p>issues arise.</p> <p>In the Spring, the principal issues a textbook request form. Each teacher requests and maintains additional supplies related to their subject matter. During the year, ongoing requests are submitted to the office Manager. School supplies are maintained as an “Open Cabinet”, to ensure that each classroom is equipped with the needed supplies. The district purchases a sufficient quantity of texts, in accordance with the Williams Act. All RCHS students have textbooks available on their Chromebooks for home use.</p> <p>There is an effective procedure to check out Chromebooks, however RCHS does not have a librarian so there are faculty members who assume the responsibility of issuing Chromebooks out to students. In addition, The maintenance of the audio-visual equipment is not consistently provided or monitored. Funds to replace or repair audio-visual equipment are not always immediately available.</p>	
--	--

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
<p>Rose City High School, like all other schools in the Pasadena Unified School District, has had to limit its hiring of new faculty and staff as a result of continuous declining enrollment in the district. Since the previous WASC self study, we have been able to hire a few staff members however there has been an overall reduction in FTEs (from 12 teachers to 8 teachers). In addition, hiring of new faculty has been limited due to reduction in force agreements with the teachers union, as some teachers have transferred into RCHS due to seniority rights.</p> <p>The primary mechanism for supporting new teachers in the Pasadena Unified School District is BTSA. A two year program, BTSA pairs new teachers with a mentor teacher for support and provides the training necessary to Clear California preliminary credential. The district's effective hiring system and evaluation program have helped our site maintain and recruit well qualified</p>	<ul style="list-style-type: none"> ● Staff development day agendas ● “A” meeting agendas ● BTSA induction syllabus ● UTP contract

<p>certificated and classified staff members.</p> <p>In addition, Rose City High School does an excellent job in providing ongoing professional development opportunities for its teachers. Teachers attend a variety of trainings every year. Some of them include Literacy trainings, Workshop models, integration of technology, the annual CCEA conference (California Continuation Education Association), and Common Core trainings. The district held three staff development days per year to provide inservices for teachers. In addition, several outside agencies have partnered with RCHS to provide teachers and staff with trauma informed care and foster youth sensitivity training.</p> <p>Teachers are strongly supported by other staff on campus. Teachers are highly encouraged to observe others on campus to note best practices and thus include in their own classroom. There is a strong collaboration and cohesive mentality of working together which permeates the campus for both classified and certificated. An overwhelming majority of staff enjoy working at RCHS and it is evident that much of this is due to the consistent support provided by other staff.</p>	
--	--

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the 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
<p>By April of each school year, each school in PUSD is required to submit a Single Plan for Student Achievement that is aligned to the district LCAP and enumerates the programs that require funding. The most recent 2018-19 plan integrates the district goals, professional development, trainings, resources, etc., that are aligned to the PUSD strategic plan. We review and update the school goals and SPSA each year to address current student need and resources while still being aligned to the district's overall plan.</p> <p>Multiple forms of achievement data under each LCAP priority are analyzed and through SSC, school leadership team, and in staff meetings, where critical student learner needs are identified and instructional needs are defined. The district annually evaluates the</p>	<ul style="list-style-type: none"> • PUSD LCAP plan • RCHS SPSA

Rose City High School ACS WASC/CDE Self-Study Report

LCAP goals to determine the extent to which goals have been met. Based upon the status of the goals and stakeholder input, the district meets with stakeholders to review the data.	
---	--

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)

Through a shared decision making process and through a structured, collaborative environment, Rose City High School has seen steady growth in consistently meeting the varying learning and social-emotional needs of the students since the last self-study visit. Structural changes have occurred since the last self-study, including transitioning to a quarter system, adjusting the master schedule to afford common prep periods, the creation of the CEO Academy, the creation of the twilight school, and a new partnership with Pasadena City College where dual enrollment courses are offered on-site during the school day. These changes offer students more programs to meet their varying needs, the opportunity to catch up on credits at a faster pace than before, more opportunities to explore colleges and career interests, and helps to ensure students graduate college and career ready.

Faculty members are afforded ongoing and varying professional development opportunities, such as workshop model, project-based learning, blended learning, and periodic technology coaching. The reduction in site funds, staffing, counseling staff, and the closing of the Healthy Start program over the previous three years has created a challenge to meet the social-emotional needs of the students and graduate students that are college and career ready. Nevertheless, organizations such as Tournament of Roses, Pasadena Young and Healthy, Exploring the Arts Foundation, Lake Avenue Foundation, and Pasadena City College have all provided valuable resources to RCHS during this difficult financial crisis that PUSD is facing. Nevertheless RCHS continues to seek opportunities and funding from outside resources to engage students in learning and prepare them for colleges and careers.

Prioritize the strengths and areas for growth for Category A.

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

- The school staff works well as a team with a strong sense of collaboration. Faculty and staff are included in the site- based decision process.
- A number of outside agencies have partnered with RCHS to offer enrichment activities, college field trips and tours, mental health resources, and parent education workshops.
- Members of the staff are qualified, competent, and collaborative in addressing the learning needs of the students.
- The district and site provide a variety of professional development days and PD opportunities for teachers.
- The leadership is very supportive in building the capacity of staff through collaboration, professional development, and promoting leadership opportunities among staff.
- The site has updated technology including Wifi access, a Chromebook for every teacher and student to take home, and wifi hotspots available for students who do not have wifi access at home.
- The altering of the bell schedule allows for daily common collaboration time among staff which has helped to transform instruction at RCHS to a blended learning and project-based format.
- Rose City High School has done an excellent job of meeting the social-emotional needs of the students.

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

- There is a need to continue to enhance the reputation of the school's success with the district and the community.
- There is a need to seek funding to continue to hire a full-time project-aide/ child-advocate.
- Due to turnover in classified and certificated staff for a variety of reasons, there is a need for further induction protocol for new staff. The teacher handbook is very outdated and needs to include more detailed procedures.
- The use of data to make school-wide decisions has increased greatly over the years. While data is consistently collected, improvements needs to be made in determining what data is significant and measurable to our population of students and how staff will use that data to drive instruction.
- Just a handful of parents are involved in the numerous decision making bodies, which shape our campus and there is a need to improve this.



Standards-based Student Learning: Curriculum



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
<p>Rose City High School is dedicated to the use of current educational research in developing an instructional program. This dedication is evident by the fact that portions of weekly meetings are spent reviewing PUSD rubrics, PUSD curriculum maps and district approved texts to decide the direction of the instructional program at RCHS and to keep pace with the course of the instructional program of the district as a whole. The PUSD rubrics and curriculum maps relate Common Core standards to meaningful learning that prepares Rose City students for success in careers, college, and life in general.</p> <p>Findings from “A” meetings and professional development days about current educational research and performance data from current Rose City students formed the site-specific changes to the instructional program since 2012. These changes included delivery of educational content digitally through the use of the online LMS program PowerSchool Learning and the distribution of Chromebooks to all students to use for school work and to take home to complete homework. This change in the delivery of the RCHS instructional program prepares students for a digital learning environment that will be expected of them in college and the workplace of the 21st-century. The switch to digital-based content delivery for instruction prompted a need for blended learning since students are now expected to work independently at times through digital instruction and at other times students must</p>	<ul style="list-style-type: none"> ● District approved texts ● MDTP math assessment ● PUSD rubrics ● RCHS math assessment ● Career test (Interest Inventory) ● SRI reading scores ● Actively Learn class standards data ● Student portfolio ● ILPs ● ELPAC ● PUSD Curriculum maps ● Chromebooks ● Blended learning

<p>receive direct instruction to know how concepts or projects intersect and how to apply and synthesize the knowledge they learn from these concepts.</p> <p>Additional site-based changes that occurred to the instructional program since 2015 were monumental and directly tied to the research of current educational strategies for curriculum delivery and instruction as well as direct data from assessments of students at Rose City High School. These changes to curriculum delivery represent a paradigm shift in which RCHS has gone from merely delivering direct instruction to adding project-based learning with co-curricular projects that blend concepts from different subject areas that are synthesized together in school-wide projects.</p> <p>RCHS math and ELA assessments implemented since 2016 and prototype senior portfolios are currently being rolled out in the 2017-2018 school year.</p> <p>Lastly, classroom-based changes which are unique to each teacher and content area have been made that contribute to the robust and meaningful instructional program at RCHS. Teachers at RCHS use ancillary software programs such as Read Theory and Actively Learn to monitor student progress in Common Core standards and college readiness.</p>	
--	--

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

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

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

Findings	Supporting Evidence
<p>Academic and college-and-career-readiness standards are delineated in course outlines and syllabi as well as district-aligned classroom rubrics.</p> <p>Beyond coursework documentation, the project-based learning form of instruction is also employed at Rose City High School which illustrates not only college-and-career-readiness standards but also allows students to take part in the real-world application of Common Core standards. These same college-and career-readiness projects are then discussed in our weekly College and Career</p>	<ul style="list-style-type: none"> • WASC self-study • UC approved courses • NCAA approved courses • Common Core aligned curriculum • Medallion option • ICEV certification • Senior portfolio/defense

<p>Pathway planning meetings where cross-curricular projects are discussed, planned and implemented.</p> <p>Additionally, student portfolios expound on college-and-career-readiness standards that were employed in the creation of artifacts added from courses and through the process of producing the student portfolios which requires creativity, collaboration, communication, and critical thinking to complete.</p> <p>As a college and career pathway, the medallion graduation option further elucidates college-and-career-readiness standards because the curriculum directly supports career exploration and directly supports college exploration through college-related assignments.</p>	<ul style="list-style-type: none"> ● College & Career Pathways Cross-curricular meeting agendas ● NAF certification
--	---

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
<p>As of 2014 and the transition of RCHS to a digital content school, all of the courses are delivered online or as a combination of online and direct instruction courses, except for the independent studies courses. The method of instruction in all classes except the Acellus computer lab is a blended learning method. The first element of the blended learning method allows teachers to teach directly when needed for teaching new concepts, reteaching old concepts, demonstrating connections between concepts or demonstrating the steps to completing an assignment. The second element of the blended learning method of instruction is that content and resources are distributed on a digital platform through the online PowerSchool learning management system. Students access the digital content created by their teachers in the PowerSchool Learning LMS on their school-issued Chromebooks, which is connected to the internet by the district provided WIFI installed in each class throughout the school.</p> <p>The fact that each student at RCHS is given a Chromebook and WiFi access at school allows for excellent integration of outsourced online curriculum with ancillary instructional websites such as Nearpod, Kyte Learning and Actively Learn as well as online content delivery systems such as PowerSchool Learning. In addition, students who do not have WiFi at home to access digital content on their Chromebooks are given Wifi hotspots that work through a third party cellular company at no cost so that students can access WiFi anywhere at any time.</p>	<ul style="list-style-type: none"> ● PowerSchool Learning LMS Syllabi and content ● Actively Learn ELA digital repository ● Wifi hotspots

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
<p>Concepts and skills taught at Rose City High School are congruent with the implementation of Common Core state standards, college- and career-readiness standards and the schoolwide learner outcomes. This congruence is made evident at the classroom level with project-based learning artifacts that are driven by the Common Core overarching standards for all content areas. Not only are projects based on the Common Core, but they are also based on the student learner outcomes or SLOs that guide the soft skills, and routines of college and career readiness. Students that attain the highest achievement in the SLOs receive a ROSE award which is an acronym of the SLOs. In addition, classroom curriculum is directly related to careers and college in the careers class.</p> <p>Two other class offerings at RCHS that make a direct connection between concepts and skills taught are the student empowerment class and the student leadership class. In both classes students learn how to apply the soft skills of communication, creativity and personal development, but with different directives. The student leadership class focuses on the betterment of the school community through leadership, and the empowerment class focuses on the betterment of the individual student in the class.</p> <p>At the school site level, RCHS staff have taken time in the weekly CEO pathway meetings to create a repository of Google related documents on a shared drive in order to track and document projects being utilized in each class and to create a shared pacing guide for the school year. The fact that these documents are on a shared drive allows teachers and staff to integrate lessons and projects that coincide with the shared pacing guide. The focus of pathway meetings also includes the planning for work-based learning internship opportunities as well as guest speakers from stakeholders in the community. These opportunities allow for the connection of soft skills related to common core, SLOs and college-and-career readiness.</p> <p>At the district level, rubrics have been agreed upon for Common</p>	<ul style="list-style-type: none"> ● Project-Based Learning artifacts ● Integrated projects ● SLOs ● ROSE awards ● Pathway collaboration meeting agenda ● Work-based learning logs ● Internship logs ● Guest speakers logs ● Student leadership class syllabus ● Student empowerment class syllabus ● Team drive of curriculum mapping ● PUSD rubrics ● Graduate portfolio

Core-related skills such as research, oral presentation, written communication, and creative expression. The district graduation portfolio is another connection between concepts and skills taught because all RCHS students must complete a portfolio of their best work as a graduation requirement.	
---	--

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
<p>The career technical disciplines at Rose City include the career planning, graphic design, and entrepreneurship classes. These technical classes are integrated with the academic core courses from a curriculum basis through project-based learning commonalities, integrated curricular mapping, and project relatedness on a schoolwide shared drive. Beyond the alignment of curriculum alone, both technical and academic classes collaborate on career and college planning in the CEO pathway meetings every week where field trips are planned, guest speakers are scheduled and school site events such as college and career day are outlined.</p> <p>Site-related integration also occurs through the use of the shared facilities at RCHS such as the library, college and career room and graphic design classroom. Integrated meetings and school-wide guest speaker presentations are facilitated in these technical classrooms. Also, academic and technical courses integrate projects that include graphic design, business plans or career planning elements blended with academic courses.</p>	<ul style="list-style-type: none"> ● Project-based learning lesson plans ● Integrated lessons on the shared drive ● Field trip surveys ● Guest speaker pamphlets ● New RCHS Library ● Carnegie Learning for Math curriculum ● NAF certification ● Career planning class syllabus ● Graphic design class syllabus ● Entrepreneurship class syllabus

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
<p>Rose City High School contacts feeder schools throughout each school year and plans events such as college and career days, college field trips, ASVAB, SAT, and ACT testing days as well as college and career related surveys.</p> <p>As of 2018 RCHS is also providing concurrent college courses with Pasadena City College where students can receive college credits while still at Rose City through after-school PCC classes located on the school site. The decision to provide concurrent college courses was driven by data received from the local colleges and universities that demonstrates a wide gap between the percentage of students who intend to complete college at Pasadena City College and the percentage who actually complete. There has been an increased effort by the RCHS administration and staff to strengthen the high school-to-college connection to allow for a smoother transition. These strategies include offering dual and concurrent enrollment courses on site during and after school by partnering with local organizations, to fund annual college tours, and monthly on-site visitations by PCC. Additionally, RCHS contracts with College Access Plan to work with students on an individual level to apply for colleges and financial aid.</p>	<ul style="list-style-type: none"> ● College Day pamphlets ● Career Day pamphlets ● Placement test results ● Concurrent/dual enrollment schedule ● College field trips ● SAT/ACT results ● ASVAB results ● Naviance Alumni Survey ● SPARC report

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
<p>RGHS is the CEO or Career Exploration Pathway in the district and has the dual focus of creating realistic college and career options for the student body. The teachers at Rose City create realistic college options for students by creating a college-based, and project-based learning curriculum. The major project that shows the realistic college-based curriculum includes the student portfolio project and accompanying documents such as resumes and college and career interest surveys. Beyond the student portfolio of work in the career classes, RGHS also offers classes in business, journalism and graphic design that allow students the opportunity to gain the hands-on experience of creating business plans, producing a school newsletter and designing graphics and logos while learning about these careers.</p> <p>In addition to these college and career-related classes, students also experience realistic college and career educational opportunities with college field trips and paid and unpaid internships. RGHS also hosts a College and Career day where guest speakers from colleges and technical schools visit the campus to talk about careers their schools offer.</p> <p>Equally, in the empowerment class, students research careers and colleges through the use of Naviance. These career surveys help students identify the appropriate paths to pursue specific careers of interest as well as the colleges and universities they can attend to attain these careers.</p>	<ul style="list-style-type: none"> ● Holland Interest Inventory via Naviance ● College Day ● Career Day ● Internship logs ● College field trip logs ● Careers class syllabus ● Business class syllabus ● Journalism class syllabus ● Naviance survey

Accessibility of All Students to Curriculum, including Real World Experiences

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

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

Findings	Supporting Evidence
<p> RCHS teachers provide rigorous and relevant curriculum that students can comprehend because of the real world aspect of project-based learning that is implemented in RCHS classrooms. RCHS students learn through doing when completing challenging projects that teach students not only what they need to know academically, but also how to work with others, be creative, think critically and how to communicate effectively when presenting finished projects. The project-based learning at Rose City is supported at the district level by rigorous and relevant district-wide rubrics in research, presentation, creative expression, and written communication. Project-based instruction at Rose City is also cross-curricular in many instances as teachers share their projects and pacing guides on a shared drive which they reference and update regularly. </p> <p> In addition to the project-based instructional practice in each class, specific classes focus entirely on real-world applications, such as student empowerment, graphic design, journalism, careers, and leadership classes. In these classes, students learn what it takes to deal with the struggles of adulthood, create graphic designs, meet deadlines, write reports, apply for college, create a resume, interview for a job, and how to lead effectively. </p>	<ul style="list-style-type: none"> ● Project-based learning ● Cross-curricular projects ● District-wide rubrics ● Careers class syllabus ● Graphic design syllabus ● Journalism syllabus ● Student empowerment syllabus ● Student leadership class syllabus

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
<p> The online instructional program used at RCHS meets the UC "a-g" requirements as they have been audited and approved by the College Board and are WASC accredited. </p>	<ul style="list-style-type: none"> ● Acellus course list

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
<p>At RCHS, collaboration on the monitoring of student progress of credit completion is facilitated through the use of the ILP or individual learning plan, which is a shared digital document that students update with the help of the academic counselor each quarter. Parents, students and the counselor all have access to the digital ILP and it is used as both an indicator of student progress and goals for credit completion. In addition to the ILP, students new to RCHS also complete a student survey when they arrive, and complete an interest inventory that allows students to plan for college and career choices that the interest inventory suggests for them. Students are also required to work on three projects that match the three careers they choose to research and three colleges or technical schools related to the careers they chose to research.</p> <p>Students and parents also have access to student and parent portal as well as PowerSchool Learning grade books where parents and students can check on grades and assignments due. Students and parents can access these digital grade book platforms at any time and anywhere there is WiFi available on the student issued .</p> <p>The English learner advisory committee (ELAC) and (SSC) or school site council are regularly held meetings that allow parents, teachers, and administrators to focus on educational goals for students and to monitor schoolwide academic progress.</p> <p>RCHS teachers and staff attend weekly meetings called student chats where the academic progress of individual students that are struggling are discussed and possible solutions are decided. Possible solutions include drug intervention, mental health referrals, as well as Student Support Team meetings.</p>	<ul style="list-style-type: none"> ● Digital ILPs shared with parents, students, and faculty ● Parent survey ● Student survey ● Interest Inventory ● Parent Portal ● ELAC minutes ● SSC minutes ● Student Chats minutes ● SST notes ● Impact drug program recommendation form ● Healthy Start recommendation form

Post High School Transitions

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

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

Findings	Supporting Evidence
<p>Rose City High School is college and career focused and uses a variety of strategies and programs to facilitate the transition to college, career and other postsecondary high school options. Students at RCHS are given an interest inventory survey to allow students to discover the top three careers they may want to have in the future and what college or technical school is needed to achieve those three career goals. Students further delve into the three careers that interest them the most in the careers class. In the careers class students research the postsecondary education they would need to attain in order to be hired in the careers they are interested in.</p> <p>Beyond the careers class students also work on college applications if they choose to go to college, take the ASVAB, SAT/ACT, college placement tests, and complete the Naviance Alumni survey in order to prepare them for entry to postsecondary career training or college placement. If students choose to go to college, then they are tracked and their progress is monitored by local colleges such as Pasadena City College or four-year universities. To assist students in transitioning to college, site funds are used to partner with College Access Plan (CAP) coordinators that work with students individually to support them in transitioning into college or careers. This one-on-one support includes researching colleges and trade schools, applying for financial aid, submitting a college entrance application and tracking students as well as helping them meet deadlines.</p> <p>In partnership with Rose City, Pasadena City College comes to the RCHS campus for a monthly community college outreach where a representative from PCC talks with students and gives them pertinent information about transitioning to college. In addition, there is a college and career fair twice a year at RCHS where college and technical schools send representatives to facilitate presentations about the degrees and careers offered at each college as well as the requirements for attending. There are also several college field trips planned each year in partnership with the Pasadena Tournament of Roses, which provides buses to and from the colleges at no charge.</p>	<ul style="list-style-type: none"> • Career classes syllabus • College application workshops • ASVAB results • SAT/ACT results • College placement tests • PCC online Tracker • Naviance Alumni Survey • PCC mass student progress reports • CAP I Heart Project results • Interest inventory

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)

Rose City High School has made progress in the areas of integrating curriculum, accessing curriculum, college and career readiness, and post-high school transitions.

