



EASTSIDE HIGH SCHOOL



PREPARED FOR THE WESTERN ASSOCIATION
OF SCHOOLS AND COLLEGES
AND THE CALIFORNIA DEPARTMENT OF EDUCATION



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WASC TIMELINE		
Date	Attendees	Meeting Focus
Sept 2013	Instructional Coaches	Review Faculty Learning Survey to drive Fall PD.
Sept 10 2013	Staff meeting	Successes and areas for growth from 2012-2013. Professional Development to implement Socratic Seminar into instruction.
Sept 19, 2013	Certificated Staff	Professional Development to incorporate Student Collaboration and Inquiry into instruction.
Oct 2013	Instructional Coach meeting	Instructional coach meeting to review outcomes of Sept 19 th professional development.
Oct 17, 2013	Staff meeting	Brainology discussion. Review implementation of common core anchor standards.
Oct 29, 2013	Instructional Coaches	District leadership meeting to discuss performance tasks and CCSS.
Nov 2013	Instructional Coaches	Review district leadership meeting and plan implementation of CCSS and performance task. Plan for November 14 th certificated staff professional development.
Nov 14, 2013	Certificated Staff	Review teacher lessons focused on Inquiry and Collaboration. Plan 10 th grade performance task and create student survey.
Nov 20, 2013	Instructional Coaches	Review and discuss recently attended Kate Kinsella training to improve student literacy on campus.
Dec 13, 2014	Staff meeting	Discuss successes in student learning and participation with the execution of professional development in Student Collaboration and Inquiry.
Dec. 2013	Instructional Coach meeting	Review Surveys from Performance Task.
Jan 2014	Instructional Coach meeting	Best Practices of Urban Schools. Create small groups of teachers to pair with I.C. to review Best Practices of Urban Schools Smart Goal.
Jan 2014	Department meetings	Focused on results of student survey—Prepare students for performance task assessments.
Feb 7, 2014	Instruction Leadership Committee	Develop Smart Goals for following year. Observe teachers in department.
Feb 28, 2013	Instruction Leadership Committee	Review teacher observations. Complete Smart Goals.
March 17, 2014	Instruction Leadership Committee	Review and discuss feasibility of Smart Goals. Revise and refine Smart Goals.
March, 2014	Department meetings	Review and revise developed Smart Goals.
April 14, 2014	Instruction Leadership Committee	Review department input to Smart Goals. Revise Smart Goals to incorporate department suggestions.
May 7, 2014	Instruction Leadership Committee	Review progress of Smart Goals. Finalize teacher survey. Review objectives for 2014-2015.
May 12th	Staff meeting	Completion of the Student Survey by English Department

June 3rd, 2014	All Teacher Orientation	Student Leadership feedback results Teacher reflection survey Department breakouts Cross-Curricular collaboration Finalizing ESLRs
July 2nd, 2014	Focus Group Leadership	Review of WASC documents and Focus Group Prompts.
August 6th, 2014	All Teacher Orientation	Review of Department outcomes. Review of ESLR's. Meet with collaborative groups to develop lessons.
August 20th, 2015	Instructional Coach meeting	Plan PD, Academic Vocabulary .
August 27th, 2014	Department meetings	Review of ESLR's and outcomes by department.
August 28th, 2014	Professional Development	Review of WASC and SPSA goals. Review prompts in focus groups.
September 4th, 2014	Instructional Coach meeting	Review of Kinsella Strategies.
September 9th, 2014	Student Leadership Committee	Review of Student Survey results- Campus Safety and Bullying.
September 10th, 2014	Staff meeting	Meet in Focus Groups to review Chapter IV prompts.
September 23, 2014	Focus Group Leadership	Review and respond to Chapter IV prompts and review questions for home groups.
September 24th, 2014	Department meeting	Review of student work. Review the WASC process, SPSA and CCSS with students.
September 25th, 2014	Professional Development	Critical Reading strategies. College and Career Readiness and ESLR's. Cross Curricular planning.
September 30th, 2014	Focus Group Leadership	Chapter IV section C- review of department meeting findings.
October 2nd, 2014	Instructional Leadership Committee	Review of SMART Goals.
October 8th, 2014	Staff meeting	Meet in Focus groups, complete Chapter IV prompts.
October 9th, 2014	Focus Group Leadership	Debrief with all leaders.
October 21st, 2014	Focus Group Leadership	Review findings, prompts to be reviewed in departments.
October 22nd, 2014	Department meeting	Review of Chapter IV prompts.
November 4th, 2014	Staff meeting	Meet in Focus Groups to review prompts, determine areas of strength and areas for growth.
November 5th, 2014	Instructional Leadership Committee	Review of Critical Areas of Need and develop plans to address critical areas. Review of SMART goal #2.
November 6th, 2014	Focus Group Leadership	Debrief with Focus Group Leaders.
November 13th, 2014	Instructional Coach meeting	Rigor and Relevance definition. Plan collaboration time.

December 8th, 2014	Focus Group Leadership	Completion of Chapter IV.
December 10th, 2014	Staff meeting	Review of Chapter IV areas of strength and areas of growth. Educational Websites.
December 17th, 2014	Department meeting	Professional Development and Collaboration Plans.
January 21, 2015	Staff meeting	Review school focus, action plan for critical areas.
January 2015	Leadership team	Review WASC report. Mail WASC report.
February 2015	Leadership team	Finalize WASC visit details. AVID Demonstration visit.
March 2015	WASC team	WASC Visit

Instructional Coach Meeting Attendees 2013-2014:

Kristen Tepper—Principal, John Najar—Assistant Principal, Elizabeth Brown—I.C. Literacy, Teresa Howard—I.C. Assessment, Laura Tweedy- Ferguson—I.C. AVID, Russell Glancy—I.C. Technology, Tenicia Takamatsu—I.C. Technology, Matthew Fitzgerald I.C. Math from August to September, Samuel Perez—I.C. Math from October to June

Instructional Coach Meeting Attendees 2014-2015:

Kristen Tepper-Principal, John Najar -Assistant Principal, Alesia Stonerock-I.C. Literacy, Lyndsay Rouzer-I.C. Literacy, Laura Tweedy-Ferguson I.C. AVID, Gil Gomez- I.C. Technology, Samuel Perez I.C. Math

Instructional Leadership Committee 2013-2014:

Kristen Tepper—Principal, John Najar—Assistant Principal, Elizabeth Brown—I.C. Literacy, Teresa Howard—I.C. Assessment, Laura Ferguson—I.C. AVID, Russell Glancy—I.C. Technology, Tenicia Takamatsu—I.C. Technology, Samuel Perez—I.C. Math, Chris Ferguson—English Chair, Jonathan Over—Science Chair, Mitch Dabo—Math Chair, Robin Young—Art Chair, Tom Hixon—Music Chair, Rob Roehm—Alternative Ed. Chair, Kathy Kavanaugh—AVID Chair, Akela Lyons-Moore—Social Science Chair, Amos Wellington—Behavioral Science Chair, Melodie Hall-Science teacher, Evelyn Rivas- Art teacher, David Butzke- Math teacher, Judy Coleman -Levy - Work Experience teacher

Instructional Leadership Committee 2014-2015:

Kristen Tepper—Principal, John Najar—Assistant Principal, Alesia Stonerock-I.C. Literacy, Lyndsay Rouzer-I.C. Literacy, Laura Tweedy-Ferguson I.C. AVID, Gil Gomez- I.C. Technology, Samuel Perez I.C. Math, Chris Ferguson- English Chair, Jonathan Over- Science Chair, Mitch Dabo- Math Department Chair, Robin Young-Visual Arts Department Chair, Tom Hixon- Performing Arts Chair, Rob Roehm- Alternative Education teacher, Kathy Kavanagh -AVID Department Chair, Teresa Kinderman -Social Sciences Department Chair, Amos Wellington-Behavioral Science Department Chair, Melodie Hall-Science teacher, Evelyn Rivas- Art teacher, David Butzke- Math teacher

Eastside High School Leadership WASC Committee Focus on Learning 2014-2015

Administration

Kristen Tepper.....Principal
John Najar.....Assistant Principal
Charae Anderson.....Vice Principal, Special Education
Lisa Schmidt.....Vice Principal, Activities
John Kleespies.....Vice Principal, Athletics
Laura Tweedy-Ferguson.....WASC Coordinator

District Cabinet Members

Dr. David Vierra.....Superintendent
Jeff Foster.....Deputy Superintendent, Business Services
Greg Nehen.....Asst. Superintendent, Educational Services
Brett Neal.....Asst. Superintendent, Personnel Services
Shandelyn Williams.....Asst. Superintendent, Student Services

School Board Members

Donita Winn.....President
Michael Dutton.....Vice President
Barbara Willibrand.....Clerk
Jill McGrady.....Member
Dana Coleman.....Member
Ashley Ables.....Student Member

WASC Focus Group Leaders

Gill Gomez.....Organization, Instructional Coach
Matt Case.....Organization, Head Counselor
David Butzke.....Curriculum, Math Instructor
Lloyd Dunn.....Curriculum, Math Instructor
Rose Max.....Instruction, Art Instructor
Sam Perez.....Instruction, Instructional Coach
Chris Ferguson.....Assessment, English Chair
Kathy Kavanaugh.....Assessment, AVID Chair
Michelle Stanford.....Culture, Counselor
Roberto Reynoso.....Culture, Foreign Language Chair

Chapter I

School and Community Profile



Supporting Data and Findings

Eastside High School Profile

Community Profile

Located in the High Desert of northern Los Angeles County, Lancaster is one of the two large cities of the Antelope Valley. Once a rural farming community, Lancaster transformed to become home to the innovative aerospace developments and other growing manufacturing industries while serving as a suburb of the greater Los Angeles Area with a population of approximately 145,000 in 2010; consequently, a large portion of the population commutes south to work daily. Despite the daily commute, Lancaster has worked hard to develop a sense of community with the addition of new Fairgrounds and the redevelopment of Lancaster Boulevard. Educational opportunities are as diverse as the population. The children will attend school in one of the four K-8 districts that feed into the Antelope Valley Union High School District. Post-secondary opportunities include California State University Bakersfield, the Lancaster University Center, Antelope Valley College, and Antelope Valley University.

The community's unique profile in the high desert affords EHS students several opportunities through community partnerships:

- Lockheed Star Program
- UCLA I'm Going to College Program
- Air Force Research Lab
- AVC Student Success
- Lockheed Internship
- MOAH Partnership
- Black College Expo

District Profile

Eastside High School, currently the newest of the comprehensive high schools, is governed by the Antelope Valley Union High School District (AVHSD). Located within the city of Lancaster approximately seventy miles north of Los Angeles, AVUHSD serves over 23,600 high school and 200 junior high students on eight comprehensive, two continuation high schools, two community day schools, a College Prep Academy, a high school prep academy, and a virtual on-line high school. The district offers additional educational opportunities with its Regional Occupation Program (ROP) and Adult Education campuses.

The district's mission statement is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. Every student who graduates will be prepared to pursue college or any career to which he/she aspires.

School/Student Profile

Eastside High opened its doors to students for the first time in 2005 with its first graduation class in 2009. The demand for a new school on the east side of Lancaster was so high that the school originally opened and bussed the first ninth grade class to an unused elementary school. The following year, Eastside opened for business on its current site, but during construction of the new site, classes were held in portables where the PE fields now sit. Eastside High School's football stadium opened this year.

Currently, Eastside High School has 2434 students enrolled in grades 9 through 12. Of those, 333 are females and 363 are males in the 9th grade, 329 are females and 388 are males in the 10th grade, 284 are females and 240 are males in the 11th grade, and 256 are females and 241 are males in the 12th grade. The Eastside High student body is comprised of students from three feeder intermediate schools from the Lancaster School District. The majority of the students live within walking distance from the school, but two buses currently serve students who live more than three miles away.

Eastside High School is designated a school-wide Title I school with a large percentage of students eligible for free and reduced lunch. As a Title I school, EHS offers a variety of support classes geared towards the needs of our student population. To assist with developing the academic skills of our students, EHS offers literature support classes for all ninth grade students reading below grade level, Algebra Support for ninth grade students significantly struggling with mathematics, and CaHSEE prep to all tenth graders who failed Algebra I in the 9th grade. Title I Funding has also provided funds to assist struggling students with after school tutoring and remediation. Students struggling to meet graduation requirements also receive additional support through a seventh period Opportunity class that allows them to earn missing credits through the use of online curriculum.

To aid in the development of our second language learners, Eastside High School also receives Title III funding to support the English Language Learner community. Students designated as Beginning or Early Intermediate and maintain a low Lexile score are placed in an ELD class specifically designated to maximize student learning. The class uses specific support strategies that allow students to access content in their other classes. The classes rely on the expertise of the teacher, the language acquisition aides, and student tutors to provide the additional support a student learning English requires for academic success. English language learners continue to receive additional support throughout their high school education through teaching strategies used in class, after school tutoring program, and an educational aide that goes to the various classes that English Learners attend.

For the past several years, Eastside High School has been implementing Advancement Via Individual Determination (AVID) to provide our students the necessary support skills for success in post secondary education and career endeavors. In the last four years, faculty members have worked hard to refine our AVID program in order to promote our student's post secondary goals. Eastside High School has applied to become an AVID

Demonstration School this year. AVID is a seventh through twelfth grade program that prepares students in the academic middle for admission to a four-year college or university. Students take an AVID elective course throughout middle school and high school that provides them with the skills needed to be successful in advancing academically with the ultimate goal of attending college. For more than 25 years AVID has been instrumental in preparing students for success in higher education.

The core component of the AVID Program is the AVID elective, which supports students as they challenge themselves in more rigorous classes. Students are taught study skills, note taking, time management, writing and research skills, while being immersed in a college-going culture. The class also includes tutoring sessions facilitated by college tutors who provide support in the academically rigorous curriculum. Additionally, the AVID class provides access to information about colleges and universities through field trips, guest speakers, college tutors, scholarship opportunities and college admission requirement information. To help with developing organizational skills of our students, funds are used each year to purchase notebooks for all students to support and encouraged students to take interactive notes and maintain the notebook. Many teachers utilize the notebooks in requiring students to take Cornell notes and many have embraced the use of interactive notebooks within their classes.

Eastside High School Vision

EHS students will graduate with the skills and adaptability necessary to achieve their own personal goals and compete in an ever-changing world.

Eastside High School Mission Statement

Eastside High School is dedicated to empowering and inspiring students to strive for success, to set goals, and to become lifelong learners. This is achieved in a safe, mutually respectful learning community that provides students with the skills and knowledge necessary to succeed in today's technologically connected and global society.

Eastside High School ESLRs

Eastside Lions will be prepared for college and careers through our 7 C's to success ...

Consistency through

- ✓ Persistence in academic performance
- ✓ Self advocacy through goal setting
- ✓ Demonstration of organization and time management skills.

Student performance indicators may include:

- Interactive Notes
- Use of School planners
- a-g graduation checks yearly
- Written reflections on short and long term goals
- Research of post-secondary colleges and careers
- Exhibiting punctuality and good attendance

Caring through

- ✓ Validation of other perspectives.
- ✓ Reflection and awareness of self.

Student performance indicators may include:

- Reading and discussing materials from multiple perspectives
- Academic responses during discussions in class
- Attending the Student Success Presentations
- Participating in the School Leadership Council meetings
- Joining school sponsored clubs

Connections through

- ✓ Problem-solving skills in relevant situations.
- ✓ Collaboration with peers.
- ✓ Ability to research projects to find information.

Student performance indicators may include:

- Demonstrating success in both academic and extracurricular activities
- Participating in interdisciplinary, co-curricular, or team sports
- Performing experiments that demonstrate proficiency in scientific and mathematical processes
- Participating in collaborative groups within the classroom
- Collaborative reflection

Culture through

- ✓ The understanding of diverse cultures and the values of differences.
- ✓ Positive leadership behaviors developed through modeling and mentoring.

Student performance indicators may include:

- Attending ART Talks and other multicultural talks on campus
- Comparing cultural values from around the world
- Participating in Link Crew, ASB, and other activities and community service projects
- In class peer reviews of projects and assignments

Creativity through

- ✓ Taking risks to extend learning beyond the classroom.
- ✓ Critical thinking.
- ✓ Adaptability

Student performance indicators may include:

- Completing research projects
- Contributing to the on campus college fair
- Participating in the EHS Showcase
- Participating in the EHS Science Fair
- Evaluating and drawing conclusions about current events

Community through

- ✓ Digital Citizenship
- ✓ Responsibility and accountability to self and others.
- ✓ Engaging in community partnerships.

Student performance indicators may include:

- Working with MOAH staff
- Participating in simulated electoral processes and local election procedures
- Taking part in the Mock Trial Team
- Attending presentations by politicians, military recruiters, and college representatives
- Volunteering for Relay for life and Blood drives on campus
- Participating in Band performances within the community

Communication through

- ✓ Verbal and written skills
- ✓ Academic Language across content areas.
- ✓ Digital Literacy

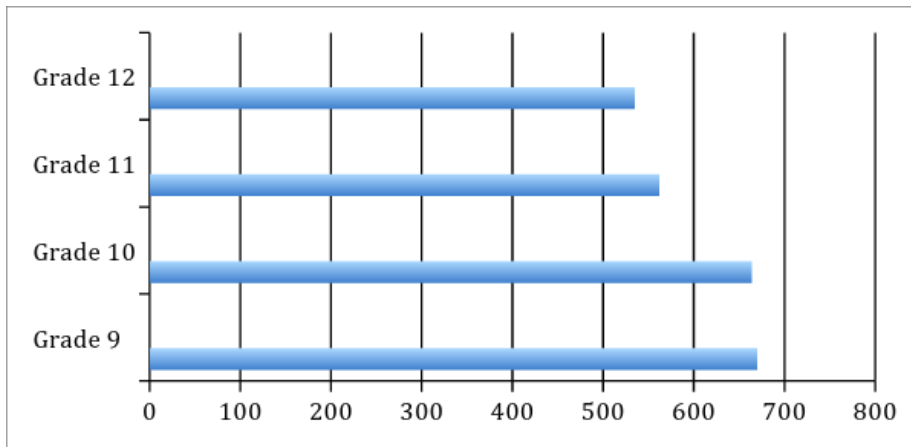
Student performance indicators may include:

- Using class websites
- Presenting opinions and defending ideas in an oral presentation
- Practicing interviewing skills and resume writing
- Participating in a Silent symposiums, philosophical chairs or Socratic seminar
- Using technology and other credible sources to produce research reports with supporting documentation
- Using Google drive to store and share information
- Using classroom word walls to build academic language

Demographic Data 2013

Students Enrollment by Grade Level

	Grade Totals
Grade 9	670
Grade 10	664
Grade 11	562
Grade 12	535
Total Enrollment	2431



Student Enrollment By Subgroup			
Group	Percent of Total Enrolment	Group	Percent of Total Enrolment
African American or Black	29.5	Native Hawaiian or Pacific Islander	0.1
American Indian or Alaskan Native	0.5	Two or more races	1.4
Asian	0.5		
Filipino	1.6	Students with Disabilities	14.3
Hispanic or Latino	55.2	English Learners	31.8
White	10.9	Socioeconomically Disadvantages	75.4

English Learners

With approximately 32 percent of the student population being classified as English Learners, we strive to secure steady academic growth and language proficiency. Our primary goal with English learners is to develop their English fluency and their proficiency in core subjects as effectively and efficiently as possible. To determine the best program for English Language Learners, we rely on the CELDT as the primary assessment. Since Spanish continues to be the predominant home language of EHS EL families, every effort is put forth to better support communication between home and school. All written communications and *Schoolmessenger* telephone messages are sent in both English and Spanish to inform students of current EL status, upcoming ELAC meetings, and other EHS event. Simultaneous translation equipment allows for open access to Spanish speakers and the most effective and efficient use of parent meetings.

Once CELDT scores are determined, students that score Beginner or Early Intermediate on the CELDT are placed in an ELD support class. The ELD support class provides intensive instruction in English for two hours everyday. The students are then placed in a cohort of classes to provide subject specific support. Students scoring intermediate and above are placed in general education courses and are monitored on a quarterly basis to ensure adequate academic progress. Our district is currently reviewing and refining this placement practice.

Ninth grade students who score intermediate on the CELDT are placed in a Literature Support class to receive intensive instruction in English. To ensure the highest quality of

education in core classes, every teacher is supplied the names and current fluency levels of their EL students during their Plans for Professional Growth conference with his/her evaluator at the beginning of the school year.

Our EL coordinator monitors and meets with EL students, and addresses student academic progress, re-designation criteria, graduation requirements, refers student to tutoring to improve grades, offers weekly progress reports for parental monitoring, and college admissions requirements. During the senior year, the EL coordinator advises students on college and career preparation, graduation, SAT and ACT testing, college applications, and financial aid. In addition, he provides students with the SAT and ACT testing schedule, college field trips, college virtual tours, financial aide, and a college application checklist.

Socio-Economic Status

EHS continues to research and implement programs to help meet the needs and engage our parents in the educational process. Our population of students receiving free or reduced lunch maintains an approximate rate of 75% annually.

Students Receiving Free or Reduced Lunch (2014)

<u>Eastside High</u>	1,752 (74.5%)	2,353
<u>District Total:</u>	15,368 (62.8%)	24,468

Parent Education Level (2014)

Graduate Degree or Higher	108	5%
College Graduate	310	13%
Some College or Associates	611	26%
High School Graduate	571	25%
Not a High School Graduate	516	22%
Declined to State	208	9%

Attendance and Safety

ADA Rates

Eastside and the district have focused on the increasing attendance rates using various strategies including improvement of attendance documentation at both the school and district level. EHS has a community attendance worker to intervene directly with students and families.

At EHS, another step to help promote student attendance and academic achievement is the implementation of the daily or weekly progress reports. Administrators, teachers, counselors, and parents may provide students with the daily progress or weekly progress reports to enable to students to monitor their own academic progress. The progress report permits students to share academic progress with parents, guardians, or a mentor. A student typically completes a weekly or daily progress report until he or she improves his or her semester GPA and attendance.

Truancy

Year	Enrollment	N-Truant	Truancy Rate
2012-2013	2,432	1,990	70.05%
2011-2012	2,423	1797	62.60%
2010-2011	2543	2266	89.11%

At EHS, we believe that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement, leaving students at risk of dropping out of school. EHS staff strives to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by Eastside High School. Daily participation is an important part of the educational process.

To address students who are habitually truant, EHS and the AVUHSD utilizes our referral system. Parent conferences may be scheduled, and an appropriate plan of action may be developed to assist the student to become successful. Typically, habitually truant students meet with our community attendance worker (CAW) where she conferences with the student about his or her options, and then recommends an intervention strategy. At that point, a student may be placed on daily or weekly progress reports, lunch detention, Saturday school or receive a citation. To recover some of the lost educational time, EHS students with unverified absences may voluntarily attend Saturday School. The student must sign up for Saturday School prior to attending, and meet with his or her teachers. Severe cases may be referred to the community attendance worker who under her discretion may bring the students to an attendance review board process known as SARB.

Tardiness

Our expectation is for students to be in class for the entirety of their class period to receive the maximum amount of instruction. This takes a school-wide commitment from all students and staff. Teachers are responsible for tracking individual student tardies. At the third tardy, a parent or guardian is contacted regarding the student's attendance. When the student reaches seven tardies, the community attendance worker makes contact with the student. At ten tardies, the student is referred to a vice principal for further intervention. EHS also utilizes random tardy sweeps to monitor the habitually tardy students.

Student Expectations: Students are expected to be on time to each and every class. If tardy, the student is expected to enter class quietly and be seated. If the classroom door is locked, the student is to knock and wait by the door until let in the class or removed by security. If caught in a tardy sweep, students are to comply with security and proceed to the designated tardy sweep area. Students are expected to remain quiet and receptive to the documented consequences. Defiance with security will result in a referral to administration and further disciplinary actions.

Teacher Expectations: Teachers are expected to be on time to each and every class. Teachers are expected to make every effort to have their doors open during passing periods as they greet students at their doors. For tardy sweep periods, teachers are expected to lock their doors and not allow students in or out of their class after the bell rings. In the rare incident when a teacher needs to send a student out of class, they will do so with an official school pass. Teachers are not to allow students to leave class during the first and last 15 minutes of the class period unless it's an emergency. Teachers will report habitual tardies per the tardy policy.

Security Expectations: Security personnel are expected to encourage students to get to class on time, gather tardy students for the tardy sweep, and check roaming students after the bell for passes. In the event a student does not have a pass, security will escort the student to class. Security will refer students to administration for defiance if students do not comply.

Administration Expectations: Administration will greet the students before and after school, along with being visible and encouraging students to get to class during snack and lunch passing periods. Administration will assist in tardy sweeps. Administrators will be cohesive and steadfast in providing discipline to students who have been referred for continual tardiness or defiance. Administration, in conjunction with the CAW, will review attendance of each student referred for discipline. Administration will be responsible for handling parental concerns, offering site feedback, and communicating the tardy policy and tardy sweeps with the staff.

Discipline

At EHS, we recognize the importance of ensuring a safe and secure learning environment where students succeed academically. As part of the self-study process and the district focus on Positive Behavior Intervention and Support, we reviewed and analyzed a variety of discipline data (see Appendix A: School Data). Our data analysis revealed that our ninth and tenth grade students account for the majority of discipline infractions, our African American students account for the majority of disciplinary actions, and most disciplinary actions occur within the classroom. Themes and patterns were recorded and enabled the staff to identify our areas for growth.

School Climate

We embrace a culture in which students are empowered to pursue post-secondary options to enable them to compete within a global society. As part of this endeavor, we adopt a college-going and collegiate atmosphere where students are encouraged to take a rigorous course of study, engage in a number of school activities, and do so in a positive, safe and orderly environment. Students at EHS are taught self-determination, respect, contemporary academia and creativity through authentic interaction, community relationships and a rigorous curriculum.

Parents are able to communicate with teachers and staff at any point during the year via email, telephone, or scheduling a meeting. In addition, teacher/parent conferences are available monthly in the afternoons, so that parents can speak to all faculty members without pulling teachers or the student out of class. At these parent teacher meetings, all teachers are expected to attend, as well as counselors and administrators.

School Site Council and Parent Booster meetings are held on a quarterly basis to conduct school business awareness and gather ideas from the community, students and parents about the success of our school. We have a parent center located inside of the school where parents can access student grades, office personnel, and additional support. Flyers, newsletters, and phone calls home are avenues of communication about activities and events on campus. EHS takes advantage of social media to keep parents informed about school updates and changes. EHS created and updates a Facebook page and Twitter feed, as well as teacher use of apps such as *Remind 101* to provide updates on specific classes. Lastly, through the work of our School Site Council, we have developed a Parent Involvement Committee focused on reaching out and involving more parents.

Community relationships are built through student projects and community service hours (UCLA partnership, Grace Resource Center, etc). Staff development meetings are held on a monthly basis and students have been invited to participate in these meetings to help set the tone of building positive relationships, providing productive feedback, and re-enforcing the importance of meaningful interactions. We adopt a collaborative approach within our school, and therefore provide multiple opportunities and structures for faculty to engage in collaboration. These include early-release Wednesdays, Professional Development sessions held once a month on an additional minimum day, and additional paid hours set aside for teachers to meet during the school day or after school. Students also embrace collaboration through the Student Leadership Council, Link Crew, ASB, and other clubs and activities.

During school hours, adults are a visible presence to provide a safe and caring environment. Administrators are highly visible during periods in which students are out of class such as before school, during snack and lunch, and after school. Teachers and staff members on campus build a positive rapport with students and establish meaningful relationships with our students. Some students feel connected to their teachers because of the teachers' school involvement and school spirit. Faculty members are highly encouraged to participate and attend school activities, clubs and athletic events on

campus (Club Day, Pep Rallies, Tailgates). Faculty members are also highly encouraged to become club advisors and athletic coaches.

Another key factor that helps bring students, families, and faculty together at Eastside High School is the English Learners Language Arts Program. With this program we are able to reach out to over half of the student population and their families. Information and documents provided to parents and *Schoolmessenger* messages are recorded in English and Spanish. We care about effective communication and strive to ensure that any barrier between the parents and our school are eliminated.

The college going culture that was established throughout our campus continues to grow. College banners and pennants are displayed on campus, in classrooms and office building. Signs that read “Where are you Going?” are set up throughout the school so that students are encouraged to consider the options they have for their future. Announcements are read in the mornings and staff members take turns talking about their college of attendance and careers. Eastside High School has employed a Pupil Service Tech who works with students in a number of college-related activities, and schedules various college representatives to visit our campus on a regular basis. Several times a month a University of California representative comes on campus to meet with students and speak to classes about the college admissions process. EHS boasts the largest AVID population in the Antelope Valley, with over 20% of the student population enrolled in AVID sections. We have recently added a College/Career liaison who works with guidance in ensuring students and teachers are aware of post-secondary options, and students have strong four year and post secondary plans.

Clubs

Eastside High School Clubs and Advisors

Class of 2016	Mrs. Rouzer
Class of 2015	Mrs. Hair
A Capella Club	Mr. Estrada
AVID	Mrs. Marshall
Black Student Union	Mrs. Harrison-Gordon
CA Scholarship Federation	Mrs. Briseno and Mrs. Calzada
Card Gaming Club	Mr. Speno
Christain Club of EHS	Mrs. Perez
Ecology Club	Mrs. Calvert
From the Balcony Production	Ms. Pruitt
Graphic Design Club	Mr. Patterson
Grid Iron Club	Mr. Lear
Guitar Society	Mr. Estrada
Hoops Club	Mr. Parker
Key Club	Mrs. Coleman-Levy
Link Crew	Mrs. Brown
Lionontics (Robotics)	Dr. Hall
Lions Hope	Ms. Barardino and Ms. Harmon
Mathletes	Mr. Dabo
Mock Trial	Mr. Cook
Model United Nations	Ms. Jobb
National Art Honor Society	Mrs. Rivas
Pals of Eastside	Mr. Cook and Ms Hair
Peppy Paws Cheer Club	Ms. Hicks and Ms. Calzada
Poetry Club	Ms. Villegas
Spinners Club (Music and DJing)	Mr .Rivas
Star Quality and Step it Up	Ms. Zimmerman
Yearbook	Mr. Higa
Young Census Club	Mrs. Cuevas

ASB

Students involved in the ASB Leadership program at Eastside brainstorm, organize, plan, and execute events in all genres for the student body. The student government organization promotes a positive campus culture by involving as many types of students as possible in a variety of activities. The funds raised by ASB pay for additional activities as well as funding the sports programs on campus. Fundraisers have recently included a rose sale, a club food fair day, and singing grams (featuring the talent of 5 different EHS singing groups). Beyond raising funds to support student life at Eastside, ASB promotes campus involvement by putting together events such as our recent video game tournament, multiple rallies highlighting groups ranging from football to drama, a

dodge ball tournament, a prom fashion show, and a talent show. ASB students also promote a culture of service by hosting regular blood drives in conjunction with the Red Cross, as well as sponsoring a Jeans for Teens drive in partnership with Aeropostale. In addition to promoting service within the community, the ASB of EHS also plans, funds, and attends a special education prom and homecoming dance each year as well as a kindness week in partnership with our LINK Crew's anti-bullying activities. The ASB class proudly presents a range of activities that are completely student-planned and student-run, thereby promoting the real world skills desirable in a modern workplace.

Link Crew

Link Crew is a high school orientation and transition program that increases freshman success. Members of the junior and senior class are trained to be Link Crew Leaders who act as positive role models, motivators, student mentors and teachers helping guide freshmen to discover what it takes to be successful during their high school transition. Link Crew removes the culture of negativity, hazing, and bullying towards freshmen and replaces it with structural support and purposeful connections. As freshman success increases, the benefits to the school climate and culture become apparent. Link Crew schools value service-learning and character development achieved through this proven high school orientation program. Link Crew helps create a safe and supportive school environment where freshmen learn that people at school care about them and their future.

Currently the Link Crew program at Eastside High School involves 96 juniors and seniors. Link Crew members are trained a minimum of two days in the summer and host a freshman orientation the week before school starts. Freshmen are invited through a principal note mailed home and Link Crew members personally call each student to invite them to attend freshmen orientation. Link Crew provides social follow-ups such as a freshman luau, freshman tailgate, Girls Rock Boys Rock and more.

In addition, Academic follow-ups were given through the Health classes three times throughout last year. This year, Link Crew is taking a more active role with the freshman class by hosting classroom visits to offer social support to the freshman class. They host classroom discussions and role-play games to help students understand and cope with social problems like bullying and relationships. During the year, the Link Crew met with the lower classman of the same sex in Girls Rock/Boys Rock. Link Crew implemented a new program of Link Alerts and Freshman Shout Outs to provide additional avenues to reach out to freshmen that needed help or earned praise.

From the Balcony

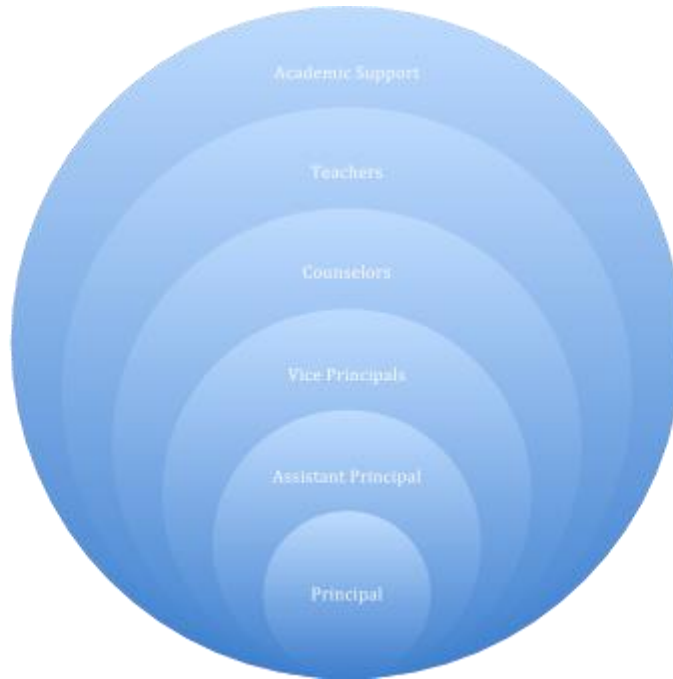
From the Balcony and the entire drama program strives to teach students group cooperation, leadership skills, and train them for the work force. This does not just apply to acting. Students learn interview skills, how to commit to something, to be on time and prepared, and many other life skills. The after school drama program is a year round activity where students are held to professional standards. Actors must go through an audition, sign contracts, and come to rehearsal based on their work schedule. Students in stagecraft go through an interview process for each show. Stagecraft students are working

backstage in a state of the art facility that trains them on the light and soundboards, to build structures that are up to code, as well as to work with others and meet deadlines. In class, students start with voice and movement skills in Drama 1. Then, in Drama 2, they learn the history of different styles such as Greek and Kabuki. When they move to Drama 3 students create a portfolio and a resume. When Drama 4 is added, students will be the leadership in Drama 1 classes and complete a dramaturgical project that includes a business plan and research paper to support a production of their choosing. In this scenario Drama 1 students would be the actors in the Drama 4 student's production.

