

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

REDLANDS ADULT SCHOOL

1214 Indiana Ct. Bldg. B

Redlands, CA 92373

Redlands Unified School District

April 29 to May 1, 2024

WASC Adult School/ROCP Manual, 2022 Edition

Visiting Committee Members

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[NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.]

Introduction and Nature of the Adult School/ROCP

- **Brief description of the students and community served by the school.**
- **Comment on how the school program addresses the unique and evolving needs of older students and adults.**
- **Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.**

Redlands Adult School (RAS) has provided classes for adults for over 100 years in the community. The current programs offered at RAS are High School Diploma (HSD), High School Equivalency (HSE) Preparation, Adult Basic Education (ABE), English as a Second Language (ESL), and Citizenship Preparation. RAS is located in San Bernardino County where 60% of its population is in the working age range and 43% of the residents' primary language is not English. Those without a high school diploma make up 19% of the county's population. School enrollment of 475 students has seen a steady increase since the pandemic decline in 2020-21, but has not reached the enrollment numbers of 2019-20. Two-thirds of the enrollment are female and one third male.

Programs and practices work to address the school's mission of building higher education or the workforce. The HSD program allows students to complete independent study classes on Acellus in class as well as working from home to earn their diploma. Students are required to come into the class to complete quizzes and exams. The amount of graduates from year to year fluctuates, but the average is 96 graduates. The HSE preparation classes offer independent study online curriculum, Aztec, to be used during class sessions to prepare for passing the GED or HiSET exam. The ABE reading program is used to accelerate student growth in reading skills to ready them for Adult Secondary Education. The courses use Aztec and teacher selected materials for instruction. To support the non-English speakers in the community, ESL classes are offered in-person at various levels. Online ESL classes were offered during the pandemic, but RAS learned that it was challenging for the students and teachers. A new curriculum was brought in for ESL instruction that also included digital literacy skills. Citizenship Preparation was added to support students in their journey to becoming a US citizen.

For the self-study process, the principal drafted chapters 1 and 2 and reviewed them with the leadership committee. The leadership committee then reviewed chapter 3 criterion and wrote a draft. The drafts would then be reviewed and discussed during staff meetings. Chapters 4 and 5

were drafted by the principal and reviewed by the leadership committee as well. All elements of the self-study were finalized and shared with the leadership team, staff, and stakeholders.

Involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

RAS has involved the leadership team and staff to collaborate on the school's data and implementation of programs. The principal wrote drafts that were then brought to stakeholders to provide additional insight. Data-driven discussions and review of school systems are ongoing throughout the year at various meetings

Chapter 1: Progress based on the Growth Areas of the Previous WASC Visiting Committee

- **Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.**
- **Address growth areas from previous visits.**
- **Evaluate the degree to which major student learner needs, school needs and key issues (growth areas for continuous improvement) have been addressed since the last visit through the schoolwide action plan.**

A mid-cycle WASC visit was held in 2021. In 2022, the assistant principal was promoted to the role of principal of RAS. During the 2022-23 school year, RAS presented a permanent funding proposal to its consortium that was approved. The increased funds allowed RAS to add an additional full-time counselor along with two part-time academic support teachers. This allowed counselor caseloads to decrease and student access to counseling services to increase. Currently RAS has two full-time counselors and two part-time counselors which allow students to access counseling at any time during the day as well as expanding services such as goal setting for graduation/program completion and assistance with entering college. California Adult Education Program (CAEP) and Workforce Innovation and Opportunity Act (WIOA), Title II funding also increased during this time, which increased the instructional calendar by four weeks. ESL class instructional hours also increased from four to five hours weekly. During the COVID-19 pandemic, RAS had to move to distance learning, but found that students struggled with the virtual model, especially in ESL classes. Coming back to in-person learning (post-pandemic), students now apply to have access to a distance learning section of classes for HSD. This application process has resulted in stronger student performance because students are screened to determine if they meet a set criteria that qualifies them to enroll in the class. Citizenship Preparation classes have been added to RAS schedules.

A recommendation from the mid-cycle WASC visit was to “continue collecting, managing, and using school data to guide the evaluation and revision of services at the school, program, and classroom level.” The weekly RAS Student Assistance and Summary Form has been used by teachers and counselors to collect and memorialize student performance data, including attendance, assessment scores, and task completions. This form allows all staff who work with students to have a point of reference that helps teachers monitor how students are progressing and determine any necessary services and/or support that students may need. Secondly, a

recommendation was made to “continue to nurture relationships with organizations to leverage other agencies’ resources and provide great student opportunity.” Collaboration has been built with the consortium, Crafton College, and AJCC. The collaboration has brought college courses on the campus. RAS has also developed a relationship with San Bernardino Valley College (SBVC). SBVC counselors come to RAS campus to conduct enrollment workshops each semester. The third recommendation was to “assess the alignment of course outlines, instructional materials, and classroom practice with College and Career Readiness Standards (CCRS) for all programs.” RAS team members have looked at publisher standards alignment guides and materials used in courses. Observations are being conducted by the principal, counselors, and teachers to provide feedback on the success of alignment to CCRS.