The integration of curriculum at RCHS has involved many hours of planning and execution of project-based learning lessons which are shared on a Google drive so that teachers can match the projects that have similar standards. Although this integration of PBL represents significant progress, more modification of school-wide projects that integrate more disciplines simultaneously is needed. Further integration of curriculum is also needed in the development of online curriculum for independent studies.

In addition, PUSD has implemented one-to-one Chromebook distribution to all students and portable WiFi hotspots for students without internet access at home. Equally, special education students have more effective direct access to the curriculum with the inclusion of both a reading intervention and academic assist classes.

The CEO Academy has integrated college and career readiness into a separate curriculum for the college and careers class, while simultaneously supporting all core curriculum through integrated projects, internships, mock interviews and resume building. Although the CEO pathway has made great strides, the loss of 2.5 CTE teachers and a lack of course sequencing that satisfies the CTE pathway requirements has become a new area of growth. This area of growth is especially critical given the fact the RCHS is implementing the district mandated graduate defense requirement for the 2018-2019 school year.

Prioritize the strengths and areas for growth for Category B.

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

- PBL connects concepts taught to SLOs
- Blended learning allows for a variety of information sources to be added to curriculum in order to develop more engaging and unique curriculum.
- The CEO Academy allows students to prepare for college and careers through internships, mock interviews, and resume building.
- Students are provided with ample opportunities and support for college applications, FAFSA completion, and college field trips.
- The use of shared folders in Google drive allows for a repository of integrated projects for teachers to utilize.
- CAP provides support to students in their transition to college.

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

- There is a need to create protocols that delineate how the RCHS student defense portfolios will matriculate with the traditional high schools.
- There is a need to align all subject areas more closely to career and college readiness standards.
- There is continued need to develop schoolwide projects that incorporate all or most subjects.
- There is a need to develop online curriculum for independent study students on the PowerSchool LMS.
- There is a need to develop a course sequence that meets CTE standards due to a reduction in CTE teachers.
- There is a need to strengthen connections with local tech colleges.



Standards-based Student Learning: Instruction



Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
<p>Students at Rose City High School are consistently involved in challenging and relevant curriculum, projects and instruction in classes that are A-G approved. For example, in the career planning class students create a generalized career-ready portfolio and website. They also work on resumes, cover letters and interview skills.</p> <p>Also, graphic design students use industry standard tools for creation of portfolios preparing students for entry-level employment in the graphic design field. Projects are also created to fulfill client requests for promotional materials utilized outside the school.</p> <p>RGHS is committed to the application of project-based learning as a primary mode of instruction because it affords students challenging, relevant content and real-world experiences where the Common Core standards are applied. Observations of students working on projects at RGHS has lead to the implementation of PBL because the student population responds best to the collaborative and creative nature of projects.</p> <p>Some examples of PBL used in classes at RGHS include:</p> <p>Career math class students work on a personal budget project where they pick a career and create a personal budget that includes housing, automobile expenses, utilities, etc. They also research the steps necessary to work in a career of their choice and write a reflection based on their experience within the project. Students also work on a stock market project in which they learn the basics of investing, by investing in real-world stocks using an online stock simulator and they monitor their investments over a two-week period of time. The culmination of the project happens when</p>	<ul style="list-style-type: none"> • Career planning class syllabus • Graphic design class syllabus • Student portfolios • Placement exams • PUSD rubrics • PBL rubrics • PBL artifacts • Graduate defense portfolio • Medallion award

Rose City High School ACS WASC/CDE Self-Study Report

<p>students write a reflection of how their investments performed and the knowledge they gained over the course of the project.</p> <p>Biology students create a Biome Brochure using Google Docs, where they need to advertise a specific location in the world to visit. The brochure requires a research component that is informative, provides public information and displays economical gains. Students also learn how humans can minimize their environmental impact on the planet.</p> <p>RGHS teachers and staff meet weekly in CEO pathway meetings and biweekly "A" meetings to share project artifacts and lessons. Teachers and staff then reflect on what worked well and what did not work well and provide productive feedback in order to inform the refinement of the projects discussed.</p>	
--	--

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

Findings	Supporting Evidence
In the online classes students complete online lessons using Acellus, which is an automated learning program where students learn at their own pace within an established timeline. If a student is struggling, automated messages within the Acellus program are sent to alert the computer lab teacher of the struggling student and lesson. As a result, teachers can monitor the pace of student work within the expected timeline and assess if a student needs more time or extra one-on-one instruction.	<ul style="list-style-type: none"> ● Acellus reports

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
Upon enrollment, new students and their parents are given a student handbook, which delineates student expectations, code of conduct, and grading practices for RCHS classes. New students at RCHS are also required to take a student empowerment class that acclimates students to the expected norms through the student learning outcomes (SLOs), and grading policies, such as no grade (NG) for students failing a course instead of an “F” grade. In addition, all new students must take a pre-test and post-test for reading, writing and math. In the English language development	<ul style="list-style-type: none"> ● Student handbook ● Student empowerment class syllabus ● Posted SLOs ● Online grade books ● Digital rubrics aligned with district rubrics

<p>class students take the ELPAC which is the benchmark for their expected performance levels. Students with IEPs have detailed performance goals and accommodations to help them achieve. All students at RCHS complete an individual learning plan (ILP) when they enroll at the school that lists the courses they are currently taking, past grades from their transcripts and how many credits they need in order to graduate. Students use the ILP itself as a performance guide for where they are in relation to graduation.</p> <p>RCHS students and their parents have access to online grade books and grades for all classes at any time from either Aeries student and parent portal or PowerSchool Learning. These digital grading platforms allow RCHS students and their parents to see updated grades for assignments turned in and to understand the performance levels through digital rubrics or assignment descriptions. In the independent study and RISE online courses, achievement levels such as 80% are clearly defined progressively for study time, practice tests, mastery tests, and unit exams.</p> <p>Although RCHS has made great strides in the area of students understanding the expectations for each classroom, schoolwide reflection on the SLO's is an area of growth.</p>	<ul style="list-style-type: none"> ● Graduation defense requirements ● Digital ILP copies ● SSTs minutes ● IEP notes ● ELPAC ● Reading and Math Pre-test and post-test
---	--

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
<p>Rose City High School has a blended learning school environment in which students receive differentiated instruction with a combination of direct instruction and digital content delivered on the PowerSchool Learning LMS as well as other online supplemental resources.</p> <p>Additionally, instructors meet weekly in order to collaborate on various tasks such as aligning pacing guides, making cross-curricular connections and to share out how teachers vary modes of curriculum delivery. Teachers use SDAIE methods when teaching, adhere to all IEP accommodations and special education students receive a pullout class for reading intervention and academic assistance. ELL instruction is also provided in the ALD and English for English Learners classes.</p> <p>Students also have the choice of choosing different types of educational programs such as independent studies or the RISE computer lab where students complete all their coursework independently on computers using the Acellus software program. In addition, students in blended learning classes have the opportunity to accelerate credit recovery by enrolling in additional Acellus courses as a zero period or sixth period.</p> <p>Special education students receive differentiated instruction in blended classrooms with IEP accommodations and in an academic assist pull out class with one-on-one instruction.</p>	<ul style="list-style-type: none"> • Supplemental online resources • PowerSchool Learning LMS • SDAIE strategies embedded in lesson plans • IEP accommodations and modifications • Digital ILP copies • Academic assist class syllabus

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
<p>In order to stay current in instructional content and instructional methodology as well as the integrated use of multimedia and technology RCHS teachers spend time researching best practices and sharing them out in meetings. “A” meetings and career exploration pathway meetings are designated blocks of time provided in the master schedule for teachers and staff to collaborate on research-based instructional methodologies such as project-based learning, common core standards implementation, cross-curricular project implementation, workshop model and trauma-informed training. The administration at RCHS evaluates the effectiveness of teachers in instructional methodology and content taught through informal classroom observations as well as annual formal observations and summative performance reviews.</p> <p>Teachers at RCHS use blended learning and ancillary websites which include multimedia curriculum. Blended learning content is provided to students digitally on the PowerSchool Learning LMS. Google software such as docs, sheets, forms, and slides are used to complete writing assignments and for presentations. Students are given a device so that the ratio is one Chromebook per student and classrooms are equipped with WiFi and projectors. In career math class, students use several online websites to complete projects such as an online stock market simulator (howthemarketworks.com), and an online website where they can design their own dream home (homestylar.com). Math teachers engaged in professional development during the summer to prepare and implement the new math curriculum that PUSD adopted during the 2017-2018 school year. Ongoing support was offered during the</p>	<ul style="list-style-type: none"> ● “A” meeting agenda ● Annual observation ● CEO pathway meetings ● Master schedule ● Teacher credentials ● Professional development agendas ● PBL lessons and artifacts ● Cross-curricular project artifacts

<p>school year by the publisher for teachers needing additional help. In biology classes, several sites are used to enhance student learning and support. The use of virtual labs is necessary due to time restrictions.</p> <p>At the district level, professional development related to instructional methodology is mandated as well as department meetings at the secondary level in order to create a unified instructional plan for each school in the district. The outcome of such professional development meetings are the district adopted rubrics, senior defense portfolios, and writing workshops.</p>	
---	--

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

Findings	Supporting Evidence
Teacher technological competencies at RCHS are assessed by the administrator through teacher professional growth goals at the beginning of the year, informal observations throughout the year and formal observations and summative performance reviews near the end of the school year.	<ul style="list-style-type: none"> Professional growth goals Classroom observations Summative performance reviews

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 at RCHS use a variety of coaching strategies in the classroom on a daily basis such as guided and independent practice and Socratic questioning related to project-based learning. Each teacher at RCHS creates a quarterly project for each class. Teachers use these projects to guide the concepts being taught, and guided practice is used to start the projects with independent practice being used for the remainder of the projects. When applicable, students complete integrated projects in two or more RCHS classes with the help of the integrated pacing guide found on the shared drive. Students conduct oral presentations for their projects with individualized instructor support to meet district rubrics. Classrooms receive guest speakers that speak on topics related to the curriculum and life skills. Examples beyond core classes of	<ul style="list-style-type: none"> Student empowerment class syllabus Integrated projects artifacts Work-based learning log Student leadership class syllabus Internship log

<p>coaching to facilitate learning include:</p> <ul style="list-style-type: none"> • Peer teaching methods are used in the career planning class with students getting individualized coaching from business partners during the mock interview day. • RCHS teachers and the work-based learning coordinator assist students individually in preparation for placement in paid and unpaid internships in the community. • The student empowerment class helps students overcome barriers with the assistance of multiple guest speakers on topics such as mentoring, healthy relationships, resiliency, decision making, ILPs, researching careers, majors, and colleges. • In the student leadership class, co-teachers act as coaches and use guided practice to get students acclimated to their leadership roles at the school, and then leadership students work independently with the teachers acting as guides while the leadership students facilitate school events such as the blood drive, Back to School Night and Open House. 	
---	--

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
<p>RCHS believes that students learn best when they apply the knowledge they learned in a project-based manner where they synthesize their work based on concepts learned.</p> <p>As of the 2018-2019 school year, every PUSD student must complete a research project, provide samples of their creativity, oral presentation and written communication in a graduation portfolio. District-wide rubrics are used to assess students' portfolios to show that students can demonstrate higher cognitive levels, apply and create knowledge and communicate their findings.</p> <p>Students in blended learning classes synthesize their previous knowledge in a capstone project that requires research, creativity, written communication and oral presentation in one project. In addition, students enrolled in the careers class participate in a mock interview day where business partners from the community act as</p>	<ul style="list-style-type: none"> • PBL lessons • Graduate portfolios • Presentation rubrics • Mock interview questions/rubric • Job, internship, and community service placement logs

<p>potential employers and interview students. To prepare for this, students write resumes, learn interview etiquette and practice for the mock interviews with the careers teacher.</p> <p>Students in the business management and entrepreneurship class create their own business plan based on a company that they create and then compete in the San Gabriel Valley Annual Rotary Business Plan competition where they must present a viable business plan to a panel of judges made up of business professionals. The plans include a mission statement, a concept of the product, a budget, their targeted demographic, and research on the market. Students then must defend their conceptual plans by answering questions posed by the panel of judges. For the previous two years, RCHS students have placed in the top three, with one student winning the competition in 2017.</p>	
--	--

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

Findings	Supporting Evidence
Online instruction is monitored and reviewed by the teachers in the computer lab where students complete online courses using the Acellus learning program. Reports from Acellus are sent to the teachers automatically to ensure that students are analyzing and comprehending their coursework.	<ul style="list-style-type: none"> ● Acellus reports

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
The main mode of instruction in the blended learning classes at Rose City is project-based learning. Through the use of project-based learning, RCHS students develop the Common Core attributes of critical thinking when they research projects, creativity when they create their projects, collaboration when they complete group projects and communication when they present their projects. There are several classes at RCHS where the product of the project is displayed as in the graphics art class, or are produced for the community as with the journalism newsletter. In the student leadership class, the product of their projects is community events	<ul style="list-style-type: none"> ● Graduate portfolio artifacts ● District rubrics ● Journalism newsletter ● RCHS event flyers ● Empowerment class syllabus

<p>such as the blood drive, Back to School Night and Open House. In the empowerment class, students engage in mock debates where the final product is a graded debate. RCHS students were also part of the Los Angeles Metropolitan Debate League where they participated in six debate tournaments annually throughout Los Angeles as well as the national finals at U.C. Berkeley. Due to a reduction in teachers and a lack of site funds, the RCHS Debate Team has not existed since 2017.</p> <p>The culminating project for all students at RCHS is the graduate defense which consists of their best work from projects gathered from their classes, including a research project, and a reflection piece collected in the graduate portfolio. To complete the graduate defense, all students must present their graduate profiles to a panel of teachers and staff as a defense or proof that they have met the requirements to graduate based on the criteria mandated in district rubrics.</p>	
--	--

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
<p>All classes at RCHS require students to complete projects using technology. Blended learning classes at RCHS use Chromebooks to research projects, Google apps to complete projects such as Google slides for presentations and Google docs to write essays. Online projects are turned in to the online grade book for Aeries and PowerSchool Learning, where they are graded using district-aligned rubrics for writing, creativity, and oral presentation. Some examples of student work that demonstrate student use of technology that assists them in achieving the student learner outcomes include:</p> <ul style="list-style-type: none"> ● In the careers, business, and art classes students work on projects such as developing business plans and creating films and art portfolios. ● In art and graphic design classes students create online portfolios that can be accessed after graduation for future artistic endeavors. ● In math classes, students create an online mock investment portfolio where they act as stockbrokers buying and selling stocks. ● Science classes use online labs to augment the lack of some physical labs. 	<ul style="list-style-type: none"> ● Online grade books and artifacts ● PowerSchool Learning LMS syllabi for classes ● PBL artifacts ● Activelylearn.com student data ● Read Theory Lexile level reports

<ul style="list-style-type: none"> ● In ELA classes students use online programs such as Scholastic Reading Inventory to test for Lexile levels and Actively Learn to access literature sources for literary projects. 	
---	--

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

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

Findings	Supporting Evidence
<p>Since RCHS is a digital high school and employs blended learning, students have a wide variety of materials and resources to draw from beyond the classroom. At school, students use websites with ancillary curriculum or tools that help students complete work or add to the concepts being taught. Some examples of materials and resources beyond the classroom include:</p> <ul style="list-style-type: none"> ● In English classes, students use Actively Learn which is a website with essays, short stories, novels, and original source documents that have questions that are integrated into the literature. This integration allows English teachers to chunk instruction and grade each question based on attached reading standards that allow the teachers to see which individual strand each student is excelling at or struggling to attain. Another ELA program is Scholastic Reading Inventory which allows English teachers to measure the Lexile level of each student and use that data to inform their teaching for each class. ● Art students utilize virtual tours of art venues to directly access primary sources as well as actual art venue tours on field trips. In art classes, students have created murals with outside artists and have had their artwork entered in the No Boundaries Art Show. ● In 2018-2019, RCHS students will be participating in a work-based learning experience where they will organize the No Boundaries Art Show, an event that displays artwork for all the schools in PUSD. Resident artists will be teaching students to organize and curate an art show. Students will then apply the knowledge learned to organize the district-wide art show. ● RCHS also partners with Art Works L.A., an organization that provides artists in residence to work with students in the art classes on theme-based projects. These projects are 	<ul style="list-style-type: none"> ● PowerSchool Learning digital class outlines ● Community service, job and internship placement logs ● Resumes ● College field trip questionnaires ● Educational field trip questionnaires ● Journalism Newsletter ● Actively Learn student data

<p>then displayed at local museums and cultural centers.</p> <ul style="list-style-type: none"> • In biology classes, students visit the Cabrillo Aquarium annually and are educated on the types of marine life specific to an ecosystem. Direct interaction with living organisms takes place, and laboratory experiments conducted. • Students who complete the careers class are eligible for internships. These internships are created in collaboration with business partners in which students are afforded a paid internship opportunity to achieve work-based learning credits. Students in internships that work diligently have the opportunity to gain employment from the businesses that partner with RCHS. Over the last two years, over fifty students have completed paid internships and several have gained employment. • In Career Math class, Wells Fargo representatives conduct workshops that connect students classroom learning with real-world experiences. Students also use online resources to participate in mock investments. • In journalism class, students use online resources to review newspaper articles as examples to guide the creation of the school newsletter. Journalism students also take field trips to the Los Angeles Times and local journalism conferences. 	
---	--

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
<p>RHCS effectively provides students with ample career awareness and exploration experiences that have postsecondary implications. As the career exploration pathway (CEO) for the district, the career planning course is required for all RCHS students. The career planning course includes resume building, cover letters, interviewing, ethics, applications, budgeting, and customer service skills lab activities. Students at RCHS also receive work-based learning opportunities with retail stores and the Huntington Library. These internships allow students to learn jobs skills while working and receiving a paycheck. Students who do exceptionally well are offered jobs at the end of their internships.</p>	<ul style="list-style-type: none"> • Career planning syllabus • Business management class syllabus • School newsletter • Student leadership class syllabus • College application workshops & acceptances • Internships logs

<p>Opportunities for RCHS students to participate in real-world experiences with postsecondary implications include:</p> <ul style="list-style-type: none"> • The student leadership class attends the annual leadership conference for the California Association of Student Leaders (CASL), which affords students the opportunity to refine their soft skills for leadership roles at school and beyond. In addition, the student leadership class volunteers with several partners including the American Red Cross and conducts a blood drive that is student driven. Also, students assist the local Salvation Army in their holiday drive efforts to hand out presents and food to needy families. Through these opportunities, leadership students learn the logistics and time management skills of managing events as well as communicating with community partners in a professional atmosphere. • In the building trades class, students were involved in field trips to local construction unions, and participated in work-based learning on an active construction site. In addition, several students participated in an apprenticeship program through the Flintridge Foundation. The building trades class has been on hiatus since 2016 due to budgetary constraints. • Journalism students attend conferences and visit news organizations where they meet with journalists who are currently working in the field. Journalism students learn the responsibilities of working at a news organization firsthand and in real-time when they visit the Los Angeles Times on an annual field trip. • Students with IEPs are given opportunities for paid work experience in internships with retail businesses in the community through the Workability program. Workability staff coach students through the interview process and provide on-the-job support. Students who do well may be hired by participating employers when workability ends, which is usually at the end of the school year or upon graduation. • Pasadena City College comes to RCHS on a monthly basis to conduct presentations and assist with college applications. RCHS also partners with PCC to offer dual enrollment courses on site during the school day. • Each year RCHS partners with the Pasadena Tournament of Roses to sponsor college tours at local colleges, universities and trade schools for the purpose of engaging students in career awareness exploration activities. On these tours, students learn about the various programs and pathways at the college, learn about the transfer process, and learn about student life. They also participate in student panel 	<ul style="list-style-type: none"> • Work-based learning logs • Community service logs
--	--

<p>discussions. These tours are followed up by engagement days where college or university representatives come to the site to further work with students interested in attending their college. This school year campus tours will include Cal State L.A. CSUN, L.A. Trade-Tech, USC and Occidental College.</p> <ul style="list-style-type: none"> ● RCHS coordinates with PCC to ensure foster youth at Rose City participate in the annual College-bound Conference for Youth. At this conference, students hear presentations from various colleges and trade schools. They also receive one-on-one assistance with college and financial aid applications and work with a mentor to assist in the transfer to post-secondary education. ● RCHS uses site funds to partner with College Access Plan (CAP), who provide counselors for one-on-one student support to help students with college applications, FAFSA applications and registering for the SAT. 	
---	--

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
<p>In online classes, students receive their primary instruction from the Acellus learning program. Acellus is used for students in online classes and for students who wish to take more courses concurrently within their regular day. Acellus offers students access to instruction videos that are similar to how they will learn in college or trade school in the future.</p>	<ul style="list-style-type: none"> ● Computer lab Syllabus ● Acellus reports

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)

Growth in the category of instruction at RCHS has been significant in the areas of how instruction is delivered, college and career awareness, and real-world, as well as work-based learning opportunities. These growth areas match the need to develop interdisciplinary strategies to increase higher order thinking skills among students as well as the need to explore additional ways to incorporate technology into the curriculum.