Performing Arts

Eastside High School's diverse students participate in a variety of band programs: marching band, drum-line, symphonic band, wind ensemble, and concert band. Despite the different types of music played, the band teaches students life skills such as organization, dedication, prioritization, and time management. Our band offers musicians at all levels to grow, perform, appreciate, and gain knowledge. The band also helps instill character skills such as hard-work, compassion, trust, collaboration, and respect. Eastside High School's band has gained attention and praise throughout the district, and Southern California in a number of competitions.

Eastside High School Staff



Credential Status (2014-2015)

	Teachers	Average Years in District	Phd	MA +30	MA	5 th Yr BA	5 th Yr Induct	BA +30	BA	1 st Yr	2 nd yr	Intern
EHS	91	8	2	15	18	4	14	35	10	13	11	3

Teacher Gender and Ethnicity

Hispanic	24
African American	9
White	61
Filipino	1
Native American/Pacific Islander	1
Japanese	2
Male	39
Female	49

Teacher Employment Status

Tenured	60
Probationary	24
Intern	5
Temporary	2

Classified Staff

Office Support Staff:

- Office Supervisors/Secretaries
- Bilingual Clerks
- Attendance Clerks
- Parent Liaison
- Bilingual Community Worker

Campus Climate and Security

- Campus Security Supervisor
- Campus Security Officers

Academic Support Staff

- Career Center
- 2 Computer Lab Technicians
- 1 Internet Specialist
- 1 PC technician
- Instructional Aides
- College AVID Tutors

Campus Management Staff

- 1 Campus Maintenance Supervisor
- Custodians
- Grounds Keepers
- Food Service Providers

Administration

Eastside High School operates a traditional single principal structure that directs the academic achievement and plant management. Over the past few years, Eastside High School has been part of the district-wide administration shift. Our current principal enters her second year as principal and her third year as an administrator at Eastside. To maintain a relationship with the teaching staff, she continues to support an academic department. We have an Assistant principal that assists in the academic and plant management of the school. They work together as a team to support the Eastside academic program. To assist in daily operations, oversight of academic programs, and discipline, Eastside utilizes three vice principals. Each vice principal supports an academic department, student discipline, and a student service.

Leadership Teams

Administrative Team

The principal meets with the administration staff and the head counselor weekly to focus on curriculum and instruction, as well as other site-based issues. The team's primary goals are to monitor and assess teaching and learning to determine the most effective methods to support all faculty members.

Instructional Leadership Committee

The principal, assistant principal, department chairs, instructional coaches, and other members of the teaching staff meet on a monthly basis as the main instructional leadership body. This team reviews the school's strategic plan, analyzes student achievement data, investigates best practices, develops academic goals, and initiates changes to the instructional program as needed. The Eastside Leadership team assists in reviewing instruction and learning at Eastside in order to maintain high standards and appropriate levels of rigor to ensure student engagement and learning. Over the past year, the team has met to determine areas of concern on the campus.

Department Chairpersons

Department Chairpersons are nominated and elected by members of their department for a two-year term. They provide leadership in curriculum, instruction, data analysis, student work analysis, department walk-throughs, textbooks, and materials. Department heads meet on a monthly basis with the principal and assistant principal as well as hold meetings with their department members, monthly.

Instructional Coaches

Instructional coaches are selected through an interview process by members of the administrative team to serve a one-year term. Instructional coaches collaborate with teachers and engage in observations, providing feedback, encouraging effective

instructional strategies through modeling, co-planning, and co-teaching. They facilitate small group and individual coaching meetings to review student data and plan an effective instructional model. Instructional Coaches provide continuous communication and follow up between instructional coaches, teachers and administration.

School Site Council

Members of the Site Council consist of staff, parents, and students that are elected to their position by their represented population. The council meets quarterly to discuss school achievement data, federal and state funding, school budget, and compliance and development of the Single Plan for Student Achievement.

ELAC: English Learners Advisory Committee

Parents of students classified as English Language Learners meet quarterly to learn and advise the school about the English Language Development program on campus.

Student Leadership Council

Despite the various student organizations on campus, the administrative team determined that Eastside High School lacked the input of all students. Administration constructed the Student Leadership Council. Each teacher selected a student from first period to represent the students. The selection process helped ensure that the majority of students received representation by avoiding a “popularity vote.” The Student Leadership Council meets monthly during second period and is facilitated by the Principal, Vice Principal of Activities, and Head Counselor. Students provide input regarding the discussion topics and in some cases, have run the activities of the meeting. The concerns of the students are brought back and presented to the staff.

Academic Support Staff

The **AVID Coordinator** supports the AVID program through the selection and monitoring of students, supporting the elective teachers, and coordinating AVID activities and field trips. The coordinator advises on the direction of school-wide training on AVID/Best Practices strategies. This year, the coordinator will prepare the staff for our demo school application and process.

The **AVID Instructional Coach** assists the AVID Coordinator in the student selection and support. The instructional coach also supports the instructional needs of the AVID elective teachers and teaching staff. She assists in the development and presentation of professional development.

The **Testing Coordinator** monitors testing procedures and plays an active role in the Advanced Placement program. The coordinator is the primary connection with the College Board, monitors and supports new AP teachers advises teachers regarding their AP syllabus, and coordinates instructional materials and testing.

The **Literacy Instructional** coaches focus on the development and implementation of effective literacy instruction through utilizing current reading, writing, studying, and thinking research; demonstrating those strategies in classrooms and during staff professional development; and evaluating the literacy needs within various subject areas by collaborating with teachers and administrators to improve instruction through the interpretation of assessment data.

The **Technology Instructional** coach develops instructional technology solutions and related training material for the purpose of providing the teachers with the tools needed to utilize emerging instructional technology to enhance student learning.

The **Math Instructional** coach serves as a math specialist to assist in the development and implementation of campus instructional plans by collaborating with teachers and administrators to determine the instructional needs at EHS; designing and providing professional development focused on improving the alignment and delivery of common core curriculum to increase student success.

The **Title I Coordinator** provides leadership that ensures compliance with federal regulations and promotes effective intervention programs to students across the division. She is responsible for overseeing the Title I program's priorities, activities, and plans with general program leadership to ensure program efficiency, accountability, and concordance with campus instructional and improvement plans.

Student Support Staff

The Counseling Team consists of four credentialed counselors led by one head counselor. Each counselor is assigned students based alphabetically. The Guidance Department at Eastside High School is committed to rigor, relevance, and positive relationships with students, parents, staff and the community.

In today's world enriched by diversity and technology, the goal of our guidance department is to support the academic achievement of all students at Eastside High School. To that end, they are committed to building positive relationships with students, while being accessible to their parents, guardians, and extended families. They develop and nurture a collaborative culture with the staff, volunteers, and community stakeholders to enhance our students' growth and development.

Our school-counseling program is modeled after the American School Counselor Association's (ASCA) framework for school counseling programs. The framework includes the National Standards for School Counseling Programs in the broad developmental areas, commonly referred to as domains: Personal/Social development, Academic development, and Career Development.

Our Comprehensive Guidance Plan includes:

1. Individual Student Planning – Individual or small-group appraisal, advisement and counseling.
2. Responsive Services – Crisis counseling, individual and small-group counseling, consultation and referrals.
3. System Support – Collaboration, consultation, professional development, and program management and operation.

The following support staff is also available to help our students:

- A full-time health tech monitors health records and is available for any emergency needs of students and staff
- A full-time psychologist is available for student support
- A part-time Speech and Hearing specialist works with identified students
- A bilingual Spanish community liaison works with staff to support the needs of our second language learners. She assists teachers and other staff by providing translating services for making home calls, parent conferences, or whenever needed.

Professional Development

As part of our school-wide professional development plan, most of the faculty are members of at least two professional development teams to increase student engagement and achievement. One of the teams is composed of heterogeneous members from every department to focus on instructional strategies. The other team emerges from the department structure to focus on implementing the instructional strategies into the content strands and cross-curricular units.

With the implementation of the Common Core curriculum, EHS has shifted much of its professional development focus to accommodate the changing needs of the education of our students. At the end of the 2012-2013 school year, the faculty identified areas of weakness within campus instruction and the leadership team created a professional development plan for the 2013-2014 school year. The leadership team created the heterogeneous groups that included members from several different departments along with members from the leadership team. The professional development sessions were held during minimum days and focused on aspects of Inquiry and Collaboration. Teachers were then expected to perform a lesson using one of these strategies within the following two weeks. Teachers were encouraged to observe one another presenting these lessons. For the 2014-2015 school year, members of the leadership meeting analyzed current data in the summer and identified areas of focus for the school year. Professional development sessions supported these areas of focus. In addition, teachers and classified staff have attended numerous conferences throughout the year and share this information with the rest of the staff.

Student Support Programs

At the heart of administration building is the **counseling center**, which is open to all students, parents, faculty and staff to provide guidance in educational decision-making and vocational planning. Everyone is invited to use the center to view the various resources available. Information about colleges, entrance exams, registrations, applications, fee waivers, financial aid is accessible to all students. In addition, information regarding additional services is available through brochures, handouts, and our guidance counselors.

Eastside Study Hall is centrally located in the Library. Based on previous years demand, the Eastside Study Hall is open Tuesdays and Thursdays after school. It employs the expertise of four senior teachers and several peer tutors from the AVID program.

Saturday School provides students the opportunity to receive extended instruction in core subject areas to improve their grades. Students bring homework, projects, or troubling subject matter to receive added instruction from teachers. Saturday is also offered to students that have fallen behind due to attendance issues. They volunteer for Saturday School to receive instructional time that they missed during the school week.

Library houses a number of resources for students and teachers including reference materials, computers, printers, and study rooms. It is open daily from 7:30 to 3:10 to provide time before school, and during snack and lunch for students to access books for research and recreation. Computers are equipped with internet access, word processing software, database access, and tutorial programs. The library is staffed by a full-time librarian and textbook clerk who assist students.

Computer Labs are located throughout the campus and are open during the day for teachers and students. One lab remains open for one hour after school each day for student use. The labs provide multi-media resources to support the majority of needs for teacher assignments and projects. Students are welcome to use the labs to complete assignments, research schools and careers, and network with fellow students and teachers.

Opportunity enables students to work in a variable credit environment to earn credits in subjects that they have previously failed. Students work individually on standards based assignments or using the APEX on line curriculum. In addition, our all-day Opportunity Program supports at-risk students through the use of the *Why Try* curriculum and counseling support on a weekly basis.

Grade Improvement offers students the opportunity to improve a “D” by working independently using the APEX online curriculum. Students meet with the supervising teacher for up to four days a week.

Alternative to Suspension program is a new program to Eastside High School beginning this spring. The program has been instituted in part to address our critical need related to student discipline. Students who commit infractions that may warrant an off-campus suspension are given the opportunity to attend this program in lieu of the suspension. Two teachers work with students on goal-setting, decision-making, and other aspects of the *Why Try* program, while allowing students to make up missed work and maintain their attendance.

Special Curricular Programs

Advanced Placement (AP): EHS is proud to offer seventeen Advanced Placement courses to any student willing to put in the work and effort. Every teacher teaching advanced Placement has attended a College Board AP training.

Honors and AP Courses (2014)

English 9 Honors	Freshman Geometry
English 10 Honors	Freshman Algebra 2
AP English Language and Composition	AP Calculus A/B
AP English Literature and Composition	AP Calculus B/C
AP World History	AP Statistics
U.S. History	Honors Algebra 2/Trigonometry

AP Government and Politics	AP Physics 1
Honors Economics	AP Biology
Honors Spanish 1	AP Studio Art
Honors Spanish 2	AP Psychology
Honors French 1	
Honors French 2	
AP Spanish Language	

ELD: Students classified as beginning or early intermediate English learners are placed in our ELD English and Elective courses. Students participate in an intensive English Language Learning program, which enables students to learn English and receive academic support in their other core subjects.

Literacy Support: To ensure incoming freshmen will be able to access the curriculum as upper classmen, freshmen with a Lexile lower than 900, a low score on state testing, and earn low grades in English courses are placed in a Literacy Support class. The curriculum utilized in the Literacy Support class is the Scholastic Read 180 program.

Algebra Support: Incoming freshmen that are identified through state testing and grades as needing significant intervention receive remedial support in the Algebra support classes.

CAHSEE Math: Students who do not meet proficiency as indicated by D or F grades in Algebra 1 in 9th grade are provided with an additional support class in CAHSEE. Upper classmen may also enroll in the CAHSEE elective course to receive additional remediation to assist them in passing the CAHSEE.

Algebra 1 Team: To improve the student success in Algebra I, Algebra I teachers were placed into cohort with the same prep period to collaborate. They meet on a regular basis to plan common assessments, review data, analyze student work samples, and create intervention sessions for students not achieving proficiency on common assessments. A key component of the program is intervention prior to students failing the class. Therefore the team identifies opportunities for interventions, and share students to distribute them based on needs during that intervention period.

Special Education Programs

Eastside High School offers a continuum of special education services and programs that include Resource (RSP), Special Day Classes (SDC) providing academic and behavior support, Pre-vocational (Pre-Voc), and Severely Developmentally Delayed (SDD). Classes within the special education program have credentialed teachers, trained Para educators, and instructional aides that support our students in obtaining and meeting their academic needs while obtaining their transitional goals.

Regardless of the program setting, all students have transitional goals and develop a Transition Portfolio during their high school career. Students focus on career choices, post-secondary training, and adult living skills.

Eastside High School's Resource Program focuses on supporting students academically in the general education setting. Student in the program receive academic support in Strategies for Success courses where teachers use AVID strategies combined with embedded transitional goals and activities. Added academic support is provided by Instructional Aides who collaborate with both the general education teachers and the Resources teachers. At the beginning of the year, the teachers in the Resource Program hold a gathering in the Instruction Coach room to distribute student accommodations to general education teachers. At that point, the resource teachers and general education teachers collaborate to determine the best academic approach for our resource students.

In the SDC setting, students receive specialized academic instruction for core curriculum. To help develop reading skills, students are enrolled in an English class that is paired with a Literature Support class using the Scholastic Read 180 or System 44 program.

Functional academics and life skills lead the focus for the Pre-Vocational Skills program. Classroom activities support functional skills though whole and small group activities and individual work. During the year, students participate in Community Based Instruction (CBI). During CBI excursions, students work towards achieving their individual goals within the community.

To ensure compliance, teachers receive professional development concerning the newest educational laws for writing and monitoring Individual Educational Plans (IEP) on an annual basis. Our teachers understand that collaboration with general education teachers, counselors, school psychologist, parents, students, is essential in providing our students with the tools needed to meet their transitional and academic needs.

Athletics

With the addition of our new stadium, Eastside High School has experienced another great year for our athletic teams. Staff, parents, and students came out to the opening of the stadium where we played our first football game on our home site. It was the highest attended football game to date. Eastside High School's athletic program is available for all students to participate as all sports enjoy an open tryout format. Athletics and other co-curricular activities are important to the culture and overall climate of Eastside. We encourage students to participate on an athletic team or other co-curricular activity to enhance their high school experience.

Fall Sports	Winter Sports	Spring Sports
Cross Country	Boys Basketball	Baseball
Football	Girls Basketball	Boys Golf
Girls Golf	Girls Soccer	Softball
Girls Tennis	Wrestling	Boys Swimming
Girls Volleyball		Girls Swimming
		Boys Tennis
		Boys Track
		Girls Track
		Boys Volleyball

Student Perceptions

Climate:

- Students believe teachers model professional behavior.
- Most feel that administration is accessible to students
- 79% of student feel they have access to AP and Honors Courses
- 84% know the graduation requirements
- 80% believe teachers make cross curricular connections
- 74% performed a wide variety of activities in classes.

Areas of Concern:

- 52% believe students treat one another in a disrespectful manner.
- 67% of the students surveyed feel stressed

Parent Involvement

Parent involvement and participation has been steadily increasing over the past couple of years. A major component that aided in the increase of parent participation was the opening of the Eastside High School Parent Center. Located in the front office, parents have access to a wide variety of resources. A staff member is always available to assist parents, while computers provide access to student grades and Rosetta Stone for those that would like to learn English.

Schoolmessenger provides teachers and administrators the opportunity to easily provide home communication. Each message can be translated or targeted towards a specific group of students. *Schoolmessenger* recordings inform parents and their students of

upcoming school events, information regarding policies and student progress, and potential programs.

Chapter II

Student/Community Profile

Supporting Data and Findings



Significant Developments

Since our last WASC visit three years ago, EHS has experienced significant changes in the staff profoundly affecting the school's culture and environment.

Mission, Vision, and ESLR's

Since the last WASC visit, the California Department of Education adopted the Common Core State Standards causing a significant change in the expectations and approach of our educational programs. As EHS moved forward to meet the demand of CCSS, the staff examined our vision statement, mission statement, and our expectations of student learning. When examining our expectations, we discovered that our vision statement was outdated; consequently, a change in our vision prompted a change in our mission statement and our ESLRs. We had several staff development meetings where we examined our school goals and expectations to draft our new vision and mission statement. The staff created several drafts that spurred various discussions, and ultimately resulted in shared vision and mission statements selected by vote.

Our ESLR's have significantly changed since our last WASC visit. Prior to our preparation for our WASC visit, we were still using our LIONS ESLR's. Although LIONS provided a set of guidelines for the expected academic achievement of our students, it did not address our changing expectations for our students as citizens and competitors in a very different world. At EHS, we want our students to be more than just academically successful. We want our students to develop pride in themselves and their community, to self-advocate, to appreciate their civic duty, and become responsible adults. During an end of the year, reflective activity in 2012/2013, we asked our teachers to share their expectations of students and learning, as well as their role, responsibility, and commitment in the process. Through a great deal of discussion and sharing out, our 7 C's came out as the common themes to which our staff was committed to support and engage in to ensure the success of our students. These were adopted as our staff commitment in the 2013/2014 school year. In discussing our ESLR's and reviewing our hopes for our students and the skills they would need to achieve the vision and mission we set forth, the same 7 C's arose as themes. While some staff members felt that LIONS and the 7 C's were essential, the staff determined that LIONS and the 7 C's were a bit overwhelming for both staff and student. After a great deal of deliberation, we adapted the 7C's to incorporate the academic expectations of LIONS, and our expectations of our students to be successful in a quickly evolving, socially diverse society. This also allowed our staff and students to have a unified commitment and expectation for ourselves, and our school community.

Changes in Personnel

Since the last WASC visit in 2012, the entire administration team has changed. Site administration now consists of Principal Dr. Kristen Tepper, Assistant Principal John Najjar, Vice Principal of Athletics John Kleespies, Vice Principal of Activities Lisa Schmidt and Vice Principal of Special Education Charae Andrews. Dr. Tepper

commenced her administrative tenure at Eastside High School first as the Assistant Principal for the 2012-2013 school year. Then, she was promoted to be our principal in the 2013-2014 school year. To assist in school operations, Mr. Najar was promoted to Assistant Principal transferring to Eastside High School from Quartz Hill High School in 2013. Mrs. Schmidt moved from the classroom to administration at Eastside High School in 2013. Both Mr. Kleespies and Mrs. Andrews transferred to us at the beginning of this year.

EHS has seen significant turnover in certificated staff since the last WASC visit. This turnover has been a result of teachers being promoted to other positions within and outside of our district, relocation or family obligations, retirement, and transfer to other schools. We have hired 20 teachers over the last two years. Of those teachers 13 are teachers new to our site, and 7 are second year teachers. Within the last 3 years we were able to hire an additional counselor with SIG Funds, but was unable to retain her after the grant concluded. One member of our counseling department transferred to our new charter middle school, and we were able to hire a returning counselor to the district.

School Improvement Grant (SIG)

Eastside High School and another school in our district were awarded the School Improvement Grant (SIG) in 2008. As a result of this grant, the school day was extended through adding a Homeroom class. In addition, professional development and collaboration was a significant area of focus, and teacher evaluations were tied to additional compensation. Grant funds were also used to enhance technology on campus through adding additional computer labs, purchasing new computers, iPads, and Apple TVs.

Certain practices that were implemented through the School Improvement Grant were agreed upon through an MOU between the California Teachers Association and the Antelope Valley Union High School District. When the grant concluded, the MOU ceased. These practices included the requirement of additional instructional minutes and compensation, additional compensation for satisfactory performance evaluations, and additional incentives for attending professional development. One area of focus that has continued to be a part of Eastside High School's culture and is fully supported financially is the emphasis on collaboration and professional development.

Common Core State Standards

Eastside High School has made significant progress in embracing and implementing the Common Core State Standards. We have participated in a number of professional development sessions and several members of our staff have been part of district level committees, who have developed unit plans that adhere to the new standards. We continue to support teachers through offering time to collaborate, offering professional development sessions, including having a guest presenter come to EHS, and sending teachers to several conferences related to this topic. It is important to note that there is some apprehension and uncertainty related to the shift in instructional approaches and

core areas that do not have fully adopted standards. As a school we have focused on teaching the skills outlined in the College and Career Anchor standards as a collective approach to implementing the Common Core State Standards.

Several departments have started to implement Performance Tasks to measure student achievement of the Common Core State Standards. To assist in evaluating the progress of our students across the district, our district has created an interim assessment for all juniors to complete during the first semester utilizing *Schoolnet* and *My Access* software programs.

Since our last WASC visit in 2012, Eastside High School has continued to look at relevant data to develop our school goals. Analysis of the data has been an important part of department meeting and leadership meetings. These discussions brought to light that there was a gap in a collective understanding and implementation of common goals. Although individual departments analyzed data to develop and implement instructional strategies, departments were more individualized in their interpretations, and a school wide effort was not clearly taking shape. To help prompt discussion and develop school wide goals within the 2013-2014 school year, Dr. Tepper established an Instructional Leadership Team that included Administrators, Instructional Coaches, Department Chairs, and other interested teachers to review pertinent data and develop collective goals that directly correlated to student needs. Members of this team shared discussions and data with department members to obtain feedback and modifications. The Instructional Leadership Team has continued to meet monthly to review progress in meeting goals, and develop additional goals and plans as appropriate. Instructional Coaches also worked with individual teachers to lesson plan, co-teach and reflect on best practices. With the help of department and staff meetings we reviewed areas of strength and areas for growth to drive the professional development on campus.

Although the state suspended API scores to accommodate for the change in testing procedures, EHS still focuses on improving student performance. In addition to the creation of performance tasks and common assessments, we continue to analyze data such as CAHSEE, SAT and ACT and AP scores. Using this data and the Common Core State Standards, departments have created course outcomes for each course and grade level on campus. In an effort to measure student progress and make adjustments to instruction, assessment of student learning has significantly shifted from multiple-choice tests to alternative assessments. One example of this is a group of English teachers piloting the use of student portfolios through Google Drive. It is our hope that the portfolio will be a source of data for current and future students for teachers.

As the data indicates, Eastside High School has experienced some fluctuations in our test scores. Our API score has decreased over the last two years from a high of 683 in 2011. In reviewing ELA data for CAHSEE, we have observed a decline in the multiple-choice questions for writing strategies, but have seen a growth in essay scores. Eastside High School has also shown an overall improvement in Math scores on both the CST and the CaHSEE. Our CaHSEE performance in English has remained consistent with pass rate

scores at approximately 75% with a proficiency at approximately 41% over the past two years. In math, the CaHSEE pass rate has fluctuated from a low of 70% to a high of 77% earned last year. Proficiency rates have stayed relatively consistent at approximately 45%.

As Eastside High School strives to offer more rigorous course options and prepare students to have options after high school, we continue to ensure open access to our AP and honors courses. Students are only required to make a commitment to remaining in the course through an AP/Honors contract to enroll. As a result, we have seen a continual rise in the number of AP courses offered. Each year AP courses are offered based on the interest of students, and as a result, some courses have not been offered every year. Despite this, we have more students enrolled in AP courses this year than last, and for the past two years there has been an increase in the number of AP exams taken. We continue to investigate additional advanced course offerings, as well as support mechanisms for students to be successful in the course and increase passing rates for AP exams.

Implications of Student Data Performance:

Through analyzing relevant data, we have identified a number of gains as well as areas needing our attention. We recognize that significant change in instructional strategies and expectations of student initiated by the adoption of the Common Core State Standards, as well as other changes in education require additional support and resources for staff and students. Fluctuations are expected as new tests are administered. In order to address the needs of our students the following practices will remain in place:

- Continued Professional Development.
- Flex Wednesdays to provide departments collaboration time to analyze data and develop rigorous and relevant lessons and assessments.
- Continue to refine instructional strategies to promote student learning and address the Common Core State Standards.
- Continue to maintain high expectations for our students.
- Ensure students understand the expectations of our Expected School wide Learning Results.
- Develop and modify course outcomes to address student needs and Common Core State Standards

To address our critical areas of need, Eastside High School will:

- Improve teacher awareness of student modalities.
- Address the decline in ELA pass and proficiency rates on the CaHSEE.
- Continue to show improvement in the pass and proficiency rates on the Math portion of the CaHSEE
- Maintain its current attendance and tardy policy.
- Address current issues in student discipline

- Encourage students to participate in a rigorous course selection through AP courses.
- Develop, implement, and refine common assessments, CCSS based Performance tasks and district developed lessons.
- Increase the course pass rates in all classes especially 9th and 10th graders.
- Continue to increase the number of students completing a-g requirements and college acceptance rates.
- Continue professional development for the implementation of Common Core State Standards
- Increase use of technology to communicate with students and parents
- Focus on student learning as opposed to the content presented in class by the teacher.
- Incorporate student life experiences in inquiry assignments and collaborative activities.
- Continue to support and participate in a culture of collaboration inter and intra-departmentally.
- Focus on literacy: academic vocabulary, writing, and comprehension development.

Important Questions raised by the data:

Despite the identification of critical areas of need at Eastside High School, several questions arose through professional development and focus group discussions that require additional attention and inquiry. In the coming year, we will work to closely monitor these questions as we prepare our ever-evolving action plan. The collection of longitudinal data based on these questions will help refine the school wide goals and impact the focus areas.

- 1) How effective has school wide intervention programs like Opportunity, Grade Improvement, Tutoring, and targeted Support classes been with our subgroups and at-risk population?
- 2) How are research-based instructional strategies being used in the classroom to increase student achievement?
- 3) What are the effective ways to examine data to drive instructions?
- 4) Is data being used to modify and drive instruction?
- 5) What professional development opportunities are being offered to implement Common Core State Standards?
- 6) How are we preparing students to meet the increased literacy demands and depth of knowledge required by the implantation of the Common Core State Standards?
- 7) How will teachers use technology to enhance instruction and communication?
- 8) How do we increase parent involvement?

- 9) How do we improve instruction on campus and move from a teacher-centered instructional model to a student-centered instructional model?
- 10) Is our approach to professional development the best option?
- 11) How do we increase our attendance in our tutoring program?

Based on the data collected during the self study, we have identified the following critical learner needs:

Critical Learner Need #1: There is a need to develop a literacy program to address the drop in ELA scores on the CAHSEE, and better prepare our students for college and career obligations. Over the last three years, CAHSEE rates have decreased in ELA along with a significant drop in scores on the last CST administered two years ago.

- 1.1. Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.
- 1.2. Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.
- 1.3. Emphasize implementation of strategies from Professional Development through observations and immediate feedback.

Critical Learner Need #2: There is a need to increase success of the English Learners to increase reclassification and CaHSEE pass rates since EHS has seen the number of reclassified EL students consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. Additionally, EL student achievement on both section of the CaSHEE falls below the success rate of other sub-groups as Only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion last year.

- 2.1 Designated EL table during Study Hall.
- 2.2 Utilize bilingual peer tutors in language-rich courses.
- 2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.
- 2.4 Provide additional professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary)

Critical Learner Need #3: Design and implement support and intervention programs to address the inequitable discipline rates of race, grade, and location. EHS has witnessed a disproportionate increase in African American discipline incidents on campus; furthermore, our lower classmen have the largest number of discipline incidents on campus with most of the incidences occurring in the classroom.

- 3.1 Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.
- 3.2 Provide professional development emphasizing effective communication

related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.

- 3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.

Chapter III



Introduction

Eastside high School underwent a WASC self-study three-year visit during the 2011-2012 school year. The visiting committee concluded the following areas of strength:

1. A self-centered academic environment resulting in improved API results.
2. The focus on improved student achievement.
3. Commitment to quality classroom instruction.
4. Student high level of pride in their school and their teachers.
5. Focused professional development including AVID strategies and student-centered use of technology.
- 6.

Since the last WASC visit, Eastside High School has been committed to develop our areas of strength to make them a permanent part of the campus culture.

During the initial WASC self-study the visiting committee left us the following four areas for follow up:

1. Examine Action Plan Goals with detailed references to specificity of growth and measurability

Over the past six years, the Single School Plan for Student Achievement (SPSA) has seen drastic revisions to meet the needs of our student population. The action plan contained within the SPSA contains specific actions, measurable goals, areas of responsibility, and expected completion timelines.

Three years ago, the actions and goals in our SPSA represented one of our district's mandated "5 Perfect Programs:" AVID, Literacy, English Learners, Math, and Special Education respectively. During the initial revision of the action plan, one program action goal was assigned to an administrator and instruction coach responsible for their respective "perfect program" to address the specificity of growth and measurability. Based on the evidence and expected program performance, a specific goal was created and listed under anticipated evidence of annual performance. For example, our AVID goal stated that we would "establish a school wide college/career culture through the institutionalizing a rigorous AVID program and AVID instructional strategies across the curriculum." Under the annual growth/indicator heading there is a specific percentage of growth for the number of students who enroll in A-G courses (10%). The revisions give us a measurable target that can be evaluated and revised on an annual basis. Eastside High School continues to meet this goal and has the largest number of students completing A-G requirements in the district.

Two years ago, the goals and actions of the SPSA underwent another major revision as the district shifted from district wide program goals to site-specific student achievement goals related to implementation of the Common Core State Standards, literacy, and digital literacy. To determine the needs of our students and develop school wide goals, the administration of Eastside organized several

groups to examine data and provide feedback. The administration employed current EHS organizations such as the administrative team, Instructional Coach team, School Site Council, ELAC and Title I advisory committees, Instructional Leadership Committee, and Student Leadership Committee. The Instructional Leadership committee links the departments and administration to evaluate current practices. The Student Leadership Committee provides input from the students across the school's demographics. Goals changed from specific program implementation such as AVID to more diverse goals such as, ***“Establish and implement a rigorous and relevant curriculum for all students that is aligned to Common Core State Standards,”*** where AVID is now one of many programs and strategies that supports the goal. The action plan also contains specific goals for student achievement instead of specific program goals.

As a result the SPSA and Action plan become a true living document under constant review. Each group reviews the document and is free to provide feedback regarding specific goals at anytime.

2. Develop a model to collect and analyze student achievement data based on the use of AVID or other appropriate instructional strategies.

Over the past six years, the Antelope Valley Union High School District has changed data collection software several times to meet the changing needs of education. Prior to the current program Schoolnet, AVHSD used OARS from 2010 to the end of the 2012 school year. During that time, we had several professional development sessions devoted to the collection and analysis of data. We used that data to develop lessons to improve student learning.

With the implementation of Common Core, OARS standards based data collection and test banks no longer suited our needs. Schoolnet provides teachers with instant access to student performance data. For instance, at the beginning and end of every school year, we administer the Scholastic Reading Inventory to determine student Lexiles. The Lexiles are used to determine class texts and support needs to ensure student comprehension of the text.

To meet the demands of the new standards, we developed learning objectives based on the current Common Core State Standards. This year, we are developing practices and assessments based on our learning objectives to provide usable data for the new Common Core State Standards. Many of our previous assessments used to collect data regarding student achievement did not match the current student learning objectives. We recently administered the first district interim assessment. At Eastside High School, several departments have created performance tasks. Some teachers are reintroducing the Portfolio to provide the opportunity to assess student work and collaborate with teachers of the same subject, as well as provide teachers in upper grades data to modify curriculum to meet student needs and foster student learning.

3. Implement AVID Strategies on School wide Basis

After reviewing our 2010-2011 self-study and the visiting committee report from March 15, 2011, we determined that we needed to review and reassess our progress of our school wide AVID strategies in the classroom. The WASC self study team met with the Administration, the AVID Coordinator and Instructional Coordinator, and our District AVID Coordinator for the best course of action. At that time, it was decided that we should apply to become an AVID Demonstration school.

We developed an action plan to refocus our efforts on building a school-wide AVID program. We decided to simplify and consolidate our efforts and move beyond note-taking to interactive note-taking. At first, we focused on Cornell Note taking since it was a skill used across the curriculum.

Initially, a survey was conducted to determine the usage rate for AVID strategies in the classroom. Roughly 50% of the staff participated in the survey and yielded the following results: 64% use Cornell Notes in classroom often, 9% were not using them; and 9% were using them sometimes. More importantly, less than 50% were confident that they were using Cornell notes correctly. We used this information to plan professional development that year and increase the use of Cornell Notes. That following summer, it was determined that Cornell Notes should not be the focus, but to focus on interactive note taking and the specific types of notes were not the focus.

In the 2013-2014 school year, the interactive note taking continued to become more rigorous. Roughly five teachers introduced and implemented the Interactive Notebook into their respective subjects: World History, Biology, English, and Geometry. It provided students with an organized format to take notes and provided the teachers with the ability to administer a quick formative assessment. This year, over twenty teachers require the interactive notebook in class. Within the next few years the majority of teachers at Eastside will require the interactive notebook. To facilitate the implementation of the Interactive Notebook the administration purchased notebooks to alleviate the teacher or student from having to purchase the resource to acquire an important academic skill.

4. Focus Staff on increasing the rigor and relevance in classroom instruction. This would include a more effective use of the instructional coach model.

During the first two contract days before the commencement of the 2011-2012 school year, the WASC team went for the shock and awe approach and addressed the entire Eastside High School staff with the 2010-2011 visiting committee's critical areas for follow up. The findings were displayed verbatim on a powerpoint to give the staff an unfiltered assessment of the previous Visiting Committee found at our site. It was a necessary first step to communicate to the new teachers as well as the returning teachers the substantial work that needed to be done in the 2010-2011 school year and beyond. the demonstration provided the

groundwork needed to recommit ourselves to providing our students with the relevant and rigorous classroom instruction that they deserve.