RAS has seen progress made in both their WASC Action Plan and Continuous Improvement Plan. From 2020-21 to 2021-22, RAS has seen a 3.5% increase in the amount of students transitioning to community college. This was a result of building counseling strategies to develop post-graduation transition plans for ASE students. According to the provided assessment data, ESL students have shown an overall increase in meeting Educational Functioning Levels (EFL) by 13.94% over the past 6 years.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.
Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective
Narrative Rationale:
 RAS had data-driven discussion throughout the year to focus on student achievement. Previous WASC Action Plan and Continuous Improvement Plan goals have been met. Data showed the need to adopt new curriculum with a digital literacy component such as Burlington English.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.
Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective
Narrative Rationale:
 RAS data reports show students are meeting achievement goals annually. RAS achievement data has exceeded state goals. Counselors and teachers work closely with individual students to set academic goals and to monitor progress in reaching them.

Chapter 2: School Profile

Develop a clear profile of your school and students using data and information. Include the following:

- **Provide data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC or other relevant data.**
- **Include job placement rates or military enrollment rates, ESL promotion data, CASAS benchmark data, licensing exam pass rates, GED pass rates, and other relevant program data.**
- **Include three years of data, if available, presented through charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted, i.e., findings Include links to related profile materials at the end of the report.**
- **Identify school’s noted trends and patterns.**

RAS is located in the city of Redlands and is a part of San Bernardino County. The population of San Bernardino County from the 2019 U.S. Census Bureau shows there over 2,106,745. 19% or 400, 283 residents in the county shared that they have not earned their high school diploma. Residence who identified their primary language not being English was 43%. Students who enroll are from the East Valley Region which include the cities of Highland, Loma Linda, San Bernardino Yucaipa, Colton, Rialto.

The enrollment for the 2022-23 school year was 475 students. Of those students, 457 were identified as persistors based on the state definition of students who attend 12 hours or more of instruction. The HSD program has the highest enrollment of students with 310. RAS has seen an increase in ESL enrollment, but it is still not back to pre-pandemic numbers. Majority of the students identify as Hispanic/Latino, then followed by White, African American, and Asian.

In looking at Educational Functioning Level (EFL) performance data, overall RAS has seen a gain 10% in the past six years. Part of this increase has been the school's ability to have students pre- and post-tests. ABE/ASE students have shown a consistent gain in the six years of almost 14%. The average number of students who have earned a high school diploma is 96. ESL have shown inconsistent performance as it dipped in 2020-21 and then increase by 17% the next year. In 2022-23, ELS performance has dipped by 17%. The school attributes this to consistency in in-person instruction returning.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each criterion, summarize the findings about the school's effectiveness in addressing the *criterion and all the indicators*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength (if any)
 - Highlight the key issues (if any)
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the summary, use the indicators as a guide to ensure that all important aspects are addressed (see the *ACS WASC Adult School/ROCP Accreditation Status Determination Worksheet*).

Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide learner outcomes/completion profile are developed and reviewed annually to ensure that they are current and relevant.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

Indicator 1.2: The school's mission statement is central to organizational planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Indicator 1.3: School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.

Indicator 1.4: The school establishes schoolwide learner outcomes/completion profile that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

Visiting Committee Comments

The school is committed to its mission of improving the lives of all students by emphasizing student achievement with the implementation of a standards-based curriculum. Equitable practices support all students regardless of background or ability. Students are treated and seen as individuals and their goals and the path to reach said goals are charted based on each person's own circumstances. Sixteen languages are represented at RAS, with Spanish, Russian, and Chinese being the most prominent, and informational packets related to the school are professionally translated into all 16 languages. Vision-impaired students are also supported with screen readers and specific online content. In an earnest and intentional manner, RAS staff prepare the diverse student body for post-secondary education and the eventual realization of career goals.

The RAS staff is responsible for reviewing and, if appropriate, revising the mission statement and SLOs annually. This revalidates buy-in for returning staff and is an introduction for the new staff. The staff members evaluate the mission statement and SLOs by focusing on what helps students improve and achieve.

Counselors meet with students upon enrollment to learn about and support their goals. This helps foster a collaborative school culture. Counselors have met with all ASE students but not all ESL and Citizenship students historically, and that is why the RAS team is now setting up a plan to do so in the future. They exhibit formidable strength in terms of community partnerships, whose services RAS makes widely available to all students.

School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

RAS annually reviews the mission statement with staff. The mission sets the goals for student achievement. School counselors have initial meetings to set personal goals while attending RAS. Teachers frequently follow up with students and their goal progress.