Instruction at RCHS has been completely revamped. Students no longer learn by merely direct instruction, but also guided practice and independent learning through blended learning. At RCHS blending learning incorporates digital learning with project-based learning and work-based learning with a focus on career and college awareness and preparation.

Project-based learning and co-curricular projects allow students to develop higher order thinking skills because students must synthesize separate concepts learned from one or more courses into unified projects that show mastery of concepts learned. To achieve this new mode of instruction teachers have attended professional development and pathway meetings.

Beyond project-based learning, students at RCHS also receive ample opportunities to explore and experience college and career paths through the RCHS Careers class. In the careers class, students explore and prepare for postsecondary choices, and work with PCC and CAP where students receive one-on-one help applying for college, trades schools and FAFSA. In addition, internships with business partners and field trips to colleges, trade schools and other educational entities allow for plentiful real-world and work-based learning experiences.

Further training and professional development in the use of district rubrics are necessary in order to better assess student learner outcomes. In addition, RCHS teachers and administration need to develop a formal plan for communicating and implementing strategies that adhere to the district mandate that requires all graduating seniors to complete a senior defense and reflection.

Prioritize the strengths and areas for growth for Category C.

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

- Students have access to rigorous, structured, and diverse instruction. All courses at RCHS are A-G approved.
- Project-based Learning challenges students to synthesize concepts taught in class.
- Significant investment has been made in revamping instruction to blended learning with professional development time dedicated to PowerSchool Learning, Acellus and other online teaching, testing or curriculum programs as well as the purchase of Chromebooks for all students at RCHS.
- Students are provided with ample career awareness, exploration, and preparation activities that engage students in thinking about and exploring post-secondary options. Students are also provided one-to-one support related to transitioning from high school to post-secondary opportunities.
- Partnerships with local businesses and organizations have been established to provide students with real-world and work-based learning opportunities. Grant funds have been used to provide students with paid internships with RCHS partner organizations.
- A collaboration with the Pasadena Tournament of Roses provides funding for annual tours to local colleges and universities.

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

- There is a need to develop strategies for teachers and staff to communicate senior defense and portfolio requirements and expectations to students and families.
- There is a need to better align student learner outcomes that incorporate (SLOs) to performance level expectations in grading rubrics.
- District rubrics are just beginning to be implemented, therefore, teachers need more experience, reflection, and feedback related to refining how effectively rubrics are used.
- Reflections of projects and work-based learning need to be developed further.



Standards-based Student Learning: Assessment and Accountability



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

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze 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
At RCHS data is collected as soon as new students arrive, with SRI and the MDTP assessments. Scholastic Reading Inventory (SRI) is a software program used to determine a student's Lexile level. Students are given the SRI test upon entrance to RCHS so that Lexile levels can be determined and students needing extra support can be enrolled in a reading support classes. The MDTP (Mathematics Diagnostic and Testing Program) is given to all incoming students during their first quarter at Rose City to determine their level of mathematical knowledge. It is then given to students upon graduation or when they transfer back to their home schools. Students are placed in remedial math classes should they do poorly on the MDTP. Additionally, a pre-assessment test created by RCHS math teachers is given in math 1A and math 2A to assess student readiness for the fast-paced quarter system.	<ul style="list-style-type: none"> • SAT results • ACT results • PowerSchool Learning grade book • PSAT results • PCC Placement test results in English and Math • EADMS database reports • SRI pre-test results • Naviance interest profile • Graduate survey data

<p>Students who score low on the pre-assessment are given a math support classes in order to get them ready for math 1A and math 2A.</p> <p>RCHS students and their parents have online access to student grades at any time via the online grade books in Aeries parent portal and the PowerLearning LMS. Students and their parents can also check to see what assignments are missing or incomplete in each class. Data from state tests such CAASPP, SAT, PSAT, ACT, and ASVAB are all used to help students, teachers and parents know the performance levels that students are at in preparation for college, the military, or careers. Beyond testing, RCHS surveys are also a way to gather data from students, parents, teachers, and staff in order to inform the school program on progress that has been made and changes that need to be made. Surveys for students include entrance and exit surveys, and the Naviance Interest Profile. Parents of students also complete a survey when their children are admitted to RCHS. Teachers and staff complete a survey every year on the progress and working conditions of RCHS. Teachers also complete the Review360 universal screener, which asks the teachers to assess and screen students to identify students that require social, emotional, and behavioral support.</p> <p>In classrooms, English teachers use the Lexile levels from the SRI program to inform their teaching so that students will be challenged with readings, but not overwhelmed. ELA teachers also use Actively Learn to deliver curriculum that is interactive with grading that allows teachers to grade each question with an assessment of the standards that relate specifically to each question so that the performance on standards for each student and the class as a whole can be disaggregated.</p> <p>Student data is also discussed at Student Success Team (SST) meetings and IEP meetings and is used to determine eligibility, and appropriate interventions and modifications. Findings from SST meetings provide a rationale for recommending assessment for Special Education services, referral for mental health services, drug rehabilitation services or student contracts.</p>	<ul style="list-style-type: none"> ● CASPP dashboard ● Digital individual learning plans ● Actively Learn standards-based results ● Kaufman Test of Educational Achievement (KTEA) results ● Test of Written Language (TOWL) results ● Student contracts
---	--

Basis for Determination of Performance Levels

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

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

Findings	Supporting Evidence
<p>The basis for students' grades, growth and performance are based on the student population and on the fact that RCHS focuses on credit recovery. Therefore, performance levels are consistent and standards-based grades as well as growth are determined at the site level with the unique grading system adopted at Rose City in 2014. The grading system for RCHS is common core based and also unique in that students do not receive an "F" grade for a failing class, but rather receive an "NG" grade, which helps with grade point average and gives students less of a stigma for failing a course. In addition, if a student completes enough work that is satisfactory or better for a portion of the class, then that student can receive partial credit for the work they completed. This unique grading system at RCHS allows students to recover more credit because instead of no credit given for students completing half or more of a course, the students receive partial credit. The partial credit and "NG" for failing grades at RCHS works in conjunction with the four-quarter system to allow students to earn twice as much credit in a semester as the traditional high schools.</p> <p>Grades and performance levels are also determined in classrooms by project-based learning (PBL), pacing guides, and student portfolios. PBL allows students to show that they can apply the standards that they have learned in class and growth can be determined by the degree of application, synthesis, and evaluation of student projects. The summative PBL project is the student portfolio at RHCS. Students submit their best work from their classes and the work is graded to verify that state standards and performance levels have been met. District rubrics for creativity, research, oral communications, and written communication are used to grade projects.</p> <p>Beyond the blended learning classes, students taking online courses must achieve 70% unit test scores to advance to the next unit in a course. To test for college readiness RCHS students are assessed through the use of multiple measures (grades, placement test results) to determine placement into college-level English and math classes. These college readiness evaluations are conducted by Pasadena City College to determine the college readiness of each student.</p>	<ul style="list-style-type: none"> ● District rubrics ● Pacing guides ● Student graduate portfolios ● SRI results ● ILP's ● IEP's

Monitoring of Student Growth

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

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

Findings	Supporting Evidence
<p>The growth and progress of RCHS students toward meeting schoolwide learner outcomes which are related to academic standards and college-and career-readiness indicators at the schoolwide level monitored with ILPs, SLO monthly awards, WBL and rubrics. RCHS individual learning plans monitor progress of the student learner outcomes as they relate to credit accumulation and students awareness of their total credits needed for graduation. The ILPs inform the counselor and students as to the ultimate attaining of the SLOs as students need to be able to represent the SLOs in the attaining of credit.</p> <p>Equally, ELA and math entrance exams are given to all incoming students to RCHS in order to set a baseline to begin tracking growth. The baseline scores are then used to inform teaching and learning levels until a final growth measurement of ELA and math levels can be assessed upon completion of ELA and math exit exams.</p> <p>In addition, the monthly ROSE awards align to the SLOs and they inform the school which students are attaining the highest levels of the SLOs through a process where all teachers and staff vote on who will become ROSE award recipients. In addition, there are also honor roll, attendance and quarterly awards that are given out to students who are also achieving the SLOs. Other than awards, progress grades are entered every five weeks and transcripts are also reviewed and updated quarterly by the counselor in Aeries.</p> <p>In the classroom, teachers using the PowerSchool Learning LMS follow the growth and progress of students by using the PowerSchool LMS grade book and classroom rubrics that are modeled or directly attributed district-wide rubrics. Informal assessments are also made on a daily basis of student progress and growth during guided and independent practice as well as project grades based on district rubrics.</p>	<ul style="list-style-type: none"> • ILPs • Monthly Rose awards • Honor roll awards • Attendance awards • Quarterly Awards • PowerSchool LMS syllabi • WBL logs

<p>The following areas are analyzed and discussed by staff annually to monitor the growth and progress of students schoolwide:</p> <ul style="list-style-type: none"> ● Course completion rates ● Students graduating/returning ● Attendance rate ● Discipline data <p>Although we continually check student progress and growth in class and schoolwide at RCHS, there is still a need to develop a dashboard that tracks student proficiency data visually.</p>	
---	--

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

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

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

Findings	Supporting Evidence
<p>RCHS is a digital high school and students use Chromebooks to do work. Therefore, grading is done with the help of online grade books on the PowerSchool Learning LMS or on Aeries online grade book. Teachers evaluate course mastery or conceptual understanding by using classroom rubrics that are aligned with district rubrics, teacher observations of students working and overall classroom standards performance. In addition, students in math classes must show their work to prove mastery of concepts before they can continue on to new concepts.</p> <p>If students are not mastering content in ELA or math, then students are given remedial reading and math classes until they are at the level they should be at. In other classes if students fail the class, then they have to retake the class, however, if they did enough work that was at a “C” or better level, students can receive partial credit for the course. They must still retake the class to complete the remaining credits.</p> <p>In online classes, students use the Acellus curriculum program and must earn 70% or higher in order to pass assignments or tests. If students are struggling and cannot pass an assignment or test, Acellus automatically sends a message to the teacher, which prompts the teacher to assist and reteach the content to the student.</p>	<ul style="list-style-type: none"> ● PowerSchool Learning LMS grade book ● Aeries grade book ● District Rubrics ● Classroom Rubrics ● RISE lab syllabus

<p>The Acellus program locks the computer so that students cannot open another window to search for answers to test questions. During online instruction teachers closely monitor that students are in the correct courses with the right assignments and that students are not searching for answers on another computer or cellular phone. In addition, students taking midterms and finals must take the tests in the presence of a teacher for the duration of the test.</p>	
--	--

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
<p>The RCHS instructional staff meets regularly during weekly CEO pathway meetings, student chat meetings and “A” meetings to assess ongoing curriculum development and student needs. Pathway meetings involve discussion of student portfolio requirements, work-based learning, and ongoing internships. Goals are then established and dates set for guest speakers, workshops and pathway events. RCHS teachers and the administration work on project-based learning (PBL) elements such as district rubrics, PBL implementation, cross-curricular projects, and PBL refinement. As part of the project-based learning refinement process, projects are presented, and teachers critique the projects highlighting strengths and areas of growth to ensure projects are challenging, relevant and that they synthesize concepts taught in classes.</p> <p>In the last six years, the RCHS instructional staff has targeted many program areas for improvement. In 2012, the instructional staff decided to transition from a trimester to a quarter system so that RCHS students can earn more credits a year. In 2013, the RCHS instructional staff decided to change the grading policy and eliminated “F” grades in favor of substituting a failing grade with an “NG” or no grade. This change has allowed students to not lose confidence in their classes or in their GPA on their transcripts. At the same time, the RCHS instructional team decided to change to a full credit recovery program where students who have not completed a class can still recover partial credits for work completed with a passing grade. These changes in credit attainment are a direct result of meetings in which course</p>	<ul style="list-style-type: none"> • WBL logs • Project artifacts • RCHS student handbook • CEO pathway meeting agenda • “A” meeting agenda

<p>completion rates are analyzed by staff annually to figure out strategies for increasing completion rates.</p> <p>In addition to the above changes, a district team of stakeholders revamped the diploma options for PUSD and RCHS so that Rose City High School now offers three diploma options. The first option is a 220 unit diploma, which is the preferred diploma option for most students. The second option is the 170 unit district diploma for fifth-year seniors and students who begin their senior year with less than 120 credits. The third option is the AB 216 diploma for qualifying foster youth.</p> <p>Changes such as the ones listed above were through collaborative efforts by the staff, district representatives, parents and students to ensure the best possible options for student success.</p>	
--	--

Schoolwide Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
<p>Assessments results drive the development of the Single Plan for student achievement, which in turn drives changes to the school program. The plan is reviewed and updated annually, which drives the continual improvement process. Equally, RCHS begins each school year with an informal self-study for the year to chart areas of growth and strengths, which informs the vision for the school. The WASC process also contributes towards the continual improvement through the full self-study process.</p> <p>Also, schoolwide test results, such as Lexile levels and math levels are continuously reviewed in “A” meetings and pathway meetings to drive instructional decisions. For example, the analysis of assessment results has lead to the creation of remedial courses for reading and the extension of math courses over two quarters.</p> <p>In addition, all students leaving RCHS upon graduation or who go to a traditional high school are required to take a post-test in order for RCHS to glean what improvements have been made by students and what interventions may still be needed. Some examples of site decisions that have resulted from data analysis include:</p>	<ul style="list-style-type: none"> ● Pre and post assessments compared to evaluate growth over time ● CAP MOU ● Master schedule ● “A” meeting agendas ● Pathway meeting agendas ● MTSS training sgendas ● FY sensitivity training sgendas ● WBL report cards

Allocation of Resources/Professional Development:

- The Tenmarks assessment has been purchased to assist struggling students at attaining foundational math skills.
- Site funds and grant money used to install a library for classes to use in order to develop foundational reading skills.
- Professional development has been utilized for Carnegie Math Curriculum.
- “A” Mondays and PD days have been used to train ELA teachers in implementing the workshop model.
- Professional development has been utilized in the school-wide implementation of the blended learning format of instruction.
- Analysis of college entrance and college credit attainment data was used to determine the need for site funds to be used to partner with College Access Plan.
- Analysis of discipline data resulted in training the entire staff in foster youth sensitivity as well as trauma-informed care. This year RCHS is collaborating with other schools in the district to pilot Multi Tiers of Systems of Support for PUSD.

Programming Changes:

- Data analysis on the performance of EL students in English classes led to scheduling EL students in a double block of ELA and Academic Language Development for English learners (LTELs).
- Analyzing course completion data for students with IEPs resulted in adding an academic assist period to the master schedule. Any RSP students not passing all classes are scheduled into this period at the end of their day to deliver support services.
- Analysis of enrollment data (age, grade, length of enrollment) resulted in the creation of an academy aimed at providing students with job readiness training, internships, etc.