Our professional development offerings made significant changes during the 2010-2011 school year. During that school year, professional development opportunities varied to provide a choice for teachers to determine the specific areas that may best benefit their teaching. A typical offering on a PD Wednesday would often include two to three different sessions that would include technology, instructional strategies, or a combination of both. Since the 2010-2011 school year, our professional development has become more focused to suit the specific needs of our students and to continue to develop rigor within our classroom. In the 2013-2014 school, we engaged in professional development to create lessons using inquiry and collaboration as teacher surveys and classroom observation revealed an overall deficiency in these areas. As the year came to a close and we moved into this school year, we turned our attention towards cross curricular collaboration to provide our students with a learning experience that weaved through the curriculum of a student's typical day.

With the implementation of the School Improvement Grant (SIG) in 2009, the administration implemented a new observation tool to provide frequent classroom instruction data. Although the snapshot was introduced by the administration, the teaching staff added revisions. In addition to formal classroom observations, the administrative staff observes the teaching staff quarterly. The observation provides feedback of classroom practices and the teachers receive feedback within 24 hours of the snapshot. The feedback would consist of a score based on the different teaching expectations and rigor in the classroom. With the SIG funds, the teachers would receive a financial incentive for receiving good snapshots. After the SIG, the snapshot remained but the financial incentive disappeared.

At the beginning of the 2010 school year, the WASC self study team, the administration team and the instructional coaches met to review the visiting teams findings and recommendations. They initially developed an instructional coach model that provided more classroom support to monitor and implement classroom strategies to improve our student learning. Initially, the coaches developed daily routines for their instructional coach release times where they focused on classroom observations and providing feedback to the teachers. Since the onset of the original instructional coach model, it has evolved into a more pragmatic approach. Instruction coaches meet with a cohort of heterogeneous teachers to develop, and implement classroom strategies. Instructional coaches are also used to support teachers that are struggling in the classroom. Instructional Coaches also present instructional strategies and resources to teachers during our professional development; furthermore, the instructional coaches have become significant members of the leadership committee by providing observation data to the group.

During the Three-Year WASC progress report the visiting committee left us the following two areas for follow up:

1. Continue ELA and Math Proficiency improvements for all subgroups (ethnic, low socioeconomic, students with disabilities, and English Learners).

Since the three-year visit, EHS has focused on developing student literacy across the entire curriculum. Despite our best efforts with the introduction of instructional strategies like interactive notes and the interactive notebook, we have seen a consistent drop in student ELA proficiency.

To develop our student's academic literacy, we continue to encourage our students to take advantage of our rigorous course offerings through an open enrollment policy towards our honors and AP course; consequently, we continue to see an increase in students challenging themselves by enrolling in AP and honors courses. Our open enrollment policy combined with our support programs helped create the highest enrollment we have ever had in our most rigorous classes.

Although we encourage students to enroll in rigorous courses, we also understand that a general education course may account as a rigorous course for some of our students; therefore, we encourage students to seek support and place incoming freshman that are below basic into Literature Support to ensure their success in high school.

Last year, we attempted to address the drop in our ELA rate by creating a cohort of English 10 teachers. The cohort worked together to create common curriculum and assessments. After the initial common assessment, we attempted an intervention session with the students not meeting the standard. One teacher met with the students that did not meet the standard while the other teacher met with the students that met the standard to enrichment activities. Unfortunately, we only achieved one session. As the year progressed, the plan time became more difficult to coordinate and delayed further intervention pull-outs. The common curriculum and assessment survived into this year.

Since the literacy development of our students cannot rely on the efforts of one department, the leadership committee promoted literacy throughout the curriculum by looking for commonalities in the skills across the subjects. The first step was for each department to develop student-learning objectives. The objectives are a list of skills that a student would obtain during a school year in a particular subject. The objectives provide a guide for student learning and starting point for cross-curricular collaboration. This year, we focused on developing cross-curricular assignments to help students develop those necessary skills to build student literacy.

Resources have also been allocated to provide further staff development in language and vocabulary acquisition. Leadership teams and teachers have

attended Kate Kinsella's conference on effective vocabulary instruction, a LACOE conference on academic language acquisition, and has a guest presenter on academic vocabulary and writing.

In regards to Math proficiency, we have had success in developing the mathematics skills of our students. We have seen consistent rise in test scores from our students since the last WASC visit. The math department has been busy developing common assessments and reviewing the data to provide necessary intervention. Support classes are offered to students that need assistance passing CaHSEE or developing necessary basic math skills. All students are encouraged to enroll in our honors and AP courses.

To continue the development of our students mathematical skills base, the administration and counseling teams worked out a common preparation period for freshmen Algebra I team teachers. During this period, the teachers meet on a regular basis to continue to collaborate and develop curriculum and assessments. The time is also used for data debriefs. Currently, the Algebra I team continues to refine their intervention program where one teacher will take the students who need assistance in a specific skill set, while another teacher takes the students who achieved the skill set to participate in an enrichment activity.

2. Continue to investigate avenues to address the needs of English Learners with particular attention to Long Term English Learners (LTELs).

The current EL population reflects approximately thirty percent of our student population with the majority of the current EL students falling into the category of Long Term English Learner (LTEL). Since the last WASC full self study, we have focused on developing literacy through the use of common SDAIE strategies with our EL students. We continually strive to build awareness of EL students throughout the campus, foster academic success, and develop relationship with EL parents. Our EL program embodies teamwork, integrity, creativity, and commitment to build bridges of success with our EL students and their families.

Currently, the district's EL program requirements are changing and will cause drastic changes in our program. Several years ago, the inclusion of EL students in a EL support class was limited to students scoring beginner or early intermediate. Ninth grade EL students have an opportunity to take Literature Support to improve their academic language skills. Students achieving intermediate status are placed in general education courses with teachers that have an EL certification. We also have taken great care to place our EL population with teachers that have seen success with EL students. We are currently working with the district to develop EL support classes for any student that still has not met the reclassification requirements.

Students in our EL program are monitored on a quarterly basis. In the past, student monitoring was limited to students not achieving satisfactory academic

progress; consequently, a segment of the EL population was not being monitored and continued to perform adequately on the standardized testing. Currently, we are attempting to meet with every EL student to develop an achievable academic plan. The EL coordinator meets with every student and advises them concerning academic and career goals. He provides them with academic programs available to EL students such as after school tutoring where he attends to ensure that the EL students are receiving the adequate tutoring in all subjects. At the beginning of the 2014 in the Instructional Leadership meeting, a question was raised concerning the support the EL students receive in core classes. One member of the group commented on her use of her bilingual student aide to help translate key subject specific concepts. To aid our EL students in their core subjects, bilingual student aids will be placed in core classes to support our EL students.

During the past six years, we have made significant progress towards meeting the diverse needs of EL students. To foster their academic development, we have provided professional development in SDAIE and AVID strategies to all teachers. In past years, the EL department provided specific EL training for teachers to use the strategies in the classroom. In 2010, an entire day of professional development was devoted to provided SDAIE strategies to the teachers. Teachers rotated through six separate workshops. Post professional development observations revealed that many of the teachers did not incorporate the strategies into classroom instructions. During discussions with the staff, we discovered that the SDAIE strategies were viewed as strategies to be used separately for the EL population. In recent years, SDAIE strategies have been incorporated into every professional development. Since many of SDAIE and EL specific strategies will benefit all our students we are attempting to adopt the term Academic English Learners to push a wider and more effective use of these strategies.

Chapter IV



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

Focus Group Leaders

Mitch Dabo
Matt Case

Members

Lisa Schmidt
Libby Berryman
Nan Morris
Jill Dabo
Amanda Zimmerman
Morgann Lyles
Jessica Nish
Judy Colean-Levy
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Matt Hess
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James Hardy
Sharon Calvert
N. Von Sternberg
John Montoya
Benita Williams
Joyce Hair
Elizabeth Thorne
Martha Gonzalez
Olga Magana
Teresa Rasch
Lucille Davis
Marie Boehm
Esmeralda Aguilar
Joanie Brooks
Becky Kosick
Daphne Harmon
Laura Duen
Richard Montalto
Shannon Culver
Judy Pifer
Sarah Prado
Federico Bennett
Gabe Canett
Paquita Diaz
Scott Cadenhead
Scott Fish
Dan Anderson
Ruth Gavillane

Department

Math Department Chair
Head Counselor

Vice Principal
English
English
English
English
Foreign Language
Math
Work Experience
Social Science
Social Science
Visual Arts
Physical Education
Behavioral Science
Special Education
Special Education
Special Education
Special Education
Special Education
Special Education
School Nurse
Secretary SPED
Intermediate Clerk
Pupil Services Tech
Guidance Clerk
Secretary II
Site Data Tech
Paraeducator
Paraeducator
Paraeducator
Paraeducator
Instructional Aide
Instructional Aide
Bilingual Instr. Aide
Director of Security
Media Network Tech
Library Media Tech
Maintenance
Groundskeeper II
Cafeteria Worker

A1. Organization Criterion

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

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
<p>Our school's Vision and Mission statements have been impacted in many ways and by many facets during the mission and vision statement development process. The process has continued over the past year and a half. The school's mission and vision statements have changed considerably because the entire staff has been included as part of the process. The first way in which staff participated was through discussions of what we dreamed for our students, and what we could do to help students realize these dreams. From these discussions, key terms and phrases were identified as repeated a number of times. These were then transcribed into several vision and mission statements that were reviewed and further discussed with the staff.</p> <p>From this discussion, the staff moved on to discuss the skills necessary for students to achieve their dreams. This helped us to generate a number of statements related to student needs. Departments discussed this further in department meetings. Each department discussed their vision of what they wanted for their students. Each department was given student data to analyze and consider. Examples of the student data evaluated include: CAHSEE, discipline, EL, and others. The staff took a special consideration of our student population and demographics in order to identify student needs. Each department then deliberated on</p>	<ul style="list-style-type: none">● Different iterations of the vision and mission statements● ESLR's● Leadership meeting agendas● Faculty, staff, and department meetings● Pictures of collaborations & posters● Student data shared to discuss demographics

<p>how the students would actually get there. As a result, a major focus became ensuring students develop academic and community-based skills.</p> <p>A new Student Leadership Council was created in the latter half of the 2013-2014 school year. One goal of this student leadership council was to provide input about their perceptions and concerns with our school. One of the earliest meetings included going through a similar process as the staff in reviewing the vision and mission statements. They were given the opportunity to discuss and mold the school's statements, as well as provide input about the ESLR's. All of these meeting notes were passed on to the administration (and school leadership teams), who compiled and brought all the notes together. The School Site Council met, reviewed, and provided input regarding all the changes to these iterations. This council consisted of teachers, classified staff, administrators, parents, and community leaders.</p> <p>During several staff meetings, throughout the year, the entire staff met to review the summaries. As an entire school, we were able to discuss and approve the final version of the mission and vision statements, as well as the ESLR's.</p>	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
<p>Looking back the at the effectiveness of the process to develop the school's mission and vision statements, EHS is proud to say that all stakeholders were included. The students were surveyed. A brand new Student Council was created and students felt empowered while participating in the creation of the school's statements. Every adult on campus was a part of the process. Decisions were made based on passion and student data. Different iterations were discussed and adjusted with our School Site Council (which is made up of teachers, classified staff, administrators, parents, and community leaders). All decisions</p>	<ul style="list-style-type: none"> • Different iterations of the vision and mission statements • ESLR's • Leadership meeting agendas • Faculty, staff, and department meetings • Pictures of collaborations &

<p>were given ample time to be thought out, discussed, and improved. After several iterations of the school statements were combined, the staff was given opportunities at several staff meetings to finalize the wording.</p> <p>While all stakeholders were included, there were times where the staff wasn't completely sure of what was going on. The leadership and administrators knew of each step of the process, however the regular teacher might have been confused with how every step connected together.</p> <p>Another way we could have improved was to have included our current community ties within our School Site Council. While community leaders were invited to join the council, it wasn't mandatory. MOAH has a great relationship with EHS, however, we don't know if they participated in the school statement process.</p>	<p>posters</p> <ul style="list-style-type: none"> • School Site Council Meetings Agendas • Student Leadership Council Agendas
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
<p>There are many avenues through which EHS ensures that students, parents, and other members of the school's community understand and are committed to our vision, mission and schoolwide learner outcomes. One of the first is to involve as many stakeholders in the development process. The second is that teachers engaged their students in activities to interact, discuss, and ask questions about each of these. Some teachers engaged their students in creative activities such as identifying someone who represented the ESLR's.</p> <p>As discussed previously, the vision, mission and ESLR's were brought to various parent/student/community groups such as the SSC, ELAC, and Title I advisory committee.</p> <p>EHS's website is informative and updated regularly. Posters with</p>	<ul style="list-style-type: none"> • Teacher lesson plans related to WASC activities. • SSC Agendas/Minutes • Parent/student surveys

the vision and mission, as well as the ESLR's were put up in classrooms and in public areas throughout the campus. A number of other ways in which we communicated with stakeholders include Back to School Night, email, and <i>Schoolmessenger</i> . We obtained feedback from parents and students via surveys, emails, and forums.	
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Regular Review and Revision

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

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

Findings	Supporting Evidence
The vision and mission statements, and schoolwide learner outcomes were approved by all stakeholders. All had a say in their focus and implementation. The process is found to be effective because all stakeholders were responsible for helping to draft the statements, and were given the opportunity to identify the vision and mission statements they most agreed with. The responses indicated a significant majority. Another reason why this process was effective is because it wasn't done in a week or two; it took 18 months. Time was sufficient for all to thoroughly understand and participate.	<ul style="list-style-type: none"> Meeting agendas and sign in sheets (staff, department, school site council, student leadership council)

Conclusions

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

Findings	Supporting Evidence
This criterion is addressed thoroughly. It was a significant focus of our work for 18 months. Discussion was systematic and was included in all staff meetings and department meetings.	<ul style="list-style-type: none"> Meeting agendas and sign in sheets (staff, department, school site council, student leadership council)

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

Findings	Supporting Evidence
The entire staff was given time to think about and discuss what our school needed. Data was brought in to discuss areas of strength	<ul style="list-style-type: none"> Meeting agendas and sign in sheets

<p>and growth. Administration followed up on the findings, discussions, and action items. The ability of the staff to come together and to gain collective agreement and buy-in to the vision, mission, and student learner outcomes has a significant impact on the willingness and understanding of all staff to address the identified critical learner needs. The Critical Learner Needs that are directly addressed by our efforts above are:</p> <p>Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.</p> <ul style="list-style-type: none"> 1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction. 1.2 Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text. 1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback. <p>Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.</p> <ul style="list-style-type: none"> 2.2 Utilize bilingual peer tutors in language-rich courses. 2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings. 2.4 Provide additional professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary). <p>Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our</p>	<p>(staff, department, school site council, student leadership council)</p>
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<p>African American population, and take place within the classroom.</p> <p>3.1 Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.</p> <p>3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.</p> <p>3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.</p>	
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A2. Governance Criterion

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

Indicators with Prompts

Governing Board

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

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

Findings	Supporting Evidence
The AVUHSD School Board meets bi-monthly to discuss the governance of the schools within the district. There are five elected board members including: the president who is responsible for accurate notification of meetings and policies, the vice-president who fills in the for the president in his or her absence, the clerk who is responsible for the certification and attestation of all actions taken by the board, and two members who have equal voting power. All board members serve two-year terms which are staggered for continuity. This ensures membership is constant and varied to reflect the community at large. The student representative is an advisory position and is chosen from the Inter-Campus Communication Council (ICC), which represents all student constituents throughout the district. District wide emails are disseminated to all staff to notify them of board meetings, board decisions, changes in policies and laws, as well as negotiated items between the district and collective bargaining representatives. Copies of the board meeting highlights are posted in the staff mailroom and on the district website.	<ul style="list-style-type: none">• The AVUHSD advertised board meeting schedule, agenda and minutes• The AVUHSD Website• Global emails sent by the AVUHSD• Posted board meeting highlights

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

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

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

Findings	Supporting Evidence
<p>Our vision, mission, and schoolwide learner outcomes are representative of our governing board's vision, mission, and policies. The board's policies are directly connected with our vision, mission and learner outcomes through approving our SPSA, which outlines our school materials, programs, and professional development. Some other examples of this include:</p> <ul style="list-style-type: none"> ▪ Approval of a district wide Common Core training for all faculty the day after the last day of school. ▪ Sponsoring events such as College Information Night, Salute to Youth and Back to School Night. ▪ Approval of student support programs including Read 180, WhyTry, AVID, APEX, Shmoop, Google Applications, Open Class, Expository Reading and Writing Courses, Fraction nation, FASST Math, System 44 and Work Experience. 	<ul style="list-style-type: none"> ● SPSA ● AVUHSD Website ● School Board Bylaws and Policies ● School Board Meeting Agenda and Minutes ● Professional Development Express Website ● Consistent messages home using the School Messenger System with information and updates

Understanding the Role of the Governing Board

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

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

Findings	Supporting Evidence
<p>The community has access to dates and agendas for all board meetings through the district website. The board offers an open forum where community members can voice concerns and opinions regarding governance.</p> <p>EHS's website is a valuable way to keep informed regarding school site governance. We also use the School Messenger System to inform parents about participation in school governance.</p> <p>EHS has a School Site Council (SSC) comprised of all the campus constituents, including; administrators, teachers, staff, parents and students with the goal of inclusion, collaboration</p>	<ul style="list-style-type: none"> ● AVUHSD Website ● Board Meeting Agendas ● EHS Website ● School Messenger ● SSC meeting minutes ● ELAC meeting minutes ● Title I meeting minutes ● EHS Website

<p>and shared governance. The council meets regularly throughout the school year, and agendas are posted at least three days prior to the meeting.</p> <p>We have an English Learners Advisory Committee (ELAC). This forum is available to our multilingual families to help their children become proficient in English, meet high school graduation requirements and prepare for their future after high school. The meetings are held quarterly.</p> <p>Additionally, we hold quarterly Title I meetings. This advisory provides input as to the use of our Title I funds and is currently focused on our parent involvement component.</p>	
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Governing Board's Involvement in Review and Refinement

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

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

Findings	Supporting Evidence
As part of the SPSA approval process, the governing board is provided access to our vision, mission, and schoolwide learner outcomes. The process utilized to modify our vision, mission, and student learner outcomes is conducive to involvement of all stakeholders, which is in line with the expectations of our governing board.	<ul style="list-style-type: none"> Meeting agendas and sign in sheets (staff, department, school site council, student leadership council).

Professional Staff and Governing Board

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

Findings	Supporting Evidence
Our governing board establishes policies and administrative regulations that outline our actions and policies in relation to California Education Code. These are posted on our district file management website, avdocs.org. The board establishes and approves policies that outline our responsibilities as professionals. They provide input about programs and approaches through our Superintendent who passes this down through other cabinet level administration and principals.	<ul style="list-style-type: none"> Avdocs.org Board agendas and minutes

Complaint and Conflict Resolution Procedures

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

Findings	Supporting Evidence
Our governing board has established uniform complaint procedures. These procedures are outlined through board policy. Typically, these complaints are received by the principal who then attempts to meet with the complaining party to discuss the issue. An investigation is conducted and the complaint is resolved through a written response from the principal. Appeals to this response may be made within 15 days.	<ul style="list-style-type: none"> • Board policy 1312.3(a).

Conclusions

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

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

Findings	Supporting Evidence
Our governing board maintains an open and positive relationship with our district level and site level leadership. Clear board policies have been established and are regularly reviewed. As part of our teacher orientation, policies are discussed and reviewed with staff members. The policies of EHS support the policies set forth by the governing board. Our priorities as a site mirror those priorities of our district and governing board. Expenditures and programs are in alignment with the goals set forth in our SPSA which has been board approved.	<ul style="list-style-type: none"> • Avdocs.org • SPSA • EHS website and handbooks

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

Findings	Supporting Evidence
EHS policies and approach to our students are indicative of the policies and values of our governing board. As a result, we are able to address our identified critical learner needs. Some examples of how we are able to do this include ensuring that administration has an open door policy in which stakeholders can express concerns and ask questions. In addition, the governing board's approval of our instructional coaches enable our coaches to assist teachers in refining instruction to most effectively meet the learning needs of our students. Lastly, the	<ul style="list-style-type: none"> • avdocs.org • SPSA • AVTA Collective Bargaining Agreement

process for selecting department chairs enables sites to have input about the teacher leadership on campus, and provides another avenue for addressing thoughts and concerns about meeting our critical learner needs. Because the administrators always have an open door, teachers can freely inquire about their classes, scheduling, or even specific individuals in their classroom. Administrators will take the in consideration the critical learner needs and make any changes or recommendations. Administrators aren't the only ones that can help. Instructional coaches are in an out of several classrooms on a daily basis and they will be able to see who best demonstrates proficiency is addressing the critical learner needs and could possibly put on professional developments to train the rest of the staff. Department chairs do the same things, however, the faculty voted them in. The staff may be more comfortable hearing it from someone they asked to represent them. Open and clear discussions at department meetings are great times to address critical learner needs (even when the ideas are controversial or difficult).

The work we did in this areas helps us address the following critical learner needs:

Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.

- 1.1. Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.
- 1.2. Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.
- 1.3. Emphasize implementation of strategies from Professional Development through observations and immediate feedback.

Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL

students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.

- 2.1 Designated EL table during Study Hall.
- 2.2 Utilize bilingual peer tutors in language-rich courses.
- 2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.
- 2.4 Provide additional professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).

Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.

- 3.1 Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.
- 3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.
- 3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.

A3. Leadership and Staff Criterion

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

Indicators with Prompts

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
<p>The Single Plan for Student Achievement is developed by all stakeholders at EHS: staff, department leaders, program coordinators, administration, students, parents and community members. The process looks at school specific data regarding student and community demographics, including our school population needs assessment, as well as district goals that apply to the overall community populace. The SPSA is reviewed and refined through staff meetings, as well as meetings and presentations at the School Site Council to determine the most relevant needs for all students. The School Site Council is made up of certificated and classified staff, along with students, parents, and community members. This group approves certain programs and expenditures for the following year based on the needs of students in the community. All stakeholders are welcome to attend meetings and dates are posted in the office and the school website.</p> <p>Professional Development is based on the needs within the SPSA as determined by Administration, Instructional Coaches, Instructional Leadership Committee, and other staff members. When Eastside High School received the School Improvement Grant (SIG), certificated employees attended additional paid PD focusing on technology such as: CPS Clickers, MOBIs, and iPads. Programs such as <i>My Access</i>, a writing program and</p>	<ul style="list-style-type: none">● SPSA 2014-2015● SPSA 2013-2014● School Site Council Meeting Minutes and Agendas● EHS Instructional Leadership Committee Meeting Agendas and Smart Goals● SIG Professional development and Meeting Agendas● Professional Development- Technology in the classroom, Inquiry, Cross-curricular collaboration, etc.

<p>OARS (a testing and data system) were introduced to the staff. In addition, SIG funded the creation of multiple computer labs growing from two to six labs. All classrooms were outfitted with data projectors and document cameras. Classes also received Apple TV's. iPads were purchased for each teacher on campus and two class sets were also paid for with SIG Funds.</p> <p>Eastside continues to offer paid and voluntary monthly PD focusing on collaboration, integration of Common Core strategies and assessments, and student-centered instruction (classroom management, building positive relationships, etc.).</p>	
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School Plan Correlated to Student Learning

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

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

Findings	Supporting Evidence
<p>Student performance data, as well as feedback from the faculty and staff, SSC, community LCFF forums, Student Leadership Council, and district research-based goals are utilized in the development and refinement of the Single Plan for Student Achievement. As a result, it is reflective of the needs of our students, our schoolwide learner outcomes, and academic, college, and career standards. Discussion related to the SPSA and the critical learner needs are regularly part of staff and department meetings.</p>	<ul style="list-style-type: none"> ● SPSA ● LCFF Feedback ● SSC Minutes ● Student Leadership Council Minutes and Notes ● Staff and department meeting agendas

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

Findings	Supporting Evidence
<p>The SPSA is developed from a review of student achievement data, as well as information obtained from LFF forums, which guides our Local Control Action Plan. Because of the review of data in developing the goals of the SPSA and incorporating research-based programs and strategies, we believe that the action steps outline in the SPSA will enable us to address our identified critical learner needs. Resources are clearly</p>	<ul style="list-style-type: none"> ● SPSA ● Critical Learner Needs Goals ● Professional Development agendas and sign-in sheets ● Historical CAHSEE results

dedicated to specific programs and personnel that support our students in the identified areas. Teachers are involved in discussions related to the SPSA goals in staff meetings, department meetings, professional development, and in individual Plans for Professional Growth.

Our efforts afford us the ability to address the following critical learner needs:

Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.

- 1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.
- 1.2 Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.
- 1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.

Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.

- 2.1 Designated EL table during Study Hall.
- 2.2 Utilize bilingual peer tutors in language-rich courses.
- 2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.
- 2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).

Critical Learner Need #3: Improve the discipline rates of our

<p>9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.</p> <p>3.1 Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.</p> <p>3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.</p> <p>3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.</p>	
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A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Indicators with Prompts

Employment Policies and Practices

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

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

Findings	Supporting Evidence
The employment policies and practices are established by the AVUHSD Board of Trustees, and meet federal and state laws regarding hiring practices. Board Policy clarifies qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation. The California Standards for the Teaching Profession are the basis of evaluation measures, and the Code of Ethics are established by the board and enforced by the site. The district and site offers mandatory and voluntary trainings, professional development sessions, and access to resources to ensure our staff are well informed.	<ul style="list-style-type: none">● BP 4219.21● BP 4119.21● BP 4319.21● AR 4219.21● District Mission Statement● PD Website● Employee Handbook● Sped Handbook● Collective Bargaining Agreement● AV Docs● Curriculum Guides

Qualifications of Staff

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

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

Findings	Supporting Evidence
Staff members are highly qualified based on state certification guidelines dictated by the CDE and the USDOE. We currently have four teachers who do not meet federal requirements to be highly qualified. Eighty-eight percent of our teachers are CLAD certificated, with an additional four teachers working	<ul style="list-style-type: none">● District Employment Postings● District Website● Master schedule● BTSA participant list

<p>on their credential.. For those teachers who do not meet federal requirements, district and site administration work with teachers to devise a plan to ensure they meet all state and federal requirements. Some members of our Special Education faculty have received their Autism Authorization. The district's BTSA program for new teachers assigns participating teachers a qualified BTSA support provider to help them through the first two years of their teaching career, and to clear their credential. The Principal and Assistant Principal meet with new teachers on a consistent basis. Academic Coaches visit classrooms and collaborate with their colleagues regarding teaching methodologies, organization and classroom management techniques. Regular meetings for BTSA are held at the district level.</p>	<ul style="list-style-type: none"> • New teacher meeting agendas
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Maximum Use of Staff Expertise

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

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

Findings	Supporting Evidence
<p>All staff are required to attend an orientation on site at the start of each school year. New teachers are given additional training at the district level to further ensure they are highly trained. Regular new teacher meetings are held with the Principal and Assistant Principal. Our district is able to help teachers clear their credential through the BTSA program. Other new teachers who do not qualify for BTSA are assigned an Intern Coach to provide support and assistance.</p> <p>To assist in assigning appropriate staff to teaching assignments, teachers are asked to indicate their teaching preferences in the spring of each school year. This is taken into consideration with feedback from department chairs and coordinators, as well as the needs of school programs in determining teaching assignments.</p>	<ul style="list-style-type: none"> • August professional development agendas • BTSA participant list • Master Schedule

Defining and Understanding Practices/Relationships

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

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

Findings	Supporting Evidence
<p>Policies and procedures are written to reflect board policies and administrative regulations. Each year policies are reviewed and modified as necessary by administration and stakeholders. One example of this is our attendance committee who is currently analyzing attendance data and reviewing our tardy policy.</p> <p>With the implementation of Common Core State Standards, we have moved away from pacing guides to maps or curricular guides. We recognize the need for student to master content as opposed to covering content. Each department has identified course outcomes for each of their courses to identify the key concepts and skills students must master.</p> <p>AVTA, CSEA, and the district negotiate contracts that define the responsibilities and operational practices of the faculty, staff, and administration. There is a culture of shared governance.</p> <p>Administration, teacher leaders and department chairs (Instructional Leadership Committee) have engaged in a decision-making process that enabled the group to collectively develop specific school goals and action plans. This group continues to meet monthly to discuss, evaluate, and refine school goals.</p> <p>There is time built into the bell schedule to allow for staff and department meetings, as well as collaboration and professional development. All staff receive a chart of assigned administrative responsibilities.</p>	<ul style="list-style-type: none"> ● Plans for professional growth ● Classroom Observations and Snapshots ● Summary Evaluations ● Syllabi ● Course Outlines ● Administration Meetings ● Faculty Meetings ● Department Meetings ● SPSA

Internal Communication and Planning

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

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

Findings	Supporting Evidence
<p>We have instituted early release Wednesdays for students to enable staff, department meetings, and parent/teacher conferences to occur, as well as provide a structure for collaboration amongst teachers.</p> <p>All staff are given a chart of responsibilities for the administration, the guidance office, security and various support staff at the beginning of the school year. One of the various responsibilities of the administration include resolving differences or conflicts that might arise on the school site. The weekly administration meeting allows one avenue for discussing and addressing the needs of the school.</p> <p>There is a comprehensive phone list given to everyone. All changes are updated by the principal's office. All staff have a personal mailbox that is used to disseminate paper documents. Email is used as an effective form of electronic communication. Everyone on campus, including students, are given a Google account. Googledocs is used to communicate, store, and retrieve data.</p> <p>Lastly, a suggestion box is in place for students and staff to ask questions and provide suggestions.</p>	<ul style="list-style-type: none">● Chart of Responsibilities● Phone lists● Email Accounts● Google Accounts● Staff Meetings● Administrative Meetings● Department Meetings

Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
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<p>There are a number of opportunities for shared responsibility among staff members. Some forms in which this is evident is in our Instructional Leadership Committee, Instructional Coaches and Coordinators, Activities and Athletics Directors, and department chairs. The Instructional Leadership Committee, comprised of department chairs, instructional coaches, and other invested teachers, has been integral in developing and carrying out school goals that have been developed from this group based on observation data and feedback of department members.</p> <p>Instructional coaches meet regularly individually with administration, as a group with administration, and with other coaches across the district quarterly. Data analysis and action planning is a significant focus of these meetings.</p> <p>Departments collaborate within and cross-curricularly. A significant focus of these efforts is developing formative assessments and/or performance tasks.</p> <p>Department chairs are elected and have monthly meetings with the administration. Chairs then bring back discussions and obtain feedback from department members.</p> <p>Lastly, an Algebra 1 team regularly collaborates and reviews data related to student performance to develop action plans to address student learning needs.</p>	<ul style="list-style-type: none"> ● Department Chair meeting minutes and agendas ● Department meeting agenda and minutes ● Common assessments ● Performance tasks ● Cross-curricular projects ● Course outcomes
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Evaluation of Existing Processes

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

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

Findings	Supporting Evidence
The administrative team regularly reviews data and other	<ul style="list-style-type: none"> ● Meeting agendas ● Suggestion box emails

measures of student performance within the team and with the Instructional Leadership Committee, Instructional Coaching Team, and Department Chairs. Through creating a College/Career Preparation calendar and critical learner needs, goals and measurements have been identified, as well as specific actions to achieve these goals.	<ul style="list-style-type: none"> ● PD agendas ● Conference attendance
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Conclusions

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

Findings	Supporting Evidence
Eastside High School has embraced a collaborative culture in which multiple teachers are involved in the decision-making process, evaluation of the school program, and input regarding action steps. A number of structures have been created to allow for this input to be gathered including the Instructional Leadership Committee, Department Chair meetings, Instructional Coach meetings, Support Staff meetings, open door policy with all administration, staff and department meetings, Thursday professional development sessions, and the suggestion box. Admin continues to send updates/actions out via email.	<ul style="list-style-type: none"> ● Staff meeting agendas ● Department meeting agendas Professional development sessions agendas ● Instructional Leadership Committee meeting agendas and activities ● Instructional Coach meeting agendas

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

Findings	Supporting Evidence
<p>Collaboration is essential to truly impact the critical learner needs. Through coming together to devise plans to address student needs, we are able to think beyond any one team. Our teams have looked at these learner needs extensively and have devised plans to address those needs. These discussions and actions were then shared with other staff members. As a result, teachers have begun to approach taking on the action steps identified in the plans to address these needs. Evaluation measures have also been devised and will be shared with staff as an ongoing opportunity for reflection and improvement. Further, this collaborative approach has impacted the school at large as our approaches and areas of focus address a multitude of learners and needs:</p> <p>3 Critical Learner Need #1: Develop a literacy program to address the drop in ELA scores and better prepare our</p>	<ul style="list-style-type: none"> ● Instructional Leadership Committee meeting agendas and notes ● Administrative meetings and notes ● Staff professional development and data review agendas and notes ● Instructional coach meetings and notes

students for college and career obligations. Over the last three years, CAHSEE rates have decreased in ELA along with a significant drop in scores on the last CST administered two years ago.

- 3.3. Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.
- 3.4. Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.
- 3.5. Emphasize implementation of strategies from Professional Development through observations and immediate feedback.

Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.

- 2.2 Utilize bilingual peer tutors in language-rich courses.
- 2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.
- 2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).

Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.

- 3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.
- 3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and

helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.	
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A5. Leadership and Staff Criterion

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

Indicators with Prompts

Support of Professional Development

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

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

Findings	Supporting Evidence
<p>We have established a strong culture of continuous learning and collaboration. Approximately 25% of categorical funding is utilized for this purpose. Professional development is centered on school goals and implementation of the college and career readiness standards.</p> <p>Teachers and staff are encouraged to attend conferences and to bring back that knowledge to share with others. To this end, administration conducts debrief meetings with conference attendees to discuss key ideas and strategies learned and discuss ways in which to further build the capacity of all staff members. Recently, approximately 25 teachers attended one or more of three different conferences focused on academic vocabulary instruction. This group will become the core group as we move forward with school wide implementation of explicit academic vocabulary instruction.</p> <p>Teachers are encouraged to collaborate and are all given additional hours to do so. Teachers seeking to collaborate further than the allotted number of hours submit proposals to administration for approval and feedback. Proposals include the individuals participating, an agenda, and the outcomes of the day. Final products are maintained by the Assistant Principal as evidence of expenditures.</p> <p>We have six instructional coaches who specialize in different areas, but work with all teachers on a variety of topics. Our coaches are assigned to the following areas: literacy, AVID,</p>	<ul style="list-style-type: none">● Professional Development Agendas and Sign In Sheets● Collaboration proposals● Instructional Coach meeting agendas● Department chair meeting agendas● Conference materials and evidence of implementation in classrooms.

digital literacy, math, and cross-curricular collaboration and community outreach. Coaches have two periods of release time to co-teach, co-plan, model, observe, and assist teachers.

We have one cross-curricular collaboration and community outreach coordinator. This coordinator works with groups of teachers in developing cross-curricular unit plans that include a community component.