WASC Criterion 1. School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Every class incorporates technology.
2. The mission statement and the SLOs are clear, and their focus is on student achievement. Students feel strongly that the mission statement is accurate.
3. Student achievement and growth are celebrated regularly.

Areas of Growth

1. Identification of data for the SLOs needs to be improved.
2. Documenting ESL and Citizenship individual learning plans should be developed.
3. Develop a stronger sense of community in all classes.

Criterion 2. Governance, Organizational Infrastructure, and School Leadership

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve organizational effectiveness. The governing body enables the administration to implement policy and lead the school effectively.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in continuous improvement of the school.

Indicator 2.2: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.

Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement and success for students.

Visiting Committee Comments

RAS, serving with clearly defined responsibilities and a strong commitment to its governance priorities, demonstrates several strengths in its operational approach. First, the structured twice-monthly meetings and the provision of continuous training for board members are commendable practices that ensure informed decision-making. Furthermore, the board's clear focus on fiscal responsibility, and creating an inclusive environment expresses an informed strategic outlook. Online accessibility of board policies and procedures enhances transparency and allows stakeholders to stay informed about governance and operational protocols.

Another significant strength of RAS lies in its systematic approach to staff and leadership development, together with organized and transparent communication pathways. The district ensures that all administrators receive an annual outline of the organizational structure, along with clearly defined job descriptions and a list of responsibilities. This detail-oriented approach not only clarifies roles but also aids in maintaining a high level of organizational productivity. Nevertheless, it is significant to note that 27.3% of staff disagree when asked about feeling supported by the district. It would be beneficial for the district to follow up on the reasons behind these perceptions to resolve this situation.

In the RAS Self-Study report, the school has expressed its concerns regarding not fitting within the district's priorities. We encourage the superintendent's executive cabinet and Board of Education to work with RAS staff to identify strategies to support the site's work of educating adult learners. Some of those strategies may include regular site visits by both superintendent's executive cabinet members and Board of Education members, regularly meet with RAS staff, RAS status presentations during Board of Education meetings, and inclusion of RAS staff in district wide trainings. Continuing to advocate with members of the Board of Trustees and the District may be a key strategy to support and widen the programs at RAS while at the same time showing the dedicated staff and teachers they are valued. Additionally, while the Board of Education and district administration work effectively to set and review goals, there appears to be a need for more robust mechanisms to ensure that all site-specific challenges and opportunities are comprehensively addressed in district-wide strategies. Enhancing these aspects could further empower site leadership and ensure that policies are not only well-crafted but also uniformly beneficial across all sites.

We also encourage the superintendent working through the Inland Adult Education Consortium Board to develop plans with RAS leadership for funding allocation increases to provide additional course offerings (both virtually and in-person), salary increases and instructional materials for RAS. As the school advocates for equitable funding, it is clear the district needs to recognize the value of the work that is being done by dedicated teachers and staff in order to serve adult student populations in the area. The student success stories demonstrate the effective educational interventions that are opening pathways for these students in reaching their educational goals. Increased funding would enable the school to better address both RAS's facilities needs and given the census data for the region, the educational needs of adult students in the community.

Governance, Organization Infrastructure, and School Leadership that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

RAS has effective governance mechanisms that accomplish the school's mission. The school's governance and leadership create a positive and collaborative environment which results in positive strategies to enable the school to flourish. There is a need to foment the partnership between the school and district.

WASC Criterion 2. Governance, Organizational Infrastructure, and School Leadership Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. RAS has systems in place that have developed a collaborative culture by including both staff and stakeholders in its decision-making processes.
2. RAS's overall governance is supported by district policies and oversight.
3. RAS because of its size and governance structures, has created a collaborative and collegial working environment to support on-going program improvement.

Areas of Growth

1. Continue to develop and implement targeted strategies to ensure RAS programs receive appropriate attention and resources.
2. Continue to advocate for funding through school governance initiatives that play a crucial role in enhancing educational opportunities and fostering student success.
3. Enhance communication channels between staff and management, providing more robust professional development opportunities, and improving the recognition and rewards systems to better acknowledge and appreciate staff contributions.

Criterion 3. Faculty and Staff

The school leadership employs qualified personnel to support student learning programs and services to ensure organizational effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and schoolwide learner outcomes/completion profile.

Indicator 3.2: The school implements personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

Indicator 3.3: The school leadership assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

Visiting Committee Comments

The Redlands Unified School District is responsible for the posting of available jobs and the principal of RAS provides more details regarding specific positions. The principal additionally reviews and ranks vetted applicants to create a set for interviews. The interviewees, whether applicants or recruits, must fit the ideals set forth with the mission statement and SLOs and especially be able to work with a diverse population and provide a safe learning space. The hiring process and procedures are outlined by the district and RAS adheres to them.