Rose City High School ACS WASC/CDE Self-Study Report

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 process for curriculum, instruction review, and evaluation processes begin with the school site plan. In the RCHS site plan, goals and benchmarks are created. These goals and benchmarks create a map for improvement for each school year. Beyond the school site plan, an informal self-study is conducted where data including pre and post-tests in English and math also help to guide the direction of RCHS and determine what schoolwide improvements and interventions are needed. In addition, “A” meetings and CEO pathway meetings are held to assess instruction, especially regarding PBL, and to review instruction and evaluation with a focus on district and school-wide rubrics.	<ul style="list-style-type: none">● School site plan● State assessment data● “A” meeting agenda● CEO Pathway agenda● SARB report● SPARC report

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

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

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

Indicators with Prompts

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

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

Indicators with Prompts

Appropriate Assessment Strategies

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
<p>At the district level, PUSD automatically uploads all district-wide testing such as CAASPP and CELDT scores into Aeries. These scores are shared with parents, students, teachers, counselors, and administrators through Aeries online program. EADMS is the current database for assessment data adopted by the district, but the capabilities of the software program are limited. Also, PUSD has instituted senior or graduate defense in the 2018-2019 school year which requires all PUSD students to measure students' ability to reflect on and refine their learning. RCHS students must show this ability by selecting their best work from different class assignments throughout their high school years that meet the graduate defense requirements in a graduate portfolio. The graduate portfolio is assessed with the district rubrics for research, oral communication, creativity, and written communication.</p> <p>At the school site level, all incoming and outgoing students must complete the MDTP and SRI level assessments so that all RCHS teachers and administrators know the math and reading levels the students are at. RCHS is currently searching for a more</p>	<ul style="list-style-type: none"> ● MDTP (Mathematics Diagnostic and Testing Program) results ● ReadTheory Lexile level assessment results ● Student portfolios ● Aeries transcript database ● IEP Goals and benchmarks ● ReadTheory student score data ● Actively Learn student score data

<p>comprehensive assessment in ELA as well as a database that better disaggregates assessment scores by standards and performance levels.</p> <p>In addition, student portfolios are also created by students that show their best work in all their classes and are shared with parents, students, teachers, counselors and administrators. Beyond student portfolios, students are also recognized for excelling in academic performance with the honor roll, achieving a high degree of aptitude in SLOs, and earning quarterly awards for good scholarship. IEPs and ILPs are also used to measure goals and benchmarks.</p> <p>At the classroom level, rubrics that are directly aligned with the district rubrics are implemented in each class for writing, presentations, creativity, and research. Teachers also use ancillary materials and software such as ReadTheory, SRI and Actively Learn in the classroom to gauge student progress in reading and writing standards. PBL is also used to measure student performance with work samples, presentations and standards-based assessments. This information is shared with parents, students and teachers in Aeries grade book and PowerSchool Learn grade book, School Site Council, IEP, SST, and ELAC meetings.</p>	
--	--

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
Online classes in the computer lab use the online program Acellus. Acellus has formative and summative assessments in the form of pretests, unit tests midterms and finals. These assessments demonstrate student achievement of academic standards.	<ul style="list-style-type: none"> ● Acellus student reports

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
Students entering RCHS are required to take pre-assessments for	<ul style="list-style-type: none"> ● MDTP results ● Read Theory results

<p>ELA and math. The current ELA assessment is for Lexile levels only using Read Theory and SRI. RCHS staff and teachers are currently searching for an ELA assessment that measures writing as well. The current math assessments used at RCHS are the MDTP (Mathematics Diagnostic and Testing Program) and the Math 1A and Math 2A pre-assessments. The MDTP assesses students' readiness in foundational topics necessary for success in a California Common Core entry-level high school mathematics course such as Algebra I or Integrated Math 1. These two assessments help ELA and math teachers determine the current math and ELA skill levels, which allows teachers to differentiate teaching accordingly.</p> <p>Once enrolled in classes, RCHS students are assessed formatively on a weekly basis, with informal assessments on a daily basis, to determine instructional pacing and whether or not students need additional time or remediation. Some additional assessments used at RCHS include projects, quizzes, tests, essays, reflections, science labs, and virtual labs.</p> <p>When students at RCHS have proven mastery of a concept in a formative assessment, they are then expected to apply that concept to a summative project that shows that a student can synthesize the concept into a project. As students create these projects, teachers assess and guide them along the way to provide feedback that allows the students to know if they are completing the project correctly or not.</p> <p>Teaching with PBL allows teachers to provide real-time feedback for the duration of the project. Teachers use PBL templates developed by the Buck Institute to create and monitor projects as well as a rubric to assess the quality of a project after it is complete. Students learn to apply concepts by creating a project that requires content knowledge. Teachers then grade these projects and students reflect on what they have learned. RCHS teachers grade projects with the district provided rubrics for writing, oral presentation, creativity, and research. The results of project assessments and teacher reflections of the projects are discussed in pathway meetings. Project artifacts are shared in these meetings, and teachers critique each other offering constructive criticism to each other in order to refine and inform curricular and instructional decisions.</p> <p>In the future, RCHS would like to work toward converting all district rubrics to rubrics that allow for teacher input on the rubric</p>	<ul style="list-style-type: none"> ● PBL artifacts ● District rubrics ● PBL templates ● SRI Lexile levels
---	---

itself that will be added to graduate portfolios for students to reflect on.	
--	--

Teacher and Student Feedback

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

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

Findings	Supporting Evidence
<p>RCHS students understand that they must earn a certain amount of credits to either graduate or return to the comprehensive high school. Students keep track of their credits earned and needed on both the digital ILPs and through Aeries student portal. Students at RCHS also understand that they must complete a graduate portfolio and participate in a graduate defense to graduate high school in PUSD.</p> <p>RCHS students are evaluated for ELA reading levels and high school math levels when they enter and exit Rose City. Students understand that their progress is being monitored and that there is a summative exam at the end of their time at Rose City. Students also monitor their own progress as they use Read Theory in ELA classes. Additionally, students take entrance and exit surveys that focus on their college and career interests, learning styles, and knowledge of college readiness. To gauge interest in specific careers and colleges all RCHS students take the Naviance interest profile. Other student surveys include the graduate survey and the California Healthy Kids survey that question students on their psychological health and learning experiences at RCHS.</p> <p>Before students complete their stay at RCHS, they also have the opportunity to take the PCC placement test for community college and college board tests including the PSAT, SAT, ACT, and ASVAB. The academic counselor and CAP counselors review and monitor the results of these assessments with the students to help them identify pathways to meet their educational and career goals. Student-teacher interaction and monitoring of student progress at RCHS are primarily conducted through the use of PowerSchool Learning and Aeries student portal. Equally, students interact with teachers through project-based learning lessons, email, and tutoring</p>	<ul style="list-style-type: none"> ● Graduate survey results ● PCC placement test results ● Digital ILPs ● Aeries student portal results ● Entrance and exit exam results ● Entrance and exit survey results ● College board test results (PSAT, SAT) and ACT ● California Healthy Kids survey results ● PowerSchool Learning and Aeries Gradebook ● Naviance interest profile results

hours. Student progress is evaluated using teacher rubrics, grades and district rubrics. In addition, student work in graduate portfolios will begin to be monitored and updated on PowerSchool Learning beginning in the 2018-2019 school year.

In the future, there is a need for more district rubrics to be interactive in order to provide feedback that can be uploaded directly to student graduate portfolios. There is also a need at RCHS to learn more about the graduate portfolio and graduate defense process and how to monitor and give feedback to students through the process.

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 manner in which assessments are conducted and how accountability is implemented at RCHS have both evolved greatly since the initial WASC self study. Students at RCHS now take diagnostic tests for both ELA and math. The ELA exam assesses for Lexile levels and the math exam assesses students using the MDTP and teacher-created assessments to determine student level of mathematical knowledge. RCHS students must also take the CAASPP as well as the SAT, ACT, and ASVAB should they choose to. In classes, students are assessed with multiple measures that include traditional quizzes and tests where standards are tested, project-based learning where concepts are tested and synthesized, and with the workshop model in ELA classes where students workshop drafts and conference individually with teachers who evaluate their writing.

In order to determine the best possible way to assess the students at RCHS, and modify current modes of assessment, faculty review traditional student assessment data, existing projects on a shared Google drive and current project-based learning practices at various meetings. These meetings include weekly pathway meetings, "A" meetings and on district mandated professional development days. In addition, these common prep meetings allow for teachers and staff to discuss methods of monitoring student growth with share outs of blended learning teaching and monitoring strategies. Also, teachers discuss and implement plans for college-and-career readiness with college field trip and college workshops, work-based learning updates of students in WBL as well as plans for additional college, technical college and WBL opportunities for students.

To monitor student attainment of the schoolwide learner outcomes and, academic standards, RCHS uses individualized learning plans, and Aeries parent/student portals to track progress. Final grade reports are also used to monitor student credit attainment and GPA by all stakeholders. Equally, PowerSchool LMS and Aeries online grade books are used to monitor current grades in classes between progress report and final grading times. The ROSE awards, honor roll, and other awards including scholarships are also handed out each quarter and at the end of the school year to celebrate and acknowledge student attainment of academic standards and the SLOs.

Student accountability is monitored continuously in classes and schoolwide through guided practice in PBL, through the application of district rubrics, and grading policies. Assessment data through the use of classroom testing in all classes are used to adjust and inform teaching decisions that determine a relevant and rigorous curriculum level for RHCS students while including appropriate scaffolds and adding interventions when needed. Student-teacher interaction at RCHS

in blended learning classes is nurturing, positive and holds students accountable for academic integrity and promotes creativity and collaboration through challenging projects. Students know the consequences of cheating and plagiarism and receive rapid feedback in PBL, and mini-lessons so students know if they are understanding the concepts. Ultimately, RCHS students are held accountable for the product produced in classes through projects, art work, and writings as well as an oral presentation in their graduate defense portfolios and reflections.

There is a need for professional development in the disaggregation of data through the use of EADMS as a potential database for entrance and exit exams. There is also the need for a digital dashboard that displays student progress in all major exams on one screen. In addition, the ELA entrance and exit exam needs to be more comprehensive. Lastly, teachers and staff need more professional development in implementing district rubrics and teaching methods that will assist RCHS students in their pursuit to satisfy the graduate defense requirements.

Prioritize the strengths and areas for growth for Category D.

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

- The use of alternative data to drive changes in instructional program.
- Individual classes use data to drive instruction.
- Project-based learning allows RCHS teachers to assess students' development of critical thinking, communication, collaboration and creativity.
- Multiple measures of assessments are used to determine student understanding of concepts.
- Concerted efforts by each RCHS teacher to work with students on an individual basis allow for more one-on-one instruction.

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

- New more comprehensive Pre and Post assessment for ELA are needed.
- There is a need to better utilize EADMS to fit site needs (most teachers utilize their own assessments and class data).
- There is a need to develop a comprehensive system for analyzing alternative means of classroom data in order to assess schoolwide program.
- Teachers and staff are still in the process of receiving professional development for the graduate defense.
- There is a need to develop a digital dashboard that tracks all student proficiency data visually.
- The SLO's need to be revised to allow for measurable outcomes that can be monitored in a practical way.



School Culture and Support for Student Personal and Academic Growth



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
<p>At RCHS, all stakeholders are afforded ample opportunity for regular involvement in the learning and teaching process. These opportunities are most inclusive during yearly school functions such as Back To School Night and Open House when all stakeholders are invited to come and speak to RCHS teachers and staff about the learning and teaching process schoolwide. Some specific examples of the learning and teaching process at Rose City High School and how it involves the community, as well as business and industry partners include:</p> <ul style="list-style-type: none"> • In Career Math classes, Wells Fargo representatives work with students over the course of several days to reinforce material covered during class including budgets, credit, credit scores, loans, investing, etc. • RCHS students participate in paid internships with Old Navy, Rose Bud Cafe, Foothill Unity, The Huntington Gardens and the Pasadena Education Foundation. • RCHS students participate in work-based learning opportunities at The Huntington Library, the Pasadena Education Foundation, the IBook Club, Side Street Productions and ArtworxLA. • As part of the Empowerment class, guest speakers from community organizations include, Day One, Young and Healthy, and STARS as well as the Mentors for Life 	<ul style="list-style-type: none"> • Open House flyer • Back To School Night flyer • Aeries parent portal • Aeries student portal • PowerSchool Learning syllabi • Empowerment class syllabus • Academic assist class syllabus • Reading Intervention class syllabus • ELAC agendas • SSC agendas • College brochures

<p>motivate students to succeed in life and college. Other community organizations including local technical schools and colleges such PCC speak to students during the college and career day.</p> <ul style="list-style-type: none"> ● Tournament of Roses partners with RCHS to provide buses for college tour field trips. ● A partnership with About Productions and their Young Theaterworks program introduces youth to the importance of writing and the power of communication through artistic expression, facilitated dialogue, and live performance. <p>In addition, all schools in the district use the Aeries student information system to notify students and guardians of progress made through progress reports, and grades through the student and parent portal features. The PowerSchool Learning LMS is also provided to all schools as a tool for teaching and learning. At RCHS, the PowerSchool Learning LMS is the primary mode of instruction for students in direct instruction classes. Stakeholders such as guardians, teachers, and students, are all provided access to lessons and the teaching processes at RCHS by accessing the PowerSchool Learning website.</p> <p>Stakeholder support groups involved in the learning and teaching process at RCHS include the onsite Impact district drug program, district-wide health office, Student Support Team (SST), ELAC, IEP meetings, School Site Council and Student Chats meetings. Parents and guardians of students with special needs are involved in IEP meetings, and receive specific feedback from the resource teacher about the Reading Intervention, and Academic Assist pullout classes as well as feedback about how students are doing in academic classes. Parents of non-English speaking students are involved in the English Learner Advisory Committee (ELAC) where they discuss improvements and/or changes to the English Language Learner program at RCHS.</p> <p>Parents of online students are invited to be involved in the same schoolwide events such as Back to School Night and Open House and receive the same support from student support groups as students in blended learning classes.</p>	
--	--

Use of Community Resources

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

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

Findings	Supporting Evidence
<p> RCHS continually seeks community resources that support student learning. Rose City High School has several business partnerships with colleges and organizations within Pasadena and Southern California in general. RCHS has a yearly College and Career Day where colleges and trades schools from the Southern California area set up informational booths and provide guest speakers to inform students on how to attend their specific college or technical school. RCHS also collaborates with Pasadena Tournament of Roses, who funds college tours to local colleges and universities throughout the year. </p> <p> Beyond the college and career partners, RCHS also has partnerships with other organizations that are not traditional educational institutions, yet provide educational opportunities for students. These partnering organizations include: </p> <ul style="list-style-type: none"> ● RCHS partners with Exploring the Arts (ETA), which strives to bring back art education into schools. RCHS has successfully obtained teaching grants from ETA for guest artists to teach integrated curriculum to students in ELA and art classes. ● RCHS partners with the Pasadena Educational Foundation (PEF) and successfully obtains teaching grants from them every year. ● RCHS art students participate in a work-based learning opportunity with Side Street Productions where they will plan and organize the annual No Boundaries Art show for the entire school district. This involves industry professionals teaching students about curating art shows as well as students organizing the No Boundaries Art show for all 26 schools in the district. ● RCHS partners with ArtworxLA to combat the epidemic high school dropout crises by engaging students in a long-term, sequential arts program offering a pursuable life path that inspires them to stay in school, evolve as unique individuals and flourish as creative adults. This is achieved by, creatively educating alternative high school teenagers with sustained arts exposure and immersion, connecting students to a network of peers, artists, cultural partners, 	<ul style="list-style-type: none"> ● Internship logs ● CAP student ● College and career day brochures ● College field trip rosters ● Guest Speaker survey

<p>higher education, creative industries, and supportive adults and by investing human and financial resources around ongoing, persistent student and alumni support.</p> <ul style="list-style-type: none"> ● RCHS partners with the Pasadena City Commision on Accessibility and Disability in the IBook Club program to help disabled Pasadena residents read books with speech-generating devices. ● RCHS partners with Young and Healthy to provide parents trauma informed care training. This training allows parents to understand the triggers of past traumas and how to cope with and parent children suffering from the effects of trauma. Young and Healthy also teaches students about brain development and the effects of trauma. ● RCHS partners with College Access Plan to provide support for students in transitioning to college. CAP's counselors also help interested students find and apply to a variety of postsecondary certification, training, and apprenticeship programs that will lead to increased job readiness and overall student growth and success without excessive cost burdens. <p>The business and community members that partner with RCHS facilitate real-world applications through internships and work-based learning that enhance learning standards and schoolwide learning outcomes. The end result of these partnerships is that students leave RCHS with knowledge and practical skills that prepare them for college and the 21st century workforce.</p>	
---	--

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
<p>Rose City High School is a safe, clean and orderly place that fosters cooperative learning and mutual respect. The culture of cooperation and mutual respect at RCHS begins with teachers who motivate student achievement and regulate student behavior so that each classroom is a safe and inclusive place to learn. Should any students bully or demean other students, RCHS teachers practice techniques gleaned from Informed Care training to eliminate bullying or sexual harassment immediately. In fact, the entire teaching staff, administration and support staff have all been trained in Informed Care to understand instances when students act out negatively and are trained to alleviate those occurrences. The administration at RCHS is also active in protecting students from bullying or harassment. should it arise, and supports a zero tolerance policy for any form of harassment or bullying anywhere on campus.</p> <p>There are two full-time custodians at RCHS that ensure the grounds are beautified, well-maintained and free of any hazards. There is also a school nurse assigned to RCHS should any student need immediate medical attention or have health concerns.</p> <p>Upon arrival at RCHS, new students receive a school handbook and Chromebook packet. The school handbook delineates the rules and code of conduct at RCHS that include district-wide uniform</p>	<ul style="list-style-type: none"> ● Acceptable use policy paperwork ● Chromebook Packet ● Classroom syllabi ● Emergency drill map ● IMPACT program pamphlet

<p>complaint procedures. The Chromebook packet delineates RCHS district-aligned protocols such as internet safety and responsible conduct online. Students and parents sign the Chromebook packet documents so that they thoroughly understand the RCHS acceptable use policy protocols and conduct required to receive a school-issued Chromebook.</p> <p>New students are also enrolled in a student empowerment class that focuses on acclimating students to the inclusive culture at RCHS by teaching the students how to navigate digital learning, develop healthy relationships, understand self-care and learn how to set academic and personal goals.</p> <p>Students suffering from substance abuse are referred to the onsite drug counselor for enrollment in the district substance abuse program where students participate in group discussions, role-play activities and hear outside guest speakers to discuss the physiological, legal, social and emotional effects of substance abuse. Students are also encouraged to evaluate their decision making and develop more positive responses. Other substance abuse and mental health referrals are also made if necessary. Students not suffering from substance abuse are educated informally about the dangers of substance abuse through periodic lunch-time drug and alcohol awareness activities. In addition, the onsite drug counselor leads a mental health week where different community partners come in and share different resources in the community where they can receive free mental health support. Also, during Red Ribbon Week the drug counselor invites guest speakers from anonymous programs to share their struggles with substance abuse and supports that helped them manage their addictions. Anger management and conflict resolution are also offered during school hours to discuss triggers, and tools to deal with the issues that are making them angry.</p> <p>All RCHS students participate in disaster preparedness drills with quarterly fire drills and the annual Great ShakeOut Earthquake drill. These drills provide students with safety and evacuation protocols should a disaster actually happen during school hours.</p>	
---	--

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
<p>Rose City High School teachers and staff have a high degree of caring and concern for students. This culture of caring at RCHS also comes with high expectations for students through the use of positive behavior strategies that reciprocate a more conducive learning environment with greater social and academic productivity. The positive behavior strategies that fuel the RCHS learning environment include the ROSE awards bestowed to students who display the Student Learner Outcomes of Responsible Academic Learner, Outstanding Communicator, Service Oriented Citizen and Effective 21st Century Learner. Qualifying students are chosen for the ROSE awards based on teacher and staff nominations. The nominees are then voted for by teachers and staff to determine a monthly winner for each ROSE category. The monthly winners for each ROSE category have their pictures displayed proudly in the RCHS main office and announced in the monthly newsletter.</p> <p>Students also have the opportunity to receive quarterly awards for such positive behaviors as good attendance, most improved, academic achievement, responsibility, and using time wisely. These awards are given by each teacher for each class that teachers notice these positive behaviors displayed. The quarterly awards allow RCHS teachers to set high expectations in class and at the same time celebrate the achievement of individual students.</p> <p>In each RCHS class, teachers make every effort to celebrate the heritage and ethnicity of students through lessons and field trips designed to uplift marginalized ethnicities. Graduating RCHS students are also invited to ethnic celebrations such as the African-American, Hispanic and Armenian district-wide senior award banquets.</p> <p>There are also extracurricular classes such as student leadership, journalism and student empowerment classes at RCHS that challenge students to support Rose City, the greater Pasadena community, and immerse themselves in a supportive atmosphere of</p>	<ul style="list-style-type: none"> • ROSE award certificates based on SLOs • Quarterly award certificates • District-wide award certificates • Trauma Informed Care informational materials • MTSS related literature • Student Chats meeting minutes • SMAC flyers • Heart to Heart flyers • Extracurricular class artifacts

<p>caring and concern.</p> <p>The proportionality of discipline and restorative justice policies at RCHS are continually reviewed in administration meetings, “A” meetings, and weekly CEO pathway meetings. These meetings deal with understanding why and how RCHS handles discipline practices in order to improve both proportionality of discipline and find ways to mediate conflict and repair harm through dialogue and inclusivity. In addition, RCHS staff and teachers have also participated in schoolwide professional development regarding Informed Trauma Care training in order to understand and create a safe environment for students affected by trauma. Another schoolwide professional development training at RCHS included the psychology of brain development in adolescents. RCHS is also piloting the Multi-Tiered Systems of Support (MTSS) program for PUSD in the current school year. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making are practiced across all levels of the educational system for supporting students.</p> <p>Progress and setbacks of individual students are also discussed weekly in the Student Chats meetings where all teachers and staff discuss solutions to social and academic problems students are experiencing. Beyond the Student Chats schoolwide meeting, other student-based support groups exist to create an atmosphere of caring such as Heart to Heart that deals with problems young women face, and Students Making a Change (SMAC) where students help others who are struggling by sharing their struggles.</p>	
---	--

Atmosphere of Trust, Respect, and Professionalism

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

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

Findings	Supporting Evidence
<p>The atmosphere at RCHS is one of respect, trust, and professionalism. Faculty at RCHS continually collaborate along with help from the district, and outside entities, as well as students and parents. RCHS has monthly school site council meetings where teachers, administrators, parents, community and district stakeholders are invited to discuss the implementation of the Single Plan for Student Achievement, the District’s Local Control</p>	<ul style="list-style-type: none"> ● School site council meeting agendas ● CEO Pathway meeting agendas ● “A” meeting agendas

Accountability Plan and the allocation of school funds for educational programs. All stakeholders are involved in the decision-making process and provide input that is implemented in all decisions made. Parents and other stakeholders are invited early on in the year at Back to School Night and through email notifications and phone calls to join the school site council. The student representative is the RCHS student leadership class president for each school year. All stakeholders are respected for their valuable input in all meetings and decisions relating to student achievement and the budgeting of money yearly, for the school programs at RCHS.