Our Algebra 1 team consists of five teachers with a common planning period. These individuals are provided additional hours and sub time to collaborate in lesson planning, designing and implementing common formative assessments, planning intervention lessons, and reviewing student progress.

Opportunities to attend conferences are offered to all teachers, and teachers are encouraged to bring forward conferences.

Examples of conferences teachers have attended this year are:

- Art conference from Evelyn
- CTA Good Teaching Conference
- National Center for Urban School Transformation Summit
- AP by the Sea
- AVID Summer Institute and ongoing seminars
- Best iPads to Enhance Instruction and Strengthen Student Learning
- National Science Teachers Association Conference
- STEM Expo
- Academic Language: Integrated ELD in the Content Areas
- Trainer of Trainers Using Project Based Learning
- Effective Strategies for Working Successfully with Difficult Students
- Kate Kinsella- Raise the Level of Your Student's Academic Vocabulary

Administration engages in ongoing professional development and reflection through participating in a book study each year. In 2014/2015, the team read The Leadership Challenge, and will be reading The Five Dysfunctions of a Team this spring.

We have adjusted our instructional minutes to allow for four additional early release days for students as a structure for additional professional development and collaboration.

Supervision and Evaluation

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

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

Findings	Supporting Evidence
<p>As part of the Collective Bargaining Agreement between AVUHSD and CTA, evaluation procedures and timelines have been clearly established. All teachers develop and submit Plans for Professional Growth to their evaluator in September. These plans outline the action steps, support, and resources for each individual teacher to address three standards of the California Standards for the Teaching Profession: one standard chosen by the teacher, one standard chosen by the evaluator, and one aspect of standard 6. The evaluator and teacher discuss these plans, as well as other professional topics such as support for EL and Special Education students, collaboration with department members, and connectedness to our school community.</p> <p>New teachers are evaluated each year for two years. The evaluation consists of two formal observations and a summative evaluation. Tenured teachers are evaluated at least once every other year and receive at least one formal observation during his/her evaluation year. The formal observation is followed by a post-observation meeting to discuss the observation, as well as revisit the focus element of standard 6.</p> <p>Our observation and evaluation forms were modified this year, and enable evaluators to provide more specific feedback. The summative evaluation also includes a data component. We have approached this aspect of the evaluation as an opportunity for the teacher and evaluator to reflect on data that is meaningful to teachers. The type of data to be reviewed was discussed in the Plans for Professional Growth conferences.</p>	<ul style="list-style-type: none"> • Evaluation documents • Snapshot forms

<p>In addition to the formal evaluation process, our administrative team conducts three snapshots throughout the year. These snapshots provide the opportunity to give ongoing feedback and engage in conversation about instructional practice. Administrators utilize the same form to capture the brief observation and follow up with the snap-shot through an email summary or conversation. The team visits departments other than those they supervise to provide another perspective.</p>	
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Measurable Effect of Professional Development

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

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

Findings	Supporting Evidence
<p>Instructional coaches support the implementation of strategies from professional development within the classroom. At the beginning of the year, staff engaged in a “Speed-chat” over a number of topics related to student learning. These topics ranged from quick bell-starters, Socratic Seminars, Silent Symposium, and interactive notebooks. Feedback forms were given to teachers to indicate the topics in which they wished to learn more. These guided the work of our instructional coaches. An example of the effectiveness of the professional development can be found in our Interactive Notebooks. This was a topic that many teacher expressed interest in learning. Our instructional coaches conducted a professional development for beginners and more advanced users. We purchased materials for teachers to implement. We currently have nearly half of our staff utilizing this research-based approach to note-taking on their own accord.</p> <p>Snapshots conducted by administration allow administrators to capture the degree to which our areas of focus are being implemented. The team reviews the data collected with the snapshot forms to inform professional development and</p>	<ul style="list-style-type: none"> ● Professional development agendas ● Classroom observations ● Snapshot documents ● Collaboration proposals and evaluation measures ● Cross-curricular unit plans

<p>individual coaching and support.</p> <p>Teachers engage in developing cross-curricular lessons that address the college and career readiness standards, incorporate a community involvement component, with an assessment of student learning. During these collaboration meetings, teachers bring in components of various professional development and conferences they've attended.</p>	
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Conclusions

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

Findings	Supporting Evidence
<p>Professional development, support, and evaluation of implementation are a consistent focus at Eastside High School. A significant amount of resources are dedicated to this end. Through coaching and support by administration, instructional coaches, department chairs, and colleagues, teachers have implemented a number of research based instructional strategies. Teachers are supported in addressing identified schoolwide areas of focus such as student collaboration, inquiry, and active learning, as well as individualized areas for development (such as implementing Socratic Seminars, classroom management, etc.).</p>	<ul style="list-style-type: none"> • Meeting agendas/minutes

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Ongoing professional development and support has enabled the staff to reflect on data and practices to better support our students. One example is the implementation of the PBIS program. The PBIS (Positive Behavioral Interventions and Support) program was adopted by our district to improve the significant disproportionality our district was facing in terms of discipline rates of our sub-populations. Within our ESLRS, building student connections is a school focus and the PBIS program connects with our school culture of fostering those relationships. During staff meetings, disciplinary data was presented, analyzed, and discussed. Possible factors related to the data and potential solutions arose from the discussion. The</p>	<ul style="list-style-type: none"> ▪ Meeting agendas/minutes

Instructional Leadership Committee discussed the data at length and developed action plans, which were then shared with department members. Department meetings have also discussed student behaviors and possible interventions that can help build those connections in order to curb the negative behavior. Classroom management PDs have been made available to teachers, and new teachers have been provided suggestions and resources for positive classroom management strategies by administration, instructional coaches, and department chairs.

Our effort will help support the following critical learner needs:

Our efforts afford us the ability to address the following critical learner needs:

Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.

1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.

1.2 Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.

1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.

Critical Learner Need #2: improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.

2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language

<p>development (focus on Academic Vocabulary).</p> <p>Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.</p> <p>3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.</p> <p>3.3 Focus on teaching students Hampton’s seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.</p>	
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A6. Resources Criterion

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

Indicators with Prompts

Allocation Decisions

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

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

Findings	Supporting Evidence
Classrooms have adequate and equal access to technology. Each classroom has a teacher computer and a teacher printer. Each classroom is set up with a projector and a document camera. Most classrooms have iPads and Apple TVs. EHS also has computer labs. EHS is generous with supplies & copies. The music programs do have "loaner" instruments. AVID receives many resources for college trips etc. Counseling is working over and beyond providing college prep etc. Counseling balances the master schedule to spread out the students under the classroom caps.	<ul style="list-style-type: none">• technology• AVID calendar• Master Schedule #s

Practices

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

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

Findings	Supporting Evidence
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<p>The school budget is allotted by the district based on demographic need and qualifying factors that contribute to extra funding, such as: Title I, Title III, SIG and EIA. Prior to receiving these funds, a budget must be outlined and approved both by the School Site Council and the District. Prior to any funding being allocated from the budget, Funding Request Forms with justifications must be submitted and presented to the School Board. The School Board either approves or denies the funding choice.</p> <p>The District conducts a yearly audit. The Accounting Office sends all records and data pertaining to purchases, primarily those of the Associated Student body, to the District Office for their review. If any issues arise, the Accounting office is contacted to offer an explanation of the funding justification. Every three years Eastside and all other schools in the AVUHSD are subject to a thorough the Federal Program Management audit process. This involves a deep analysis of budget and funding expenditures. If there is any question to the validity of purchases or the mishandling of funds, the school and its administrators must address the auditors to clarify.</p>	<ul style="list-style-type: none"> ● Eastside SPSA ● District Board Policy ● On-site accountant ● Title I and Title III
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Facilities

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

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

Findings	Supporting Evidence
<p>Eastside High School has passed the William's visit performed by Los Angeles County Department of Education. This approval declares the condition of EHS facilities meets the standards and that the school is both safe and functioning. Our school has been open since 2005, with the classrooms, gym and theater buildings opening in 2009-2010 school year. The Administration building was opened a year later in 2010-2011. Our maintenance staff works to ensure facilities are maintained, functioning, and in good working order. The PE fields, basketball courts, and library are also wonderful assets</p>	<ul style="list-style-type: none"> ● Williams Visit Approval ● Maintenance staff ● Computer Technicians

<p>available to students and staff.</p> <p>Two computer technicians are responsible for installing and maintaining technology on campus. Within our many computer labs, the technicians and computer lab techs update and maintain labs for the staff and students to use. If staff is in need of assistance with technical issues such as software or hardware, the Computer Techs are sent a “Help Desk” email. This notifies them of the problem so that it may be promptly addressed.</p>	
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Instructional Materials and Equipment

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

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

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

Findings	Supporting Evidence
<p>Between the years of 2010 and 2013, Eastside High School applied for and received a School Improvement Grant (SIG) which allowed EHS to allocate a great deal of funding towards technology. We were able to open more computer labs on campus, update computer labs for student use, and purchase iPads for teachers with student class sets. Teacher printers were acquired for each classroom. The Biomed program has laptop computers in the classroom. All classrooms were outfitted with data projectors and Apple TVs. EHS also purchased programs such as <i>My Access</i>, which is an online writing program, and <i>Probeware</i> and <i>Logger Pro</i> used in the Biomed program to manipulate data and carry out experiments.</p> <p>Along with technology, EHS has offered many hours of paid professional development. These PDs were for the entire school during staff meetings and on a paid basis. Technology training has been a part of the professional development plans of EHS since 2010.</p>	<p>Receipts of hardware purchases</p> <p>Technology PD agenda</p> <p>Sign in sheets at Technology PDs</p> <p>Williams ACT yearly reports</p>

Funding for textbooks and other common instructional materials used district-wide is provided by the district and renewed at their discretion. When a school does not have enough textbooks to ensure that all students have a copy, other schools supply them with their extra books to meet the expectations of the William's ACT.	
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Well-Qualified Staff

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

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

Findings	Supporting Evidence
<p>Several new hires are introduced to EHS each year. First, they receive specific trainings at the district office. The principal personally takes them on a tour of the campus. Professional developments are offered throughout the year (at both the basic and advanced levels). More importantly, each department welcomes them with open arms. Each new hire has access to our shared drive, which consists of the faculty's resources. New hires can pull from a wealth of information. Subject specific cohorts (small learning communities) exist to plan and share and reflect.</p> <p>Due to the population which EHS serves, there are Title I and LCFF targeted funds available to address the educational needs of our socioeconomically disadvantaged and struggling students. The Title I funding serves as a resource that is used for professional development tied to increasing students' achievement. The additional resources also enable EHS to provide our students with equal access to technology, interventions, and extended learning opportunities in order to increase student achievement.</p>	<p>Meeting Agendas Study Hall Tutorials Computer labs</p>

Long-Range Planning

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

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Each year a new Single Plan for Student Achievement is formulated by and approved by the School Site Council, which is then approved by the school board. Prior to the formation of the plan itself a critical look is taken at the current programs that are set in place to address student needs. The reflection of the current programs enables EHS to either discontinue, continue, improve, or formulate new programs in which would enable EHS students to be more successful. The plan is a reflection of EHS and the Antelope Valley Union High School District's Vision and Mission.	<ul style="list-style-type: none"> • SPSA • School Site Council Agenda/Minutes

Conclusions

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

Findings	Supporting Evidence
The School Site Plan for Student Achievement is an ever changing document that is continually reviewed and revised to order to provide EHS students with the most resources and opportunities to achieve success in their high school career and beyond.	<ul style="list-style-type: none"> • SPSA

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

Findings	Supporting Evidence
<p>Due to the School Site Plan for Student Achievement document being a living document throughout the school year it enables EHS to adjust and implement new resources, trainings, and interventions based off of data and feedback we may get from programs.</p> <p>Our efforts afford us the ability to address the following critical learner needs:</p> <p>Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.</p> <p>1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.</p> <p>1.2 Emphasize school-wide literacy instruction through providing and following up on professional development</p>	<ul style="list-style-type: none"> • SPSA • Programs

<p>focused on critical reading strategies such as marking the text.</p> <p>1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.</p> <p>Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.</p> <p>2.1 Designated EL table during Study Hall.</p> <p>2.2 Utilize bilingual peer tutors in language-rich courses.</p> <p>2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.</p> <p>2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).</p> <p>Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.</p> <p>3.1 Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.</p> <p>3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.</p> <p>3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.</p>	
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WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

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

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

- The staff is well trained in current district approved technology and/ or has opportunities to become more proficient in these technologies.
- The Single Plan for student achievement is reviewed and revised throughout the year by all stakeholders to assure resources are being allocated properly .
- Teacher leadership has grown with the creation of the Instructional Leadership Committee
- Collaboration among teachers is apparent in faculty and department meetings and staff morale and unity is apparent.
- Organizational and instructional decisions are made based on collaboration among stakeholders and data sources.

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

- Create more opportunities for new teacher training through staff development and collaboration for the Common Core State standards.
- More awareness of the importance of the Single Plan for Student Achievement/WASC action plan and its influence on classroom instructional practices.
- Focus on the inclusion of the diverse parent population to support student success.
- Site teacher and administrative retention is needed.

B. Curriculum

Focus Group Leaders

David Butzke

Lloyd Dunn

Department

AVID/Math

Math

Members

Denise Schultz

Lyndsay Rouzer- Squyres

Lindsey Pruitt

Kelli Marshall

Horacio Andrade

Jessica Lundy

John Speno

Melodie Hall

Nathan Macy

Tyler Higa

Peter Lippert

Kevin Foster

Evelyn Rivas

Timothy Corfman

Eric Long

Cynthia Hathaway

Sara Brady

Doug Poland

Candy Bunyan

Lizette Calzada

Mario Miranda

Carolyn Parsons

Allison Sanfrey-Michel

Clint Edd

Tim Checkwood

Pablo Peraza

Scott Sturdyvin

Counselor

English

English

English

Foreign Language

Math

Math

Science

Science

Social Science

Social Science

Performing Arts

Visual Arts

Opportunity

Physical Education

Special Education

Special Education

Special Education

Activities Secretary

Registrar

Paraeducator

Paraeducator

Paraeducator

Campus Supervisor

Maintenance II

Custodian II

Media/Theater Technician

B1. Curriculum Criterion

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

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
<p>EHS is committed to creating an environment of life long learners both students and staff. All departments on campus take part in trainings to continue to refine our practices. New teachers participate in BTSA to clear their credentials and reflect on their teaching practices. Many our veteran teachers are support providers to these new teachers. Veteran and new teachers meet to discuss teaching practices and observe one another.</p> <p>Our Instructional coaches work with teachers in developing lessons. They observe teachers informally and as part of scheduled walkthroughs. Instructional coaches also help teachers identify areas of their teaching they would like to improve on and offer them advice and resources based on current educational research to assist them in honing their teaching craft. As a staff we discuss methodologies in department meetings, instructional coach meetings, and leadership meetings.</p> <p>EHS teachers attend trainings and professional development sessions to stay current on educational research. Professional development opportunities are offered to our staff throughout the school year and during the summer. EHS staff members' travel to major conferences like AP by the Sea for the Advanced Placement courses and AVID Summer Institute to learn current teaching techniques and share these techniques</p>	<ul style="list-style-type: none">● BTSA● IC meetings● Classroom observations● ELL and SPED modifications● Department meetings● ILC Meetings● AVID Summer Institute● Collaboration within departments and across disciplines.● PDs on campus and at the PCC● Common Core training● College and Career Readiness standards● ESLR's● Common Core State Standards● Course outcomes● Lexile scores● Student work

<p>with our colleagues. Teachers are given access to trainings through PD360 to refresh current skills and acquire new skills at their own pace. We also send teachers to LACOE AVID trainings. Not all the teachers sent to training are necessarily AVID teachers, as the trainings are designed for any teacher to learn how to implement Critical Reading, Tutorials, and other successful AVID strategies in their own classrooms.</p> <p>At EHS, integrated curriculum teams develop Common Core lessons. Teachers from different disciplines collaborate and share their expertise to create relevant projects and assessments for students. During Summer 2014, EHS teachers participated in collaborative efforts with other AVUHSD teachers to create content-specific common core lessons to be used district-wide. For example, Algebra 1 teachers from all sites in the Antelope Valley High School District met to create lessons based on the Common Core Standards for Mathematical Practice. Units and assignments were produced and shared in Google Drive for all teachers to use at their respective sites.</p> <p>EHS staff members use AVID strategies school-wide across all disciplines. School-wide professional developments were held to train staff in the use of the AVID strategies of Cornell notes, critical reading, interactive notebooks, and tutorials. With the shift to Common Core State Standards, College and Career readiness standards have been integrated in to the curriculum. We have created course outcomes based on the new standards and our ESLR's.</p> <p>Our staff guides their instruction based on the new Common Core State Standards. Students are expected to take information provided by the teacher and create new learning experiences in groups, labs or projects. We also look at assessment data and Lexile scores to ensure students are being challenged in all classes.</p> <p>Many staff members use a variety of online resources for students to stay connected to the content outside of the classroom: Open Class, Moodle, EDMoto, and Remind 101.</p>	<ul style="list-style-type: none"> ● Use of Technology
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Academic and College- and Career-Readiness Standards for Each Area

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

Prompt: *Evaluate to what extent there are defined academic standards 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.*

Findings	Supporting Evidence
<p>All courses offered at EHS meet a-g requirements, and the district graduation requirements are listed in EHS academic planners as well as being posted in most classrooms. In order to make students and parents aware of the A-G requirements, every EHS student is given a free planner at the beginning of each school year. If students need to repeat a course, summer school is offered to all grades and credit retrieval is offered to seniors before and after school throughout the year. EHS teachers define standards clearly and communicate academic expectations to all students in their syllabi.</p> <p>Many teachers met during the summer to review Common Core state standards and align curriculum for each subject to the new standards. Some departments have reworked existing pacing guides while others began to develop new pacing guides that were in line with Common Core and College and Career Readiness standards. All departments created ten outcomes for each subject. This should allow each teacher at the next level or year a better understanding of what each student was taught and mastered. Each department reviewed course syllabi and made changes as needed. They also met to develop standard based unit lesson plans and discuss formative and summative assessments.</p> <p>As our students enter Advanced Placement classes, many teachers collaboratively worked to develop summer work assignments for incoming students. These assignments are meant to introduce the subject and allow students time to prepare for the demands of advance placement classes. Students review needed academic skills and concepts for each class. EHS AP courses offer students challenging coursework that gives them knowledge and skills to ensure their success in college. AP classes offered at EHS are geared toward CSU/UC college acceptance.</p> <p>The AVID program at EHS continues to expand with one of largest AVID programs in the AVUHSD district. Students within the program focus on WICOR: Writing, Inquiry,</p>	<ul style="list-style-type: none"> ● a-g requirements ● Course syllabi ● Course Outcomes ● College and Career Readiness Standards ● CA State Standards ● Formative and Summative ● Summer Assignments ● Use of AP curriculum ● AVID ● WICOR Binder checks ● AVID strategies

<p>Collaboration, Organization, and Reading. AVID teachers track student progress and work with students to help ensure that they are meeting A-G requirements. We regularly monitor our student's grades through the use of a Binder Checks. Teachers/Students work together to create educational goals. These goals are visited quarterly through the school year. Because of the many AVID strategies such as Cornell notes, Close reading strategies, Philosophical chairs and Socratic Seminars these methodologies have been integrated into other course.</p> <p>EHS students are given planners to assist them with organization.</p>	
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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>EHS teachers use online curricula like Apex and Shmoop to supplement students' learning outside the regular classroom. Apex and Shmoop offer rigorous course content and are aligned to state and common core standards.</p> <p>Some teachers at EHS have incorporated the flip the classroom model in order to integrate more technology within their curriculum.</p> <p>All EHS teachers and students have access to Google Drive and complete projects using shared Google Docs.</p>	<ul style="list-style-type: none"> • Apex (Opportunity, online tutorials) • Shmoop (AP and CAHSEE test prep) • Student work • Classroom observations • Google Drive

Congruence

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.

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

Findings	Supporting Evidence
Over the past several year the staff began to revise our	<ul style="list-style-type: none"> • ESLR's

Findings	Supporting Evidence
<p>EHS teachers use a variety of instructional strategies to engage our students on a daily basis. Many teachers have begun to investigate and experiment with flipping the classroom, Project Based Learning and Interactive Note Taking. Many AVID Strategies have become part of the EHS campus. Students throughout content classes are taking Cornell notes or Interactive notes, marking the text, conducting close reads and participating in Socratic seminars and Philosophical Chairs.</p> <p>All teachers have integrated technology into our curriculum to model 21st century skills.</p> <p>Students are provided with Cornell notebooks to organize their notes and academic work. Many EHS teachers incorporate thinking maps and other graphic organizers into their notes to create interactive notebooks. Students place notes, graphic organizers, and informational handouts on the right side of their interactive notebooks. Work samples and other activities done in class that accompany the notes are placed on the left side of the interactive notebook. This model allows students to pair work that demonstrates their learning directly with the academic notes delivered in class. Teachers deliver academic content based on standards and interactive notebooks help students organize and demonstrate their learning in one central place.</p> <p>Students complete formal lab write-ups in science courses that require them to use common core skills such as analytical thinking and writing with precision to convey their finding and ideas. The labs are based on academic content previously learned in class.</p> <p>The math department has used problems of the week to extend the learning of students in the select classes. They also meet throughout the month to discuss and to plan common lessons at each level. Students have also been taught how to use Excel in math classes to complete assignments.</p> <p>The Foreign Language department requires students to solve real world problems with their newly acquired language skills</p>	<ul style="list-style-type: none"> ● Course Syllabi ● Socratic Seminars ● Philosophical Chairs ● Interactive Notebooks ● Classroom observations ● Cornell Notebooks ● Graphic Organizers ● Formal Lab Write-Ups ● Problems of the Week ● Individual Project Rubrics ● Classroom Observations ● Individual Project Rubrics ● Political Debate and Election on campus ● Local Band Concerts and Performances ● CrossWINDS and Wasteland Projects ● AVID Syllabi

<p>such as planning a flight and ordering food in a restaurant. Spanish students create commercials based on invented projects to present in class.</p> <p>In preparation of the fall elections, senior Civics and Economics students planned and held a political debate, Political Round table and Election on campus. Students investigated all candidates and propositions in preparation of the Election. Students invited all EHS students to register to vote online and take part of the election process on campus. Students complied the ballots and presented the information to the students and staff.</p> <p>Our Visual and Performing arts programs perform and present at various community functions. We have created a community partnership with our local museum, MOAH to develop cross-curricular projects. Each year the VAPA department presents the EHS showcase. There are performances and art displayed throughout the campus. Over the past several years other departments have began to add displays and talks to the showcase.</p> <p>AVID students create four-year plans and review them quarterly and yearly throughout the program. Students also begin to investigate college and career options each year. Each year students create and present the many different options when choosing universities and colleges. WE also Practice WICOR strategies throughout the program such as reading rigorous and relevant texts and then discussing them as a group during Socratic Seminars and Philosophical Chair sessions. Students utilize marking the text strategies to analyze and process the content in the texts and to form opinions on the subject matter. Students then discuss the topic with the entire class and use their notes to support their opinion with evidence found in the text.</p>	
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Accessibility of All Students to Curriculum

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

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To*

what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Supporting Evidence
<p>Most of the staff is SDAIE/CLAD certified and all teachers use sound educational strategies and reality-based lessons to communicate concepts in a relevant way. EHS students are encouraged to take rigorous AP and Honors courses in all disciplines with our policy of open enrollment. We have seen enrollment from all demographics in our AP and Honors courses is consistent with the overall demographics of the general EHS student population.</p> <p>Students that need assistance with English are placed in Literacy Support classes that are dedicated to improving their English proficiency skills. These classes help students access the content in their regular English class by fostering their English skills as needed in their support class.</p> <p>We also have SDC/ESS courses offered for all content classes allowing all students access to rigorous curriculum but a different pace allowing all students access to the graduation requirements.</p>	<ul style="list-style-type: none"> ● Honors/AP Enrollment ● Honors/AP Demographics ● Course Syllabi ● Master Schedule

Integration Among Disciplines

Indicator: There is integration 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.

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>Two years ago the AVUHSD developed and integrated a district-wide Common Core training held each June. This training included all disciplines and strategies to implement the new CCSS standards.</p> <p>EHS teachers collaborate to produce reality-based lessons that prepare students for situations they will encounter after they graduate high school. Integrated curriculum teams work together to produce lessons and units that allow students to gain technical expertise while learning academic concepts.</p>	<ul style="list-style-type: none"> ● AVUHSD district Common Core Training ● Wasteland project with MOAH ● Integrated curriculum teams plans ● Cross-curricular activities (Empty Bowl Project, Mock Election) ● Art talks in theater

<p>For example, a team of teachers created a lesson series that allows students to participate in the Empty Bowl Project, a grassroots campaign aiming to end hunger and food insecurity. The lesson series allows English students to practice technical writing by creating an instructional manual describing how to construct a clay bowl. Art students will use the manual to construct the bowls and math students will use concepts learned in mathematics courses to find dimensions and characteristics of the bowl in an effort to determine how many starving people that empty bowl could feed if it were full. Students from all disciplines will collaborate to present their bowls and auction them off at the 2015 EHS Showcase.</p> <p>Another team of teachers created a lessons series that allowed EHS students to create their own mock election that coincided with 2014 November election. EHS students organized a mock election that required EHS students to register to vote prior to actually voting in order to give our student body a feel for the voting experience before they graduated and participate in actual government elections. Students registered to vote online using Google Forms and were permitted to vote using an absentee ballot or in person on election day. Students worked the polls and counted the votes to determine which candidate won the EHS gubernatorial race and which propositions were passed. EHS gained real-life, technical experience from this process and many of Eastside's CSF students worked as official poll workers around Lancaster, CA for the official November election. State Assembly candidates even came to the EHS theater for a debate during the weeks leading into the election to give EHS students further insight into the election process they will be participating in once they have graduated.</p>	<ul style="list-style-type: none"> ● Team Alg 1 ● Team Eng 10
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Curricular Development, Evaluation, and Revisions

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

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

Findings	Supporting Evidence
EHS teachers meet regularly to discuss how curriculum meets the demands of current academic standards. An emphasis is placed on utilizing curriculum that incorporates content that is relevant to EHS students. Curriculum is assessed at department meetings and professional development sessions and adapted as necessary to meet the changing needs of our students.	<ul style="list-style-type: none"> ● Parental input at IEP meetings ● Portfolios and Annual IEP meetings for SPED students. ● Shmoop ● Tutoring ● CAHSEE Crunch ● Site Team Meetings ● LCAP Community Forums ● Practice AP Tests ● Student portfolios ● Intervention lessons for Team Algebra 1 and Team English 10 students ● Teacher collaboration to plan lessons ● Professional Development opportunities

Policies — Rigorous, Relevant, Coherent Curriculum

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

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

Findings	Supporting Evidence
<p>The School Site Council meets quarterly to review the SPSA and make changes as needed. Parents and staff are able to review funding levels for each program to ensure transparency in the decision making process.</p> <p>The English Language Advisory Committee works with stakeholders to get input on curriculum choices for EL students.</p>	<ul style="list-style-type: none"> ● SSC meeting agenda ● Parent Center ● Parent Volunteers ● Suggestion Box ● English Language Advisory Committee ● Parent-Teacher Conferences

<p>EHS guidance counselors organize monthly parent-teacher conferences so parents can meet with their child's teachers to discuss their child's academic progress and course curriculum. The conferences take place in a large, designated location (the EHS Wrestling Room) after school so that all teachers can be present in the same room, at the same time. Our administrators and counselors are also present at these conferences. This allows parents to meet with each of their child's teachers, counselors, and administrators at one time and in one central location so all stakeholders can voice their opinions and receive each other's feedback.</p> <p>Each academic department met throughout the 2012-13 school year to create a coherent list of course outcomes for each core class in their discipline. This allowed teachers to collaborate and come to an agreement on what concepts and skills should be taught each year to ensure student success throughout all four years of high school curriculum. Instead of each class having curriculum plans that were isolated and independent of each other, academic disciplines now have curriculum designs that build on each other over four years of high school. These outcomes are regularly reviewed for revision.</p>	<ul style="list-style-type: none"> ● IEPs ● Integrated Curriculum Teams ● End of course outcomes created by collaborative groups of teachers
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Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and 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.

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

Findings	Supporting Evidence
<p>EHS AVID teachers and counselors and Band teachers visit local middle schools to promote our AVID, BioMed Pathways, and Performing arts programs. Our campus also organizes a Freshman orientation the week before the school begins in the fall.</p> <p>Our guidance team coordinates with counselors from feeder middle schools to obtain resource students' IEPs in order to create an individual learning plan for students that need them.</p>	<ul style="list-style-type: none"> ● Counselors go to middle schools to promote the high school curriculum. ● AVID recruitment at middle schools ● The Road Show ● Transition IEPs from feeder schools

<p>Each year EHS takes part in the district College and Career Expo held at the Antelope Valley Fair Grounds. The counselors also organize college information nights in conjunction with representatives from local colleges and universities. Our local community college presents information to seniors about financial aid. Students are also able to take entrance exams for AVC on campus. Both the AVID and the Guidance department have offered College visits within Southern California.</p> <p>Counselors meet with students each year to review individual college and career goals and check a-g requirements. Students are able to visit the college and career center for information on universities, the military and standardized tests.</p>	<ul style="list-style-type: none"> ● AVUHSD College and Career College Fair ● AVC College Night ● AVC Assessment Test ● College Field Trips ● Guidance calendars ● SAT/ACT/ASVAB testing dates
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Conclusions

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

Findings	Supporting Evidence
<p>Through the transition from State Standards to Common Core State standards we have worked to ensure students are taught 21st century skills. Our teachers and students use the 7C's within each classroom to prepare students for their career and college goals.</p> <p>EHS has worked to create a smooth transition from our local feeder schools to high school by working with staff, students and parents. Through our school visits, early registration, Road Shows and Freshman Orientation we have provided an opportunity for junior and high school students to interact. AVID teachers, students and tutors meet with AVID junior high students to share information about similarities and differences in the program. Students are able to meet with AVID teachers and interview to enter the program in high school at the early registration in the spring.</p>	<ul style="list-style-type: none"> ● Master Schedule ● a-g requirements ● Calendar of Junior High Visits ● Early registration dates ● Road show dates ● AVID Applications ● AVID Interviews

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

Findings	Supporting Evidence
<p>EHS has worked to better serve our diverse population by creating opportunities to take Honors and AP courses throughout high school. Teachers have been sent to many</p>	<ul style="list-style-type: none"> ● AVC College Night ● AVC Assessment Test ● College Field Trips

<p>professional developments to understand the needs of our population of students. We have also created interdisciplinary lessons that create relevant and engaging curriculum.</p> <p>Our efforts afford us the ability to address the following critical learner needs:</p> <p>Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.</p> <p>1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.</p> <p>1.2 Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.</p> <p>1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.</p> <p>Critical Learner Need #2: improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.</p> <p>2.2 Utilize bilingual peer tutors in language-rich courses.</p> <p>2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).</p> <p>Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.</p>	<ul style="list-style-type: none"> • Guidance calendar • Master schedule • A-G requirements
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<p>3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.</p> <p>3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.</p>	
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B2. Curriculum Criterion

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
<p>At EHS, we have transitioned to Common Core standards and strategies to better our diverse population. Teachers are working towards giving students more time to collaborate, and synthesize information. We have worked to create cross-curricular lessons and connect content to 21st century skills. College and Career options are discussed with students starting in 9th grade in our Health and AVID classes.</p> <p>For students that fall behind in grades and credits, there are many interventions. Students have access to weekly Study Hall/Tutoring after school. Students have access to four teachers from content areas to help with review topics and homework. AP teachers have created a schedule to review the various AP topics in an AVID style tutorial setting. AVID tutors work with teachers to guide students through the tutorial process. Senior students can be assigned Senior Supplemental classes during zero period, within the school day, or after school. Student complete work on the APEX program with the guidance of the senior supplemental teacher.</p> <p>Accommodations are in place for our Special education students to ensure that they can access content in their academic classes with help additional help from the teachers.</p> <p>EHS students have access to district ROP academies such as</p>	<ul style="list-style-type: none">● Cross-curricular Lesson Plans● Community-Based Instruction● Curricular units on pre-tech training● Elective classes● AP classes● Individual transition plans and portfolios for SPED students● RSP Strategies for Success classes● CTE courses● ROP● Work Experience classes● Bio Med Pathway● College information nights● College representative visits● Art Talks

<p>Digital Engineering and Design, Green Enterprise, Health Careers, FAST (Falcon Academy of Sustainable Technologies), Law and Government, and Agricultural and Environmental Science.</p> <p>EHS is beginning its 2nd year of the Biomed pathway through Project Lead the Way. This year we have approximately 200 students working their way through this pathway.</p> <p>Numerous guest presenters address EHS students about a variety of career opportunities through Art Talks forums and other forums. Some of the careers included are illustrator, flight test engineer, Marine Sergeant, and NASA researcher.</p>	
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Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
<p>Students' grades are monitored on a quarterly basis to seek out students that are falling behind. These students are identified and invited to a presentation to help give them and their parents the strategies to help turn their high school career around. Administration and guidance are presenters at these Student Success presentations.</p> <p>Counselors meet with students once a year and a four-year plan is created in the spring of freshman year. Counselors meet with students individually to create the plan and enter it in the school's Power School system. Each year, during the class registration period, the plan is revisited.</p> <p>AVID teachers also create a four-year plan with students and keep it on file in the classroom. Additionally, we make the parents aware of the four-year plan. Mock job interview projects are done in AVID classrooms to give students a sample of what it is like to prepare a resume and participate in a job interview. Career projects are completed in AVID classes</p>	<ul style="list-style-type: none"> ● Power School ● Student Success Presentation ● Communication with parents (email, phone calls, conferences) ● Freshmen Registration ● Year-end counseling evaluations ● Graduation checks ● Learning style assessments and evaluations. ● Mock Job Interviews ● Career Projects in AVID ● WICOR Strategies ● AVID Learning Style

<p>to allow students to explore careers that align with their learning styles.</p> <p>Work Experience classes and ROP courses are offered to EHS students, allowing them to explore potential career opportunities.</p>	<p>Projects</p> <ul style="list-style-type: none"> ● Student Success Teams ● IEP transition Plans ● 504 Accommodations ● CTE Classes ● Individual Transition Plans embedded into IEPs
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Monitoring/Changing Student Plans

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

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

Findings	Supporting Evidence
<p>EHS guidance counselors meet with students regularly to discuss a-g progress and ensure students are on track to graduate. Senior supplemental classes are offered to students who are deficient in credits. Supplemental Instruction grade improvement is also available for students who need to improve past grades. Students are also placed in Opportunity classes to retrieve credits one or more periods a day.</p> <p>IEPs are evaluated regularly to ensure that students are placed properly and getting the necessary accommodations to gain access to content in academic classes. EHS certificated staff collaborate with each other, parents, and students to form Student Success Teams to evaluate a student's progress. SSTs plan interventions and next steps for the student to have academic success and make progress towards graduation.</p> <p>Progress reports and official report cards are given to students and parents regularly to keep them updated on students' current academic progress. Both parents and students have access to current grades and assignments from each class through Power School at all times as well.</p>	<ul style="list-style-type: none"> ● Power School ● Graduation Checks ● a-g Progress Checks by counselors ● Parent Teacher Conferences ● SPED Case Managers collaborate with general education teachers to discuss student progress. ● Why Try? Program ● Propose schedules during IEP meetings. ● IEPs. Learning and Performance goals ● 504 Accommodations ● Student Success Team ● Progress Reports and Report Cards ● Course outcomes ● EL student monitoring

The AVID Site Team meets monthly to discuss students' academic progress. We evaluate those on academic probation in the Winter and Spring to ensure AVID is helping them.	forms <ul style="list-style-type: none"> ● CELDT proficiency
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Post High School Transitions

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

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>Throughout the year EHS and the AVUHSD host college and career informational nights. Students are able to attend the College and Career fair at the AV fairgrounds. Universities and vocational schools are available to the parents and students. We hosted a senior night at EHS this year for students to attend break out sessions on college applications, Personal Statements, and financial aid. Guidance plans to hold another informational night in the spring for Junior class students and parents. Guidance counselors meet with EHS seniors to discuss post-secondary options individually before the start of the school year.</p> <p>Our College and Career center supports students in the process of completing applications for college, review personal statements or meet with recruiters or career representatives.</p> <p>The EHS Work Experience program gives students an opportunity to gain employment while attending to their academic studies as well. The Work Experience coordinator has developed relationships with local business owners in order to properly place EHS students in jobs that are in their fields of interest.</p> <p>AVID seniors run their own college fair towards the end of the school year. Our AVID students promote colleges they have been accepted to or applied to so other EHS students can learn about college life, requirements for admission, and necessary steps they should currently be taking in order to gain acceptance to the university of their choice.</p> <p>In the spring of 2015 the guidance office will organize a</p>	<ul style="list-style-type: none"> ● College and Career Night ● College and Career center ● ROP Programs ● Community-Based Instruction ● Lockheed Internships ● Individual Transition Plans for SPED students ● Work Experience program ● Pre-Voc work-ability programs ● CBIs to Desert Haven for severe SPED population ● College and career readiness activities in SPED, AVID, and elective classes. ● College presentations ● College fair run by senior AVID students ● YES Program ● Department of Rehabilitation clients ● AVID ● Resume assignments

<p>school wide college fair on the EHS campus.</p> <p>We have recently added a College/Career Liaison to work with students in developing post-secondary plans, arrange college visits for students, and plan a college/career fair for students and parents in March.</p>	<ul style="list-style-type: none"> • AP Classes
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Conclusions

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

Findings	Supporting Evidence
<p>At EHS we are committed to the success of our students during their four years in high school and as they enter college or the work force. We have continued to invest more resources into working with all students on campus by meeting with more students and parents through our many presentations and interventions.</p>	<ul style="list-style-type: none"> • Vision and Mission • ESLR's • EHS Website • Four year plans • Professional development • Staff meeting agendas • AVID Program

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

Findings	Supporting Evidence
<p>We continue to investigate and refine our interventions programs as a campus to ensure all students succeed. The following critical areas addressed are:</p> <p>Our efforts afford us the ability to address the following critical learner needs:</p> <p>Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.</p> <p>1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.</p> <p>1.2 Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.</p> <p>Critical Learner Need #2: improve the achievement of our EL</p>	<ul style="list-style-type: none"> • Vision and Mission • ESLR's • Professional Development • Scholastic Data • Graduation Checks • A-G checks

students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.