Trainings to teach the "RAS mindset" are provided by the principal or colleagues one-on-one as well as in staff meetings. New teachers are paired with mentors in appropriate programs. Leadership members conduct formal and informal meetings to discuss the mission and focus of the school as they believe it is their fundamental purpose at RAS. Walkthroughs and follow up discussions complete their job-embedded training. Further, the district provides all employees with an electronic version of their handbook detailing the policies and procedures, and all must sign it and adhere to it. New hires must also complete online training provided by Human Resources including workplace safety and mandated reporter responsibilities. The principal must take additional training, then disseminate the content to staff and ensure policies are adhered to. RAS has its own digital handbook, and it includes information regarding mandated reporting, time accounting, attendance, course requirements, etc. Further, teachers are required to do additional trainings e.g. the CASAS eTest training for proctors, based on their department. The district has also introduced a series of clerical training courses recently.

Certificated and classified employees are evaluated every other year except for those who have earned a five-year break. Each evaluation is preceded by a pre-observation conference after which the teacher is observed formally twice. The teacher and principal then meet to go over strengths and areas for growth. The teacher receives a copy of the evaluation document, and copies are filed with site personnel and the district. Coaching and an assistance plan are provided for those who can benefit from them. Certificated staff can also volunteer to be in the Peer Assistance Review (PAR) program, which provides coaching and peer observation by master teachers. Classified employees, on the other hand, are evaluated based on their job performance.

The principal reviews the job descriptions with the employees and any areas of concern are addressed.

Professional development at RAS depends on the individual staff member and areas of concern at the school. Turnover is high due to budget issues as well as the schedule of classes, and most staff are new to RAS and adult education. Every year, the principal and teachers complete the CAL-PRO Professional Development survey so plans can be created to meet individual needs. Teachers are introduced to the resources on the websites for CASAS, California Adult Education, and the California Adult Literacy Professional Development Project, and many staff attend the CASAS annual conference as well as the Inland Adult Education Consortium’s Super Consortia PD Day. Further, the district provides professional development sessions through its Educational Services department for staff and has even developed sessions specifically for counselors which seek to mirror ASCA national counseling standards.

It is noted that adding more systematic reviews of professional development activities is needed, particularly with a long-term staff development plan aligned with the mission and SLOs.

Faculty and Staff that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

RAS follows guidelines to ensure hiring staff who are highly qualified. A clear evaluation process is established for certificated and classified staff. Professional development is available to all staff.

WASC Criterion 3. Faculty and Staff Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Policies of the district and the school are reviewed yearly.
2. Policies are made available to all staff.
3. The hiring procedure is well-established.

Areas of Growth

1. RAS has a budget for few full-time employees in contrast to part-time, and the turnover rate is high.
2. Develop an evaluation process of professional development.
3. Tailor professional development opportunities to the individual needs.

Criterion 4. Curriculum

The school leadership develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach schoolwide learner outcomes/completion profile. The school's curriculum reflects its mission and schoolwide learner outcomes/completion profile and connects directly to current student learning needs.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated goals, licensure requirements, or certificate expectations.

Indicator 4.2: The school has developed and implemented a regular curricular review cycle in order to ensure that the needs of the community are met, and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

Indicator 4.3: Students have access to current texts, learning materials, informational resources, and technology that are sufficient to meet the course learning objectives.

Additional indicators for online programs/courses, if applicable:

Indicator 4.1a: A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered.

Indicator 4.1b: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

Indicator 4.1c: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Indicator 4.2: The school has developed and implemented a regularly curricular review cycle in order to ensure that the needs of the community are met and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

Indicator 4.3: Students have access to current texts, learning materials, informational resources, and technology that are sufficient to meet the course learning objectives.

Visiting Committee Comments

RAS demonstrates dedication to maintaining the quality and relevance of its curriculum through consistent reviews conducted by content providers and annual evaluations by teachers. These efforts ensure that educational offerings remain accurate and up to date, fostering a dynamic learning environment. Furthermore, the institution fosters a culture of improvement through informal review processes initiated within departments, allowing for continuous enhancement. Incorporating school/program student learning outcomes into course mapping and curriculum outlines would be an effective way to align program and course learning outcomes. Additionally, the inclusion of school/program learning outcomes as a context that aligns with the smart programs as well as those mentioned, ABE (Aztec), HSD (Acellus), ESL (Burlington English), and GED (Aztec) learning outcomes into the program framework would promote accountability within the course framework which facilitates ongoing evaluation of student progress in relation to program goals.

Continuing to use platforms such as Burlington English for continuing education classes will encourage active, collaborative educational environments with communal learning experiences. The provision of open campus Wi-Fi with hotspot availability and well-equipped classrooms featuring Chromebook carts, underscores the institution's commitment to facilitating convenient access to resources for students, both on and off-campus. Supplemental materials for citizenship preparation and the integration of digital platforms like Google Classroom further enrich the learning experience, providing additional pathways for engagement and exploration.