RCHS staff meetings also foster the same atmosphere of professionalism in the collaboration of project-based learning ideas, school-wide project implementation and overall student achievement and welfare. This atmosphere of professionalism and collaboration can only be achieved with the ongoing trust and respect of all RCHS teachers and staff as demonstrated on a daily basis at Rose City High School.

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
<p>RHCS excels in providing professional and practical student support services for students' academic and personal needs. All new students are enrolled in an empowerment class in which students take surveys related to personal needs and academic evaluations that test for reading, writing and math levels. The empowerment class also teaches students how to advocate for themselves, navigate the unique school program at RCHS and set academic and personal goals beyond high school. In each class, students are offered tutoring before school, and after school by appointment. In addition, student academic and personal needs are discussed, and interventions proposed in the weekly Student Chats meeting. One of the interventions is an SST meeting where the teachers, academic counselor, administrator, parents and student become a Student Support Team for the student and discuss strategies to increase academic performance, attendance or manage the personal needs of a student who is referred.</p> <p>Another intervention that is discussed in Student Chats meetings is a Healthy Start mental health referral. Students are referred for mental health issues when they exhibit specific behaviors that appear to manifest signs of mental health issues that are beyond the scope of understanding for teachers and staff to manage.</p>	<ul style="list-style-type: none"> ● Empowerment class syllabus ● Master schedule ● Student Chats meeting minutes ● SST meeting notes ● Healthy Start mental health referral ● RCHS directory ● College and career class syllabus ● College and career week literature ● Digital ILPs on RCHS website ● College Access Plan logs ● Mock interview guide

<p>Outside of the classroom, the campus at RCHS has an onsite substance abuse interventionists and school nurse to assist students with drug and health issues should they arise. The drug counselor also facilitates the district substance abuse program known as Impact, which uses a twelve-step therapy approach to helping students quit their addictions to drugs and alcohol and manage their recovery.</p> <p>RCHS strives to support students academically, with personal goal setting that creates a pathway beyond high school and towards college and career choices. This commitment to academic and personal goal setting begins in the empowerment class and continues to the college and careers class where students research colleges and careers of interest, create resumes, cover letters and learn interviewing skills which all culminates with a mock interview day. The mock interview day is where RCHS business partners from the Pasadena community come in to perform a mock interview with the students who have completed the college and careers class. Also, all students participate in College and Career day where representatives from local colleges and technical schools come to each classroom and explain the educational programs at their schools and the requirements to apply to their schools. In addition, RCHS partners with College Access Plan, a non-profit organization in Pasadena that aids students in exploring four-year and two-year colleges. CAP's counselors also help interested students find and apply to a variety of postsecondary certification, training, and apprenticeship programs that will lead to increased job readiness and overall student growth and success without excessive cost burdens. To add to goal setting during their stay at RCHS, students monitor their progress at RCHS with digital ILPs in which students input information about the progress of credits they have achieved each quarter.</p> <p>The loss of the onsite Healthy Start coordinator at Rose City High School due to budget constraints has made meeting student needs in the areas of physical and mental health less expeditious. RCHS is in the process of developing a new system for referring students that need counseling. Due to the reduction of the academic counselor to 60%, RCHS is refining how ILP's are implemented in order to reduce the workload on the counselor.</p>	
---	--

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
Students that are solely in the online program at RCHS use the online learning program Acellus for instruction, but receive all the student support benefits of a blended learning classes detailed above in E3.1 and must also complete the college and careers class.	<ul style="list-style-type: none"> ● SST meeting notes ● Healthy Start mental health referral ● RCHS directory ● College and career class syllabus ● College and career week literature ● Digital ILPs on RCHS website ● College Access Plan logs

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
<p>RCHS staff developed a personalized multi-tiered intervention plan specific to the site designated Rose City High School Tiers of Student Support. This plan incorporates all universal, targeted, and intensive interventions that are available to students at RCHS (see the appendix for RCHS Tiers of Student Support).</p> <p>This plan involves monitored approaches to learning and alternative instructional options during “A” meetings where the focus is intervention training and the progress of the overall educational program for the school. Intervention training that RCHS teachers and staff have participated in include Response to Intervention, foster youth sensitivity training and Trauma Informed Care. RCHS is also in the beginning phase of implementing Multi-Tiered Student Supports.</p> <p>Pathway meetings are held weekly and focus on alternative instructional options such as project-based learning, blended learning development, co-curricular projects, and College and</p>	<ul style="list-style-type: none"> ● “A” meeting agendas ● “B” meeting task forms ● Student Chats minutes ● Trauma Informed Care training logs ● Work-based learning logs ● Field trip logs ● Empowerment class syllabus ● Student leadership class syllabus

Career Exploration Pathway opportunities for students. Biweekly “B” meetings are used for departments or individual teachers to develop curriculum.

The meetings and training listed above allow for the planning, creation and continued development of the following alternative instructional options:

- **Work-based learning:**
 - Internships at various retail sites
 - Art internships for students interested in the arts
 - Internships at local libraries
- **Field trips:**
 - College visit each quarter
 - Monthly campus visits to RCHS by PCC
 - Annual science field trip to the Cabrillo Aquarium
 - Pasadena Playhouse field trips to watch various plays and learn about the production of a play
 - Construction field trips to Habitat for Humanity and Potter’s Field construction sites
 - Journalism field trip to L.A. Times headquarters and journalism convention
 - Field trips to local art museums
- **SPED/ELL instructional options:**
 - The evaluation process for eligibility for Special Ed services
 - IEP meetings- 30-day progress check
 - IEP Annual Review
 - RSP Program-Students with special needs access supports/alternative setting when needed in the academic assist class
 - Workability Program-Job experience/preparation for students with needs.
 - ELL students have tiered ELA classes with Academic Language Development and English for ELs classes
- **Educational program changes:**
 - Change of instructional minutes to allow for tutoring and more meetings to develop an instructional program and interventions
 - Partial credit system introduced for a higher rate of credit recovery

<ul style="list-style-type: none"> ○ “NG” or no grade instead of an “F” grade for higher GPA ○ Twilight Adult School night classes implemented for seniors that are non-grads aging out ○ A new quarter system introduced to allow for faster credit recovery and to better matriculate with the traditional high schools. <ul style="list-style-type: none"> ● Classes: <ul style="list-style-type: none"> ○ In the Empowerment class, students are presented with workshops that cover topics such as healthy relationships, conflict resolution, decisions and consequences, resiliency, academic counseling, college and career counseling and goal setting. ○ The Student Leadership Board attends the annual California Association of Student Leaders conference designed to provide students with developing their leadership and social skills. These skills are put into action when they become involved with volunteer work and or represent the school in other capacities. 	
--	--

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>All new students to RCHS are enrolled in a student empowerment course that is designed to orient students to the school as well as address the social-emotional issues that may have caused students to experience academic failure. This is a ten-week course where students learn to navigate their Chromebooks, the PowerSchool Learning LMS, Acellus if students are in the computer lab classes, and the intricacies of the school schedule and credit recovery program at RCHS. Guest speakers from several community partners speak to students on subjects regarding growth mindset, resiliency, substance abuse, gang violence, coping with trauma, and coping with depression and anxiety.</p> <p>Included in the Empowerment class are the digital entrance and exit exams for writing, reading and math levels. An Academic Assist class is also provided at for incoming students with special education services to monitor/assist new students with acclimating to RCHS. In addition, an initial IEP for incoming special education students is conducted, and all IEP interventions and accommodations are shared with the teachers, academic counselor,</p>	<ul style="list-style-type: none"> ● Empowerment class syllabus ● PowerSchool Learning exit class for digital entrance and exit exams ● Academic assist class logs ● Digital ILPs on RCHS website ● Acellus reports ● IEP accommodations and interventions

<p>school psychologist, principal and school nurse if applicable. If special education students are in computer lab classes, then they have the option of taking Acellus courses in the Academic Assist pull-out class, or in the computer lab class and in both cases they have all IEP interventions and accommodations available to them.</p> <p>All Students at RCHS are continuously monitored for credit recovery achievement and GPA through the use of the online, digital ILPs. Each quarter the academic counselor works with every student in each class to have them individually update their credits attained and credits needed. In addition, computer lab students are monitored daily in an automated process on the Acellus program that alerts computer lab instructors of student progress and if students need additional direct instruction to pass a section of a course.</p>	
--	--

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
<p>At RCHS student learner needs are identified and supported in several ways, and when needed, common sense interventions are employed. RCHS provides immediate interventions when students arrive and are given entrance exams to identify reading and mathematics scores. These scores create a baseline for ELA and math teachers to understand whether students are at grade level or not. In addition, teachers in ELA and math classes use these initial scores for reading and math to adjust instruction appropriately providing more scaffolds and other appropriate instructional strategies in each class.</p> <p>In integrated math 1 and 2 classes students are also given a diagnostics test to determine if they need additional support for the math 1 and 2 classes. If they fail the diagnostic test they are then assigned a math support class for one additional quarter before they can take math 1 or math 2 classes again. Math 3 is a yearlong class and supports are embedded in the class.</p>	<ul style="list-style-type: none"> ● SST notes ● ROSE award certificates ● Quarterly award certificates ● Aeries grade reports ● Student chat notes ● “A” meeting agendas ● School Site Council meeting agendas ● ELAC meeting agendas ● IEP meeting notes ● Healthy Start referral ● Trauma Informed Care training logs ● Academic assist class syllabus ● Academic language

<p>Another intervention for students with special education services is the academic assist class which is a pullout class that provides specialized academic instruction when special education students need extra assistance. English language learner students receive an academic language class upon entry to RCHS if they have not been redesignated. When EL students are redesignated they are still monitored and supported in the English for ELs class.</p> <p>Formulation of the SLOs or student learner outcomes at RCHS have come after careful consideration of student learner needs through research of past student trends, current educational standards and various discussions on the learner outcomes expected at our unique school.</p> <p>Teachers and staff have evaluated the learner outcomes that best meet the learning needs of students and synthesized them into the acronym ROSE that both represents our school and helps students articulate RCHS learning expectations. ROSE awards are given for achievement in each category of RCHS SLOs to exemplify in a positive manner, learning expectations. This positive RCHS support strategy of publicly acknowledging students who receive the ROSE award serves to both encourage ROSE award students to continue their pursuit of the SLOs and to encourage other students to attain the same designation. In the Spring teachers and staff will review and refine the SLO's to better align the with vision and mission of RCHS.</p> <p>Another positive reinforcement support strategy at RCHS is the implementation of quarterly awards to acknowledge students as classroom awards by each teacher. These quarterly awards publicly acknowledge the achievements that encompass smaller aspects of the SLOs that students achieve each day such as good attendance, and most improved student.</p> <p>RCHS faculty constantly monitor the effectiveness and appropriateness of interventions through the following measurements:</p> <ul style="list-style-type: none"> ● Project-based learning artifacts ● Online testing data from ancillary websites (Read Theory, Actively Learn, etc.) ● Quarterly grades ● Progress report grades ● Entrance and exit exam scores ● 30-day IEP meetings to review/adjust supports for students with Special Ed services. ● ELPAC scores for English learners ● ILPs for course credit monitoring 	<p>development class syllabus</p> <ul style="list-style-type: none"> ● English for ELs class syllabus
--	--

<ul style="list-style-type: none"> • ROSE awards measure high achievers • Attendance rates • Course completion rates <p>This data is reviewed and changes are discussed in School Site Council meetings, ELAC meetings, “A” meetings, Student Chat meetings, and CEO Pathway meetings. Although data is reviewed and discussed, there is still a need to develop a more comprehensive system to determine and analyze data to evaluate the effectiveness of student support programs. How data is reviewed will be a priority the MTSS team this school year.</p>	
--	--

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
<p>All students at RCHS are given access to Chromebooks, PowerSchool learning, and a blended classroom environment unless they are in an independent study class in which case they will receive only a Chromebook and PowerSchool Learning access. Students taking online classes receive Chromebooks and PowerSchool Learning access as well as Acellus login accounts. In addition, printed textbooks and/or a digital copy of a textbook are also provided in each class should a student or class require one.</p>	<ul style="list-style-type: none"> • Chromebook packet • Acellus reports • PowerSchool Learning syllabi

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
<p>Since RCHS is a credit recovery high school, all RCHS students are placed in classes based on the credits needed to recover. Most direct instruction classes implement blended learning and offer a challenging, relevant and coherent curriculum that is custom made by each teacher and delivered digitally through the use of PowerSchool. Students use Chromebooks to log in to the PowerSchool Learning LMS and complete assignments in conjunction with ancillary software such as Google docs for writing compositions.</p>	<ul style="list-style-type: none"> • Aeries student data • Master schedule • EL scores • IEP accommodations and interventions • Entrance exam scores

<p> RCHS attempts to develop a master schedule to meet students varying academic needs. This includes intervention courses, double blocking ALD classes, and ample elective offerings to allow students to be enrolled in the course they require. To this end, students are scheduled based on student interests, and credit recovery needs. </p>	
---	--

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
<p>Collaboration is a hallmark of teaching and learning at RCHS where teachers submit PBL projects each quarter on a shared Google drive in order to plan co-curricular projects, school-wide projects or to reinforce similar concepts that are inherently co-curricular.</p> <p>Students are involved in various curricular and co-curricular activities beyond the classroom that are linked to schoolwide learner outcomes, academic standards, and college- and career-readiness standards include the following:</p> <ul style="list-style-type: none"> ● Work-based learning (WBL) opportunities ● Paid internships ● Art internships ● Student Leadership activities ● College field trips and tours ● On-site dual enrollment courses by PCC offered during the school day ● Volunteer opportunities ● Workability Workshops ● College and career week <p>Most students at RCHS are involved in at least some curricular and co-curricular activities every year.</p>	<ul style="list-style-type: none"> ● Entrance and Exit survey ● WBL logs ● Internship logs ● Field trip logs ● Master schedule ● Volunteer hour logs ● Workability workshop logs

Rose City High School ACS WASC/CDE Self-Study Report

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

Findings	Supporting Evidence
<p>Collaboration and involvement at RCHS does not stop at the end of the school day or at the borders of the campus. Students who are in independent study, the computer lab or who do not attend school frequently are still updated about grades, assignments, field trips, awards, and schoolwide events.</p> <p>All students, including students on Acellus, and parents at RCHS are provided with an Aeries log in that allows them to check on grades, attendance, and assignments on Aeries gradebook. Equally, parents and students can monitor progress and current grades at anytime in the Acellus online program. In addition, all students, have access to the RCHS website for the school and a dedicated PowerSchool Learning Announcements page that specifically states the dates, times and locations of schoolwide events, field trips, awards, as well as volunteer, WBL, and internship opportunities.</p>	<ul style="list-style-type: none"> ● Computer lab syllabus ● Acellus login page and reports ● PowerSchool Learning announcements ● RCHS school website

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)

Rose City High School has a caring and nurturing school culture that promotes mutual respect and cooperation. The teachers and staff at RCHS model this culture with professionalism to create an atmosphere of trust. Teachers and staff have been trained in Trauma Informed Care and brain development in adolescents during professional development meetings and teachers practice SDAIE teaching methods in classes.

The respectful, trusting culture at RCHS is made evident by the work of the faculty to keep students safe, provide support for socioemotional health, and student learning through safeguards, interventions, and scaffolds. Students entering RCHS quickly learn about the school's culture of respect and cooperation during the Empowerment Class where students learn in cooperative workshops to develop healthy relationships, and conflict resolution skills as well as resiliency. New students must also take an entrance exam to determine math and ELA competency and receive counseling for college and career, high school academics, and goal setting. Additional safeguards include but are not limited to the student handbook, and individual learning plans (ILPs) to track credit recovery, onsite nurse and drug intervention specialist as well as a safe and clean facility that nurtures learning.

Should students struggle in academics or with socioemotional issues, staff developed Rose City High School Tiers of Student Support, which is a plan that incorporates all universal, targeted, and intensive interventions. Students needing mental health interventions are referred to Healthy Start and students with substance abuse issues are referred to the onsite drug counselor and must attend the district drug abuse program. A site leadership team consisting of teachers, administrators, and support staff are piloting Multi-tiered Systems of Supports, which is a system designed to bring together research-based instructional and behavioral supports. Currently RCHS is in the self-assessment phase of this program.

Rose City High School partners with many community organizations that allow for all stakeholders to be involved in decision making. In addition, these partnerships broaden the scope of WBL and internship opportunities as well as curricular and cocurricular activities available to students.

RGHS teachers and staff are currently researching ways to evaluate the effectiveness of student supports by monitoring the data to improve supports. In response to both a reduction in counseling and the loss of the onsite Healthy Start case manager, RGHS is developing strategies to lessen the counseling workload and develop a system for referring families to outside counseling services.

Prioritize the strengths and areas for growth for Category E.

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

- An empowerment class has been created that orients students to the school and addresses social-emotional issues that may have led to credit deficiency.
- The student leadership class (SLB) provides students with the structure to develop leadership skills and learn how to facilitate co-curricular activities.
- Ample partnerships exist with community agencies and organizations that provide social-emotional support and resources to students.
- RCHS staff developed a Multi-tiered Systems of Support, which is a plan that incorporates all universal, targeted, and intensive interventions.
- RCHS students have an abundant amount of opportunities to participate in co-curricular, WBL and internship activities outside of the classroom, although due to budget constraints these opportunities have lessened.