2.4 Provide and reinforce additional professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).

Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.

3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
<p>Throughout our transition to Common Core teachers are working towards implementing more real world situations into all courses. Several Professional development opportunities have been set aside to collaborate and create cross-curricular and community based lessons over the last year.</p> <p>Advanced Placement classes give students access to college curriculum and give students the opportunity to earn college credits while enrolled in high school. Participation in AP courses helps high school students transition to college-level coursework by exposing them to more rigorous curriculum while still having the support of high school teachers and counselors.</p> <p>Our new Bio- Med Pathways program allows students to have a hands-on, real-world problem-solving approach to learning. Students are exposed to world of the biomedical profession throughout the four-year program. By the end of the program students are creating solutions to 21st century health issues.</p> <p>Our Special Education department has a Transitional Portfolio and activities for our students. Students track personal and academic goals as well as college and career activities. . In addition they</p> <p>Lockheed internships are available to EHS students. Students complete an application to the program with assistance from the Work Experience and Physics teachers. Accepted students</p>	<ul style="list-style-type: none">● Integrated Curriculum Teams● Mock election● Current Event presentations in sciences and social studies classes.● Career pathway classes.● Project Management in CAHSEE Prep● Science Fair● Crosswinds Project Clinometer project in Trig classes.● NASA guest speakers● Engineer visits from Edwards Air Force Base● ROP● Salute to Youth● College Night at AV Fairgrounds● AVID field trips to colleges and universities● Project Lead the Way Bio-Med Program

gain real-world job experience while working at Lockheed. The intern program lines students up for a future career in engineering.	<ul style="list-style-type: none"> • Lab activities in science courses • SPED Transitional Portfolio/Binder • Lockheed Internships
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Meeting Graduation Requirements

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

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>Incoming 10th graders who appear to be at risk for not passing the CAHSEE Math test, based on their 9th grade math scores, are placed in an elective CAHSEE Math Preparation class. Incoming 11th and 12th graders who previously failed the Math portion of the CAHSEE are enrolled as well.</p> <p>In the weeks leading up to the CAHSEE test dates, special after school “CAHSEE Crunch” sessions are held. Math and English teachers administer these sessions. These are well attended by the students.</p> <p>Upperclassmen that still need to complete a-g requirements can take supplemental courses before and after school with our Apex Program.</p> <p>.</p>	<ul style="list-style-type: none"> • Shmoop • CAHSEE Prep classes • CAHSEE Crunch • Read 180 • Study Hall • Tutoring • SPED Waivers (if needed) • Counselor presentations to classes • Summer school • Moodle • AVID • Counseling in the Quad • MLA Format • CAHSEE Prep content in Strategies for Success classes • APEX • On site Continuation

Conclusions

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

Findings	Supporting Evidence
EHS provides students with an infrastructure that supports students career and college goals throughout high school.	<ul style="list-style-type: none"> • AVID • Read 180 • Algebra 1 Team

	<ul style="list-style-type: none"> • ELL Support • SPED courses • BIO-Med Program • Work Experience • Internships • Tutoring
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Although many students are completing the requirements at EHS, we continue to look for ways to improve academic support for all students. In addition, we are looking at ways to measure the success and effectiveness of each of these support programs to determine which has the biggest impact on student success.</p> <p>Our efforts afford us the ability to address the following critical learner needs:</p> <p>Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.</p> <p>1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.</p> <p>1.2 Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.</p> <p>1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.</p> <p>Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to</p>	<ul style="list-style-type: none"> • Career pathways classes • Integrated Curriculum teams • Bio- Med Pathway • Internships • Tutoring • College Field Trips • AVID

<p>passing rates of 75% in ELA and 76% in Math for all 10th grade students.</p> <p>2.2 Utilize bilingual peer tutors in language-rich courses.</p> <p>2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).</p> <p>Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.</p> <p>3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.</p> <p>3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.</p>	
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WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

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

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

- Integrated Curriculum Teams are developing relevant, reality-based lessons that utilize college- and career-readiness skills. These lessons are interdisciplinary and allow EHS students to make connections between concepts and skills learned in multiple classes.
- EHS teachers use online curricula like Apex and Shmoop to supplement instruction delivered inside the classroom. Students have the ability to access online programs, from home or on campus, outside of regular class hours in order to enrich their understanding of academic content learned during class.
- EHS teachers attend training and professional development sessions to stay current on relevant educational research. EHS teachers and administrators have multiple opportunities throughout the calendar year to attend training and enrich their skills and expertise in their fields.
- Instructional coaches support EHS staff members on a regular basis. Coaches offer teachers ideas on how to improve their teaching and help teachers implement sound instructional techniques.
- Counselors conduct graduation checks to keep EHS students on track for graduation.
- Guest speakers come to EHS to promote college and career opportunities available to students after they graduate.
- EHS teachers use the Remind 101 app to communicate curriculum requirements and assignments to parents and students.
- SPED portfolios
- Mandated IEP minutes for college, career, and transition services weekly.
- Strong student work samples that demonstrate congruence between concepts.
- The AVID tutorial model is used in many classrooms. Strategies for Success resource classes incorporate tutorials into their weekly curriculum and the tutorial model is used during Study Hall in the library after school as well. AP tutorials

are conducted after school periodically to prepare students for their end-of-year AP tests. Some EHS core content teachers have incorporated tutorials into their general education classes as well.

- Community Based Instruction
- Google Drive is used to give students and teachers a common place to store and share all their work. Teachers are given professional development about ways to incorporate Google Drive in their classrooms and students are shown how to use the system as well in their academic classes. Every EHS student is given a district Google account they can use for email and storing academic work. Every EHS certificated employee is given a district Google account that allows them to store and share their work with not only EHS employees, but all employees in the Antelope Valley High School District.
- Classified staff members at EHS have an open door policy with regards to staff and student accessibility.
- Study hall sessions are held biweekly for EHS students in the library. These open sessions are run by a minimum of four teachers from different content areas who can help the students with their varying needs. AVID tutors attend as well and offer assistance.
- EHS staff members take part in school-wide professional development at least once a month. The professional developments are well planned and relevant to the school's needs. Agendas are emailed to all staff ahead of time. Staff members come prepared to participate and share.
- Aside from the standing monthly professional development, two Wednesdays a month are open to individuals who want to plan and carry out their own professional developments. This could range from a small subject matter team getting together to discuss ideas on how to present an upcoming unit, to a large-scale session on the implementation of a proven instructional strategy. Administration is very supportive of these teacher-led sessions, and they approve funding to compensate the participants and presenters for their time.
- EHS offers thirteen different AP classes. All EHS students are encouraged to take challenging courses. AVID students are required enroll in at least one AP course. The guidance department is very proactive in getting students to enroll in the AP courses.
- Counseling ensures that each student is on track to receive their diploma and that they are enrolling in the classes that will ensure their A-G compliance.
- EHS offers supplemental instruction for students who have fallen behind in credits. Supplemental classes are offered on a period-by-period basis (including

before and after school), or in larger chunks as need demands.

- Expected Schoolwide Learning Results are posted in every classroom. They are focused upon during professional developments. They are promoted by the staff and repeatedly brought to the attention of the students.
- Students at EHS are well prepared for the college application process. Guidance works with students on their applications through pull-outs as well as after school workshops.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth
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- EHS needs to increase their efforts to provide support for students wishing to pursue a career immediately after high school (more vocational and CTE classes offered).
- More effort needs to be focused on offering severe SPED teachers applicable trainings on integrating common core concepts into the life skills lessons taught in their classrooms.
- A-G Requirements should be more visible on campus.
- General education classes can do more vocational training, like special education does, to help students that aren't college bound transition to post-high school life. General education students need more opportunities to participate in Career and Technical Education classes.
- Instruction can be designed that does more to involve people within the students' social circles other than themselves. Parental and peer involvement would only serve to strengthen the school community and improve the instructional results.
- More male enrollment in AP and AVID courses is needed at EHS.

C. Instruction

Focus Group Leaders

Samuel Perez
Rose Max
Michele Stanford

Department

Math
Visual Art
Counselor

Members

Allyson Villegas
Elizabeth Brown
James Tilton
Annamarie Perez
Monica Gottschalk
Ken Zear
Alex Elizondo
Jessica Lundy
Jillian Cleveland
Sabrina Jobb
Alesia Stonerock
Robyn Young
Amos Wellington
Vanessa Calzada
Ademola Sule-Odu
Janet Holloway
John Gamm
Esmeralda Henriquez-Merino
Donna Cook
Angela Baldwin
Evelyn Campbell
Kristin Laughlin
Sara Perez
Kailee Talsma
Sheila Hightower
William Scriptor
Bobby Simerson
Chris Neal
Michael Larkin
Sean Campbell
Manual Ortega

English
English
English
English
Foreign Language
Math
Math
Math
Science
Social Science
Social Science
Visual Art
Behavioral Science
SPED
SPED
SPED
SPED
Activities Secretary
Attendance Clerk
Paraeducators
Paraeducators
Paraeducators
Paraeducators
Paraeducators
Paraeducator
Health Care Paraeducator
Instructional Aide
Computer Tech
Security
Maintenance
Maintenance

Category C: Standards-based Student Learning: Instruction

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

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

C1. Instruction Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
<p>At EHS, we strive to provide students the best education that we can to empower and inspire students. When creating and reviewing our curriculum, we focus on the Seven C's to ensure that every student receives quality instruction from the time they enter their first class to the time they finish their homework.</p> <p>Classroom instruction, assignments, projects, and tasks allow our students to utilize critical thinking skills. Professional development provided to the staff focused on research based instructional strategies like AVID. In most classrooms, students participate in interactive notes, guided inquiry, critical reading strategies, annotation of text, Philosophical Chairs, and Socratic Seminars to synthesize information and develop</p>	<ul style="list-style-type: none">• EHS ESLR's, Vision and Mission Statement• Classroom Observations• Student Work• Professional development Agendas and sign-in sheet• Course Outcomes• Collaboration Plans• Student Work• Graduation Requirements

critical thinking skills.

With the transition to common core state standards, we have increased the level of professional development provided to the staff. Our professional developments have had an increased focus on Common Core Standards. As a result, every department has developed and implemented a series of skills based course outcomes that the students will be required to achieve. Our course outcomes and curriculum meet the high demands of the new standards, college admissions, and career skills. The course outcomes have also given us the ability to develop curriculum across departments since we are focusing on the skills required eliminating the focus on content specific expectations during cross curricular collaborations.

As we worked to create a college growing environment, we aligned the graduation requirements with a-g eligibility and expanded the number of a-g course offerings. Non-college prep courses in science and math were replaced with a-g eligible courses. Over the last year, we have limited the number of TA positions available to students to expose more students to college prep courses.

Additionally, we offer a variety of AP courses throughout all our academic departments for students to have access to rigorous courses and a strong academic program. We have an open enrollment policy for our AP and Honors courses, which has led to an increase in the number of students enrolling in AP courses. In 2011, nineteen percent of our students were enrolled AP class and now twenty-seven percent of our students are enrolled in AP classes.

Several teachers have taken to develop our student's organizational skills while increasing the rigor of daily assignments. Several teachers have introduced the Interactive Notebook into their curriculum. The Interactive Notebook provides a concrete organizational tool for our students' interactive notes and requires the students to complete a critical thinking activity on the left side that directly correlates to the interactive notes.

- Student Course Enrollment
- AP Course List
- AP Enrollment Data
- Student Course Enrollment
- Student Work—Interactive Notebook
- Classroom Observations
- Student Work—Google Docs Portfolios
- Transition Portfolios
- Showcase Program
- MOAH Art Display
- Credit Union Art display
- Counseling Sign In Sheet
- A-G Completion Data
- AVID Data
- College Acceptance Data

Many teachers have also introduces self-assessment with a heavy emphasis revision to prepare students for life after high school. In Performing Arts, students reflect on both rehearsals and performances to catalogue strengths and weaknesses. Then, students create personal agendas and goals to prepare for future performances. Student Growth Goals are assessed by the instructor on a weekly basis. In the English department, many teachers rely on the revision process to improve student writing. Students will participate in a peer-review or self-assessment and then expected to improve their essay by making the necessary corrections. In PE, students create personal fitness goals and track the goals to help students learn the skills necessary to achieve the goals they set. In Special Education, the teachers work with the students to develop personal goals for college and career. They also must create transition goals and then monitor their success in those goals. In Visual Art as students work towards their finished product, teachers guide students through reflection and self-assessments to make revisions to the final product before they receive a final assessment.

In a few classes, students create portfolios to reflect upon their learning and provide data about to other teachers about their learning. In English, some teachers are experimenting with a digital portfolio. Students are provided the standards that have been taught over the course of the semester and then choose the assignments that they believe achieved the standard. The portfolio stays with the student and can be shared with other teachers. In Special Education, all students complete a transition binder for each grade. The binder follows them throughout their high school careers to accumulate information and material that will help them be successful after high school.

At EHS, we offer a variety of Advanced Placement class geared towards preparing them for college and the AP exam. All students are expected to take the AP exam if they enroll in an AP class. Our classes offer a challenging environment that prepares them for the rigor of the exam. In Foreign Language, all AP Spanish students must take the exam; consequently,

students participate in assignments that prepare the students through oral and written composition. In Physics, students face the same challenging problems in class that are on the exam. In English, students read and analyze a variety of text and must show their ability by writing timed single draft essays and out of class untimed multiple draft essays.

With the introduction of the Common Core State Standards, we introduced more collaborative lessons to develop our students' ability to communicate and to establish connections with one another and across disciplines. In PE, collaborative lessons are used for team building. In Social Science, students participate in a variety of collaborative activities like pass the poster or participated in a mock spice road travel. In AVID, students develop their project and determine its direction through research and conversation. Last semester, we saw department collaborating on assignment to enrich students' academic experience. The English and Social Studies departments collaboratively created a research paper about stereotypes. With an increase on literacy, we have devoted more instructional time and student experience to their ability to communicate in a variety of formats. Foremost, we have returned to an increased emphasis on writing. In Science, we incorporated rigorous labs that extend the learning of our students beyond the textbook and notes. As a part of the labs, the students report their findings in a lab report. In English, every grade level writes a research paper with increasing rigor at each grade level. In Math, students justify their mathematical solutions in short paragraphs.

Throughout the school day, we expect students to construct their digital literacy. Every student is encouraged to use their smart phones to help them develop core content knowledge. Teachers throughout the content areas have students refer to their phones when asking level 1 questions that are easily found in a Google search. In the English department, Google docs have become a staple to composition and collaborative lessons. During one project, a student was able to collaborate with an ill student at home utilizing the chat function to maintain the collaboration. The English department also uses technology to

provide alternatives to essays. Some students create TED talks, newspapers, video games (using the plot structure of a text), or a public service announcement. In Math and Science, students use Excel to present and analyze statistical data.

Over the past three years, we have expanded our students' involvement within the community with several student driven projects. The Art department has developed a wonderful relationship with the Museum of Art and History in Lancaster (MOAH). Student work is commonly displayed at MOAH; furthermore, the Art department collaborates with MOAH for a student-based project. In 2012-2013, the students worked on a themed project about trash and last year the students worked on a themed project about wind. In Science, students participated in a Science Fair that was judged by community member from local aerospace industry companies. Science students also have the opportunity to participate in internship programs offered by Lockheed to motivate students to look at pursuing careers in the science field. Both the MOAH collaboration and the Science Fair culminated at the end of the year at our school's Showcase. At the showcase, the students coordinate the events and presentations of their fellow students and in some cases themselves. During the Showcase, students present projects and perform for parents, teachers, community members, and other students.

Our Counselors work closely with students encouraging A-G courses and college and career readiness. Incoming freshmen and their parents meet with a counselor individually for course selection and a 4-year plan. Counselors do class presentations for returning student registration provide students with a framework for what they should be taking care of based on their year in school. Students then meet with counselors individually for returning student registration, their transcripts are reviewed and they receive advisement on which classes are most appropriate for their college/career goals. All grade levels are also invited to individual summer appointments with their parents/guardians to review their transcript, discuss their goals and confirm their course selections for the upcoming school year.

<p>A college going culture is actively promoted and grade improvement is provided to all senior students for college eligibility. Individual appointments for senior students are provided over the summer to review their transcript and review post high school options. A senior advisement bulletin is updated monthly and is readily available to students and parents throughout the year. Additional information for college readiness is provided on the Eastside High School website, through opportunities to attend college and career presentations in the career center, class presentations on applying to college, and advisement about obtaining priority registration to Antelope Valley College.</p> <p>Students are also supported in doing research on career interests and programs that will best meet their individual needs. Overall there has been increased acceptance into 4 year colleges and community college programs, increased financial assistance for colleges and college visit field trips.</p>	

Student Understanding of Learning Expectations

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

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

Findings	Supporting Evidence
<p>We communicate our expectations to our students in a variety of ways. As we transition to the Common Core State Standards, our priority to ensure that student are aware of our expectations for them to excel and learn the 21st century skills to prepare them for life after high school.</p> <p>During one of the initial instructional leadership meeting, the members voiced concerns about the new standards translating to the students. As a result, one of the smart goals was to develop course learning objectives. Each department created a set learning objectives for their courses based on the common</p>	<ul style="list-style-type: none"> • ESLR's • Course Outcomes • Classroom Observations • Student Work • Student Survey • EHS Website • Teacher Websites • Classroom Rubrics

core career readiness standards. Since the objectives were finalized at the beginning of this year. The learning objectives are shared with the students through each teacher. At the beginning of the year, we distribute course syllabus to our students that outlines the course and provides students with course objectives. Next year, they will be in the student planner.

Some departments took the idea to the extreme. The English department translated the English standards into a two surveys for each grade level. One survey is for the teachers to complete at the end of each school year to provide assessment data for the next grade level. The other survey is for the students to complete at the beginning and end of each year. The initial survey introduces the standards and provides an initial assessment of our students' understanding of the standards. The exit survey provides self-assessment data for future planning.

Individual unit standards and essential questions vary depending on the teacher. Some teachers post the standards to be covered by an individual standard while other transform the standards into an unit essential question that drives the instruction of the unit and assignments.

We have adopted several methods to inform the students of the current standards being covered and the pacing of each unit. Some teachers have adopted AVID's Week at a Glance (WAG). Teachers will post assignments at weekly intervals. Other teachers have used websites to post assignments and classroom activities. Another method we use to inform students is a unit introduction where the teacher covers the unit pacing and standards to be covered. Every teacher posts a daily agenda of classroom assignments.

In regards to individual assignments, many departments have created and distributed common core based rubrics. Students receive the rubrics to ensure that they are aware of the writing requirement for a particular writing assignment. For AP classes, we have adopted and modified AP rubrics to meet the

- Team Algebra Agendas

<p>needs of our students. For instance, AP World History uses the AP scoring structure and writing requirements outlined in the AP World History rubric to score student writing.</p> <p>Teachers also provide previous student examples to provide a concrete exemplar to match the standard. To ensure students understand the writing standards and rubrics, we provide ample student examples that reflect the different levels of the rubric. In Literature and Composition, students review and assess the release</p> <p>Some subjects have adopted a common pacing guide for collaborative planning and implement intervention. For instance, Algebra I teachers work at a similar pace to provide supplementary instruction to struggling students. Literature Support teachers run a similar pacing to reflect and collaborate on lessons.</p>	
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Differentiation of Instruction

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

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

Findings	Supporting Evidence
<p>We address the learning needs of students through a variety of instructional strategies: strategic use of technology, researched based instructional strategies, and addressing student learning modalities.</p> <p>Technology is used campus wide for a variety of purposes to enhance student learning. The Performing Arts uses video to allow students to provide students a visual of proper positioning and posture. Video is also used to allow students to self assess their performances. PE uses the Socratic website to present the state mandated swimming instructional video.</p> <p>Throughout our district, we have adopted a “Bring your Technology Policy.” We encourage students to bring and use their own technology providing multiple opportunities for</p>	<ul style="list-style-type: none"> • Student Work/Video • Bring Your Technology policy • Classroom Observations • Student Work • APEX data • Google Docs • EHS Website • Teacher Websites • Student Work—Interactive Notebooks • Student

<p>students to access information; consequently, teachers have the opportunity to provide individualized instruction at a student's point of confusion. When students do not understand a concept, their device provides instant access to a wealth of resources to aid both teacher and student.</p> <p>Using their devices, students are commonly referred to a variety of academic websites to assist in their point of confusion. Math and Science courses commonly refer to Khan Academy and Learn 360. English relies on Wisecrack, 8-Bit Philosophy, and Thug Notes to translate difficult concepts into student speak. Social Science prefers to use Crash Course to provide students with another view of key historical events and time period.</p> <p>To provide additional tutorials for students, teachers use Shmoop and APEX tutorials. Both programs allow teachers to help students by targeting specific learning deficiencies. APEX tutorials provide a pretest that allows students that already know a particular concept to progress to concepts and topics that they do not know while providing instruction to students that need the extra assistance.</p> <p>Google Docs has opened a variety options to meet the needs of our students diverse learning needs. Google docs opened up the ability for student collaborate regardless of their location, which becomes especially useful for students that have attendance issues. Students are able to participate with their peers on collaborative projects without having to be present in class.</p> <p>To promote individual physical health and welfare, the PE department uses video game systems like the PS2 to differentiate instruction. In one case, they use Dance-Dance Revolution to increase footwork proficiency and basic motor development and movement skills.</p> <p>Many of us maintain a class website to provide students will access to assignments, rubrics, quizzes, study guides, notes, and sample test questions from any internet accessible device.</p>	<p>Work/Completed Assessments</p>
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<p>In addition to classroom activities, students have access to resources on content specific topics like clarifying figurative language, creating a dialectical journal, generating a thesis statement, crafting and calculating formulas, balancing equations, and interpreting scholarly articles.</p> <p>Some of us have “flipped” the classroom to further individualize the instruction to meet student needs. Students will preview video and text the day prior to classroom activities. The preview provides background knowledge and information about the lesson’s topic allowing in-depth classroom discussions and increase participation and opportunities for hands-on activities in the classroom. As a result, students receive guidance as students practice the skill.</p> <p>With the adoption of the Interactive Notebook by some of our teachers, they have given the students a tool to better individualize instruction. Teachers can modify the interactive notes taken on the right side to meet the needs of each student. Likewise, the left side activity that promotes critical thinking can be adjusted in difficulty for an entire class or an individual student.</p> <p>Alternative assessments are common to suit the needs of out students. For instance to promote the listening and speaking skills of the common core, English teachers utilize a plethora of differentiated assessments. They will have students create a public service announcement commercial to replace the stand up student presentation on a current social issue.</p>	
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Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

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 based on student feedback.*

Findings	Supporting Evidence
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<p>Our students receive individual attention from teachers, instructional aides, guidance counselors, Special Education case carriers, administrators, AVID tutors, and peer tutors to obtain a strong understanding of our expectations for their learning.</p> <p>Every year, we present our ESLRs to our students, post them in our rooms and on the school website, and print them in their planners. This year, the English department introduced the ESLR's in a variety of methods. One teacher had the students create a 7 C's book where they matched a famous figure with each C discussing the connection. Another teacher used it as a way to introduce marking the text strategies.</p> <p>All incoming ninth graders are invited to an orientation day hosted by the Link Crew. The Juniors and Seniors of Link Crew explain our expectations to the new students, give them a campus tour, and introduce them to course offering, clubs, activities, and athletics. Once school starts, the Link Crew maintains contact with ninth graders to help monitor their academic performance and adjustment to high school.</p> <p>The student survey conducted in the Spring of 2014 indicated that 47% of our students agreed that our classes are challenging, 55% agreed that our courses prepared them for college. 51% agreed we are preparing them for their careers, and 79% agreed that they have equitable access to honors and Advanced Placement courses.</p>	<ul style="list-style-type: none"> • Classroom Observations • ESLR's • Vision and Mission Statement • Student Work • Freshmen Orientation day Agenda • Freshmen Orientation Sign In sheet • Student Survey
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Conclusions

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

Findings	Supporting Evidence
As our top priority, we present students with open access to challenging, college ready, and college level curriculum. Our open enrollment policy, the growth in Advanced Placement course offerings and Advanced Placement enrollment, and the establishment of the Biomed Pathway are all examples of that illustrate the challenging curriculum students receive at Eastside High School. By providing differentiated instruction through strategic integration of technology, and a balance between direct and inquiry based instruction, we are able to	<ul style="list-style-type: none"> • ESLR's • Vision and Mission Statement • Course outcomes • Classroom Observations • Student Course Enrollment

<p>deliver course curriculum in a variety of ways that matches the diverse learning of our students. The development of course objective and the use of common rubrics within departments translate performance expectations into obtainable learning goals for our students. We need to continue to provide additional opportunities for students to provide direct feedback relating to the types of instructional practices and activities that they find are most effective.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>We strive to provide a challenging and engaging curriculum to support the diverse academic needs of our students. We deliver instruction that incorporates some of the latest technology while relying on sound research based instructional strategies. Despite our best efforts, we fall short meeting the needs of all our students. We need to continue to build opportunities upon what we have created thus far. We also need to build opportunities for students to provide feedback on the effectiveness of curriculum, instruction, and assessment.</p> <p>Our efforts afford us the ability to address the following critical learner needs:</p> <p>Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.</p> <p>1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.</p> <p>1.2 Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.</p> <p>1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.</p> <p>Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are</p>	<ul style="list-style-type: none"> • Classroom Observations • Student work samples • AP Course Enrollment • Teacher websites

reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.

2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).

Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.

3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.

3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.

C2. Instruction Criterion

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

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
<p>To ensure quality use of technology in the classroom, we receive professional development at the site and district levels. The professional development enhances our use of technology to assist student organizational skills, present content, provide intervention, strengthen collaboration, and elevate assessment.</p> <p>At EHS, we use a variety of technologies to assist students' organization of lesson content. Many teachers at EHS maintain a website through Google Sites, Open Class, Moodle, and Weebly. The websites provide student access to calendars for unit pacing; downloads regarding school policies, class policies, assignment organization, and notebook framework; and links to assignments and student resources. To keep students informed of important updates and due dates, many teachers use Remind.com as an organizational tool.</p> <p>One of our strengths has been the integration of technology into the classroom to enhance instruction. At the very basic side of technology, the document camera has become a key tool for instruction. We constantly use the data projector to display information, nonlinguistic representation, and artifacts to provide a visual for a key concept. The document camera also allows teachers to model. During difficult text readings, teachers model active reading using text marking techniques that boost reading comprehension.</p>	<ul style="list-style-type: none">• Professional development Agendas• Classroom Observations• Student Work• EHS Website• Teacher Websites• Read 180 Data• APEX data• Shmoop Data• AP Exam data• Google Apps• CPS Data• SRI Growth Report

Teachers use a variety of programs and internet sites to enhance content delivery. Programs like PowerPoint and Prezi provide a visual element to lectures that allow students to easily follow along. Social Science adds a little flare story with the use of Crash Course. The English department uses Thug Notes and 8-bit Philosophy as warm ups and reviews to translate difficult concepts into student speak.

In our third year of iPad distribution, most teachers on campus now have an iPad and an Apple TV. Most teachers received their iPad this year and are in the early stages of implementing it into class instruction. Some teachers use it as a mobile white board with apps like Sketch. Others have used programs like Educreations to record lectures and play them back through the data projector. The iPad also enables teachers to download text using PDF max in order to model active reading and marking the text.

Teachers of Literature Support use the Scholastic ITS to support students learning. The online tool allows teachers to display the textbook, highlight text, and add comments. Some of the instructors use the comment section to provide the students with sentence starters. During the class, the students participate in a computer Rotation where Read 180 supports their comprehension, vocabulary acquisition, fluency, spelling, and writing. The Scholastic management system provides data to teachers to adjust instruction to meet the needs of the students.

Teacher use Shmoop and APEX as intervention methods to improve student learning. Shmoop provides writing intervention and test preparation. Student can work independently to meet individual student needs. Likewise, APEX tutorials offer individualized remedial instruction in English and Math. One AP English 12 teacher uses the tutorials to provide instruction on the basics of literature. It frees instruction up for critical thinking and textual analysis.

Collaboration and Inquiry have also been aided with technology. Every student has a Google account that gives

them access to Google Drive and Google Classroom. The Google drive allows our students to share information with other students and their teachers providing them a tool that can be accessed anywhere with an internet connection. This year, A few teachers embrace the new Google Classroom to produce assignments, provide resources and assess our students.

Teachers have improved the Inquiry process through the use of technology. They can leave assignments more open ended that allow students to discover the essence of the assignment. Students perform career research, college research, scholarship research and student interest searches to complete projects.

Technology has also helped improved our ability to assess our students. To promote the writing, listening, and speaking skills of the common Core Standards, the English department uses technology to provide the students with a sense of choice. With a focus on critical thinking and less of essay structure, teachers offer alternative compositions to our students. Students write adaptations of classic novel and create a trailer to sell the project. Using the themes present in novels, student will create commercials or public service announcements.

In Physics, the students us a computer simulation to determine the viability of their rock designs. They also use the internet to find the dimensions of current automobiles to determine the drag coefficient and compare them to each other.

In Math, teachers still incorporate the use of CPS clickers to formally assess during instruction. The teacher receives instant feedback and adjusts instruction.

At the beginning of the year, we test every student's comprehension with the Scholastic Reading Inventory. The test provides us with the students Lexile. The teachers use the Lexile to gauge of a given text and then plan support to ensure students can access the content locked in the text. To determine the Lexile of a particular text, teachers utilize Lexile.com.

Teachers as Coaches

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

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

Findings	Supporting Evidence
<p>At EHS, we feel that it is our duty to empower and inspire students to be successful independent thinkers. We serve as mentors to guide students both in and out of the classroom.</p> <p>In the classroom, we serve as excellent role models and experts in their fields. We prepare are students for success through the use of academic language and a variety of instructional strategies. Our instruction stays malleable to suit the multiple learning rates of out students. We honor the teaching diversity on our campus since each learner requires a different teaching style. Students receive a mix of direct instruction and inquiry based learning while receiving individualized support as teachers circulate the room to check for understanding, provide positive reinforcement, and ask guiding and thought-provoking questions, refer to additional resources to afford students the opportunity to arrive at the correct response. In the end, it is all to ensure that our students are prepared for post secondary life.</p> <p>At the beginning of every year, teachers receive the list of students that are classified as English Language Learners (ELL). Each teacher received their students’ proficiency level to modify and adapt instruction to support these student in developing content knowledge and language proficiency.</p> <p>AVID teachers promote the autonomy of their students by focusing more on the role of a facilitator. Students are responsible for conducting tutorials with the guidance of the teacher and the tutors. As the students run the tutorials, the teacher will ask questions to spur further inquiry and critical thinking. AVID teachers also guide students through the college application process. Students will complete grade checks, sign up for exam, apply to colleges, and seek financial aide under the guidance of the AVID teacher.</p>	<ul style="list-style-type: none">• ELL data• EL monitoring Form• Student work—AVID Notebook• AVID Data• Tutoring Sign In Sheets• Classroom Observations• ASB agendas• Link Crew Agendas• ASB and Link Event Schedule• Student work• Yearbook

AP teachers receive extensive training from the College Board Institute to support AP students as they prepare for Advance Placement exams and college. In depth, college-level material is presented where students address ethical and higher level questions. Students are guided through complex text by the developing of active reading strategies and developing background knowledge. Sample exam questions and essay prompts are shared with students to promote critical thinking and inquiry. Teachers support students by tutoring students throughout the school week. As test dates approach, teachers conduct student centered Saturday study sessions.