Opportunities for growth include district support to enhance existing accessibility for virtual classes and expand course offerings that can reach additional student populations. Piloting the hybrid technology demonstrates the school’s vision towards implementing remote access to student populations who might not be able to attend in person. Also, expanding the range of online courses would mean broadening access to education for a wider student demographic. For example, 26.5% of students surveyed who identified their busy work schedule as a major obstacle to attending in-person class would benefit from remote learning options and increased accessibility. The GED program is described as having a small number of students. Increasing the online options to reach additional student populations remotely would increase the school’s accessibility. By diversifying virtual offerings in all programs, the institution could cater to the diverse educational needs and constraints faced by students, including geographical limitations and busy schedules. This expansion would promote inclusivity by reaching underserved communities and align with the institution's commitment to fostering lifelong learning opportunities and meeting the diverse educational needs of its student body and community needs.

<p>Curriculum that supports high achievement for all students.</p> <p>Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective</p> <p>Narrative Rationale:</p> <p>RAS has relevant curriculum that assists students on their educational paths. Curriculum is evaluated periodically to ensure alignment to program objectives. Students have access to modern technology as well as learning materials.</p>
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WASC Criterion 4. Curriculum Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. RAS demonstrates a strong dedication to maintaining the quality and relevance of its curriculum through consistent reviews.
2. The institution fosters a culture of improvement through informal review processes initiated within departments, allowing for continuous enhancement.
3. RAS emphasizes convenient access to resources for students, both on and off-campus, by providing open campus Wi-Fi with hotspot availability and well-equipped classrooms featuring Chromebook carts.

Areas of Growth

1. Create opportunities for improvement in formalizing the review process to ensure consistency and inclusivity.
2. Integrate overarching program and school-specific learning outcomes can ensure alignment with educational goals while facilitating curriculum mapping and course outlines.
3. Expand the range of online courses would increase accessibility to education for a wider student demographic, particularly those who may not be able to attend in person.

Criterion 5. Teaching and Learning

The instructional staff implements research-based instructional strategies and teaching methodologies that engage adult students at high levels of learning and allow them to achieve personal goals, schoolwide learner outcomes/completion profile, and course objectives.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.

Indicator 5.2: School leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.

Indicator 5.3: Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.

Indicator 5.4: The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.

Indicator 5.5: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.

Visiting Committee Comments

One of the school’s strengths is demonstrated by its commitment to accommodate the diverse needs of its students. By actively engaging with research-backed programs and collaborating with adult educators, the school ensures that its teaching methods remain relevant. This dedication to staying current and responsive to the changing needs of students shows the school’s commitment toward fostering a supportive learning experience.

The school's approach to personalized instruction across all programs is exemplified in the ABE program. For example, in the ABE program, students experience a blend of traditional classroom teaching, online learning, and personalized tutoring. This multi-faceted approach contributes to a supportive work environment that accommodates students’ learning style and pace. Similarly, the HSD program's independent study model empowers students toward independent learning while still receiving personalized support from dedicated educators. And in the ESL program, the leveled curriculum ensures that instruction is tailored to meet the unique needs and proficiency levels of each student, creating a truly inclusive learning environment.

An area of growth that could be identified relates to the potential lack of collaborative learning opportunities within the HSD program as shared in student survey data. While the content highlights differentiated instruction and personalized support, there is less emphasis on collaborative learning experiences where students work together to solve problems, discuss concepts, and learn from each other's perspectives. Balancing the learning experience with more interactional learning may compensate for relying mainly on educational platforms such as ACELLUS aimed at addressing individual student learning needs, not group learning.

Nevertheless, integrating more opportunities for collaborative learning in the HSD program can enrich the learning experience while promoting a sense of community and shared responsibility for learning outcomes.

Teaching and Learning that supports high achievement for all students.				
Visiting Committee Rating:	Highly Effective	Effective	Somewhat Effective	Ineffective

Narrative Rationale:

Teaching and learning experiences support student progress. Teachers are in tune with student needs and accommodate student pacing and diverse personal backgrounds. Modern technology is used to support instructional delivery.

WASC Criterion 5. Teaching and Learning Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. The school's dedication to accommodating the diverse needs of its students is a notable strength.
2. The school's approach to personalized instruction across all programs demonstrates a commitment to meeting students' individual learning needs.
3. The school's dedication to continuous improvement contributes to the overall success of the school's personalized learning approach.

Areas of Growth

1. Enhance RAS's educational approach by incorporating more collaborative learning experiences in the HSD program.
2. Recognizing the limitations imposed by the school's small size; explore creative solutions to provide remote learning experiences.
3. Employ measures to mitigate high turnover rates thereby supporting consistent instructional practices.

Criterion 6. Assessment and Accountability

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates, and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.

Indicator 6.2: Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.

Indicator 6.3: Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and supported.

Indicator 6.4: A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.

Indicator 6.5: The school uses assessment results for organizational planning, action plan revision, and resource allocation.