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

- There is a need for evidence and data to evaluate the effectiveness in providing supports and to determine which data is best to monitor areas of strength and areas of growth for school culture and support.
- There is a need to develop strategies to reduce the workload on the academic counselor due to reduction in counseling FTE.
- Since the closing of the site-based Healthy Start Program, there is a need to develop a system for referring students and families to counseling and outside services.
- There is a need to develop strategies that foster and promote parent involvement.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories:

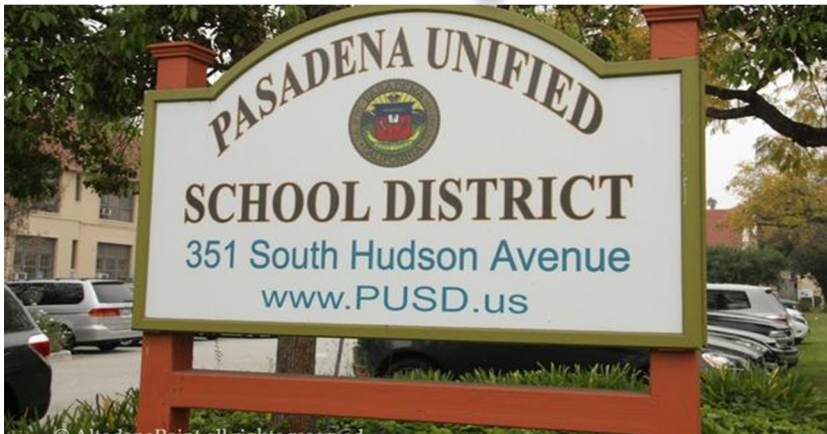
1. Since the closing of the site-based Healthy Start Program, there is a need to develop a system for referring students and families to counseling and outside services.
2. A need exists to develop strategies for teachers and staff to communicate senior defense and portfolio requirements and expectations to students and families.
3. Strengthen connections with local tech colleges.
4. There is a need to develop strategies that foster and promote parent involvement.
5. Produce student graduate e-portfolio and defense and how it will matriculate with high schools
6. Continue to promote the school's success within the district and the community.
7. Seek funding to continue to hire a full-time project-aide/ child-advocate.
8. District rubrics are just beginning to be implemented, therefore, teachers need more experience, reflection, and feedback related to their use.
9. There is a need for evidence and data to evaluate the effectiveness in providing supports and to determine which data is best to monitor areas of strength and areas of growth for school culture and support.
10. The SLO's need to be revised to allow for measurable outcomes that can be monitored in a practical way.
11. The use of data to make school-wide decisions has increased greatly over the years. While data is consistently collected, improvements needs to be made in determining what data is significant and measurable to our population of students and how staff will use that data to drive instruction.
12. There is a need to develop a comprehensive system for analyzing alternative means of classroom data in order to assess the school-wide program.
13. There is a need for teachers to incorporate student reflections in classroom projects and work-based learning activities.
14. All subject areas should be more closely aligned to career and college readiness.
15. Just a handful of parents are involved in the numerous decision making bodies, which shape our campus.
16. There is a need to develop a digital dashboard that tracks all student proficiency data visually.
17. With the loss of CTE teacher, there is a need to develop a course sequence that meets CTE standards.
18. New, more comprehensive Pre and Post assessments for ELA is needed which includes a writing assessment.
19. Teachers and staff are still in the process of receiving professional development for the graduate defense.
20. There is a need to develop strategies to reduce the workload on the academic counselor due to reduction in counseling FTE.
21. Although RCHS teachers create projects within each discipline, there is still a need to come up with school-wide projects that incorporate all or most subjects

22. There is a need to better utilize EADMS to fit site needs (most teachers utilize own assessments and class data).
23. Develop a system to assess student performance levels that specifically relate to the student learner outcomes (SLOs).

Summary from Analysis of Identified Critical Student Learning Needs



Chapter 4



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.

Rose City High School is a credit recovery school that focuses on getting students caught up on credits so that they can graduate or return to a traditional high school to graduate. In the endeavour to graduate students RCHS also prepares students for college, technical schools and careers through classes where students learn not only academic skills, but also 21st century learning skills. The school program is specifically designed to serve the transient nature of RCHS students which drives the focus on the learning process.

The schoolwide focus group at RCHS found through the self-study process that Rose City has made tremendous strides in refinement of the school operational structure, delivery of curriculum and student supports offered to students. Conversely, this focus on student learning revealed some difficulties that RCHS now faces with implementing the district mandated graduate defense, a reduction of teaching and counseling staff, as well as many refinements to the overall school program that need to be addressed. As a result of these findings the following list of critical needs has been developed:

1. There is a critical need to continue to develop a multi-tiered system of supports to meet academic and social-emotional needs of students.
2. There is a critical need for inclusion of all stakeholders, particularly parents, in school events, assessment of student achievements, and input to school processes.
3. There is a critical need for projects to be more integrated between each discipline and to move towards school-wide projects that incorporate all subjects. Project-based learning reflections also need to be refined to allow for better metacognitive processing and teachers need more experience in using district rubrics effectively.
4. There is a critical need to determine specifically what data is significant and measurable and to develop a comprehensive system for analyzing alternative means of classroom data and how staff will use that data to drive instruction. There is also a critical need to analyze the effectiveness of supports provided to evaluate and monitor strengths and areas for improvement.
5. There is a need to revise the SLOs and align them to performance level expectations through the use of a schoolwide grading rubric which will allow for measurable outcomes that can be monitored in a practical way.
6. There is a need to instruct students how to produce a graduate defense and to develop strategies for teachers and staff to communicate the defense requirements to students and

families. Additionally, teachers and staff need more professional development for the graduate defense and strategies need to be developed to matriculate the RCHS graduate defense with the traditional high schools.

7. There is a need to improve college and career readiness by strengthening connections with technical colleges, aligning subjects taught at RCHS to college and career readiness and to develop a course sequence that meets CTE standards.

Schoolwide Action Plan

time to PLAN



ROSE CITY
Model Continuation High School

Chapter 5



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.

Planned Improvements in Student Performance – Target/Gol Page

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.					
Area of Focus: X Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)		School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,			
Narrative: <ul style="list-style-type: none">Although Integrated Math I was taught in quarters, in order to facilitate instruction and review of integral skills, Integrated Math 2 and 3 were taught in semestersProject-based learning was implemented in career Math and integrated mathThe PowerSchool Learning LMS was utilized to support Blended Learning in Math coursesTenmarks, an online math resource, was adopted by the District for use in Math coursesDaily tutoring is available each school dayTeachers are participating in cross curricular collaborative projectsNo students scored proficient or above on the math portion of the SBAACAccording to MDTP assessments, 90 percent of students entering RCHS are not prepared for high school math.					
Measurable Outcomes: LCAP metrics-schools can include additional					
Increase the % of students scoring "meets or exceeds" on the SBAC Math assessment by 10 percentage points.					
What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
State, district, and classroom	Implement Common Core	Classroom teachers,	4000-4999: Books And	LCAP 5500	August 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
assessments reveal that the majority of students entering RCHS lack the basic math skills that are necessary to achieve mastery in high school mathematics courses. A higher percentage of students fail mathematics courses than other core classes at RCHS.	Standards and Project-Based Learning in Math courses. Implement instructional rounds school-wide. Students who assess below high school readiness on the MDTP will be enroll in math support course in addition to their math course, where the focus will be on developing foundational skills. Purchase i-ready licenses to assess incoming student math levels and provide targeted interventions for students who are not ready for high school math. Implement the Blended learning mode of instruction in all mathematics courses, utilizing the PowerSchool Learning LMS, and websites that build math skills (e.g. i-ready).	administration. Utilization of PowerSchool Learning LMS and blended learning will be verified through daily walkthroughs, formal observations, and informal observations Quarterly grade distribution reports I ready assessments/ MDRP entrance and exit assessments/ grade mark analysis reports/ college placement test results will be utilized to monitor progress and growth.	Supplies		
The site matrix needs to be flexible in order to provide interventions that help students succeed in Math courses	Math content will be delivered over the course of two quarters in order to provide intensive academic support and review in math courses.	Classroom teachers, administration Use of staff development days , A Monday meetings and CEO	5000-5999: Services And Other Operating Expenditures	LCAP 1500	Ongoing

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	Utilize pre and post assessments at the beginning of each course to measure understanding and mastery and identify focus areas. Tutoring offered daily before and after the instructional day. Letters will be mailed to the homes of students who were at risk of failing classes on a quarterly basis. RISE computer lab will be staffed with a credentialed Math and Science teacher.	Pathway meetings to review pre/post assessment data after each quarter. Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.			
More collaboration by math teachers is needed to develop projects and improve student performance in Math courses.	Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects. CEO Pathway meetings will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards and pathway theme. The Bell schedule includes a weekly collaborative period in addition to the teacher common prep period. Interventions will be	Use of staff development days , A Monday meetings and CEO Pathway meetings to review pre/post assessment data after each semester. Classroom teachers, administration. Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Interventions will be developed during weekly Student Chats meetings. Letters will also be mailed home quarterly.			October 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	developed and assigned to students during weekly Student Chats meetings	Administration will monitor number of referrals each quarter. A Monday Agendas will verify continued training in blended learning and development of cross-curricular projects.			

Planned Improvements in Student Performance – Target/Gol Page

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.					
Area of Focus: Math (LCAP Goal 1) X English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)		School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,			
Narrative: The PowerSchool Learning LMS was utilized to support Blended Learning in ELA courses READ 180, an online ELA resource, was adopted by the District In order to provide a designated ALD class, ALD and ELA courses are offered in a block on the master schedule EL students continue to reclassify at a steady rate The ELPAC is the CA state mechanism used to reclassify EL students Teachers are using SDAIE strategies to facilitate instruction Daily tutoring is available each school day Teachers are participating in cross curricular collaborative projects					
Measurable Outcomes: LCAP metrics-schools can include additional Increase the % of students scoring meets or exceeds on the SBAC ELA assessment by 15 percentage points Increase the % of students scoring “college ready” on EAP ELA by 15 percentage points.					
What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy? 4000-4999: Books And	What funding source and amount will be used in our implementation? LCAP 6000	When will we implement our strategy? August 2018
State, district, and classroom assessments reveal that the		Classroom teachers, administration.		10/19/18	
The School Plan for Student Achievement for Rose City High School		149		August 2018	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
majority of students entering RCHS read and write far below grade level. Incoming English Learners are averaging a 3.09 grade reading level based on Fall 2017 entrance assessments. Incoming students (non-English Learners) are averaging a 5.12 grade reading level based on Fall 2017 entrance assessments	as a primary method of instruction in all English classes Use of funds to purchase high interest books to complete the school library. The completion of the school library is necessary to fully implement the workshop model and will be used for literacy intervention activities such as book clubs and reading workshop. It will contain high-interest books at varying reading levels. Purchase i-ready licenses to assess student reading levels and provide targeted reading interventions Teachers will use common planning time for professional development in literacy instructional strategies and will teach academic and content-specific vocabulary as part of their curriculum. Continue to pay stipend for a teacher to assume LDRT duties, including assessing all incoming students reading levels, monitoring student progress, reclassifying students, conducting CELDT	ELA entrance/exit exams Monitoring of student reading levels through Read Theory and I-ready Utilization of PowerSchool Learning LMS and blended learning will be verified through daily walkthroughs, formal observations, and informal observations. Reclassifications monitored after each quarter	Supplies 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCAP LCAP 2500 3000	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	<p>assessments, training teachers in effective strategies with ELs, small group reading intervention, maintaining EL files, etc..</p> <p>Implement Common Core Standards and Project-Based Learning in ELA courses.</p> <p>The use of PowerSchool Learning LMS and Chrome books in ELA courses</p> <p>Purchase i-ready licences to utilize in English courses as for skill building.</p>				
The master schedule needs to be flexible in order to provide interventions that help students succeed in ELA courses	<p>Utilize pre and post assessments at the beginning of each course to measure content mastery and identify focus areas.</p> <p>Double-blocks of ALD and ELA courses.</p> <p>ALD class uses READ 180 curriculum.and Read Theory.</p> <p>Tutoring offered daily during the instructional day.</p> <p>SDAIE strategies are utilized by teachers in all courses.</p>				August 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Teachers need to collaborate beyond the District mandated A meeting to improve student performance in ELA courses	<p>A Mondays and CEO Pathway meetings will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p> <p>Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.</p> <p>The Bell schedule includes a weekly collaborative period in addition to the teacher common prep period.</p> <p>Interventions will be developed and assigned to students during weekly Student Chats meetings</p>	<p>Classroom teachers, administration.</p> <p>Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Interventions will be developed during weekly Student Chats meetings. Letters will also be mailed home quarterly.</p> <p>A Monday Agendas will verify continued training in blended learning and development of cross-curricular projects.</p>			August 2018

Planned Improvements in Student Performance – Target/Goal Page

<p>LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.</p>	
<p>Area of Focus: Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) X Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)</p>	<p>School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>
<p>Narrative:</p> <p>School Library is near complete Site resources are designated to ensure that EL student needs are met Teachers are using SDAIE strategies to facilitate instruction Site LDRT identifies students ready for reclassification Daily tutoring is available each school day An on-site STARS Resource Center to promote empowerment and awareness for issues affecting foster youth Pre and post assessments are used to measure student learning New students to Rose City HS are enrolled in a quarter Empowerment course Student ILPs are reviewed on a quarterly basis Weekly Student Chats meetings</p>	
<p>Measurable Outcomes: LCAP metrics-schools can include additional</p> <ul style="list-style-type: none"> • Increase the % of academically at-risk students scoring meets or exceeds on the SBAC ELA assessment by 15 percentage points • Increase the % of academically at-risk students scoring meets or exceeds on the SBAC Math assessment by 15 percentage points. • Increase the % of EL students progressing at least one level or achieving proficiency by 15 percentage points across three years. • Increase the % of EL students achieving proficiency by 15 percentage points across three years. • Increase % of English proficiency attainment among Long-term ELs by 20 percentage points. 	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
<p>Closing The GAP:</p> <p>Approximately 33% of the RCHS population are English Learners and require intensive academic support.</p> <p>English Learners at RCHS are typically long term English Learners and have demonstrated little growth in English proficiency.</p> <p>Incoming English Learners are averaging a 3.09 grade reading level based on Fall 2017 entrance assessments. Incoming students (non-English Learners) are averaging a 5.12 grade reading level based on Fall 2017 entrance assessments</p>	<p>ALD classes to utilize Read 180 and Read Theory curriculum.</p> <p>Tutoring will be available to all students on a daily basis.</p> <p>Continue to pay stipend for a teacher to assume LDRT duties, including assessing all incoming students reading levels, monitoring student progress, reclassifying students, conducting ELPAC assessments, training teachers in effective strategies with ELs, small group reading intervention, maintaining EL files, etc..</p> <p>Teachers will use common planning time for professional development in literacy instructional strategies and will teach academic and content-specific vocabulary as part of their curriculum.</p> <p>Practice Smarter Balance test type questions on a regular basis.</p> <p>Collaborate with the LADD Office for reclassifying students utilizing the ELPAC</p> <p>SDAIE strategies used in all courses</p>	<p>Classroom teachers, administration.</p> <p>Site LDRT in conjunction with the school counselor and administration will monitor reclassification tools and grades to in order to reclassify students on a quarterly basis.</p> <p>Smarter Balance practice type exam questions, unit tests practiced each quarter.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP</p> <p>2500</p>	<p>Ongoing</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	Use of funds to purchase high interest books to complete the school library. The completion of the school library is necessary to fully implement the workshop model and will be used for literacy intervention activities such as book clubs and reading workshop. It will contain high-interest books at varying reading levels.				
Foster Youth Students: Develop interventions and assign support services to help foster youth graduate from high school.	Identify and track the progress of foster youth students each quarter. Provide partial credits within three days of leaving the school. Collaborate with CWAS departments and foster youth agencies to identify students that qualify for AB216. On site STARS Resource Center specifically designed to promote empowerment and awareness for issues affecting foster youth. Each new foster youth student meets with the Child Advocate upon enrollment to establish communication with the student and group home.	Counselor meets will all students to review digital ILP. Classroom teachers, counselor, administration. STARS Resource personnel will collaborate with teachers and administration to ensure foster youth success.	4000-4999: Books And Supplies	LCAP 1000	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
<p>The current learning level of each incoming student needs to be assessed.</p> <p>Develop Individualized Learning Plans for each student in order for students to self assess their graduation status.</p>	<p>Utilize pre and post assessments at the beginning of each course to measure understanding and mastery and identify focus areas.</p> <p>Students new to RCHS will meet individually with school administration and the counselor upon enrollment to discuss school rules. They will also be enrolled in a quarter empowerment class that will provide orientation to the school, study skills, 21st century learning and self-esteem strategies.</p> <p>Each quarter the school counselor meets with all students to review their digital ILPs.</p> <p>Weekly Student Chat collaboration meetings with staff and school administration aimed at strengthening effectiveness of on-site support and intervention programs.</p> <p>Read theory and I-ready assessments will provide timely and frequent growth data for English Learners.</p>	<p>Classroom teachers, support staff and administration.</p> <p>Review pre and post assessment data after each quarter.</p> <p>Data will be shared among stake holders on a bi-weekly basis during A Mondays.</p>			Ongoing

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?

INFORMATION ONLY NOT SITE BASED	
LCAP GOAL 2: A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.	
Area of Focus: _ Math (LCAP Goal 1) _ English Language Arts (LCAP Goal 1) _ Closing the Gap (LCAP Goal 1) _ Parent and Community Engagement (LCAP Goal 4)	_ School Safety, Climate and Culture (LCAP Goal 3) _ Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): _Science, _Social Studies/History, _VAPA, _Technology, _Special Education
Narrative:	
Measurable Outcomes: LCAP metrics-schools can include additional	

Planned Improvements in Student Performance – Target/Gol Page

LCAP GOAL 3: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21 st century learning.	
Area of Focus: Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)	X School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Narrative: A part time Child Advocate position is funded to make home visits and calls home for students who are habitually truant. Students new to RCHS are enrolled in a quarter empowerment class that will provide orientation to the school, study skills and a culminating project. Students with drug/health issues are being referred with fidelity to the onsite Impact classes/counseling. Weekly Student Chat collaboration meetings with support staff and school administration have been established to assign and monitor interventions for students. Written, voice and e-mail communication to encourage visits by parents for meetings. Enhancement of web site to promulgate parent interest and involvement has been created. Parent Portal as a way for them to check grades and attendance of their children online, however very few use it. The number of classroom referrals have significantly decreased over the last two years.	
Measurable Outcomes: LCAP metrics-schools can include additional <ul style="list-style-type: none"> • Increase average daily attendance rate by 10 percentage points school wide and by 10 percentage points for academically at-risk students until 96% or better is achieved • Decrease % of students school wide who are truant by 15 percent for academically at-risk students • Increase % of students scoring high on school connectedness (measured by CHKS) by 15 percentage points 	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need? A part time Child Advocate	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal) Registrar, administration will	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation? LCAP 18000	When will we implement our strategy? August 2018
School Safety:					

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
<p>Although attendance has improved, the truancy rate (3 or more unexcused absences) is 98 percent.</p> <p>Reduce the number of truant students by 15 percent.</p>	<p>position will be funded to make home visits and calls home for students who are habitually truant.</p> <p>Upon registering at RC, all students who struggle with truancy meet with the child advocate to establish communication with the family and refer to appropriate resources and programs. All students with attendance below 85% are being referred to "At Risk," which is an intervention program through probation services. This program connects students and families with resources in the community, provides students with job training and employment, and students are monitored by the onsite probation officer.</p> <p>Students new to RCHS will meet individually with school administration and the counselor upon enrollment to discuss school rules.</p> <p>Behavior contracts upon enrollment for students who are sent to RCHS on disciplinary transfers</p> <p>Students who are truant, in possession of drugs and</p>	<p>oversee appropriate protocol/orientation for newly enrolled students.</p> <p>Data Clerk to monitor outgoing phone logs daily and make referrals to Child Advocate to make home appointments with families of chronic absent students</p> <p>Number of STAR referrals throughout the year reviewed by support staff and administration</p> <p>Administration and support staff to monitor SARB referrals, parent meeting logs, home visit logs</p> <p>Administration, Impact Counselor and Child Advocate to meet weekly and monitor referrals</p> <p>Meetings will be held and monitored by school administration</p> <p>School Administration and child advocate will provide referrals to probation officer.</p>	Personnel Salaries		