A majority of EHS staff is available for tutoring to support the academic and social needs of our students. After school tutoring is available in the library after school every Tuesday and Thursday. Both classified and certificated staff members serve as club advisors, class advisors, athletic coaches, and supporters at extra-curricular activities.

The ASB and Link Crew organizations are run by students under the guidance of their respective advisors in hopes to develop future leaders. Students participate in team building activities that encourage all members to work together. Students are responsible to developing activities and planning events. As student obtain leadership positions in ASB and Link Crew, they receive guidance from the advisor to create agendas, organize events, request expenditures, and maintain meeting notes. Link Crew members are responsible for contacting teachers regarding activities with the ninth graders. ASB handle the particulars of school events. To host a talent show, the ASB held auditions and the students picked the performers and organized the event. Throughout the process, students attain valuable, lifelong skills that will undoubtedly support them in their future endeavors.

EHS students create the yearbook with the guidance of the yearbook advisor. He provides guidance and assistance to the editors, co-editors, photographers, and section editors to ensure that they can lead the members of the yearbook to effectively complete their responsibilities.

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Examination of Student Work

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

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

Findings	Supporting Evidence
<p>We provide our students with an extensive amount of opportunities to demonstrate their understanding of content. Inquiry, research, pre-writing, editing, collaborating, and problem solving skills allow students to be successful on culminating activities, projects, and assessments.</p> <p>As we push to develop the literacy of our students, many of our departments have embraced the writing process. In the English department, each grade assigns a variety of essays responding to various writing tasks. Our students work revealed extensive inquiry and pre writing procedures. Students apply their knowledge that they gained through the inquiry and prewriting process to develop an essay. Essays are either peer or teacher reviewed and returned for revision. All essays in the department are multiple draft essays.</p> <p>Many of the English department courses use the writing process to develop other individual and collaborative projects. Teachers provide the students with the parameters of the project and expected possible products. Students use the information and material from the unit to create the desired product. For instance, in one English 9 course, the students read <i>House on Mango Street</i> to evaluate the author's style. The students use the original text, class instruction, and their own research to produce their own vignette similar to the style present in <i>House on Mango Street</i>. The final product also</p>	<ul style="list-style-type: none"> • Classroom Observations • Student work • Collaborative Planning Agenda • Student work—AVID Notebooks

<p>includes collaboration with a student artist to develop a story illustration.</p> <p>The Social Sciences are another department that has a heavy emphasis on the writing process according to student examples. Many of the teachers use the inquiry process to develop students understanding of the content.</p> <p>This year, the Civics and English 12 teachers collaborated to develop an essay based on the theme of stereotypes. Students commenced the paper by completing a brainstorming assignment. After conducting their research, student showed their evaluation of sources by completing an annotated bibliography. They completed the project by producing a five to ten page research paper.</p> <p>AVID binders and Interactive Notebooks are a representation of student progress. In AVID, the weekly binder checks keep students organized and prepared for upcoming assignments. The Interactive Notebooks demonstrate the students understands and development through a particular unit of study.</p>	
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Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

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

Findings	Supporting Evidence
<p>We encourage our students to develop independently generated informed opinions; consequently, we must develop the critical thinking skills of our students through collaborative and independent work.</p> <p>All students in the AVID program conduct Tutorials twice a week. In this process students must complete a Tutorial Request Form that takes them through a variety of inquiry. Students must be able to tell use what they have tried and think critically about their next steps. Once this form is complete,</p>	<ul style="list-style-type: none"> • Classroom Observations • Student work • AVID Data

<p>students must be able to articulate this information and give us their point of confusion. From there students in the group will help them past the point of confusion.</p> <p>The introduction of the Interactive Notes like Cornell Notes and the Interactive Notebook in some of our courses facilitated a stronger relationship between taking notes and creating knowledge. With interactive notes and Interactive notebooks, our students construct authentic responses based on their notes.</p> <p>In English, critical thinking skills are at the core of the subject. Students learn to think, reason, and question to debate, argue, and inform. To discover the significance of a text, students must be able to read between the lines. Students participate in a variety of class activities like Socratic Seminars, think-pair-shares, Inquiry strategies, and collaborative brainstorms to develop these skills.</p> <p>Our Science department students participate in labs, write labs reports, write research papers, and give presentations.</p>	
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Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

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

Findings	Supporting Evidence
<p>To advance the learning of our students, we have strategically implemented technology. We rely on technology to supplement and extend the learning of our students. To promote computer literacy and improve the use of technology to assist student learning, health classes have incorporated all the most commonly used programs into the curriculum.</p> <p>In Behavior Sciences, the health teachers introduce the wide variety of tools and apps Google provides with a variety of assignments. Students create presentations, documents, and spreadsheets using Google docs to store and share. Since all ninth graders take the course, the integration of technology</p>	<ul style="list-style-type: none"> • Classroom Observations • Student work • Google Apps • Teacher Websites • APEX data • Read 180 Data • MyAccess Data

into the Health class frees class time in the upper grades by providing a common knowledge base; therefore, teachers spend less time introducing the technology and more time on their specific content.

Students access information using a variety of resources. Students view Crash Course Videos to provide supplemental instruction in World History. Students have access to course specific content through teacher maintained websites powered by Google Sites, Weebly, and Open Class like class lectures, PowerPoints, rubrics, lesson materials, and readings.

In the English and Social Science departments, students complete research papers. Technology assists students by helping them gather information through internet research. It also helps to organize the information with the use of Google Docs and bibliography website like Easybib.com. Easybib allows students to easily create annotated bibliographies to assist in organization.

APEX tutorials, vocabulary.com, Purdue OWL, and similar websites provide content knowledge in literature and composition to assist students achieving the reading and writing standards in English. For Literature Support, all teachers use Read 180 to improve the comprehension, fluency, and spelling. A literature support teacher uses MyAccess.com to improve the basic writing skills of students that struggle to be successful meeting the writing standards.

With the introduction of the “Bring Your Own technology” policy, all students are encouraged to bring their own form of technology as many of us attempt to introduce lessons utilizes this unique resource. Some of us have implemented a basic research tool. Other have used assessment based websites to create formative assessment that students can quickly complete on their devices and gives the teacher instant feedback on student learning.

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of

library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

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

Findings	Supporting Evidence
<p>Over the past year, we have had professional development opportunities that focused on the collaboration of different departments. During the collaboration, we focused on developing a connection to the real world.</p> <p>Juniors and Freshmen complete a performance task that requires them to use a variety of resources to complete. Juniors navigate the internet to conduct research and document their findings. Then, the juniors are provided collaboration and brainstorming time before completing a writing task using Google Docs. Freshmen experience a similar process, but do not do the research. All the material required for the performance task is provided to them. In both cases the product connected to real life connection as the Junior wrote a letter to a public official and the freshmen had to pitch a 30-day fitness program.</p> <p>In Physics, students move their equations from the textbook to the real world as they examine physics at work. They use a website to test the viability of their rocket designs.</p> <p>In our AP courses, students compose essays using primary source documents. Students analyze, evaluate, and synthesize complex text to respond to text dependent questions to demonstrate college level critical thinking skills.</p> <p>During the Showcase, students exhibit their class projects to teachers, parents, and community parents. Students organize and produce the Showcase with teacher guidance. During the Showcase the band and from the Balcony stage performances. The Science students take part in a science fair that is judged by community and industry representatives. Other teacher schedule presentations and other productions to provide</p>	<ul style="list-style-type: none"> • Classroom Observations • Student work • AP Data • Showcase Planning Agendas • Showcase Schedule • Science Fair Agenda • PowerSchool Access Data

<p>students with a legitimate audience.</p> <p>To better prepare students for future interviews, English 12 and AVID conduct job interviews. English 12 students interview for a fictitious job opening by a member of the staff that has experience in that field. They receive a grade based on a rubric that includes eye contact and appearance. In AVID, students interview other students for position in a company that they own. Students assess each other ability to interview other students and their interview for the position. The interview chooses the person he would hire while the person applying can accept or reject the position.</p> <p>To prepare student for college, we encourage independent academic accountability. Every student at EHS has access to PowerSchool to track their academic progress. PowerSchool provides student data regarding grades and grades. Students can view individual assignment grades, upcoming assignments, and missing assignments. During registration, students use PowerSchool to select classes for the next year.</p>	
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Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
<p>Counselors and the College and Career Center Coordinator try to meet with all students to discuss college and career interest to develop an academic plan. The EL coordinator meets with Juniors and Seniors to ensure they are aware of the college application process. Students and parent college information nights occur throughout the year. Every spring, the senior AVID class encourages other students to attend college by host a college information night. Seniors provide underclassmen and parents with information about the colleges they were accepted or plan to attend.</p> <p>All freshmen have the opportunity to attend Salute to Youth. A</p>	<ul style="list-style-type: none"> • Counseling Sign-In • Agendas • Salute to Youth Roster • Salute to Youth Flyer • Classroom Observations • Student work • Activities Roster • ASB Roster • ASB Meeting Agendas • IEPs

career fair hosted by NASA. Students receive information on career in the space and defense industries.

AVID students research colleges and careers to prepare for post-high school success. They attend school field trips to college campuses. During their senior year, the student complete college application, apply for financial aide, and prepare to attend.

Guest speakers from the UC and CSU college campuses speak to our Juniors and Seniors about attending college. We have an EAOP counselor that provides information to students about the college application process and the UC personal statement requirements. Teacher aide students who are writing their personal statement for UC acceptance.

The Work Experience program at EHS provides pertinent information on interview skills and employment. Through the support of the Work Experience teacher, students are guided through the process of creating resumes, cover letters, and job applications. They practice interview skills, appropriate appearance, and post-interview procedures.

All of our students have the opportunity to pursue an elected office or ASB commissioner position on campus. Once students obtain their desired positions, they are mentored by the ASB advisor. They serve as role models for their peers and learn about the formal operations of an organization. They learn meeting procedures and protocol such as the Robert's Rules of Order and taking meeting minutes. They are guided through the paperwork procedures for purchase orders, fundraiser request, and formal communications.

We provide several opportunities for our students in the Special Education program to engage in real world experiences. With the support of the Special Education Case Carrier, Transition Specialist, and para-educator, all students maintain a transition portfolio designed to support their post-high school success. Students explore potential careers, colleges, and independent living opportunities.

- Transition Binders
- Course Objectives
- Syllabus

Our Biomedical Pathway provides our students with hands on experience exploring the medical field. Students learn the necessary skills and content to pursue a career in the medical field while exploring different careers related to the medical field.	
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Conclusions

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

Findings	Supporting Evidence
We are passionate about our students learning and the subjects we teach. We use a variety of research based instructional strategies to boost our student's achievement. As seen in our data provided in the appendix and chapter 1, our student's academic success varied from year to year. However, we embedded the Expected Schoolwide Learner Results into all of our curriculum and assessments. We have been able to successfully integrate technology into our curriculum and continue to look for more effective of integration especially with student owned devices. We have been well engaged to modify instruction to meet the needs of our students and the implementation of the Common Core State Standards through continuous professional development and collaboration between staff members. We also have made preparations for the new state exams and continue to develop our instruction. As we move into this new era education, more and more of us are attending professional development to connect our instruction to life outside the classroom. We hope to integrate more Project Based Learner into our instruction and we continue to move towards a student-centered environment.	<ul style="list-style-type: none"> • Classroom Observations • Student work • Student survey • Teacher Survey • Read 180 Data • APEX Data • Collaborative Teaching Agenda

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

Findings	Supporting Evidence
We have been successful in a providing a research based instruction practices, integrating technology, developing lessons that go beyond the textbook, and collaborative projects to engage and motivate students within our curriculum. We need to remain vigilant to continue to connect our curriculum and instruction to real world through collaboration,	<ul style="list-style-type: none"> • Student Observations • Student work samples • Professional Development agendas

professional development, and community relationships. The Critical Learner needs that are directly addressed by the efforts above are:

Our efforts afford us the ability to address the following critical learner needs:

Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.

1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.

1.2 Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.

1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.

Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.

2.2 Utilize bilingual peer tutors in language-rich courses.

2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).

Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.

<p>3.3 Focus on teaching students Hampton’s seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.</p>	
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WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

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

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

- EHS teachers is a variety of instructional strategies that provide differentiated instruction to diverse student groups.
- EHS teachers integrate technology into their instruction to increase and maintain student engagement while promoting 21st century literacy.
- EHS are provided common core grounded instruction in content areas across the curriculum.
- EHS has successfully integrated Technology into all classes.

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

- More time for modifying curriculum and continual professional development is needed for EHS teachers to sustain and progress our curriculum to meet the demands of the common core and to meet the needs of our student population.
- With the commitment to A-G requirement and open enrollment to all classes, EHS needs to continue to develop and increase exposure to instructional practices that allow students of varying skill levels to access and succeed with in a challenging curriculum.
- EHS needs to develop a structure to allow frequent and ongoing opportunities for student feedback on relevance and effectiveness of curriculum, instruction, and assessment.

D. Assessment and Accountability

Focus Group Leaders

Chris Ferguson
Kathy Kavanagh

Department

English Chair
AVID Coordinator

Members

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Melody Briseno
Shannon Sova
Ben Haworth
Trudi Croy
Nancy Cuevas
Amanda Irish
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Teresa Kinderman
Rob Roehm
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Jason Orians
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Judy Berardino
Deborah Colvin
Eric Linn
Danielle Moise
Davi Stanley
Karla Maravilla
Michelle Price
Michelle Bridges
Wendy Maldondo
Jorge Vega
Terry Rasch
Tammy Lovelady
Sheri Machin
Roderrick Legnon
Art Reese
Leighann Pacheco
Lauren Rayburn
Maricela Tisbert

Assistant Principal
Counselor
English
Math
Math
Math
Science
Social Science
Social Science
On Site Continuation
Physical Education
Special Education
Special Education
Asst. Principal Secretary
Site Accountant Tech
Textbook Clerk
Paraeducator
Paraeducator
Paraeducator
Paraeducator
Paraeducator
Instructional Aide
Instructional Aide
Transition Specialist
Campus Supervisor
Campus Supervisor
Locker Room Attendant
Cafeteria Manager
Health Office Tech
Groundskeeper II
Senior Custodian
ASB Clerk
Volunteer Coordinator
Computer Lab Tech

D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

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

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
<p>The disaggregation and analysis of data are integral to the decision-making processes at EHS. It provides the foundation for discussion, deliberation, and decisions about instructional practices, curriculum adjustments, staffing, budgeting, and the purchase of instructional materials. The data derived from national, state, and District assessments are analyzed along with a variety of classroom assessments, including essays, quizzes, tests, projects, class discussions, and labs. As a school we regularly collect, review, and analyze multiple data sources to determine trends in enrollment, finances, discipline, and above all, student learning. The information from all of these sources is used to target the needs of each student. Faculty disseminates and analyzes student assessment data to determine necessary changes in curriculum, focus on individualized instruction, as well as maintain best practices throughout departments. API (Annual Performance Index), CST (California State Test), Scholastic Reading Inventory, and CaHSEE are all utilized to monitor student achievement. In addition, EHS in coordination with the district is in the process of developing and administering CCSS performance tasks.</p> <p>To disseminate the data to all stakeholders, we use a variety of methods. EHS uses PowerSchool for the administration of student data. All state and local assessment data is recorded and stored in PowerSchools and allows for easy accessible to administrators, teachers, counselors, and classified staff. Categorical programs will use PowerSchool to look at student data.</p>	<ul style="list-style-type: none">● API data● CST data● CaHSEE data● SRI data● CCSS performance tasks● PowerSchool● AVID Certification Report, AVID Senior Data● AVID Site Team Plan● CST & CAHSEE Scores● PD agenda and minutes● Department Meeting agendas and minutes● Performance Task● Fitness Gram● Schoolnet● IEP Conference Schedule● Department Meeting Agendas● Progress reports

AVID (Advancement Via Individual Determination) collects data for its annual certification process. AVID Center asks the program to collect data on Seniors, specifically those who have been accepted to a four-year college, and the number of students who have fulfilled the A-G requirements. Sites are asked to look at this data, and plan how they will address these percentages. (AVID Site Team Plan)

EHS administers CST and CAHSEE annually although the CST for Math and ELA were not administered last year for the transition to Common Core Performance task. In previous years, departments met to analyze CST and CaHSEE data. Department would develop a plan to target areas of weakness within the curriculum and then develop lessons to attack areas of academic weakness. With the implementation of Common Core, AVUHSD began using Performance Tasks. Although the development of the performance required time to develop, EHS expects to administer a performance task to 9th, 10th, and 11th graders. Last year, EHS administered a Performance Task to the 10th grade and 11th grade. Professional development hours are available for departments to analyze CaHSEE and CST data. The data is available in Schoolnet and accessible through PowerTeacher.

The Physical Education department administers the California Fitness Gram test. This test is given to the Freshmen and Sophomore students. Scores are collected and distributed to all stakeholders. The results provide the Physical Education department to make the necessary adjustments to their curriculum.

To provide teachers with standardized test results, EHS utilizes Schoolnet. Schoolnet provides the staff with student data related to student performance and ability. Teachers have access to CST, CaHSEE, CELDT, and SRI scores in order to modify and scaffold instruction for their students.

Special Education collects data through Individual Education Plans. (IEPs) The IEP is re-evaluated every three years, under

<p>the supervision of the School Psychologist and Case Carrier. The Triennial IEP is an in-depth look at the students progress and needs. The annual IEP looks at the student's growth from year to year.</p> <p>Progress reports are sent out to students' homes every four to five weeks to notify parents of student progress. EHS also uses the <i>Schoolmessenger</i> to inform parents that report cards are being sent. Some teachers often follow-up the distribution of report cards with phone calls home in instances of marked improvement, problematic decline, or other issues that warrant individual communication.</p> <p>Although we excelled at examining state test data in the past, the new state testing format has forced EHS to reexamine its data analysis practices. We need to analyze grades in A-G classes, disaggregating the data by department, ethnicity, gender, Special Ed, and English learners. We also need to develop a methodology to analyze student work effectively. This analysis may provide insights into the best teaching practices and strategies to improve students' skills, knowledge, and concept attainment, resulting in higher grades in A-G classes, as well as test scores.</p>	
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D2. Assessment and Accountability 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.

Indicators with Prompts

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
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<p>In the past year, each department at EHS has worked to develop course outcomes for each subject taught at EHS. The overall course outcomes all align to the CCSS. It is the goal of the EHS staff to ensure student meet these coarse outcomes. Teachers employ a wide range of assessment strategies to evaluate student learning towards the course objectives. They take great care to ensure grades accurately reflect student achievement and progress. Among the types of assessments most teachers regularly use are the following (list not prioritized):</p> <ul style="list-style-type: none"> ● District Performance task for 11th graders ● School Performance task for 9th graders ● Common department, grade-level, course-level assessments (e.g., common math assessments) ● Teacher-created formative tests ● Unit exams ● Research papers/reports ● Lab reports ● Oral presentations: oral reports, speeches, debates, drama, Socratic Seminars ● Multimedia presentations <p>The results of these assessments may constitute a major portion of the students' grade. However, teachers also take into account daily assessments, such as:</p> <ul style="list-style-type: none"> ● In-class assignments ● Quizzes ● Interactive Notebooks ● "Warm-up" exercises at the beginning of class ● Class participation ● Homework <p>In a given unit of study, teachers may incorporate a range of assessments, such as a weekly quiz, notebook progress checks, an essay or report, an oral presentation, and a unit test to measure student learning. Although most of these graded assessments are returned to students, in some classes they are retained in portfolios, folders, and notebooks or are exhibited on classroom walls.</p>	<ul style="list-style-type: none"> ● Research projects and presentations ● Video and live performances ● Individual and collaborative projects ● Laboratory projects and reports ● Oral presentations ● Socratic seminars <ul style="list-style-type: none"> ● Essays, notebooks, and portfolios. ● Student work ● Results from BMI, Push Ups, Sit Ups, Pacer (Cardio), Trunk Lift, Sit & Reach. ● Triannual IEP Assessments, WJ3-SANDI (prevocational assessment), Special Education goals and objectives
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<p>In the visual Arts department, assessments are based student performance although some courses may have a written component. In the English department, assessments take a variety of forms: multiple draft essays, in-class times write, open ended question quizzes and exams, and multiple choice quizzes and exams. Visual and multimedia presentations are also common along with oral presentations. The social studies department also administers a variety of assessment: research paper, multiple choice exams, open ended question exams, and collaborative projects. In science, labs are commonly used for assessment along with multiple choice exams.</p> <p>The English and Behavioral Science departments have collaborated to create a performance task for the 9th grade students. The performance task will provide insight into the overall comprehension of health course objectives and their ability to communicate their knowledge through meeting English course objectives.</p> <p>The Physical Education department administers the state mandates Physical Fitness Test using Fitnessgram criteria to all ninth graders. Any ninth grader that does not pass five out of the six sections will take it as a tenth grader.</p> <p>The WJ3 (Woodcock Johnson 3) determines the academic level for Special Education services need.. This assessment is given when a student is entering Special Education.. The SANDI assessment is given to prevocational students to determine services needed.</p>	
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Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
EHS currently collects and utilizes student work as one	<ul style="list-style-type: none"> ● Course outcomes

<p>measure of students' grades and to assess student learning and achievement of CCSS and course outcomes. EHS is always working towards ways for students to publish their work as evidence that they participated and completed a project, public exhibition or permanent product.</p> <p>Revitalized in the 2013-2014 school year with participation of more staff and the coordination of events, EHS presented one of its best end of the year showcases. Last year the Science and Art departments collaborated to bring together the school science fair and the Museum of Art and History exhibition. Other departments joined in as students presented course culminated projects to other students, parents, school officials, and community members. With the supervision of key staff members, students hosted the event to demonstrate their achievements over the school year. It provided students the opportunity to showcase the work that they had completed over the year. Many students performed and presented their work multiple times over the course of the evening.</p> <p>Members of the English department are working towards developing a portfolio to showcase students' achievement of English course outcomes. Students choose course work that best represents their achievement of the CCSS and course objectives. The students archive this work electronically using Google docs. The format allows student to share their portfolio with other teachers to demonstrate their progress in the English. Although the collected work is ultimately up to the decision of the students, the goal of the department is to develop and implement common grading rubrics for the portfolios. The portfolios provide students the opportunity to reflect upon their writing and access to their teachers as a means for the teacher to assess and evaluate. Based on their evaluations, teachers can then modify and scaffold instruction to better suit the students' skill level in English.</p>	<ul style="list-style-type: none"> ● MOAH presentation, video, Student work examples, ● Student Portfolios ● Portfolio Rubric
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Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of

students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>EHS regularly examines and revises the standards based curriculum assessments in both Math and English. In the last two years, a greater effort has been put forth with the shift to common core.</p> <p>To ensure students success in Math, the teachers of Algebra I have been placed in a cohort that provides ample time for the group to collaborate to plan for common lessons and assessments, and redesign instruction in an effort to support struggling students. One of the their first efforts was to create common assessments to taken by the student body at a given time. The common assessments provide two opportunities for the teachers. First, the teachers use the assessment data to guide and modify instruction for their students. Second, the teachers review the assessments and provide remediation for students that are struggling and enrichments for those that are meeting and exceeding the standards. The teachers will designate a teacher for each role and they will develop the remediation and the enrichment. One teacher will meet with the struggling student during regular class hours while the other teacher will provide enrichment. The Literature Support teachers are meeting to develop a similar program for the struggling students in English.</p> <p>In general, EHS' curriculum embedded assessments reflect the students' knowledge and abilities as measured on the CELDT, CST, CaHSEE, SRI, and EAP placement tests. Teachers are committed to a variety of authentic assessment to provide accurate and timely feedback of student achievement. The assessments provide students will a variety of opportunities to showcase their achievements in a diverse manner to accommodate different learning styles.</p> <p>A part-time coordinator tracks the performance of designated</p>	<ul style="list-style-type: none"> ● Department Developed Course Outcomes ● Unit Exams ● Quizzes ● Meeting Agendas ● CELDT ● CST ● CaHSEE ● SRI EL Student Monitoring Form

as English Learners. The coordinators primary role of the coordinator is to support and assess the English Language Learners. He monitors test scores and class performance to determine areas of need for these students. The coordinator and Bilingual Aide communicate with core subject teachers about the challenges English Learners face, and provide alternative instructional strategies and formats for evaluating students in math and science independent of English language skills.	
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Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*

Findings	Supporting Evidence
Student feedback is an important aspect to teachers as they progress through new content. Student feedback is gathered both formally and informally in summative and formative assessments. Throughout lessons teachers are checking for understanding and adjust the pacing of a lesson. Some teachers have created rubrics for self-grading and peer reviews in class.	<ul style="list-style-type: none"> • Formative and Summative assessments • Rubrics • Self -evaluations • Peer reviews

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
During the first three weeks of school, the English department administers the Scholastic Reading Inventory (SRI). The short test measures our student's level of reading comprehension by providing a Lexile score. Although the Lexile score does not provide an approximate grade level equivalent, it does provide all stakeholders an accurate measure of a student's ability to comprehend text; therefore, teachers can determine the level of	<ul style="list-style-type: none"> • SRI Growth Report • Student Essays • Student Grades <p>AVID and Schoolwide Data:</p> <ul style="list-style-type: none"> • 4 Year College Acceptance rates

<p>support a student will need when accessing a certain text. Likewise, a student will have the ability to choose a book that suits his or her reading level. At the end of the year, the English department administers the SRI again to provide growth data. All scores are logged into PowerSchool where the teacher can access through Schoolnet.</p> <p>Currently, the English department is currently developing an entry assessment for incoming freshmen to help improve student success. For the past couple years, a high rate of students have had a low success rate entering high school. After looking at student Lexiles and grade, we determined that no correlation existed between a student's lexile and his or her ability to succeed in class. The English department went back to the table and decided to administer an essay exam to all ninth grade students. At the end of the first semester, the teachers will look at student performance in class, Lexile, and the essay score to determine if a correlation exists. The process will be duplicated at the beginning and end of the second semester. If a correlation exists, the assessment process will help to place students more effectively into the English program.</p> <p>Approximately four years ago, the leadership team discovered a deficiency in senior application and acceptance rates. At that time, the leadership decided to change the program goals to attain Demonstration school status. Consequently, whole school program changes focused on ensuring students had more access to A-G and Advanced Placement classes. The career and counseling center also began to focus on helping students complete college and financial aid applications. Currently, EHS has the largest number of students completing A-G requirements. The AVID program collects data annually on the students in the program and graduating Seniors. General data, female/male population, students passing core classes with a "C" or better, and college acceptance rates are looked at. From this data, the AVID Site Team will look at how to improve on percentages.</p> <p>Every year the Physical Education department reviews the</p>	<ul style="list-style-type: none"> ● students completing A-G ● Number of AP Courses offered ● Number of AP Tests taken ● Scholarship applications and awards ● AVID CSS Report
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results to determine any commonalities in the results. The teachers use the data to modify any lessons that will support any areas of deficiency.	
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Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>EHS sends home quarterly report cards to inform students and parents of their progress in class. These grades are pulled at six, nine, twelve weeks to inform students and parents of student classroom performance. EHS provides every student and parent with online access to student grades and performance.</p> <p>Parent Conferences are scheduled monthly by guidance, based on teacher recommendation or parent request.</p> <p>Parents/Guardians are able to come in and meet with their student's teachers all at once.</p> <p>Students in the AVID program are put on probation if they have a D or F in an A-G approved class. Students are able to go to tutoring to raise their grade to a "C" or better. Students are required to attend after school tutoring to raise their grades.</p> <p>Student-Athletes who have fallen below the CIF mandated 2.0 GPA at the quarter or semester may use their one quarter of Athletic Academic Probation. Once on probation a student must attend mandated academic tutoring, and fill out grade reports on a weekly basis. Students who are on academic probation will also have their attendance checked to ensure all student-athletes are in class, and on time.</p> <p>Students who are failing multiple classes are invited to a Student Success Presentation program. Administration</p>	<ul style="list-style-type: none"> • Quarterly progress reports • Parent Conferences • AVID probation • Athletic Probation • Student Success • Quarterly report cards • Study Hall Sign In sheet • Student monitoring forms

<p>mentors a student, and meets with them on a weekly basis in hope to impact the student's academic progress. Individual teachers and counselors review transcripts with their students to examine grades, credits, and academic goals. The examination of the transcripts often provides motivation for the students and their parents.</p> <p>All students are given quarterly reports to monitor academic achievement.</p> <p>After school tutoring is offered on Tuesdays & Thursdays in the library. Multiple subjects are addressed. There are four teachers of multiple content areas and list of students who attended are e-mailed to all staff that day. EHS is in the process of adding a specific table of students who are fluent in Spanish to help the EL population.</p> <p>The EL Coordinator meets individually with EL students who are not showing academic progress. Teachers of these students are often notified ahead of time, and are given a chance to give their feedback before or at the meeting.</p>	
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Conclusions

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

Findings	Supporting Evidence
Students are given quarterly progress reports. When a student is not meeting academic standards, EHS addresses the progress of all students by offering multiple opportunities for students to be successful. While individual programs on campus have their own systems of how to address this, EHS as a whole offers options to assist such as study hall, tutoring, parent conferences, and Student Success presentations	<ul style="list-style-type: none"> • Quarter Reports • Academic Probation List • AVID Probation List • Academic Success list

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

Findings	Supporting Evidence
<p>Our efforts afford us the ability to address the following critical learner needs:</p> <p>Critical Learner Need # 1: Improve CAHSEE ELA pass rates</p>	<ul style="list-style-type: none"> • Progress Reports and Report Cards • Student work • Rubrics

<p>through emphasizing academic vocabulary and critical reading instruction across curricular areas.</p> <p>1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.</p> <p>1.2 Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.</p> <p>1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.</p> <p>Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.</p> <p>2.1 Designated EL table during Study Hall.</p> <p>2.2 Utilize bilingual peer tutors in language-rich courses.</p>	<ul style="list-style-type: none"> • AVID Data
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D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Antelope Valley Union High School District, the Board, and parents are actively involved in monitoring student progress through report, online data, Powerschool, and presentations. AVUHSD, with School Board support, actively plans and allocates resources for school-wide standardized testing. With the implementation of the Common Core State Standards, many of the resources have been devoted to the development of the new assessments. EHS staff is most directly involved with assessing and monitoring student achievement. For example, the EL advisor and teachers monitor the needs of our EL population with program input from the District EL director and site administrator.	<ul style="list-style-type: none">● Presentation to ELAC committee● EHS pilot of CCSS● Powerschool access for students and parents● SST/IEP● District Website● EHS Website● Site Council Agendas/Minutes● WASC input process Spring and Fall 2014
The established EHS Stakeholder groups that monitor student progress include but is not limited to the Site Council, ELAC, and Leadership Committee. EHS is committed to obtain input from all parties to assist students to reach their educational and career goals.	

Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Over the past several year, EHS has made several changes to improve the communication of student achievement to its stakeholders. EHS takes all steps to ensure that our data is available to anyone who seeks it by translating everything in English and Spanish, making it available on the internet, sending mailers, and using <i>Schoolmessenger</i>.</p> <p>During the year, counselors meet with all seniors to review their graduation status and post-secondary goals.</p> <p>In PowerSchool, there are icons that inform all staff that communication that goes home must be in Spanish. This icon ensures that staff is sending relevant information home to the student's family.</p> <p>During stakeholders meeting like the Site Council and the English Learners Advisory Committee, EHS staff shares assessment data with the attendees. EHS staff may also provide parents and other stake-holders access to specific student data. At the end of ELAC meetings, the advisor regularly reviews transcript, test scores, and current grades with student and their parents. Access to Powerschool is also provided to those that do not have access.</p> <p>Power Schools provides parents and students access to grades, attendance, and other performance data. To assist anyone that may have difficulty accessing the information, EHS created the parent center to provide assistance accessing the data.</p> <p>The school website provides links to Powerschool and upcoming meetings.</p> <p>The marquee displays news and events to inform parents, students, and the community of upcoming results.</p> <p>EHS uses the <i>Schoolmessenger</i> system to send out messages to all stakeholders concerning upcoming events, report cards, and other EHS related issues. The <i>Schoolmessenger</i> messages are sent in both English/Spanish. In addition, any</p>	<ul style="list-style-type: none"> ● Progress reports ● Parent Conferences every other month on Wednesdays. ● PowerSchool ● Student Success Presentations ● Presentation of PSAT Scores & How to Interpret Scores ● Senior Grad Checks ● Teacher Grade Checks ● EL Monitoring ● AVID Monitoring ● After School Tutoring. ● Valley Press ● Senior Awards Night ● Four Year Plan ● Senior Support/ Grade Implementation ● Daily & Weekly Progress Reports at the request of Parent, Athletic Coaches, AVID Program, etc. ● Guidance Presentations focusing on College & Career Readiness

<p><i>Schoolmessenger</i> message that is scheduled to be sent is sent out via e-mail to the entire staff.</p> <p>EHS still sends out newsletters and other mailers in English and Spanish to stakeholders to ensure that everyone is aware of upcoming assessments and the meetings that review the results.</p>	
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Conclusions

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

Findings	Supporting Evidence
<p>EHS uses a variety of methods to ensure that all stakeholders are aware of all events on campus. EHS is providing Students/Parents with access to assessment and grades through the use of Power School. EHS continues to reach out to all stakeholders to ensure that everyone not only has access, but is also using the program.</p> <p>All stakeholders are informed of events happening on campus.</p> <p>ELAC has meetings monthly to inform stakeholders of happenings that are specific to the EL Population. At the end of ELAC meetings, the advisor regularly reviews transcript, test scores, and current grades with student and their parents.</p> <p>Parent conferences are open to any and all. Translators are provided so all can communicate their concerns regarding the student.</p>	<ul style="list-style-type: none"> • Agendas • Log -in duration from Power School • Parent Center Sign-In • School announcements, and flyers • Electronic Marquee • School Messenger • EHS Facebook/ Twitter • ELAC agendas • Parent/teacher conference sign-in

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

Findings	Supporting Evidence
<p>Our efforts afford us the ability to address the following critical learner needs:</p> <p>Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are</p>	<ul style="list-style-type: none"> • Power School Login Information • School Messenger • EHS Website • Teacher websites • AVID monitoring • EL monitoring

<p>reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.</p> <p>2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.</p> <p>Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.</p> <p>3.1 Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.</p> <p>3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.</p>	
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D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
<p>EHS uses several data sources to facilitate changes to school programs, professional development, and resource allocation. In some cases, it is too soon to determine the effectiveness of the changes; furthermore, the connection between assessment results and imposed changes is not always clear.</p> <p>Going into the initial WASC self study six year ago, data exhibited several deficiencies in students learning. Leadership, at the time, began the creation of the EHS AVID program. While the AVID Program existed at the onset of the school, it was still in its' beginning stages where the elective classes were offered, but it was not a schoolwide program. Now, AVID is available for students through all four years. Data shows that students in AVID out perform the rest of our student population. The program has helped bolster student application and acceptance to four-year school.</p> <p>To address the deficiency in student learning EHS focused on developing and promoting rigorous course offering. Since the last WASC full study, EHS has advocated for students to take rigorous courses as their high school experience resulting in more student enrolling and completing A-G requirements;</p>	<ul style="list-style-type: none">● AVID Summer Institute Trainings & Pathway Trainings● Kate Kinsella Conference● BTSA Support Program● National Science Teaching Association● Urban Schools Conference● Project Lead the Way● AP By the Sea● Shmoop● All Sports Coaching Clinic● AVID Certification Reports● AVID School Data● AVID Senior Data● A-G Course List● A-G enrollment● A-G completion

furthermore, EHS students have been enrolling in AP courses and participating in the Exam.