Visiting Committee Comments

RAS staff gather and utilize a robust myriad of data sources to inform their endeavors to constantly improve the school and meet the diverse needs of the student population. The valuable information is not reviewed and then forgotten. Instead, there is evidence of multiple discussions related to various data points. These discussions appear to be occurring on an ongoing basis. All are discussed at various committees and meetings, including the Student Advisory Committee, staff meetings, and data teams. Assessment reporting and utilization appears to be a normalized behavior across all staff. Evidence of regular reporting is observed in Staff Meeting minutes, where data teams from High School Diploma (HSD), Adult Secondary Education (ASE), English as a Second Language (ESL), and Adult Basic Education (ABE) are given the opportunity to report and discuss data, as well as communicate the data content to various stakeholders.

Learning goals are created annually and updated annually in tandem with staff assessment of any realization of past goals set by the staff. Learning outcomes are clearly stated for all program areas. Notably, the range and source of data considered is impressive and is pertinent to all facets of the staff, as well as the diverse student population. An array of key data is included in the Student Summary and Assistance Form. This tool is both updated regularly and utilized by staff constantly. It is extremely valuable as it supports real-time conversations related to lesson planning and the identification of professional development opportunities that may need to be sought to support teaching staff. Technology-infused platforms such as Acellus, Aztec, and Burlington English are harnessed to fill any gaps existing in instruction.

There is evidence of protocols being designed to execute regular conversations about student learning and the inclusion of data to inform intentional actions aimed at the overall improvement of student learning. These conversations regularly occur per a designed process at multiple designated intervals (e.g., weekly, bi-weekly, quarterly, annually). Site leadership teams are well-informed as they meet regularly and include data to inform decisions related to organizational planning and resource allocation.

Assessment and Accountability that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

RAS pulls multiple sources of data. Data reports show students are achieving. Diploma counts continue to grow. Data is also collected from staff and student surveys. Data is brought into staff and department meetings to ensure student learning is paramount.

WASC Criterion 6. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. RAS has exhibited a high level of connection to pertinent data that directly informs them in terms of student population and student achievement.
2. RAS has done well by including all stakeholders in the review and conversation related to acquired data. Processes and protocols have been designed and implemented to make this conversation a typical behavior related to actions taken and/or decisions made in the interest of increasing staff ability and improving student learning.
3. Communication of results based on acquired data is appropriately shared with all stakeholders. These results occur in a variation of measures and are extremely valuable (e.g., Student Summary and Assistance Form) since RAS uses the knowledge to inform instruction and resource allocation.

Areas of Growth

1. Intentionally align staff PD offerings based on areas of low student achievement.
2. Continue to improve systems that monitor attainment of SLO's, and more importantly, intentional actions taken when SLO goals are not met. This includes improvement of systems currently servicing ESL students.
3. Continue to build and define the Student Goal Setting protocol, revisiting "next steps" that include regular (e.g. quarterly) assessment of the achievement of student goals, and procedures that support either adjusting those goals and/or allocation resources and targeted staff PD to support goal achievement may benefit the students.

Criterion 7. Student Support Services

Systems of support are in place to meet the needs of students and help ensure a supportive learning environment focused on student access, progress, learning, and success. The school team systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures in order to improve effectiveness.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 7.1: The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.

Indicator 7.2: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.

Indicator 7.3: The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.

Indicator 7.4: School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.

Visiting Committee Comments

RAS has one full-time college transition counselor, two full time counselors, and two part-time. During student orientation, students must meet with a counselor, and they learn about what support services are available and set preliminary goals. Throughout the year, counselors make classroom visits, give presentations, and post on the counseling website and social media accounts so students can see what is available and thus access resources at any time. They also maintain a bulletin board that has fliers for community resources such as food banks. The RAS counselors, office staff, and administration meet monthly to review how to provide better services to the students and to review current practices and survey results.

Students are surveyed by the counseling staff who then determine what services will support student success. Currently, RAS offers workshops about ESL support, time management, opportunities at community colleges, personality assessments, financial aid, smart goals, career opportunities, and resume writing. Students are loaned Chromebooks and personal hotspots for the school year and get a tutorial on how to use them. Every Friday there is an in-person and virtual lab during which students can work one-on-one with teachers, make up attendance hours, or speak with counselors. RAS has also partnered with California State University San Bernardino (CSUSB) to provide tutors and teachers regularly check in with students to be sure they are making progress. CSUSB has a transition counselor who advises RAS students in academic and financial aid matters as well.

During the summer, they, in partnership with Crafton and Yucaipa Adult School, offer a Summer Bridge Program to provide study skills, technology tutorials, connections to campus resources, guidance on college majors, writing support, and college visits.