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	<p>alcohol, or habitual discipline issues will be referred for informal probation with the onsite probation officer.</p> <p>Weekly Student Chat collaboration meetings with support staff and school administration aimed at strengthening effectiveness of onsite support programs.</p> <p>Automated phone calls to parents when students are absent from school.</p> <p>All new students are required to take a ten week empowerment course that focuses on resiliency, mentorship, academic planning and goal setting, anger management, and coping strategies.</p>				
43 percent of RC students state on the Healthy Kids survey that they are regularly using controlled substances.	<p>Site funds will be used to supplement the salary of the district substance abuse interventionist. Students with drug/health issues will be referred to the onsite Impact classes/counseling during and after school</p> <p>Organize mental health week and invite speakers who overcame addictions to</p>	<p>Referrals and interventions are tracked weekly and discussed during weekly meetings with administrations and support staff.</p> <p>Monitor Healthy Kids survey annually.</p> <p>Monitor Entrance/exit surveys</p>	2000-2999: Classified Personnel Salaries	LCAP 9000	August 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	<p>controlled substances.</p> <p>Coping skills and strategies for dealing with stress taught in mandatory empowerment class for all new students.</p> <p>Voluntary Impact group held during the school day.</p> <p>Weekly student chats facilitate timely referrals for mental health and substance abuse intervention.</p> <p>Individual meetings and interventions with students who are caught/suspected of using controlled substances.</p>				

Planned Improvements in Student Performance – Target/Gol Page

LCAP GOAL 4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.	
Area of Focus: Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) X Parent and Community Engagement (LCAP Goal 4)	School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Narrative: > Parent engagement continues to be limited at school events > Many new partnerships have been established this school year, including partnerships with Tournament of Roses, Lake Avenue Foundation, Day 1, Exploring the Arts Foundation, > New partnerships have been developed to provide students with internship opportunities.	
Measurable Outcomes: LCAP metrics-schools can include additional • Parent Involvement- Increase % of parents agreeing that school/district encourages parent involvement to 100% on Healthy Kids Survey.	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
There is a need for increased attendance of parents at school night and open house. There is a need for Increased parental involvement by parents at student counselor-teacher parent meetings.	Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings. Enhancement of web site to promulgate parent interest and involvement. Students will receive extra	Administration, Office Manager, and website master, Principal, Child Advocate, Office Manager Data Clerk to monitor outgoing phone logs daily and make referrals to Child Advocate to make home	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement 351	August 2018 - May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.	credit for attending school functions such as back to school night, open house and family night. Quarterly family nights, award assemblies, fund raisers, essay contests, etc... Coordinate with district community liaison to plan activities and events to increase parent involvement. Trauma informed parenting classes taught by Young and Healthy held in the Fall and Spring Monthly Newsletters mailed home to families updating parents on news and events. Students will receive extra credit for attending school functions such as back to school night, open house and family night.	appointments with families of chronic absent students			
Despite efforts to keep parents informed of graduation status, some parents state are still not being informed of their student's academic progress	Provide parents with Parent Portal as a way for them to check grades and attendance of their children online. Updated Individual Learning Plans and transcripts mailed home quarterly.	Web Master, Administration, Counselor			Ongoing

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	<p>Current grades uploaded on PowerSchool Learning LMS.</p> <p>Individual SART meetings will include updates in graduation status.</p> <p>All IEP meetings will include updates on graduation status.</p> <p>Continued diligence with scheduling SST meetings after Tier 1 interventions have been exhausted. SSTs will include graduation status updates and a ILP will be provided to parent.</p>				
<p>New community partnerships have been established that have led to new opportunities for students. These partnerships will need to be maintained and events planned and expanded for the year.</p>	<p>Work with Tournament of Roses to identify ten college tours for the 2018-2019 school year.</p> <p>Schedule new student orientation days with volunteers from Lake Avenue Foundation and Day 1.</p> <p>Establish MOUs with ETA,</p>	Site Administration to monitor partnerships			

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	About Productions, College Access Plan, Compassion Plays. and Huntington Gardens.				

Planned Improvements in Student Performance – Target/Goal Page

Site Specific Goal 5:					
Provide graduation and college/career readiness in a learning environment that promotes success for all sub groups of the student population.					
Area of Focus: Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)		School Safety, Climate and Culture (LCAP Goal 3) X Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,			
Narrative:					
Beginning next school year, all seniors must complete the graduate defense and portfolio to graduate from high school. In partnership with Tournament of Roses, RCHS students went on six tours to nearby colleges and universities. RCHS promotes the Building and Design Academy in conjunction with the PUSD CEO Pathways Program, however there was not a construction teacher last school year. Students are completing a career profile and researching five careers through the Naviance website Flexible Bell Schedule and Master Schedule Weekly Student Chats meetings to assign interventions and/or support services for students who are struggling and at risk of not graduating high school On-site STARS Resource Center specifically designed to promote empowerment and awareness for issues affecting foster youth New community partners provide internship opportunities for students.					
Measurable Outcomes: LCAP metrics-schools can include additional					
<div>> Increase the % of graduates meeting A-G course requirements by 3 percentage points and 3 percentage points for academically at-risk students</div> <div>> Increase by 50 % the number of student who enroll in Dual and concurrent enrollment courses.</div> <div>> Raise the district graduation rate by 2 percentage points</div>					
What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need? 100% of all seniors will prepare a professional job	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal) Progress will be measured during weekly collaboration	What resources or training will be needed to implement our strategy? 5000-5999: Services And Other Operating	What funding source and amount will be used in our implementation? LCAP 7500	When will we implement our strategy? August 2018
The majority of students who enroll at RCHS are seniors.					

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
There is a need to prepare these students for jobs and work and to attend college.	<p>resume:through a Career Planning curriculum using employer based skill sets and training methods.</p> <p>RCHS will provide students with field trips to 10 various Colleges and universities through a partnership with Tournament of Roses and hold career/college fairs twice per year.</p> <p>RCHS will promote the Building and Design Academy in conjunction with the PUSD CEO Pathways Program</p> <p>Students will complete a career profile and research five careers through the Naviance website</p> <p>Increase guest speakers from 38 to 50 next school year.</p> <p>Students will be exposed to a wide variety of career opportunities related to their interests through paid and unpaid internships and service learning experiences.</p> <p>College Access Plan will provide weekly individual sessions to help students apply for college and financial Aide.</p>	<p>sessions of CTE teachers, teachers, administration, and pathway coordinator.</p> <p>Principal and Tournament of Roses to schedule field trips and career fairs.</p> <p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Weekly CEO Pathway meetings held with teachers and administration.</p> <p>WBL reports will be measure and compared to previous years.</p>	<p>Expenditures</p> <p>None Specified</p>	<p>Donations</p> <p>3000</p>	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	Dual and concurrent enrollment classes with PCC will be offered on campus.				
Develop programs for the purpose of ensuring student success, specifically; graduation.	Flexible Bell Schedule and Master Schedule. RCHS utilizes a quarter system to allow students to earn up to 100 credits in a school year. Twilight school is available for students who cannot attend school during the school day. A+ program will be phased out and replaced by Acellus, which is A-G approved. Each incoming student will meet with the counselor upon enrollment and review various diploma options that fit the student's needs.	The administration, faculty, counselor and child advocate. Progress will be measured during weekly collaboration sessions of CTE teachers, teachers, administration, and CEO Pathway coordinator. Weekly CEO Pathway meetings held with teachers and administration.			October 2018
Develop interventions to ensure student success.	Modification of the state curriculum to best meet the needs of all the involved students. Development of instructional strategies that incorporate EL emphasis in instruction. ALD classes that include	SST's are collected and reviewed by school administration. Counselor meets with all students to review digital ILP Progress will be measured during weekly collaboration sessions of CTE teachers,			October 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	<p>preparation for the reclassification mechanisms (e.g. CELDT and SRI).</p> <p>RCHS staff to utilize common planning time for weekly Student Chats meetings to assign interventions and/or support services for students who are struggling and at risk of not graduating high school.</p> <p>Students new to RCHS will be enrolled in a quarter empowerment class that will provide orientation to the school, study skills, 21st century learning and self-esteem strategies.</p> <p>Identify and track the progress of foster youth students each quarter. Provide partial credits within three days of leaving the school.</p> <p>Collaborate with CWAS departments and foster youth agencies to identify students that qualify for AB216.</p> <p>Create a STARS Resource Center on site specifically designed to promote empowerment and awareness for issues affecting foster youth.</p>	<p>teachers, administration, and pathway coordinator.</p> <p>Weekly CEO Pathway meetings held with teachers and administration.</p> <p>STARS Resource personnel will collaborate with teachers and administration to ensure foster youth success.</p>			

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Dual and concurrent enrollment opportunities for students have never before existed on campus for RCHS students.	Coordinate with PCC in offering Dual enrollment classes within the school day. Develop plan for students to complete 12 units of college coursework while enrolled in high school. Coordinate with CSULA to develop teacher prep. pipeline for students to earn a bachelor and teaching credential simultaneously, while earning credits towards that during high school.	Principal			
Ensure all students are able to meet the new senior defense and portfolio requirement beginning on the 2018-2019 school year.	Create a senior defense Powerlearning course for each senior to enroll. The course will list the requirements and ways to meet them. Establish tutoring period as advisory for students to check in with assigned teacher for portfolio requirements and advising. Establish possible volunteer and internship opportunities for students to meet WBL and volunteer hours. Identify in advance pathway meeting dates for students to				August 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	present and defend their graduation. Implement use of district grading rubrics school-wide.				

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Develop and implement effective, transparent, efficient, processes and systems that result in responsive and efficient services to RCHS stakeholders.</p>					
<p>Area of Focus: Math English Language Arts Closing the Gap (must include EL reclassification goal of no less than 15% increase Parent and Community Engagement</p>		<p>School Safety, Climate and Culture (safe, respectful, responsible) Graduation/College and Career Ready (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, Special Education,</p>			
What are the needs that can be identified from outcomes?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
What do we need to work on to improve results in this area?					
<p>Maintain parent involvement through the use of technology in the areas of attendance, grades and school wide events.</p> <p>Use of the new parent communication link to keep parents and community informed of recent or upcoming events on campus.</p> <p>Continued due diligence in voice and e-mail communication to encourage visits by parents for meetings.</p> <p>Enhancement of web site to promulgate parent interest and involvement.</p> <p>Continue to provide parents with Parent Portal as a way for them to check grades and attendance of their children online.</p> <p>Automated phone calls to</p>	<p>Data Clerk to monitor outgoing phone logs daily and make referrals to Child Advocate to make home appointments with families of chronic absent students</p> <p>Administration, Counselor, SLB Coordinator.</p>				
<p style="text-align: right;">179</p>					
<p style="text-align: right;">10/19/18</p>					

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
	parents when students are absent from school.					
Use of technology to help students build 21st century skills and ensure student success in the classroom.	Continue to Implement the Blended learning mode of instruction in all academic courses, utilizing the PowerSchool Learning LMS. All students in the regular program are provided with a Chromebook device for use at school and home. Mobile hot spots are provided for students that lack WiFi access at home. 100% of all seniors will prepare a digital portfolio that includes a professional job resume and a senior defense. A+ and Acellus computer programs available in RISE lab, home use and Independent Study Students will complete a career profile and research five careers through the Naviance website Use of Ten Marks, I-ready, and Read Theory to increase student efficacy in	Classroom teachers, administration, counselor. Utilization of PowerSchool LMS and blended learning will be verified through daily walkthroughs, formal observations, and informal observations. Progress will be measured during weekly collaboration sessions of CTE teachers, administration, and CEO Pathway coordinator.			Ongoing	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
	reading and math. .					
Digitize individualize learning plans so students have online access 24/7	Each quarter the school counselor meets with all students to review and update their digital ILPs. ILPs will be emailed to parents and will be available on each student's google drive account. Hard copies will also mailed home.	Administration, Counselor			Ongoing	

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? The school will ensure that Special Education students receive proper placement, accommodations and site services specified in their Individualized Education Plans.</p>						
<p>Area of Focus: Math English Language Arts Closing the Gap (must include EL reclassification goal of no less than 15% increase Parent and Community Engagement</p>		<p>School Safety, Climate and Culture (safe, respectful, responsible) Graduation/College and Career Ready (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, XSpecial Education,</p>				
What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
All RSP students will be provided with a learning environment that adheres to the mandates of their Individualized Education Plan.	RCHS administration attends all IEPs for students transferring into the school to ensure proper placement and to review student needs.	CWAS, Special Education Office, Administration, RSP Teacher, School Psychologist. Meetings will be held and monitored by school administration			Ongoing	
Special education students who are failing one or more classes will be provided appropriate intervention to meet their needs.	The full time RSP teacher will be utilized to pull students out on an as needed basis and to offer one period a day of academic assist Students with failing grades in one or more classes will be scheduled into a fifth period academic assist class.				Ongoing	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
Ongoing communication with staff regarding the accommodations of RSP students.	Student accommodations will be distributed to all teachers on a quarterly basis for instructional use to ensure accommodations are being met in the classrooms.				Ongoing	
To adhere to federal mandated IEP guidelines and timelines	<p>RCBS will adhere to scheduling a 30 Day IEP for new students a month after enrollment to assess the placement of the student.</p> <p>Annual IEP is provided to evaluate placement, student performance, reassess goals and graduation status.</p> <p>Triennial IEP is provided every three years to evaluate accommodations and to make adjustments in the students educational plan as needed.</p> <p>Parent and/or an adult student can initiate an IEP meeting to share concerns with the school.</p> <p>Site will maintain a full time RSP teacher.</p> <p>School will offers pull out</p>					

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
	services, and provide a special education aide to offer support for students in mainstream classes					

Planned Improvements in Student Performance – Target/Goal Page

Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???						
Area of Focus: Math English Language Arts Closing the Gap (must include EL reclassification goal of no less than 15% increase Parent and Community Engagement		School Safety, Climate and Culture (safe, respectful, responsible) Graduation/College and Career Ready (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, XVAPA, Technology, Special Education,				
What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
Establish visual arts program within curriculum Continued partnership with artworks LA for art residency two days a week in art classes. Use of unrestricted funds too install laminate flooring in art room Grant money to be used to purchase art equipment and art furniture. School-wide integrated pathway projects will include an art element. Identify and appropriate exhibition space for students to exhibit art. Teacher grant writing for a class mural will continue this year.			5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Donations 7500 Unrestricted 15000		
The School Plan for Student Achievement for Rose City High School						10/19/18
185						

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
	<p>Quarter 1, art teacher observes other art teachers in the district, and develops a curriculum based on PUSD's scope and sequence for fine arts courses.</p> <p>Quarter 2, Offer Studio Art 1</p> <p>Quarter 3, Offer Studio Art 1 and potentially expand to two sections</p> <p>Quarter 4, Offer specialized art classes in Drawing & Painting</p>					
Creation of dance program	<p>Through the use of grant funds through ETA:</p> <p>Establish partnership with Lineage Dance Company</p> <p>Obtain quotes for installation of mirrors in dance room</p> <p>Obtain quotes for installation of Marley floors</p>		<p>5000-5999: Services And Other Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Donations 7500</p> <p>Donations 7500</p>	December 2018	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
	<p>in dance room.</p> <p>In partnership with Lineage Dance Company, sequenced dance curricula for Beginning Dance is developed with clear learning objectives.</p> <p>Co-plan a curriculum based on PUSD's district scope & sequence for Dance.</p> <p>Lineage Dance will provide residencies for two sections of dance, co-taught with PE instructor following a gradual release model. Residencies will take place over 6 weeks per quarter. .</p> <p>Advanced students are able to take classes at Lineage Dance</p>					

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	0	0.00
Unrestricted	12000	-3,000.00
LCAP	54000	-2,500.00
Other	1000	1,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	25,500.00
LCAP	56,500.00
Title I Part A: Parent Involvement	351.00
Unrestricted	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	27,000.00
4000-4999: Books And Supplies	15,500.00
5000-5999: Services And Other Operating Expenditures	31,851.00
5800: Professional/Consulting Services And Operating	15,000.00
None Specified	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Math	7,000.00
English Language Arts	11,500.00
Closing the Gap	3,500.00
School Safety, Climate and Culture/College and Career	27,000.00
Parent and Community Engagement	351.00
Site Specific Goal 5	10,500.00
Open 3	37,500.00

Appendices:

- A. School-Wide Learning Outcomes**
- B. Master schedules by Quarter**
- C. Rose City High School Career Exploration Opportunities Brochure**
- D. Tiers of Student Support**
- E. Academy Portfolio Checklist**
- F. Pasadena Unified School District Graduation Requirements**



RESPONSIBLE ACADEMIC LEARNER

Who is prepared to successfully enter college and the work force

Analyze and evaluate complex issues, problems, and events based on reliable data.

Demonstrate mastery of the basic skills of reading, language arts, and math.

Demonstrate perseverance, and effectively solve problems by identifying and utilizing appropriate resources.

Demonstrate the ability to make choices based upon well reasoned strategies.

Demonstrate academic integrity.



OUTSTANDING COMMUNICATOR

Who communicates clearly, effectively, and with reason.

Use digital environments & media to communicate, and work safely, collaboratively, & appropriately.

Using oral and written communication that is appropriate and differs depending on the audience.

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

Actively listen and interpret meaning by summarizing or paraphrasing the message and the intent



SERVICE ORIENTED CITIZEN

Who shows civic responsibility, & compassion and empathy towards others

Demonstrate a commitment to service beyond self.

Demonstrates understanding of the environmental, social, and economic impacts of decisions.

Behave with integrity and take responsibility for actions & choices.

Take action to ensure that the community remains a safe, wholesome & beneficial environment.

Model strong citizenship within local and global community.



EFFECTIVE 21st CENTURY

LEADER

Who uses digital environments & media to create & communicate ideas effectively & work collaboratively

Utilize technology to collaborate, research, plan, create and present innovative ideas.

Collaborate with others to design and revise high quality products.

Utilize critical thinking to make sense of problems based on valid data, and persevere in solving them.

Develop and maintain education and career plans aligned with personal S.M.A.R.T. goals.