AP exam data has shown an increase in student participation, but a decrease in AP scores; consequently, AP teachers at EHS have been working together to develop curriculum and supplemental activities to help boost student performance on the AP exams. Currently, EHS offers Shmoop and APEX Tutorials as an online resource for student to study independently. AP teachers offer AP designated tutoring after school on specific days to avoid extra curricular activities and Saturday school sessions as Exam dates come closer.

Assessment results affects several facets of EHS professional development from in house staff directed professional development opportunities to staff conference attendance. Over the past couple years, standardized test data has revealed a decline in student ELA and English Language Learner performance prompting EHS to return to a literacy focus.

As a result of the standardized testing, a shift in resource allocation occurred. This year, a portion of the staff will attend a literacy conference hosted by Kate Kinsella to promote research based academic vocabulary and language instruction. Members of the district office held a CAFE conference to also promote research based academic instruction. EHS administration provided a guest speaker to present in our theatre to promote the development academic writing. Staff members were encouraged to attend an ELL conference in December. Much of the in-house professional development will focus on developing literacy across all content areas.

To address the low student performance of failing students, EHS has allocated two teachers to teach Opportunity. Opportunity is a credit retrieval and grade improvement class offered to seniors and juniors that did not perform as expected as underclassmen. It provides students the opportunity to retrieve the credits they failed to accrue to graduate or to assist improving grades for students applying for college. EHS is

- CSU and UC eligibility data
- AP Course Offerings
- AP student enrollment
- AP Exam data

- Read 180 Training
- Kate Kinsella Conference
- AVID training
- BTSA
- CABE conference
- Common Core Writing Across the Curriculum

<p>developing support programs and procedures to help deter low student performance from freshman and sophomores. Currently, EHS provides after school tutoring on Tuesdays and Thursdays for all subjects. EHS athletics program requires mandatory tutoring for all student athletes with low academic performance.</p>	
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Conclusions

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

Findings	Supporting Evidence
<p>EHS is aware of the College Readiness Standards, and have tried to improve programs. Areas of concerns in the AVID program have been addressed, and the program is applying for AVID Demonstration School status.</p>	<ul style="list-style-type: none"> ● AVID Demonstration Application
<p>The staff at EHS has recognized the importance of articulating outcomes more to Common Core. These department-developed outcomes are on almost all class syllabi/expectations that students/parents are aware of them.</p>	<ul style="list-style-type: none"> ● Department/course outcomes.

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

Findings	Supporting Evidence
<p>As we move from state standards to Common Core standards teachers at EHS have recognized the need for change. Many teachers have begun the process of looking to new ways to teach and assess our students. Teachers through Professional developments and collaboration with other faculty have worked to meet the needs all of all students on campus.</p>	<ul style="list-style-type: none"> ● Department/course outcomes ● Student work ● Assessments ● CaHSEE Data
<p>Our efforts afford us the ability to address the following critical learner needs:</p> <p>Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.</p> <p>1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.</p> <p>1.2 Emphasize school-wide literacy instruction through providing and following up on professional development</p>	

<p>focused on critical reading strategies such as marking the text.</p> <p>1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.</p> <p>Critical Learner Need #2: improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.</p> <p>2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.</p> <p>2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary)</p>	
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WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

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

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

- The EHS AVID Program is working towards student grade improvement through grade checks and study hall attendance.
- EHS is creating and administering performance tasks. EHS uses multiple and adaptive assessments. Teachers create research papers/reports and other multi media assessment to prepare students for college and careers.
- Teacher and community access to information about assessments.
- EHS student Showcase exhibits the students' academic achievements.
- EHS Cross Curricular collaboration (art talks, District Integrated Curriculum Teams, English, BioMed Science, etc.).
- EHS encourages students to become involved in community activities, such as voting awareness.
- EHS' implementation of the Interactive Notebooks by several teachers has helped students learn organization and reinforces learning.

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

- Analyze results from performance tasks (per subject) to drive instruction. Use assessment to monitor progress to monitor progress systemically.
- Continue to improve assessments to focus on students demonstrating academic mastery.

- EHS needs to improve the dissemination of student performance data to parent.
- Across all departments, EHS needs a greater articulation and more collaboration to support student learning.
- EHS needs to continue to develop targeted intervention to assist students struggling to advance in a subject or across subjects.

2.5 School Culture and Support for Student Personal and Academic Growth

Focus Group Leaders

Roberto Reynoso
Gil Gomez

Department

Foreign Language Chair
Athletic Director

Members

John Kleespies
Sheree Warman
Ryan Rivas
Judy Harrison-Gordon
Mendy Hampton
Esther Ouma
Erich Gaub
Tom Hixon
Josh Patterson
Matthew Cole
Traci Page
Traci Crispin
Tera Pollard-Reneau
Colleen Barnett
Mark Cook
Jean Arca-Collier
Stephanie Robison
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Rose Berumen
Alondra Garcia
Ann Kaluser
Angelica Miranda
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Vice Principal
Counselor
English
English
Science
Science
Social Science
Performing Arts
Visual Arts
Opportunity
Behavioral Science
AVID/Physical Education
Special Education
Special Education
Special Education
Special Education
Principal's Secretary
Bilingual Intermediate clerk
Pupil Services Tech
Paraeducator
Paraeducator
Paraeducator
Paraeducator
Paraeducator
Instructional Aide
Instructional Aide
Campus Supervisor
Computer Lab Tech
Night Custodian
Community Attendance Worker
Cafeteria Worker

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
<p>We maintain an active school website that provides information and multiple links such as Google Docs, calendars, teachers' websites and email, Khan Academy, school calendars, and Power Schools. This site also contains school information such as school policies, bell schedules, and school safety plans. We are currently in the process of shifting to another server for our website to ensure that the content is readily available and a link to Google translate is embedded. We also maintain a school marquee that is updated with school information and activities on a weekly basis.</p> <p>We regularly send out messages via telephone, email, and text messaging through School Messenger in English and Spanish. This system allows us to disseminate information about upcoming school events and to communicate school information to students, parents, and staff. We also connect with students, parents and community members through Facebook and Twitter. All information sent home is available in English and Spanish.</p> <p>We host a <i>Back to School</i> night each Fall. Within the first month of the school year, parents are invited to tour the campus, meet teachers, and receive important information</p>	<ul style="list-style-type: none">● EHS Website● Power Schools● Marquee● Activities and Athletics Calendars● A.V.R.O.P.● School messenger● EHS Facebook and Twitter● Back-to-School Night agendas/sign-in sheets● Link Crew● Parent-Teacher Conferences Rosters● Parent Resource Center● Parent Volunteer Program● Rosetta Stone● Academic Awards Night● Senior Awards● A.V.I.D.

<p>(Course expectations, Power School login information, and school policies and procedures). This year we will be holding a spring <i>Open House</i> and <i>Showcase</i>, as well as a College/Career Fair.</p> <p>Our Link Crew club hosts a <i>Freshman Welcome Week</i> that serves to welcome and familiarize incoming 9th graders with school policies and procedures, student resources, and other important information needed to facilitate transition into high school.</p> <p>Parent-Teacher Conferences are held monthly, as well as any time at the request of parents. During our monthly meetings, parents are presented with the opportunity to sit at a table and have their child's teachers come and chat about academic progress in a "Speed Dating" format, where all teachers are made available to parents during a 1-hour after school session. English to Spanish translators are made available for parents during I.E.P.'s and Parent-Teacher conferences.</p> <p>We actively seek parent volunteers, and have a Parent Volunteer Coordinator. Our Parent Resource Center enables parents to check Power Schools and meet with teachers while receiving support from staff. Parents also have the opportunity to access the internet and the Rosetta Stone language program through our Parent Center. Fingerprinting for all of our volunteers is paid through Title I funds.</p> <p>We host a number of other events and programs that involve students, parents, and community members. These include: Awards nights (Academic, Senior, AVID), band performances in the community, service clubs and activities (ASB Blood drive, Relay for Life, Jeans for Teens, Link Crew, Key Club), UCLA Outreach, Salute to Youth, College Information Night, multiple guest speakers (Engineers, Scientists, Science Fair, Military, politicians such as Steve Knight and Steve Fox), and booster clubs.</p> <p>Our ELAC committee meets quarterly to discuss concerns and program improvement for our English Learners.</p>	<ul style="list-style-type: none"> ● List of active clubs and athletic teams ● English Learner/Peer Tutors ● English-Spanish Translators ● SDAIE Teaching strategies ● Reading intervention reports-Read 180 and System 44
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Teachers are made aware of which students are classified as English Learners, along with their specific classification. Teachers support English Learners through the use of SDAIE strategies, academic vocabulary instruction, and reading programs such as Read 180 and System 44. A bilingual instructional aide assists English Learners in class, and we are seeking to place peer tutors in classes for the spring semester.	
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Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p>Each year our freshmen have the opportunity to take part in the district wide program called Salute to Youth. The program takes students to a local aerospace plant to investigate local career opportunities in the Antelope Valley. All students are invited to the district wide College Information Night. Universities and colleges share information with students to prepare them for their college career. On campus we provide student with a Career Center in the counseling office where students can access information on universities and colleges and financial aid. Students have the opportunity to access the A.V. R.O.P. program in which they receive CTE training for universities and course and career advancement.</p> <p>Throughout the year students have the opportunity to attend presentations from guest speakers. Each year local politicians hold a panel discussion or debate in the theater before elections in November. Students were able to interact with the politicians before holding a mock election on campus on election day. University, military and career representatives share information with upperclassmen in the fall in preparation for the career or college. AVID invites past students to speak with classes about college preparation and life at college. In addition, as part of our cross-curricular plans, community outreach and involvement has been added as a component for our cross-curricular projects. We have a</p>	<ul style="list-style-type: none"> ● Salute to Youth ● College Information Night ● College and Career Center ● Political debate and round table ● Guest Speakers ● Cross-curricular Collaboration and Community Outreach Coordinator ● Wasteland and Crosswinds footage and student work samples ● Art Talk topics and presentations. ● Lockheed Martin Internship Program ● AVID College visit student lists ● Guidance student lists ● UCLA "I'm Going to College" ● Science Fair footage,

<p>Collaboration/Community Outreach Coordinator who seeks these opportunities for staff and students</p> <p>We have collaborated with our local Museum of Art History and the Antelope Valley Illegal Dumping Task Force in two school-wide projects-Wasteland: Transforming Illegally Dumped Waste Into Art and CrossWINDS: The Intersection of Art and Sustainable Energy. In each of these projects, students create artwork related to the theme. In Wasteland, students created sculptures from trash and items that were dumped in the desert. In the CrossWINDS project, students created turbines and kinetic artwork. Other departments have implemented lessons and activities that support awareness focused on the theme of the project. We are currently working to identify our theme for the project this spring. The Visual Arts department also conducts Art Talks most Wednesdays that are based on topics that connect core curriculum to the arts. All teachers are invited to bring classes to the diverse topics covered by the talks.</p> <p>Each year several of our students apply and interview for internships with Lockheed Martin. Last year three students received an internship.</p> <p>We worked with the Los Angeles County Office of Education supporting the “Workforce Investment Act”, which secured paying jobs for many of our 11th and 12th grade students last year and we will continue to work with them this year.</p> <p>Students have the opportunity to attend university and college visits. This year through our AVID program over 200 students visited state and private colleges. The AVID program provided the AVID Seniors three opportunities to visit Cal State Northridge, Cal State Fullerton, and UC Riverside. AVID 9, 10, and 11 have been able to visit Cal State Bakersfield. These levels have three additional visits scheduled to UCLA, Cal Poly Pomona, and Loyola Marymount in the Spring. Our guidance and activities department arranged for juniors and seniors that are on track to complete the a-g requirements to attend state and private college visits. Students are also able to</p>	<p>news stories and student samples</p> <ul style="list-style-type: none"> • Adelante Youth Men Conference • Adelante Mujer Latina Conference
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<p>take the entrance assessments on campus for the local community college and attend a visit to the school in the spring. We are also taking thirty plus students to the Black College Expo at the Los Angeles Convention Center on January 31st. At the 2013 expo eight EHS seniors were interviewed and accepted to Historically Black Colleges and Universities on the spot.</p> <p>Over the past several years all EHS students were invited to attend the “I’m Going to College” UCLA Football game, which offers them the opportunity to attend the informative pre-game festivities and booths at the Rose Bowl, before entering stadium for the actual college football game.</p> <p>EHS organized a science fair and requested the help of the community for judges. These community members were within a 100 mile radius and connected to the Antelope Valley community that were scientifically inclined. Twenty four community members served as judges with the breakdown as follows: nine engineers, four medical professionals, three former students, two parents, two university professors, one chemist, one physicist, one middle school teacher, and one former highway patrol officer. The Air Force Research Lab is an active contributor to all of our high schools, and generously provided a 3-D printer to our site in the 2013/2014 school year.</p> <p>During the 2013-2014 school year, students attended the <i>Adelante Mujer Latina Conference</i>, along with the <i>Adelante Young Men Conference</i> at Pasadena City College. These conferences promote the academic and social upward mobility of Latino high school and middle school students.</p>	
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Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
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<p>During Back to School Night, teachers discuss standards and course outcomes with students and parents. Parents have the opportunity to ask questions about the curricular program. Also parents are invited to attend AVID, Title I, and ELAC parent meetings in which academic standards, ESLRs, and student achievement is discussed and shared. Quarterly School Site Council and Student Leadership Council are integral in developing the ESLR's, and engaged in extensive discussion to develop these.</p> <p>Our school website links to teacher pages and learner outcomes developed for each course on campus, which relate to the College and Career Readiness anchor standards of the CCSS.</p> <p>Guidance counselors visit classrooms to discuss graduation requirements, A-G requirements, and other requirements for post-secondary options.</p> <p>We hold Student Success Presentations twice a year for students who are struggling in their courses. The presentation is modified each semester and addresses grades, behaviors, attendance, and goals. We hosted a <i>Senior Night</i> in which seniors and their parents attended a celebration rally followed by break-out sessions related to post-secondary preparation and choices, spring semester at a glance, turning 18 and the law, and AP testing and preparation. We will host a similar evening for juniors in the Spring.</p>	<ul style="list-style-type: none"> ● Back to School Night Agendas and sign-in sheets ● AVID, Title I and ELAC agendas and sign-in sheets ● School Site Council ● Student Leadership Council agendas and sign-in sheets. ● Course outcomes ● EHS Website ● Guidance calendar ● Student Success presentation ● Senior Night agenda and sign-in sheets.
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Conclusions

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

Findings	Supporting Evidence
The teachers and staff have many points at which contact with parents and the community are made: Power School, EHS website, EHS Facebook and Twitter feeds give students and parents access to the activities on campus and in the classroom. Many teachers also use class specific websites and other internet tools for instructional purposes and to maintain contact with all stakeholders.	<ul style="list-style-type: none"> ● Power Schools ● EHS Website, Facebook, and Twitter ● Remind ● Moodle ● Google Docs

<p>We have worked towards an environment of working with and giving back the community. Students are able to interact with local politicians, community leaders, artists, employers and high school graduates. Parents are able to use our parent center to meet with teachers, use Rosetta Stone, and check grades. Both parents and students are invited to take part in awards assemblies and planning meetings.</p>	<ul style="list-style-type: none"> • Crosswinds/ Wasteland projects • AVID community service hours • ASB projects • CSF community service • Link Crew community Service • Parent Center • Senior Night • Student Success Presentations
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Acknowledging we can always improve and grow our relationships with our community members, our connections and partnerships with community organizations, and maintain a constant informed dialogue with parent allows to address the follow critical learner needs:</p> <p>Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.</p> <p>2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.</p> <p>2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary)</p>	<ul style="list-style-type: none"> • ELAC meetings • School Site Council Meetings • CSF Community service • ASB Community service projects • Link Crew Community Service Projects • Parent Center • Senior Night • Student Success Presentations

<p>Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.</p> <p>3.1 Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.</p>	
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E2. School Culture and Student Support Criterion

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>At EHS we have a closed campus. All visitors must enter the campus through our administration building, sign in and obtain a visitor pass. After the start of school all other access points are locked and secured. Campus security circulates throughout the campus and monitors cameras. Multiple cameras around campus record activity and may be reviewed when necessary. We are currently in the process of updating our system and adding additional cameras. Students and staff are required to have ID cards while on campus. Security conducts random searches of students at the front gate when considered necessary and according to school and district policy. Administrators are visible around campus before and after school, as well as during student breaks and lunches. In addition, two Locker-room Attendants ensure the safety of students as well as personal items locked in lockers through monitoring locker-room at times when students are present. These individuals also monitor other areas within the athletic facilities. Lastly, we have a school-based Los Angeles County Sheriff's deputy on campus at all times.</p> <p>The administration and security staff plan regular drills that simulate mock emergency evacuations and to prepare students and staff for an efficient, orderly, and safe evacuation of school buildings. We simulate an Active Shooter drill, which prepares students and staff for an armed intruder on campus. Emergency procedures (Fire, Earthquake, Active Shooter, etc.) are posted in classrooms and available on computer desktop files.</p>	<ul style="list-style-type: none">• Visitor Check-in• Campus Security• School Cameras and Alarm Systems• Security Videotaping throughout campus• L.A. County Sheriff's Deputy• Random Searches• Site Disaster Plan• Active Shooter Drill• Fire & Earthquake drill desktop files• Mock Emergency Evacuation• Administrator Supervision• Attendance Committee agenda• CAW• Bring Your Own Technology policy• Internet Spam Blockage• WiFi limits• Campus Computer

<p>We have formed an Attendance Committee that meets to discuss ways to improve attendance and reduce tardies. Our Tardy Policy is reviewed and updated annually. This policy identifies students that are habitually tardy and incorporates progressive intervention, which includes contact with students, parents, and administrators to remedy problems. Tardy Sweeps are conducted frequently, with and without notice to students. During a sweep, administration and campus supervisors review students attendance, assign discipline as appropriate (lunch-time detention or Saturday School), and habitual offenders are referred to the Community Attendance Worker.</p> <p>Through our <i>Bring Your Own Technology</i> policy, students are allowed to bring their own electronic devices to be used to support them academically. EHS has an Internet Blockage (Spam) software program in place that ensures proper access and use of Internet information and sites. The school's WiFi limits student and staff access to ensure safety.</p> <p>We maintain high expectations for a clean campus environment through regular maintenance and janitorial services. Campus is cleaned throughout the school day by two day-time custodians, and each night by a night crew. We have two Groundskeepers that maintain athletic facilities and school grounds. These individuals are directed by our Maintenance I and Maintenance II employees.</p>	<p>Technicians</p> <ul style="list-style-type: none"> ● Maintenance and Janitorial services
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High Expectations/Concern for Students

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

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
The development of the vision, mission and 7 C's as a school ensures student cultures and differences are respected. We have built our core beliefs around the idea that we should learn and understand the many different approaches to real world	<ul style="list-style-type: none"> ● Vision, Mission Statements ● ESLR's ● Department Chair

<p>ideas and problems.</p> <p>Each month students are chosen by departments to be recognized for their academic achievements, community service or character. Students are given awards and their names are displayed on the marquee. Across campus and in classrooms college pennants are displayed to promote the college and career atmosphere on campus.</p> <p>Our Link Crew works with Freshman students to make the transition to high school easier and safer. Link Crew works with Freshman classes on life skills such as appropriate and inappropriate behaviors with their peers and teachers. Peer leaders also have planned assemblies and dances to create a welcoming and accepting atmosphere. The Hispanic Heritage assembly presented by the Link Crew promoted cultural awareness by informing students, at assembly, of Hispanic history, music, arts, and customs. They also held an anti-bullying week and assembly. Students were asked to participate in a week of activities that highlighted issues teens face and how we can better interact with one another. This year Link Crew has also introduced Girls'/Boys' rock assemblies. Students are separated by gender to meet with Peer leaders to discuss issues faced by Freshman. Our ASB works throughout the year to provide the students and staff opportunities to express our school spirit. Each quarter rallies are held to support our many activities on campus. Athletics, band, clubs and individual students are showcased in each rally. The ASB also plans several community outreach programs such as Red Cross blood drives and Jeans for Teens. EHS also hosts a dance each year called "<i>El Gran Baile</i>" where students educate students on the music and dance of Hispanic countries.</p> <p>There are over 30 clubs on campus. Students are able to build personal and school pride in one our many diverse clubs. These groups work with the community and students, and staff. We encourage clubs to have representatives at Back to School Night, Freshman Orientation and Club Days where students can recruit and investigate the different groups and</p>	<p>Emails</p> <ul style="list-style-type: none"> • College Pennants • Link Crew • Hispanic Heritage Assembly • Girls'/Boys' Assemblies • ASB Schedule • <i>El Gran Baile</i> • School Clubs List • Counseling Department • Conflict Resolution • Power of Choice • Anger Management • Principal and Vice Principals on campus • Administrative <i>Open-Door Policy</i> • College Recruiters • Military recruiters • District Dress Code
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raise money for individual clubs. Many teachers and staff serve as advisors and mentors for our clubs.

Our five full-time counselors are available for academic advising and mentoring. On campus we encourage student to use our Conflict Resolution program that brings students together that who have personal issues with one another to find a resolution. This allows students to talk out personal conflicts with other students, while an adult Counselor/Teacher facilitates the discussion. Power of Choice is a group-counseling program that focuses on anger management and decision-making. Anger Management counsels students in ways to avoid peer conflict and other inappropriate behaviors, by providing them with techniques to control emotions. In addition to our Principal, an Assistant Principal and three Vice-Principals are on campus to support and reinforce our school's high expectations, while providing teachers, staff and students with opportunities for growth. Our Administrators' *Open-Door policy* encourages dialogues, which allows for professional and personal growth.

Throughout the year, College Recruiters visit our campus to share with students needed information to attend college, including admissions requirements and financial/academic help. Military recruiters interact with students to discuss the different branches of the armed forces. The Marines challenge students to pull up contests during lunch, while the Army recruiters donate time and prizes to the senior class on Senior day.

Student Dress Code is enforced consistently by the staff. The school dress code is available to students in their Student Planners, school website, classroom posters, and at orientation assemblies. We enforce proper dress code and student behavior through monitoring students as they enter the campus and throughout the day.

Atmosphere of Trust, Respect and Professionalism

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

Prompt: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings	Supporting Evidence
<p>We have adopted our 7 C's based on multiple reflective activities by the staff in which we examined what we believe about students and ourselves as staff members, and how we meet the needs of students. From this discussion, these seven themes arose and were later refined and adopted as our expected schoolwide learner results.</p> <p>The teachers regularly collaborate to improve instruction and address student learning needs. During Professional development, teachers work within departments and with cross-curricular teams to better align individual content with the new Common Core Standards. Students are able to make connections not only to different classes but to real world applications. Buildings on our 7C's students are asked to take risks when completing assignments in small and large groups.</p> <p>Staff meeting are focused on celebrations and professional development. Our office support staff participates in meetings once a month focused on developing a Service-Oriented School. Lastly, once a month all staff are invited to attend the Principal's Breakfast to enjoy each other and build camaraderie.</p> <p>Our Student Leadership Council meets approximately once per month to discuss issues such as bullying, peer relationships, student/teacher relationships, and other school issues. Students engage in activities such as discussion, socratic seminars, and surveys to provide information to drive our student-support efforts. In addition, student survey data was shared with this group and a discussion helped us to obtain input about our mission, vision, and ESLR's.</p> <p>Students and parents were asked to complete a survey related to satisfaction with the school program, as well as questions to elicit thoughts about student relationships and staff/student relationships on campus. All groups felt that students are given equitable access to all curriculum on campus including Honors</p>	<ul style="list-style-type: none"> ● ESLR's ● Power of Choice (Conflict Resolution) Participants ● Student Surveys ● Parent Surveys ● Professional Development ● Principal's Breakfast ● Student Leadership Council agendas and sign-in sheets ● Parent and Student Survey Results ● Teacher Survey Results ● Security Open-Door Policy

<p>and Advanced Placement classes. Students also agreed that teachers exhibit professionalism and parents believe the majority are concerned for the students.</p> <p>In addition, students feel administration provides good quality leadership and are visible on campus each day. However only half of the students felt they can approach the administration with concerns about the school. A majority of students feel there is enough security on campus however less than half feel safe on campus. The security staff has encouraged the students to take advantage of their Open Door Policy, which allows students to have open and productive dialogues between security and students.</p>	
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Conclusions

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

Findings	Supporting Evidence
<p>Through the development of the new Vision and Mission statements and ESLR's students and staff have refocused on creating an environment that is structured around college and career readiness. Students are able to make connections from skills learned in the classroom to interacting with the wider community. Within our ESLR's students are asked to take risks while learning these new skills by working with others on campus and within the community.</p> <p>All staff on campus works to model professional behavior on campus. Teachers collaborate multiple times during the month to better implement the new standards and make relevant connections to the students. During staff meetings students are invited to perform and celebrate diversity on campus. Each home football we plan a tailgate where students see the teachers outside the classroom and interacting with students and parents. We also have over 30 clubs on campus to better serve our diverse population. Our clubs participate in school and community functions throughout the year.</p> <p>We are dedicated to giving all students the ability to take rigorous and relevant course. With the growth of the AVID</p>	<ul style="list-style-type: none"> • Vision, Mission Statements • ESLR's • Staff Meetings • Teacher Appreciation Assembly • Football Game Tailgates • Lancaster City Parade • AVID • College Visit Bus List • Senior Night • Instructional Leadership Committee • Student Leadership Council

<p>program since the school has opened, more and more teachers are using these strategies in the classroom. Students that are not involved in AVID have repeatedly asked to be involved in more AVID activities. This year we have taken more students to college and universities and all senior students and parents were invited to Senior Night.</p> <p>Over the last year we have worked to have more voices involved in the decision process and direction of the school. The Instructional Leadership Committee was created to meet at least once a quarter to review school goals and concerns on campus. This team consists of Instructional Coaches, Department chairs and teachers from all disciplines. With the development of the Student Leadership Council we are making the effort to better include the voices of all students on campus. Students have meet to discuss our Vision, Mission statements and ESLR's. After reviewing the student survey results the council also met to discussing bullying on campus and solutions to the problem.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>We strive to establish relationships of professionalism and trust between all the stakeholders in our students' education. We expect professional courtesies from our students and reciprocate the relationship; thus, we are able to address the following critical learner needs:</p> <p>Our efforts afford us the ability to address the following critical learner needs:</p> <p>Critical Learner Need # 1: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.</p> <p>1.1 Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.</p> <p>Critical Learner Need #2: improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as</p>	<ul style="list-style-type: none"> ● Vision, Mission Statements ● ESLR's ● Staff Meetings ● Teacher Appreciation Assembly ● Football Game Tailgates ● Lancaster City Parade ● AVID ● College Visit Bus List ● Senior Night ● Instructional Leadership Committee ● Student Leadership Council

indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.

2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.

2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary)

Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.

3.1 Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.

3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.

3.3. Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

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

Findings	Supporting Evidence
<p>We have a number of activities in place to assist students with the transition from middle school to high school. Counselors, AVID and the Performing Arts departments visit the local junior high schools. As incoming freshman, students meet with counselors to take placement tests and create a tentative schedule. Students are able to interview for the AVID program while they are registering for Eastside. All students create a four-year plan that is reviewed with counseling annually. Our freshmen also have the opportunity to take part in the Girls/Boys Rock program. Link Crew Peer mentors work with the freshman to better assimilate to high school. Throughout the year counseling make presentations to students in Health classes.</p> <p>Through our Comprehensive Guidance Program students are provided with counseling as well as referral services. Counselors utilize three counseling domains: College and Career, Academic and Personal and Social. All of our Counselors have PPS credentials, and provide counseling services that address the American School Counselor Association (ASCA) National Standards.</p> <p>In addition to the services counselors provide in the Comprehensive program, counselors also specialize or focus on specific aspects of the student body. We have specific</p>	<ul style="list-style-type: none">• Junior High visits• Spring Registration• Four Year plan• Girls/Boys Rock• Link Crew• Counseling Presentation calendar• Freshmen Success Presentation• Boys/Girls Rock Freshman Assembly• Class presentations• ELL schedules• EL Coordinator• Guidance counselors• Power of Choice• SST-Student Success Team• Study Hall• Crisis Support Hotline• Why Try (Opportunity Classes)• Alternative to Suspension program• PBIS

<p>counselors for Foster Youth, PBIS, AVID, EL, and Special Education. These individuals serve as experts in their identified areas and typically oversee special scheduling needs of these students. Our guidance department facilitates Power of Choice groups, parent/teacher conferences, crisis counseling, Student Study Team meetings, 504 meetings and advising, WHY Try program in our Opportunity classes, and classroom presentations covering the three counseling domains. Counselors are readily available to assist students and families individually through providing information regarding resources and referral services. There is a rotating schedule for serving as counselor of the day so that a counselor is always immediately available in the Guidance Office.</p> <p>Guidance counselors present a number of evening sessions to parents and students, including Student Success Presentation, Making College a Reality, Senior Night break-out sessions, FAFSA and Junior Night presentations.</p> <p>We have emphasized PBIS (Positive Behavior Intervention and Support) through trainings with staff. As a school District we have adopted PBIS to better identify behavior and work with students to improve the social, emotional and academic outcomes. Several teachers have attended Why Try training that focuses on a multi-sensory approach to learning. Opportunity teachers and counselors learned how to better serve our under achieving and struggling students.</p> <p>Counselors and school psychologists may provide DIS (Designated Instructional Services) counseling to students as part of the IEP goals. Counselors, teachers, administrators, and other support personnel attend and participate in IEP meetings. Any student that is need of personal support can also visit with the fulltime nurse or psychologist on campus. The Psychologist is available to provide social and emotional support to all students. The Psychologist conducts assessments for the special education program and consults with teachers on academic and behavioral interventions. We have a Probation Officer on site that meets with students on a regular</p>	<ul style="list-style-type: none"> ● SST Team ● Counselor of the Day (COD) ● Counselor on the Quad ● Student Success Presentation ● Senior Night ● PBIS poster ● Why Try Training ● IEP for Special Education ● School Psychological services ● Probation Officer ● Transcripts ● CELDT test results ● Teacher observations ● EL student conferences ● Algebra 1 Team collaborations ● Read 180 Program ● Sped Portfolios ● Y.E.S classes ● We Care Program ● Transition Specialist ● Summer school schedule ● Study hall/Tutoring sign-in sheets ● CaSHEE Crunch ● SAT Tutoring ● AP Tutoring
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basis. The PO is available throughout the day and calls students in as needed. Students may also meet

Our English Language Learners are placed in classes based on multiple assessments, teacher evaluations and transcripts. Support is given to our ELL students by placing them in cohorts students into the same classes and with the assistance from our bilingual aide SDAIE trained teachers.. Students may also be placed in EL classes and literature support classes. The EL coordinator also monitors grades and meets with individual students.

We have also created an Algebra I team to help students struggling with basic math entering into high school. These teachers meet during a common conference period to review student work and develop common assessments. They are also working on providing interventions for the students may need more time to reach the course objectives. Literature support classes are provided for incoming freshman that are below grade level in reading comprehension and writing. These classes are paired with their English 9 class. Students use the Read 180 program to help in the development of these skills and track progress throughout the year.

All SPED students are required to create a Transition Portfolio, goals and plans to transition from high school to career and college. Within the Portfolio students work throughout the year on skills that will prepare them to enter the job force and college classes. Students use multiple assessments and data throughout all four years of high school to show progress: self-evaluations to assess personal skills, standardized tests, attendance records, work samples, and semester grades. They also work on career and independent living goals such as job applications, occupational training, personal budgets and transportation. Within our Y.E.S. classes, students are placed based on grades, attendance, and behavior. These classes are funded by the Department of Rehabilitation and the We care Programs. Students are placed in jobs within the community and expected to complete 90 hours as a junior and 195 hours as a senior with their employers.

Within our SPED department students meet with our Transition Specialist to review personal goals throughout their four years at EHS. She plans activities that help students plan career choices and listen to guest speakers on various career paths. In the students junior and senior years the transition specialist attends IEP's and helps place students in jobs in the community.

Each year the AVUHSD and Desert Sands Charter school offer summer school for students that need to make up classes or would like enrichment to prepare for Honors or AP classes. Students can take two courses for four weeks in July. EHS offered remediation and content courses as well as an AP Bridge class, and Physics.

Over the past several years tutoring was held in individual classrooms before and after school. This year we have relocated the tutoring to a centralized location. The library was chosen to host a Study Hall and Tutoring twice a week for students to receive additional support, or simply have a place to complete homework. Each day over sixty students attend study hall and work with four teachers. The teachers cover the core subjects and guide students to review topics and complete homework. Along with weekly Tutoring, we offer students opportunities to prepare for state mandated tests and SAT and Act tests and AP exams. Each year we hold study sessions called CaHSEE Crunch. Students work with one another and teachers to review CaHSEE questions and strategies before they take the test. Students are also invited to take advantage of SAT Study sessions before each of the testing dates. Recently AP teachers have worked to develop a study schedule for students to review AP curriculum in preparation for the exams in May.