All high school diploma and GED students go through a Post Graduate Planning exit process developed to ensure that students are adequately prepared for their next steps after they graduate. To support their job searches, they are required to create a resume and a cover letter, go through a mock interview, write a thank you email, and to have a professional email address. ESL

students do not have an exit process yet, though it is being developed, but they do get a workshop outlining different pathways they can take.

Student Support Services that support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Student support services are offered from data collected to identify needs of students. Students have ready access to multiple counselors. The counseling team meets with students to determine goals and outline their paths to success.

WASC Criterion 7. Student Support Services Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Graduation Plans and Goal Setting are developed for each of the students
2. Students are well informed of counseling services and activities on campus.
3. Enrollment processes across all programs are clear, effective, and supportive.

Areas of Growth

1. Create additional support in post-secondary planning and processes for ESL.
2. Provide more mental health services on campus.
3. Systematize counseling appointments so that all students meet one-on-one with a counselor during the year.

Criterion 8. Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, implementation, and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 8.1: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

Indicator 8.2: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.

Indicator 8.3: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

Visiting Committee Comments

The school’s financial integrity is healthy by all indications, with RAS operating within its financial means while being monitored by the Inland Adult Education Consortium executive committee in partnership with the San Bernadino Community College District (SBCCD). The unified budget, encompassing funds from California Adult Education Program (CAEP), Workforce Innovation and Opportunity Act (WIOA), and Temporary Assistance for Needy Families (TANF) / California Work Opportunity and Responsibility to Kids (CalWORKs) is balanced and transparent. Available funding is trending up as RAS demonstrates increased effectiveness and additional programs and services to its student population.

RAS has moved forward incrementally (and realistically) with increased hiring of staff and purchases of modernized equipment, including educational technology, in its efforts to meet established SLOs. Funding was allocated deliberately, with the school’s mission and vision in mind. RAS purchased technology for classrooms, as well as for student utilization while off campus (e.g., Chromebooks, Wi-Fi hot spots).

Although it is a notably small programming facility, the relocation to the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) facility has improved the RAS student experience with new and improved amenities such as upgraded restrooms, nighttime lighting, fresh paint, and overall facility maintenance improvements. These conditions are critical to providing an effective and supportive environment for the students.

Resource Management that supports high achievement for all students.				
Visiting Committee Rating:	Highly Effective	Effective	Somewhat Effective	Ineffective
Narrative Rationale:				
RAS is maximizing the resources allocated to them efficiently. Use of funds is budgeted in a realistic manner to support current programs. There is potential for RAS to offer more programs to meet existing community needs if funding were to be increased.				

WASC Criterion 8. Resource Management Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Strategic additions to staff through increased hiring are likely already improving the school's ability to accomplish its mission.
2. The purchasing of updated technology, including technology that can be used by students when not on site, is an effective way to support student learning and increase student efficacy and engagement.
3. Increases in WIOA-related funding availability is a positive reflection on the school's dedication to properly assessing students and to the improvement of student learning, as evidenced via CASAS gains/pay points.

Areas of Growth

1. Continue to develop program and pathway options that align with the challenges relating to available facility space.
2. Explore a more robust collection of virtual/online programming options.
3. Allocate funding to offer PD related to teaching and learning in the virtual environment to the appropriate staff.

Criterion 9. Community/Educational Partnerships

The school leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations in order to develop and improve educational opportunities for youth and adult learners.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 9.1: The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.

Indicator 9.2: School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.

Indicator 9.3: School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tour of the business, or work-based learning experience.

Visiting Committee Comments

Observed evidence indicates RAS has a significant level of communication in terms of goals via various means, including various media, partnerships, and strategic committee involvement. Flyers and web/cell phone applications are used to disseminate information in both English and Spanish. Collaboration with San Bernadino County and America Jobs Corps Center (AJCC) ensured that RAS's goals aligned with local and regional goals. Additional attendance (Principal) at events hosted by the Redlands Charitable Resources Coalition (RCRC) has allowed RAS to take its place alongside other community entities in addressing challenges experienced by the region in which the school resides.

In addition to the AJCC, RAS has partnered with the San Bernadino Valley Community College District and other partners, such as Crafton Hills College, to provide their students with dual enrollment opportunities. A high level of cooperation and collaboration exists between RAS and these outside partners as they work to serve the student population. Execution of job and resource fairs in tandem with community partners has added value to the lives of RAS students. It is noted that many resources and job fairs are available in a virtual format. Smiley Library has taken an active role in the success of struggling ABE students, effectively tutoring them in support of RAS's mission. RAS and Yucaipa Adult School both benefit from Crafton Hills College's Summer Bridge Program, which helps students transition to post-secondary education opportunities.

Partnerships with the Workforce Development Board and AJCC partnered with RAS to serve students being referred out for their services in the community. Evidence of informational sessions is observed, and these sessions provide valuable information related to programs, services, and other career opportunities available to RAS students. Community partners are engaged with RAS students by presenting informational sessions to students and participating in local college and career fairs. Other notable partnerships include Building A Generation (BAG), where students are offered help with resumes and interview preparations, and Training Occupational Development Educating Communities (TODEC), where students are assisted with legal issues and citizenship applications.