Rose City Master Schedule, First Quarter, 2018-19						
Teacher (Rm)	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
McNeely, Michael (15/Gym)	English 1P A English 2P A	English 1P A English 2P A	Phys Ed 10 12 A (Gym)	English 3P A English 4P A	Student Empow A (SLB) (133B)	"Path Prep"
Cruz, Epifanio (13)	US Hist P A	US History P A	Amer Govt P A		Amer Govt P A	"Path Prep"
Tolosa, Christ (142/144)	RISE	RISE	RISE	RISE	Physics P B	"Path Prep"
Gothold, Eric (157/8)	Photography P A	Photography P A	Advrsy Intern A (Empowerment)	Studio Art A	Studio Art B	"Path Prep"
Obregon, Carolina (8)	Math 3 Intgr A	Math 2 Intgr A	Advrsy Intern A (Empowerment)	Math 2 Intgr A	Career Math A	"Path Prep"
Lopez, Adriana (133B/Gym)	Biology P A	Biology P A	Biology P A	Dance Beg A (Gym)	Student Empow A (SLB) (133B)	"Path Prep"
Howard, John (14/144)	IS (144)	IS (144)	Math 1 Intgr A (14)	Math 1 Intgr A (14)	RISE (144)	"Path Prep"
Sander, Kathleen (2)				Creative Wrtg A	Acadm Assist B (M/W or T/Th)	"Path Prep"
Slominski, Michael (17)				Career Plannng A	Career Plannng A	"Path Prep"
Pringle, Jennifer (11)	Acad Lang Dev A	English 3P A Enlighs 4P A	English 3P A English 4P A	English 3P A	Journal News PA	"Path Prep"

Rose City Master Schedule, Second Quarter, 2018-19

Teacher (Rm)	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
McNeely, Michael (15/Gym)	English 3P B English 4P B	English 1P B English 2P B	Phys Ed 10 12 A (Gym)	English 3P B English 4P B	Student Empow A (SLB) (133B)	"Path Prep"
Cruz, Epifanio (13)	World Hist P B	US History P B	World Hist P B		Amer Govt P A	"Path Prep"
Tolosa, Christ (142/144)	RISE	RISE	RISE	RISE	Physics P B	"Path Prep"
Gothold, Eric (157/8)	Photography P A	Photography P A	Advrsy Intern A (Empowerment) (8)	Studio Art 2A	Studio Art 2B	"Path Prep"
Obregon, Carolina (8)	Math 3 Intgr A	Math 2 Intgr B	Advrsy Intern A (Empowerment)	Math 2 Intgr B	Career Math B	"Path Prep"
Lopez, Adriana (133B/Gym)	Biology P B	Biology P B	Biology P B	Phys Ed 10 12 A (Gym)	Student Empow A (SLB) (133B)	"Path Prep"
Howard, John (14/144)	IS (144)	IS (144)	Math Topics A (14)	Math 1 Intgr B (14)	RISE (144)	"Path Prep"
Sander, Kathleen (2)	Creative Wrtg B				Acadmc Assist B (M/W or T/Th)	"Path Prep"
Slominski, Michael (17)				Career Planng A	Career Planng A	"Path Prep"
Pringle, Jennifer (11)	Acad Lang Dev A	English 3P A Enlighs 4P A	English 3P A English 4P A	ELD 3 Engl 3 P B ELD 4 Eng 4 P B	Journal News PB	"Path Prep"

Rose City Master Schedule, Third Quarter, 2018-19

Teacher (Rm)	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
McNeely, Michael (15/Gym/157)	English 3P B English 4P B	English 1P A English 2P A	Phys Ed 10 12 A (Gym)	Student Empow A (SLB) (157)	English 3P A English 4P A	"Path Prep"
Cruz, Epifanio (13)	World Hist P A	US History P A	Economics	Economics	<i>Admin Designee</i>	"Path Prep"
Tolosa, Christ (142/144)	RISE (142)	RISE (142)	Physics P A (144)	RISE (142)	RISE (142)	"Path Prep"
Gothold, Eric (157/8)	Photography P B	Art 1A	Art 2A	Student Empow A (SLB) (157)	Photography P B	"Path Prep"
Obregon, Carolina (8)	Math 3 Intgr B	Advstry Intern A (Empowerment)	Math 2 Intgr A	Math 1 Intgr A	STEM A (Math Intervention)	"Path Prep"
Lopez, Adriana (133B/Gym)	Biology P A	Advstry Intern A (Empowerment)	Biology P B	Phys Ed 10 12 A (Gym)	Phys Ed 10 12 A (Gym)	"Path Prep"
Howard, John (14/144)	IS (144)	IS (144)	RISE (144)	College Prep Math A (14)	College Prep Math A (14)	"Path Prep"
Sander, Kathleen (2)	Creative Wrtg B				Acadmc Assist B (M/W or T/Th)	"Path Prep"
Slominski, Michael (17)				Career Planning A	Career Planning B	"Path Prep"
Pringle, Jennifer (11)	Acad Lang Dev A	"LDRT Prep"	English 3P B English 4P B	English 3P A English 4P A	Journal News P A	"Path Prep"
PCC Dual Enrollment (13)					Speech 1 (English)	

Clubs and Activities

SLB- The Student Leadership Board actively represents the students and staff of Rose City High School and the community of Pasadena by promoting student welfare, personal responsibility and developing leadership skills. Lead by our core values of integrity, and service, we will meet the needs of the students and staff to the best of our ability by advocating the ideals of the democratic process, school spirit and campus unity. (See Mr. McNeely)

Speech & Debate– Debate is a format that helps students develop those 21st century skills that are crucial to being successful in today's world. Students will develop critical analysis, refine collaboration skills, develop their communication skills and learn the art of argumentation in a structured setting. (See Ms. Collins)

Journalism– Students develop skills in interviewing, photography, and writing in a professional manner to create the school newspaper and yearbook. (See Ms. Pringle)

SMAC– Students Make A Change- SMAC is a safe place to work on critical life issues such as decision-making, self-esteem, anger management, & staying sober. (See Ms. Watson)

Heart to Heart- Encourages young women to know their strengths. It supports young women through advocacy, self-care, and community involvement. Workshops include relationships, body image, healthy lifestyles. (See Ms. Pierce)

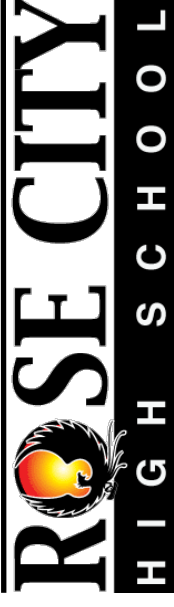
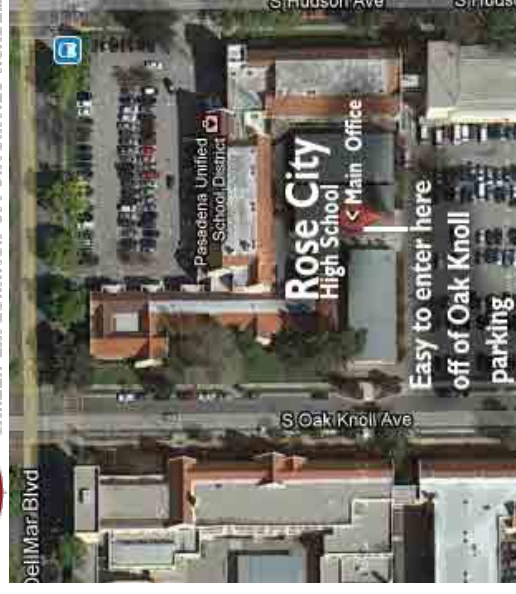
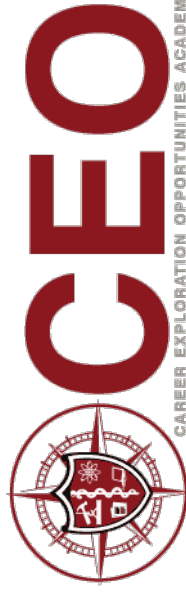
Red Cross Club- Members may obtain their First Aid / CPR certification, serve the community through blood drives, installation of smoke detectors, and fundraising. (See Ms. Lopez)

CEO -Career Exploration Opportunities

Academy: Academy students have additional opportunities such as paid and unpaid internships, job shadowing, & community service. Entrepreneurship opportunities and working with business partners is a key to the academy experience. Students who take advantage of these opportunities may also work to obtain NAFTrack Certification & a medallion at graduation. (See Ms. Saxton)

NAFTrack Certification: Student performance is measured through end-of-course exams, culminating projects & internships. Upon successful completion of NAFTrack Certification, students are eligible for NAFTrack Certified Hiring which offers a guaranteed interview with some of the top corporations in the United States.

Medallion Highest Honor: Students may earn a medallion to wear at graduation indicating high achievement in culminating projects, work-based learning, and service to the community.



Providing a caring, engaging, challenging educational experience every day.

RCHS provides a caring alternative to traditional high school. Students at RCHS are allowed to accelerate through classes more quickly than at traditional high schools. Direct instruction ends at 1:05 to provide time for Work Based Learning Opportunities. Classes at RCHS are taught on a quarter system & offer a career-themed curriculum.



PROGRAMS TAILORED TO THE INDIVIDUAL STUDENT'S NEED

CONTINUATION REGULAR DAY:

Students may attend up to five classes per quarter and earn as much as 100 credits in a school year.

RISE PROGRAM:

RISE is an online computer based program. Students work at their own pace and must complete a minimum of 3 courses per quarter.

Consistency and Support



Healthy Start: The Healthy Start Program at Rose City is a school based family support center. Some of the ongoing programs and services offered at Rose City Healthy Start Family Center include:

- Social Services, Resources and Referrals: Food, clothing, housing, utility assistance and more
- Referrals for Mental Health Care
- Parent Education: Programs to enhance families parenting skills
- Health Insurance Outreach: A service for uninsured children, documented or undocumented; low to moderate income families

Camille Pierce-Trujillo, Case Manager & Coordinator

INDEPENDENT STUDY:

Allows for a flexible schedule to meet individual needs according to a written agreement. The student and teacher meet at a minimum 1 day per week.

Flexible Options



Work Based Learning Support & Attendance Intervention supports students in achieving their goals for graduation and beyond

On Site Substance Abuse Intervention: IMPACT is the substance abuse program for the district and Rose City. Classes are offered during the day and at night. Students participate in group discussions, role play activities and hear outside guest speakers to discuss the physiological, legal, social and emotional effects of substance abuse. Students are encouraged to evaluate their decision making and develop more positive responses. Other referrals are made if necessary. IMPACT also has a parent component. There is bilingual support. Both counselors are on call 24/7

Kathy Watson Substance Abuse Intervention Specialist

Rose City High School Tiers of Student Support

Universal

College Career Guidance	Onsite Support Staff	Mandatory Empowerment Course	I.L.P Individual Learning Plans	Daily Tutoring	Weekly Student Chats	Campus Community Recognition	Ongoing Staff Development For At-risk Youth
College tours Paid internships Mandatory careers course Annual College / Career days Semi-quarter FAFSA workshops College Prep Testing (SAT, ASVAB, ACT) College application workshops College Access Plan	Probation Substance abuse interventionist Child advocate Healthy Start coordinator Onsite LCSW RSP Support	Resiliency Mentorship Healthy relationships Weekly Progress monitoring Anti-Bullying	Various diploma options GED preparation Flexible schedules Various program options Onsite psychologist	All teachers available for topic specific tutoring daily	Student chats between certificated, support staff, & administration	Monthly Awards Weekly Awards Quarterly Awards Attendance Awards Honor Roll	Trauma Informed Care Foster Youth Sensitivity Engaging Instruction Project-Based Learning Substance abuse

Targeted

Evaluation of program and placement

Weekly wellness check w/designated support staff

Targeted support for transitioning Foster Youth

Healthy Start Referrals (MH & basic needs)

Referral To Onsite Informal Probation

Substance Abuse Intervention

Truancy Intervention

Preventative Services

Student Study Team (SST)

SST Team: Counselor, Teachers

Admin, Student, Parent

Monitor Attendance / behavior / grades, counseling referrals, job placement, field trips,

Weekly Foster Youth Check In Meetings, Emotional And Academic Support, College Entry Direct Support, Guest Speakers, Targeted Field Trips

Intensive

Healthy Start Case Management:

Family Supports

Private assistance for families concerns

Social Services, Resources and Referrals:

Food, clothing, housing, utility assistance and more

Referrals for Mental Health Care:

Counseling for individual or group

Health Insurance Outreach

A service for uninsured children

Parent Education:

Programs to enhance families parenting skills

Youth Advocacy:

Mentoring support groups and community volunteering

SARB- School Attendance Review Board

Drug Rehab (In-Patient/Out-Patient)

Daily Check-In & Behavior Contracts

Study Hall Added To Schedule

Mental Health First Aide

CEO Academy Portfolio Checklist For RCHS and CIS: *The portfolio must include the following items.*

check off		The portfolio will be placed online and printed . Overall, the portfolio should be clean, attractive, undamaged, and easy to use with no loose papers or items that easily fall out. <i>*Limit reflections to one single- spaced page and brochures/ pamphlets to 1-4 pages in length. Include images if desired. The items listed should generally be placed in this order:</i>
	1.	Cover page- Professional looking decorative cover with your name on it
	2.	Introduction letter / Generalized Cover Letter written by the student. <i>Use a typical cover letter format only make it for a general audience, scholarship committee, or college entrance. See Job Finder's Guide Pages 27-28.</i>
	3.	Resume –See <i>Job Finder's Guide Pages 10-26.</i>
	4.	Sample interview questions and answers (Minimum of 5)See <i>Job Finder's Guide Pages 38-40`</i>
	5.	Work samples reflect all A – G required courses (at least one essay) <i>A-G Courses: History/ Social Science, English, Math, Science, Foreign Language, Visual Arts, other electives.</i> <ul style="list-style-type: none"> Reflect on what was learned in the assignment and how it can connect to life outside school, or at work. The reflection should be approximately one paragraph in length, typed and should include the class in which the work was completed For each design or art piece include a matching label listing the title, medium, and size
	6.	Life plan- Think of a problem you want to help solve in the world. Describe it. Outline your goals for the next 10 years. Include at least 1 career, personal, and academic goal, with 3 steps leading to each. You can use Naviance as a tool or create it in your google site

		Additional <u>Suggested</u> items below: (for extra credit in Careers Class or medallion)
	7.	References List- <i>list of individuals who are not family members who can sincerely speak well of you. Include the name, job title, phone number, and email.</i>
	8.	Letters of recommendation (Minimum of two) <i>One from a teacher or counselor on campus and one from a source outside school</i> <i>Student prepares and emails draft to be revised by person writing recommendation. Have your writer prepare the letter for general use (either employment or academic). Have them include the number of hours you served either community service or internship if they personally observed the service.</i>
	9.	Personal Statement- Should be written in such a way to be useful for college or scholarship applications. Choose one a) Internship reflection* <ul style="list-style-type: none"> write an essay or design a brochure or pamphlet include where the internship was completed, what was performed, what was gained from experience b) Autobiography* <ul style="list-style-type: none"> write an essay or design a brochure or pamphlet include a description and reflection of events leading up to graduation, what helped guide chosen path.
	10.	Pathway Project - A project conducted to show a culmination of knowledge built over time in the CEO pathway. This project usually takes 10-15 hours to prepare.
	11.	List of Extracurricular activities* <ul style="list-style-type: none"> include participation in activities at and outside school, why activities were selected, what was gained from experience
	12.	Award certificates and letters of acceptance, unofficial copy of your transcript, honors, or thank you notes

Medallion Requirements: include proof that you completed these items in the portfolio

- Pass your **CTE Courses** (including careers) with an acceptable citizenship grade. (visible on transcript)
- Internship Hours:** 180 Total - 20 **internship hours** and 160 work/ **internship hours** (but must be at a work site / with exposure to a field in the professional capacity.) Proof can be in the form of photocopied W2s, pay-stubs that show YTD year to date, letter from employer etc.
- Community Service Hours** **50 minimum** (Best documented in a letter of recommendation. A sign-off form is also available)
- Senior Portfolio & Senior Capstone Project-** A project conducted to show a culmination of knowledge over Academy time usually takes 10-15 hours to prepare.



UC & CSU eligibility		Classic Diploma		Math & Science Diploma [pass with C or better]		Humanities Diploma [pass with C or better]		College & Career Pathways Diploma		Global Education Diploma [pass with C or better]		Alternative Diploma [Rose City HS only]	
ELA	40	40		40	Required : 1 year AP Lang or SL 1 year AP Lit or HL Dual Enrollment College Course	40		40		40	Required: 1 year SL or 2 years HL	40	
Math	30	30	Math I & II (Math III, Statistics or College Prep Math recommended as 3rd year of math)	40	1 year of AP Calculus or IB SL or AP Statistics Dual Enrollment College Course	30	Math I, II, & III required	30	Math I & II (Math III, Statistics or College Prep Math recommended as 3rd year of math)	30	Required: 1 year SL or 2 years HL	20	
Soc. Studies	20	30		40		40		30		40	Required: 1 year SL or 2 years HL	30	
Science	20	30	Recommend 30, 2 Labs required (Biology, Chemistry, Physics)	40	1 year of AP/IB course required Dual Enrollment College Course	30		30		30	Required: 1 year SL or 2 years HL	20	
World Language	20	10	20 units required for 4 year college admission	20		20	1 year of AP/IB course required Dual Enrollment College Course	10	20 units required for 4 year college admission	30	Required: 1 year SL or 2 years HL	10	Fine Arts, World Language, or CTE
Fine & Performing Arts	10	10	Required for UC/CSU admission	10	Required for UC/CSU admission	20	10 units required for UC/CSU admission	10	Required for UC/CSU admission	10	Required for UC/CSU admission		
PE		20	Must pass fitness or continue in P.E.	20	Must pass fitness or continue in P.E.	20	Must pass fitness or continue in P.E.	20	Must pass fitness or continue in P.E.	20	Must pass fitness or continue in P.E.	20	Must pass fitness or continue in P.E.
Electives	10	5	Health	5	Health	5	Health	5	Health	5	Health	5	Health
		5	CTE	5	CTE	30	CTE	15	AP, IB, and Honors courses, ROP, Choir, Band, Arts, Robotics, ASB	5	CTE	5	CTE
Additional req.		40	AP, IB, and Honors courses, Choir, Band, Arts, Robotics, ASB	10	AP, IB, and Honors courses, ROP, Choir, Band, Arts, Robotics, ASB	10	AP, IB, and Honors courses, ROP, Choir, Band, Arts, Robotics, ASB	15	AP, IB, and Honors courses, ROP, Choir, Band, Arts, Robotics, ASB		AP, IB, and Honors courses, ROP, Choir, Band, Arts, Robotics, ASB	20	Courses with certification and dual enrollment in Junior College pathway programs
			Complete 40 hrs of community service or Work Based Learning starting with class of 2019 Submit a Senior defense/portfolio starting with class of 2019 Pass CAHSEE ELA & Math		Complete 40 hrs of community service or Work Based Learning starting with class of 2019 Submit a Senior defense/portfolio starting with class of 2019 Pass CAHSEE ELA & Math		Complete 40 hrs of community service or Work Based Learning starting with class of 2019 Submit a Senior defense/portfolio starting with class of 2019 Pass CAHSEE ELA & Math		complete 200 hours of Work Based Learning including internship and community service and submit a Senior defense/portfolio Pass CAHSEE ELA & Math		Complete 40 hrs of community service or Work Based Learning starting with class of 2019 Submit a Senior defense/portfolio starting with class of 2019 Pass CAHSEE ELA & Math IB Diploma only available at Blair		Requires 60 hours of Work Based Learning Must enter Rose City HS before 2nd semester of senior year 5th year seniors or those who have earned less than 120 units at the beginning of senior year Only available at Rose City High School
TOTAL	150	220	220	220	220	220	220	220	220	220	220	170	
Honors & Recognitions													
Key Words		California Scholarship Federation Requirements		Seal of Biliteracy		National Honors Society Requirements		International Baccalaureate Diploma		AP Capstone Diploma			
•CTE - Career Technical Education •AP - Advance Placement •CAHSEE - California High School Exit Exam •IB - International Baccalaureate •HL - Higher Level IB Courses •SL - Standard Level IB Courses		•Membership is based on scholarship and is gained after qualifying grades are earned each semester. •csf-cjsf.org		Students will earn a Seal of Biliteracy when they complete all AB815 requirements. •sealofbiliteracy.org		•in grades 10 through 12 •cumulative GPA of 3.0 (on a 4.0 scale) •demonstrating volunteer/service hours •excellent record of behavior •participating in leadership		The International Baccalaureate® (IB) Diploma Programme (DP) is recognized and respected by the world's leading universities, and evidence suggests that higher rates of DP students go on to university and higher education study than non-IB students. Students complete a rigorous internationally benchmarked college bound course of studies and have to pass 3 HL and 3 SL courses.		3 AP's with 3's or higher •lp.collegeboard.org/ ap-capstone			
3.0 GPA- Cum Laude 3.5 GPA- Magna Cum Laude 4.0 GPA and above - Summa Cum Laude										Approved on 11/20/14			

All credits must be completed at high school level Students can qualify and earn multiple diplomas/seals