Community/Educational Partnerships that support high achievement for all students.				
Visiting Committee Rating:	Highly Effective	Effective	Somewhat Effective	Ineffective
Narrative Rationale:				
RAS works collaboratively with local agencies to offer opportunities for students to engage in academic and career path planning. These opportunities allow for the agencies to come onto campus and students can also be referred to them for services.				

WASC Criterion 9. Community/Educational Partnerships Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. RAS promotes an active level community involvement in events related to college and career readiness.
2. Critical relationship is established with a local library in support of student learning at RAS.
3. The option for RAS students to dually enroll in a local community college complements RAS's services which increases success rates after graduation.

Areas of Growth

1. Utilize strong community partnerships to advocate for facility space.
2. Continue to explore pathways to support CTE students via partnerships with local businesses.
3. Consider online/virtual options that could include more involvement with community colleges including those outside of the region.

Chapter 4: Action Plan Effectiveness: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

- **School Counseling:** The counseling program for RAS has built clear systems that allow students in HSE and ABE to set a path to reach their goals established and monitored by counselors and teachers. Counseling also provides workshops such as ESL Pathways, Community College Pathways, and College & Career Fair for all to support students in developing their next steps.
- **Integration of Technology:** It can be seen in all programs that the use of technology from the equipment to curriculum and learning is a part of school culture. The school set out to build digital literacy skills for their students to be career-ready. Chromebooks have been purchased for students to access instruction and for assessment. Curriculum is accessed on campus or virtually through web-based platforms such as Acellus, Aztec, Burlington English, and USA Learns.
- **Data Decision Making:** The RAS staff collects qualitative and quantitative data which helps determine areas of success and growth. Students complete surveys to help determine their needs for support services as well as to identify overall satisfaction with the school's programs, activities, and leadership. Data also guides the topics of future workshops. Teachers track assessment results to see when students are eligible to post-test.
- **Staff Professional Development:** To address the diverse needs of students, new curriculum, and tools for the classrooms, staff are provided opportunities to attend professional development. New teachers are paired with mentor teachers. Teachers are provided access to trainings on curriculum and instructional practices.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

- **Measure SLO's Implementation Throughout All Programs:** Staff needs to work on finding ways to monitor how the SLO's are being applied throughout the school to support students' completion of programs and successfully bridge to further academic or career opportunities. (RAS Action Plan #2)
- **Build ESL Monitoring and Supports:** Apply the techniques used for monitoring progress in HSD and ABE programs to ESL students. Facilitate opportunities to meet with counselors for progress monitoring in attaining goals and supporting transitions to other school programs. (Add to RAS Action Plan #1 or create separately)
- **Expand Remote Education Opportunities:** To accommodate the diverse needs of the adult student population in the community, providing fully online as well as hybrid courses meets the educational goals of the 26.5% who are not able to attend in-person courses because of their busy work schedules as well as the 19% of individuals in the county who do not have a high school diploma. (New from Visiting Team Visit)

Include a brief summary of the schoolwide action plan

- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The action plan developed by RAS focuses on improving data review to ensure all students are reaching their goals, improving the monitoring of the SLOs and that all students are achieving, implementing digital literacy curriculum for students to learn the basic 21st century skills, and developing a systematic approach towards professional development to impact student learning. Each goal works to improve upon procedures that RAS has identified as needing improvement from data analysis of student outcomes and staff and student surveys to support student achievement. Clear steps have been identified for each goal created. The steps look to bring school members together to address elements of the goals. There are clearly identified staff members responsible for each step of the action plan. The development of more precise key performance indicators would facilitate the monitoring of progress towards the stated goals.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Data is used to identify areas of need. The analysis of the data was completed in leadership and teacher meetings. The focus of the action plan is to have students meet their goals. It is suggested to give clarity in means to access progress.

The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

RAS staff works collectively to review data to guide decisions making for all programs. School governance understands there are needs to be met through the application of the schoolwide action plan. The RAS team should clarify the procedures to build capacity in implementing a process of inquiry.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
Involvement and collaboration of stakeholders in the self-study that addresses the self-study goals		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement	X			
Acceptable progress by all students	X			
Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile		X		
Criterion 2: Governance, Organizational Infrastructure, and School Leadership		X		
Criterion 3: Faculty and Staff	X			
Criterion 4: Curriculum		X		
Criterion 5: Teaching and Learning		X		
Criterion 6: Assessment and Accountability	X			
Criterion 7: Student Support Services	X			
Criterion 8: Resource Management	X			
Criterion 9: Community/Educational Partnerships		X		
Alignment of a Schoolwide Action Plan to School's Areas of Greatest Need		X		
Capacity to Implement and Monitor Schoolwide Action Plan		X		