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
<p>There are multiple support mechanisms to ensure students can meet the high expectations at EHS.</p> <p>By creating course outcomes teachers can better identify areas of concern with individual students and tailor lessons to reach all students. Our Master schedule offers content classes and electives throughout the day to accommodate all students. Several classes are offered during zero and seventh period to allow students flexibility in their scheduling.</p> <p>The Special Education department provides additional support to students and teachers to guarantee students are receiving the highest academic content in the least restrictive environment. Our ELL students are placed in cohorts so that they may utilize the ELL aide throughout the day. For our Early ELL's students are placed in ELD classes.</p> <p>Students are exposed throughout the day to SDAIE and AVID Strategies. Many teachers have turned to interactive notebooks in some form. This allows students to go from passive learners by taking notes to active learners by synthesizing what they have learned.</p> <p>To better prepare our freshman to be successful in high school our health classes are teaching basic computer skills and Google Docs. They complete career essays and power points as individuals and groups. Each student creates a digital portfolio of completed assignments and projects.</p> <p>Both freshman and sophomore students that are struggling to pass classes are invited to our Student Success presentations. These students are given a mentor to help them emotionally and academically.</p> <p>Students have access to the Career Center which houses college/career literature and materials, and hosts college,</p>	<ul style="list-style-type: none"> ● Course Outcomes ● Master Schedule ● ESLR's ● Special Education Department ● IEPs ● Transition Specialist ● Transition Portfolio ● SDADIE Strategies ● AVID Strategies ● Google Docs ● Digital Portfolio ● Student Success Presentations ● Career Center ● Career Zone & Awareness ● College Representatives in Career Center ● AVC College application help ● EOP ● Counselor Referral Service ● Military Representatives ● ASVAB ● I'm Going to College - UCLA Football game field trip. ● Social Workers

<p>vocational and military speakers throughout the school year. Students are able to apply and take placement tests for Antelope Valley Community College. We also offer the ASVAB on campus to student interested in military service after high school. Seniors receive class presentations held by the counseling department about the college application process.</p> <p>Each senior is taken to the computer lab with their Social Studies teacher to learn how to create online accounts for various colleges. A UCLA representative is on site one day a week to assist students with personal statements, assist with application questions and class presentations. In the AVID program, seniors are taken once a week to work on college applications, EOP applications, personal statements, research scholarships, and apply for financial aid.</p> <p>Social Workers from Los Angeles County Department of Children and Family Services (DCFS) are able to meet with students on campus to address personal issues. Counselors have referral information for various agencies including on site school based mental health services provided by the Child and Family Guidance Center of the Antelope Valley.</p>	
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Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

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

Findings	Supporting Evidence
In an effort to ensure that staff has as much information about students as possible, student Lexile scores are available in	<ul style="list-style-type: none"> • Powerschool • Master Schedule

<p>Powerschool. In addition, each administrator reviews teacher rosters that indicate the Special Education designation and EL designation for each student. Administration discusses the descriptors with teachers and asked how they might utilize this information in their planning.</p> <p>Our master schedule is built with the philosophy that teachers benefit from collaborating with their peers, and from having a diverse group of students with whom they interact and teach. Therefore, teachers of all seniority have the opportunity to teach advanced and remedial courses. Teachers who teach advanced courses also teach on-level or remedial courses. This enables teachers to gain a collective understanding of the student body, and instructional strategies that may be applied in both higher level and remedial courses.</p> <p>Students are encouraged to access a more rigorous course of study, and open access to these courses is ensured. Students need only to complete an Honors/AP contract indicating that they will remain in the course and work through their struggles, as opposed to dropping the course when it becomes difficult.</p> <p>To assist students with being successful in advanced courses and on the AP tests, we implemented a summer bridge program, which focused on teaching students essential skills to be successful in more rigorous courses. In addition, we have established an AP review committee to identify other ways to meet the needs of our students. This committee has driven forward the concept of AP tutoring that utilizes an AVID tutorial style and will focus on test preparation in the spring. Further considerations include teaching specific skills at the beginning of the year.</p> <p>Senior Supplemental Instruction is provided on Tuesdays and Thursdays. Students have the opportunity to make up credits and improve previous grades to ensure A-G requirements are met.</p> <p>In August, teacher leaders introduced a number of</p>	<ul style="list-style-type: none"> ● AP Contract ● Summer Bridge Program Information ● AP Tutoring attendance/plan ● AP team meeting minutes ● Professional Development agendas and sign-in sheets ● Administrative observations ● Parent/teacher conferences rosters ● UCLA/EAOP Representative
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<p>instructional strategies, and coaching/implementation/etc. were followed up on via instructional coaches and administration.</p> <p>Students and parents have the opportunity to meet with all of the students' teachers via our monthly Parent/Teacher conferences.</p> <p>We have an EAOP/UCLA representative who works with 9th-11th graders to better prepare them for college. This young lady meets with these students in their classrooms and assists them with the application process, including their personal statement.</p>	
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Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
<p>Students are placed in the Opportunity program for reasons such as disciplinary placement, credits earned, and attendance. Through the Why Try program, students engage in lessons to address goal-setting, choices, and seeing a future for themselves. The individuals involved in this program demonstrate a true concern for students and desire to help them. Through evaluating attendance, credits earned, and behaviors of students, we are able to measure the impact of the program.</p> <p>In the Spring and Fall of each school year, students are assessed using the Read 180 Lexile program. Incoming 9th grade students who are reading significantly below grade level are placed in the Reading Intervention program. At the semester, students who are demonstrating proficiency and passing all of their classes have the opportunity to exit the</p>	<ul style="list-style-type: none"> • Why Try program and components • Lexile assessment data • Read 180/Alg. Support rosters • Algebra 1 team agendas, notes, data • Community Attendance Worker meeting rosters • Attendance data • Teacher syllabi • CaHSEE Crunch rosters and activities • SST Team • Student Success Presentation rosters

<p>program. Teacher recommendation and an updated SRI test indicate those students who should enter the program. A similar process is utilized for our Algebra 1 Team and Support program.</p> <p>Our Algebra 1 team includes five teachers who teach Algebra 1 to students of multiple achievement levels. The team regularly meets and collaborates about content, students, assessment, and on-going intervention. The team evaluates progress through common assessments and informal observations of students.</p> <p>Our Community Attendance Worker monitors students' attendance with the support of administrative and staff referrals. An attendance committee has formed to address various attendance issues.</p> <p>Teachers utilize various methods for allowing students to demonstrate proficiency or mastery, even after they have initially failed. Some methods include make-up testing days, attendance at Study Hall to make up missing work, etc.</p> <p>CaHSEE Crunch is offered to help students with last-minute cram sessions for the CaHSEE test. These study sessions are offered throughout the year before each testing date.</p> <p>The Student Study Team is formed for students who are struggling. The team identifies ways to assist the student and devises a plan with follow up dates.</p> <p>Following our Student Success Presentations, students who attend are assigned an administrator or counselor as a mentor to check in with them regarding their progress.</p> <p>Multiple behavioral interventions are used as part of the PBIS-Positive Behavior Intervention and Support- program.</p> <p>We are implementing an Alternative to Suspension program to address student behavior while keeping them in attendance at school.</p>	<ul style="list-style-type: none"> ● PBIS interventions ● Alternative to Suspension Program Information
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Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

Findings	Supporting Evidence
<p>We have examined our ESLR's in connection with the College and Career Readiness Anchor Standards and confirmed their alignment.</p> <p>Only courses that are A-G approved are offered at EHS.</p> <p>A great deal of data is available that addresses accessibility for students to a challenging curriculum. 43% of our general education and RSP student populations are enrolled in an advanced course. We currently offer 31 sections of advanced placement coursework. The demographic distribution of students in our advanced courses is equitable with our student population.</p> <p>We offer a Biomedical Sciences Pathway for students in which they engage in rigorous, relevant, hands-on, career based activities.</p> <p>Our AVID program demands that students pursue a rigorous course of study. Sophomores are expected to take an Honors or AP course while our Juniors and Seniors are required to take an AP course. The students receive support throughout the AVID elective classes.</p> <p>The technical/trade electives we offer include Multimedia and Contemporary Design 2, Tech Projects, and Advanced Stagecraft. There are a number of other technical/trade electives offered through the district's ROP program, but the courses that are housed here at EHS are limited to those listed</p>	<ul style="list-style-type: none">● ELSR's and CCSS CCR standards.● Master schedule and students rosters.● Biomedical Pathway course information.● AVID program components and description.● VAPA Academy planning documents.● ROP course offerings● Summer School master schedule.

<p>above. We are currently pursuing a Visual and Performing Arts pathway/academy.</p> <p>We currently offer Marching Band and Spanish during 0 period, and a Senior Credit Retrieval course during 7th period. In addition, our Opportunity program for 11th and 12th grade students enables them to earn variable credits during the school day.</p> <p>A number of courses for remediation, advancement, enrichment, and credit recovery are offered during Summer School. Students may take courses to avoid remedial courses the following year, to advance to a higher course, to make room in their schedule for a specialized program, and to earn credits lost.</p>	
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Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p>Each department devised course outcomes that relate to the CCSS, CCR standards, and learner outcomes. These are included in the syllabi and discussed with students. As a staff, we engage students in inquiry activities that encourage student discussion and collaboration.</p> <p>Activities and lessons in the class reflect these outcomes. Professional development focuses on active learning and will emphasize academic vocabulary instruction in the spring semester. A number of teachers have attended conferences related to instructional strategies that support the CCSS and CCR standards. Follow up meetings with attendees are conducted with the principal to ensure that information is shared with other staff members.</p> <p>EHS has a great wealth of clubs, sports teams and performing</p>	<ul style="list-style-type: none"> ● Course outcomes ● Administrative observations ● Professional development agendas ● Conference information ● Follow-up meetings agendas and notes. ● EHS club List ● Athletics List ● Performing Arts program ● From the Balcony Productions

<p>arts programs for our students to get involved in. Students are introduced to many of our clubs at freshman orientation and Back to school night. Within the first quarter the school also holds a Club Day during school to allow clubs to recruit new members. Many of the clubs give back to the community. CSF, Key club, and Link Crew all require students to complete community service through out the year. Our Mathletes club competes with other local high schools in math competitions throughout the year and our Young Census club has collected data of various topics to share with students and the staff.</p> <p>Athletics has sixteen sports throughout the year for our students. Our football program is the largest sport on campus. Many of our athletes are AVID students, Link Crew and club members on campus. Coaches work with teachers to ensure students are achieving in their academic courses. Student athletes are asked to introduce themselves to all teachers and ask to sit near the front of class.</p> <p>We have the largest Marching band in the AVUHSD district, with most of our students coming to high school with little or no experience. Students learn to play instruments and march in local competitions and parades in the Antelope Valley. Upperclassmen have the opportunity to take part in the advanced marching band and travel to larger and more competitive functions. We also have a large drama program that work on year round plays and performances. Students can audition to be in the performance or build the sets and run the theater in our stagecraft class.</p>	
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Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
Counselors and administrators utilize Powerschool to log interactions with students including services, counseling	<ul style="list-style-type: none"> • Powerschool • 5 Star Program data

<p>sessions, and other types of interactions. These logs can be pulled from Powerschool to be reviewed and evaluated.</p> <p>Students who are part of the AVID, EL, or Special Education program are tagged in Powerschool and an alert is provided for teachers to identify these students.</p> <p>Our clubs that run an event conducts the tracking of student involvement. All clubs must take attendance and record minutes at each meeting. Since this is in isolation many times we have researched other ways to obtain the data. As a result we have purchased the 5-Star program which enables us to track student involvement in curricular and co-curricular activities. The program will also enable us to develop a rewards system for student involvement, as well as assist us in identifying students who are not involved in any curricular/co-curricular activity. Program is on board agenda for Dec. 10th.</p>	
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Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>In an effort to include more voices in the decision process on campus we have worked with the staff and student population to better reflect our diverse population. Our students and teachers were given a survey at the end of last school year. The data was reviewed during the summer before we began the new school year. Teachers were also asked to reflect on their own pedagogy and to identify areas of strengths and areas of growth. As a result we started the school year with an understanding of where we needed to concentrate our efforts. Using the survey data we have worked to make students feel safer on campus by creating our Student Leadership Council. The students discuss problems such as bullying and work with staff to create solutions. They are able to give uncensored feedback to administration and counselors in a group setting.</p>	<ul style="list-style-type: none"> • Student Survey • Teacher Survey • Student Leadership Council

Conclusions

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

Findings	Supporting Evidence
EHS has worked hard to include all stakeholders in the education of our students. Parents have many points of contact with the teachers and staff at the school.	<ul style="list-style-type: none">• Power School• EHS Website• EHS Facebook/ Twitter• Parent conferences• School Site Council Meetings• ELAC meetings• Teacher websites• Parent Center• Career Center• Counseling Office

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

Findings	Supporting Evidence
<p>We have a number of extra-curricular activities, clubs and events suiting the diverse interests of our students to engage them and make them a member of our community; nonetheless, we need to continue to develop the authentic and accountable opportunities for students to communicate their opinions and perspectives to us.</p> <p>Critical Learner Need #2: Improve the achievement of our EL students through increasing the number of students who are reclassified and improving passing rates on the CAHSEE as indicated by data showing the number of EL students who are reclassified has consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. In addition, only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion in the 2013/2014 school year as compared to passing rates of 75% in ELA and 76% in Math for all 10th grade students.</p> <p>2.1 Designated EL table during Study Hall.</p> <p>Critical Learner Need #3: Improve the discipline rates of our 9th and 10th grade students, African American students, and within the classroom as indicated by data showing the largest</p>	<ul style="list-style-type: none">• EHS club list• Athletic teams• Student Survey• Student Leadership Council

<p>number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.</p> <p>3.1 Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.</p> <p>3.3 Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.</p>	
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WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

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

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

- EHS has a number of extra-curricular activities, clubs, and events that allow students from all backgrounds and interests to feel a part of the EHS community.
- EHS has effectively built a college going culture through the development of the AVID program on campus.
- Parents have a variety of resources: voice mail, email, the school website, individual teacher websites, Powerschool, and the local newspaper to monitor their child's academic progress and events on campus.
- Each classroom is equipped with an emergency folder and quick links on teacher computers detailing emergency procedures.
- EHS offers extensive support for students taking the students preparing for the CaHSEE including CaHSEE crunch, specific classes, and materials to support success.
- Students are given a voice on campus through the student leadership council.

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

- EHS needs to continue to build additional support structures to improve the communication between staff and students; and staff and parents.
- EHS needs to continue to build relationships with all stakeholders.
- EHS needs to create a process for annually evaluating the level of student participation and the effectiveness of the extra curricular activities.

Chapter V



Eastside High School Action Plan

1. **Critical Learner Need #1:** Develop a literacy program to address the drop in ELA scores and better prepare our students for college and career obligations. Over the last three years, CAHSEE rates have decreased in ELA along with a significant drop in scores on the last CST administered two years ago.
 - 1.1. Emphasize school-wide literacy instruction through providing and following up on professional development focused on writing and explicit academic vocabulary instruction.
 - 1.2. Emphasize school-wide literacy instruction through providing and following up on professional development focused on critical reading strategies such as marking the text.
 - 1.3. Emphasize implementation of strategies from Professional Development through observations and immediate feedback.

2. **Critical Learner Need #2:** Increase success of the English Learners to increase reclassification and CaHSEE pass rates since EHS has seen the number of reclassified EL students consistently dropped from a high in 2011-2012 of 25% to 14% in 2013-2014. Additionally, EL student achievement on both section of the CaSHEE falls below the success rate of other sub-groups as Only 46% of EL students passed the Math CAHSEE and only 40% passed the ELA portion last year.
 - 2.1. Designated EL table during Study Hall.
 - 2.2. Utilize bilingual peer tutors in language-rich courses.
 - 2.3. Increase parental involvement through providing assistance with childcare and other incentives at meetings.
 - 2.4. Provide additional professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary)

3. **Critical Learner Need #3:** Design and implement support and intervention programs to address the inequitable discipline rates of race, grade, and location. EHS has witnessed a disproportionate increase in African American discipline incidents on campus; furthermore, our lower classmen have the largest number of discipline incidents on campus with most of the incidences occurring in the classroom.
 - 3.1. Collaborate with feeder schools to discuss expectations of EHS, improve mentor program, and address needs of transitioning students.
 - 3.2. Provide professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.
 - 3.3. Focus on teaching students Hampton's seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.

Eastside High School Self Study Goals
2014

Goal 1- CAHSEE ELA pass rates

Rationale: Findings indicate a need to improve CAHSEE passing rates in English as indicated by a decrease in passing rates over the last three years.

Supporting Data: CST scores from two years ago showed a decline in ELA proficiency. CaHSEE scores for the past three years have shown a similar decline.

Goal: Improve CAHSEE ELA pass rates through emphasizing academic vocabulary and critical reading instruction across curricular areas.

7Cs Outcome: Effective Communicators, Problems Solvers, Collaborators, and Critical Thinkers.

Action step	Person(s) responsible	Date to be completed	How we will evaluate our progress.	Success Indicators
1.1 Provide and reinforce professional development focused on writing and explicit academic vocabulary instruction.	Administration Instructional Coaches Department Chairs Conference Attendees	November-December: Conferences Implementation- Spring 2015	Analyze CAHSEE results, common formative assessments, and observations.	Increase in CAHSEE ELA pass rates. Increase in student use of academic vocabulary across disciplines.
1.2 Provide and reinforce professional development focused on critical reading strategies such as marking the text.	Administration Instructional Coaches Department Chairs Conference Attendees	Ongoing, continue in Spring 2015	Analyze CAHSEE results, common formative assessments, and observations.	Increase in CAHSEE ELA pass rates.
1.3 Emphasize implementation of strategies from Professional Development through observations and immediate feedback.	Administration Instructional Coaches Department Chairs Staff- via walkthroughs	Ongoing, continue in Spring 2015	Observations	Increase in CAHSEE ELA pass rates. Observed academic vocabulary instruction Observed student use of academic vocabulary and critical reading strategies.

Goal 2- English Learner proficiency

Rationale: Findings indicate a need to increase the achievement of English Learners since reclassification and CaHSEE pass rates have consistently dropped each year from a high in 2011-2012.

Supporting Data: 25% of EL students were reclassified in 2011-2012, while only 14% of EL Students were reclassified in 2013-2014. In 2013/2014, 46% of EL students in tenth grade passed the Math portion of the CaHSEE, and 40% of EL students in the tenth grade passed the EL portion of the CAHSEE. This demonstrates a significant gap when compared to 75% of all tenth grade students who passed the ELA portion, and 76% of all tenth students who passed the Math portion.

Goal: Increase the reclassification of English Learners and increase the percent of English Learners who pass the English portion of the CAHSEE in 10th grade.

7Cs Outcome: Effective Communicators, Self Advocators, Problem Solvers, and Critical Thinkers.

Action step	Person(s) responsible	Date to be completed	How we will evaluate our progress.	Success Indicators
2.1 Have a designated EL table during Study Hall.	Assistant Principal Supervising teachers	Spring 2015	Observe student attendance at Study Hall.	Increase in English Learner's grades.
2.2 Utilize bilingual peer tutors in language-rich courses.	Head Counselor Guidance Office Assistant Principal Teachers	Spring 2015	Observations Teacher feedback about peer tutors.	Increase in English Learner's grades.
2.3 Increase parental involvement through providing assistance with childcare and other incentives at meetings.	Administration EL Coordinator	Spring 2015	Monitor parental involvement and attendance at meetings/events through 5 Star program.	Increase in number of parents attending school meetings/events. Increase in English Learner's grades.

2.4 Provide and reinforce professional development opportunities that emphasize EL strategies and language development (focus on Academic Vocabulary).	Administration Instructional Coaches Department Chairs EL Coordinator	Spring 2015	Analyze CAHSEE results, common formative assessments, and observations.	Increase in CAHSEE ELA pass rates for English Learners. Increase in reclassification of English Learners.
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Goal 3- Student discipline rates

Rationale: Findings indicate a need to improve the discipline rates among our 9th and 10th grade students, African American students, and within the classroom.

Supporting Data: Discipline data reveals the largest number of discipline incidents involve our 9th and 10th grade students, our African American population, and take place within the classroom.

Goal: Reduce the number of discipline incidents of our 9th, 10th, and African American student populations, and the number of incidents that occur within the classroom.

7Cs Outcome: Ethically Responsible Members of Society, Culturally Aware, and Critical Thinkers,

Action step	Person(s) responsible	Date to be completed	How we will evaluate our progress.	Success Indicators
3.1 Collaborate with feeder schools to discuss expectations of EHS, and address needs of transitioning students (meet w/administration and guidance, brochures with information about school safety and activities, parent meeting with incoming 9 th grade students).	Administration Head Counselor Director of Security	January/February	Quarterly reports of discipline and attendance of 9 th grade students in 15/16 will show a decrease in discipline and an increase in attendance as compared to 9 th grade 14/15.	2015/2016 9th grade class will have a lower number of discipline incidents and higher attendance rate as compared to the 2014/2015 freshman class. Parent meeting with feeder schools parents.
3.2 Provide and reinforce professional development emphasizing effective communication related to conflict resolution, anger management, building positive relationships, and positive discipline strategies.	Administration Instructional Coaches Department Chairs	Spring 2015	Quarterly reports of discipline and attendance. Student survey Observations	Decrease in discipline incidents within the classroom. Student survey results indicate an increase in the level of agreement to the following statements: “Students at EHS treat the staff with respect “(currently 20% indicate agree/strongly agree), and, “Teachers

(Consider speed chatting PD for this)				at EHS treat the students with respect” (currently 43% indicate agree/strongly agree).
3.3 Focus on teaching students Hampton’s seven characteristics of successful urban school students and helping students gain these skills. These include: self-respect, command of standard English, goal-setting ability, self-motivation, time management skills, consequence awareness, and respect for others.	Administration Wellington’s focus group Staff	Spring 2015	Quarterly reports of discipline, attendance, and grades.	Decrease in discipline incidents, increase in attendance rates, increase in percent of students meeting A-G requirements from 35.5% to 50%.
3.4 Implement an Alternative to Suspension program to assist struggling students in goal setting, decision-making, and becoming more connected with the campus.	Administration Alternative to Suspension teachers Counselors	Spring 2015	Monthly meetings with students who have gone through the program. Monitoring student involvement, grades, discipline, and attendance of students who have gone through the program.	Decrease in discipline incidents, increase in attendance rates, increase in student involvement, decrease in the number of F grades at the end of second semester, as compared to Spring, 2014.

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English Language Learner Data
Count by Primary Language

Language Name	Grade 9	Grade 10	Grade 11	Grade 12	All	Percent of Total
Spanish	79	87	58	28	252	97.30%
Filipino (Pilipino or Tagalog)	0	2	0	0	2	0.77%
Portuguese	0	0	1	0	1	0.39%
Mandarin (Putonghua)	0	0	0	1	1	0.39%
Arabic	0	0	0	1	1	0.39%
Armenian	0	1	0	0	1	0.39%
Farsi (Persian)	0	1	0	0	1	0.39%
Total	79	91	59	30	259	

English Proficiency Classification

Classification	Number	% of All Students
EL English Learner	259	11%
FEP Fluent-English-Proficient	725	30.8%
RFEP Redesignated FEP	59	20.4%

CELDT 2012-2013						CELDT 2013-2014					
Performance Level	9	10	11	12	Total		9	10	11	12	Total
Advanced	3 3%	5 5%	2 4%	2 4%	12 4%		4 6%	3 3%	3 5%		10 4%
Early Advanced	29 34%	43 43%	20 38%	11 23%	103 36%		22 31%	27 30%	25 42%	10 36%	84 34%
Intermediate	45 2%	42 42%	22 42%	22 46%	131 46%		25 36%	37 42%	24 40%	12 43%	98 40%
Early Intermediate	8 9%	9 9%	7 13%	9 19%	33 11%		15 21%	17 19%	6 10%	3 11%	41 17%
Beginning	1 1%	2 2%	1 2%	4 8%	8 3%		4 6%	5 6%	2 3%	3 11%	14 6%
Tested	86	101	52	48	287		70	89	60	28	275

AMAO 1-Annual Growth					
	Number of Annual Celdt Takers	Number in Cohort	Percet with Prior Celdt Scores	Number Met AMAO 1	Percent Met AMAO 1
AVHSD	2274	2274	100	1166	51.3
EHS	247	247	100	116	47

AMAO 2-Attaining English Proficiency					
Less Than 5 Years			5 Years or More		
Number in Cohort	Number Attain Prof. Level	Percent Attain Eng Prof. Level	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof Level
272	21	7.7	2165	898	41.5
25			235	86	36.6

Student Performance Data

API

Year	# Tested	Base	Target	Score	Growth
2012-2013	1670	667	7	660	-7
2011-2012	1629	680	6	667	-13
2010-2011	1616	664	7	683	19

API Three-Year Average

Groups	<u>Students Included in 2011</u>	<u>2011 Growth API</u>	<u>Students Included in 2012</u>	<u>2012 Growth API</u>	<u>Students Included in 2013</u>	<u>2013 Growth API</u>	<u>Non- Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide	1616	683	1629	667	1671	660	670	670
Black or African American	440	643	478	620	466	602	622	621
American Indian or Alaska Native	6		11	661	10			
Asian	8		6		12	756		
Filipino	22	813	23	844	29	831	829	830
Hispanic or Latino	903	689	912	672	834	677	679	679
Native Hawaiian or Pacific Islander	3		3		1			
White	220	732	196	738	297	679	716	712
Two or More Races	0		0		22	637		
Socioeconomically Disadvantaged	796	684	614	648	1316	655	662	662
English Learners	517	669	529	645	553	646	653	653
Students with Disabilities	208	470	218	499	209	473	481	481

API Statewide Ranking

Year	Statewide	Similar Schools
2013	2	6
2012	2	8
2011	3	8

AYP

Year	Criteria Met	Participation Rate	% Proficient CaHSEE	API Growth	Graduation Rate
2014	12 of 22	Yes	No	NA	Yes 86.9%
2013	14 of 22	Yes	No	No	Yes 85.9%
2012	10 of 22	Yes	No	No	Yes 85.69%
2011	14 of 22	Yes	No	Yes	No 86.84%

AYP 2014

Groups	<u>ELA Valid Scores</u>	<u>ELA Number At or Above Proficient</u>	<u>ELA Percent At or Above Proficient</u>	<u>ELA Met 2014 Criteria</u>	<u>Math Valid Scores</u>	<u>Math Number At or Above Proficient</u>	<u>Math Percent At or Above Proficient</u>	<u>Math Met 2014 AYP Criteria</u>
Schoolwide	512	226	44.1	No	508	240	47.2	No
Black or African American	139	46	33.1	No	136	44	32.4	No
American Indian or Alaska Native	7	--	--	--	7	--	--	--
Asian	3	--	--	--	3	--	--	--
Filipino	13	7	53.8	--	13	10	76.9	--
Hispanic or Latino	289	132	45.7	No	288	148	51.4	Yes
Native Hawaiian or Pacific Islander	0	--	--	--	0	--	--	--
White	57	34	59.6	--	56	30	53.6	--
Two or More Races	4	--	--	--	5	--	--	--
Socioeconomically Disadvantaged	424	189	44.6	No	421	200	47.5	No
English Learners	179	59	33.0	No	178	81	45.5	No
Students with Disabilities	62	14	22.6	--	60	13	21.7	--

Positive Trends:

- Socioeconomic disadvantaged students' scores are up from last year.
- Students with disabilities continue to increase their achievement.
- Hispanic or Latino score have positive gains from last year.
- EHS met 14 of 22 criteria.
- EHS met its graduation rate goal.

Growth Areas:

- Three year of decline in our API score.
- Three year decline in African American scores.
- Steep decline in white student scores.

AYP: CaHSEE Passing and Proficiency Rates-10th Grade

CaHSEE English

Race Ethnicity

# Test ed			Total	Female	Male	Hispanic	Black	Filipino	White
2014	532	% Pass % Prof	75% 42%	79% 45%	71% 39%	76% 44%	65% 30%	87% 53%	90% 67%
2013	596	% Pass % Prof	75% 44%	79% 50%	71% 38%	77% 45%	66% 35%	100% 92%	82% 55%
2012	557	% Pass % Prof	78% 41%	82% 44%	74% 39%	80% 40%	71% 35%		85% 58%

Language Fluency

		English Only	IFEP	RFEP	EL
2013	Total %Pass %Prof	286 75% 44%	65 91% 60%	107 89% 50%	29 40% 6%
2012	Total %Pass %Prof	332 74% 26%	62 90% 61%	112 94% 65%	90 46% 10%
2011	Total %Pass %Prof	351 78% 41%	67 88% 57%	104 95% 58%	81 46% 7%

Positive Trends:

- IFEP students continue to show growth in pass and proficiency rate.
- RFEP students outperform other subgroups.
- Filipino students outperform all other subgroups
- White students continue to have positive growth in both passing rate and proficiency rate.

Growth Areas:

- African American student declined in both pass rate and proficiency rate over the past three years.
- RFEP students show a slight decline in passing rate and proficiency rate.

Skill Analysis by Gender, Race/Ethnicity and Subgroup: English

		Mean Scaled Score	%Students Proficient	Word Analysis %Correct	Reading Comp %Correct	Lit Response %Correct	Writing Strat %Correct	Writing Conv %Correct	Essay 20% of Score
All	12	371	41%	79%	72%	79%	67%	74%	2.2
	13	374	44%	77%	74%	75%	69%	71%	2.3
	14	372	42%	73%	75%	75%	69%	72%	2.4
Male	12	368	39%	78%	71%	78%	65%	71%	2.1
	13	368	38%	73%	73%	73%	66%	67%	2.2
	14	369	39%	72%	74%	73%	68%	71%	2.3
Female	12	375	44%	80%	74%	81%	69%	77%	2.3
	13	379	50%	78%	76%	77%	72%	75%	2.4
	14	376	45%	74%	76%	77%	70%	74%	2.4
EO	12	371	41%	79%	72%	79%	66%	74%	2.2
	13	373	43%	76%	74%	75%	68%	70%	2.3
	14	372	44%	74%	75%	75%	68%	72%	2.4
IFEP	12	382	57%	82%	81%	84%	72%	79%	2.3
	13	391	61%	83%	83%	82%	75%	77%	2.5
	14	388	60%	80%	83%	81%	77%	81%	2.5
RFEP	12	386	58%	83%	79%	86%	76%	83%	2.3
	13	388	65%	85%	83%	82%	78%	79%	2.4
	14	383	50%	75%	81%	82%	76%	79%	2.4
EL	12	345	7%	68%	59%	69%	52%	58%	2.0
	13	347	10%	66%	61%	61%	56%	60%	2.0
	14	341	6%	58%	58%	61%	53%	57%	2.0
Hispanic	12	372	40%	78%	73%	80%	67%	75%	2.2
	13	375	45%	79%	75%	76%	70%	71%	2.3
	14	374	44%	73%	76%	76%	70%	73%	2.4
Black/ African American	12	365	35%	77%	67%	77%	64%	72%	2.1
	13	366	35%	72%	70%	71%	65%	67%	2.2
	14	361	30%	69%	70%	70%	61%	67%	2.2
Filipino	12								
	13	407	92%	91%	90%	86%	86%	83%	2.7
	14	395	53%	74%	82%	80%	81%	76%	2.8
White	12	381	58%	85%	76%	81%	70%	77%	2.3
	13	384	55%	80%	80%	80%	72%	77%	2.4
	14	388	67%	81%	83%	80%	79%	79%	2.5

Positive Trends:

- Essay scores increased in all subgroups with the exception of EL, but EL is constant.
- Reading Comprehension scores increased over past three years.
- Writing Strategies scores show positive increase over past three years.
- Proficiency rate shows minor increase.
- Hispanic and White subgroups proficiency rate increased.

Growth Areas:

- African American students dropped 5% in proficiency rate.
- RFEP students dropped 8% in proficiency rate.
- Word Analysis score showed 5% decrease.
- Literary Response score declined.
- Writing Convention score declined.

CaHSEE Math**Race/Ethnicity**

# Test ed			Total	Female	Male	Hispanic	Black	Filipino	White
2014	528	% Pass % Prof	76% 45%	77% 47%	76% 44%	78% 49%	68% 30%	78% 49%	83% 56%
2013	600	% Pass % Prof	70% 44%	73% 45%	67% 43%	73% 46%	59% 33%	100% 100%	75% 49%
2012	607	% Pass % Prof	77% 46%	80% 42%	75% 49%	79% 49%	66% 32%		93% 64%

Language Fluency

		English Only	IFEP	RFEP	EL
2014	Total %Pass %Prof	285 76% 42%	65 91% 62%	107 90% 63%	71 44% 15%
2013	Total %Pass %Prof	336 67% 40%	55 87% 71%	96 87% 65%	91 48% 16%
2012	Total %Pass %Prof	351 78% 41%	67 88% 57%	104 95% 58%	81 46% 7%

Positive Trends:

- African American students pass rate increased.
- IFEP students pass rate and proficiency increased.
- EL proficiency rate increased.

Growth Areas

- Decline in female pass rate.
- White students pass rate declined 10%.

Skill Analysis by Gender, Race/Ethnicity and Subgroup: Math

		Mean Scaled Score	% Prof	Prob & Stat %Correct	Number Sense %Correct	Algebra Func %Correct	Meas. And Geometry %Correct	Algebra %Correct
All Students	12	376	46%	74%	68%	70%	65%	58%
	13	373	44%	72%	67%	68%	63%	55%
	14	377	45%	73%	71%	68%	63%	60%
Male	12	377	49%	74%	69%	70%	64%	58%
	13	308	43%	72%	66%	67%	61%	54%
	14	378	47%	73%	72%	68%	63%	61%
Female	12	374	42%	74%	67%	69%	65%	57%
	13	292	45%	73%	68%	68%	64%	58%
	14	376	44%	73%	69%	69%	64%	60%
EO	12	373	44%	72%	67%	69%	64%	56%
	13	370	40%	70%	66%	66%	61%	52%
	14	376	42%	73%	70%	68%	62%	60%
IFEP	12	389	63%	82%	73%	75%	73%	67%
	13	391	71%	82%	75%	77%	73%	67%
	14	393	62%	78%	78%	76%	74%	71%
RFEP	12	392	66%	82%	78%	78%	74%	66%
	13	389	65%	81%	75%	76%	73%	63%
	14	390	63%	80%	77%	76%	70%	67%
EL	12	353	16%	63%	55%	58%	50%	44%
	13	352	16%	62%	54%	57%	50%	44%
	14	347	15%	59%	55%	52%	47%	43%
Filipino	12							
	13	408	100%	89%	84%	83%	86%	81%
	14	404	73%	82%	83%	81%	73%	71%
Hispanic or Latino	12	378	49%	76%	69%	71%	66%	60%
	13	375	46%	74%	67%	69%	64%	56%
	14	380	49%	74%	72%	70%	66%	62%

Black or African American	12 13 14							
		365	32%	67%	62%	63%	59%	52%
		362	33%	65%	63%	61%	57%	49%
		365	30%	67%	66%	63%	56%	54%
White	12 13 14							
		388	64%	80%	75%	77%	71%	65%
		382	49%	78%	72%	74%	68%	56%
		390	56%	82%	76%	72%	69%	68%

Positive Trends:

- Number sense score increased.
- Algebra scores increased.

Growth Areas:

- Algebraic Functions declined.
- Measurement and Geometry scores declined.

CST Data

Total Proficient and Advanced

	10-11	11-12	12-13
English 9	38%	39%	44%
English 10	33%	33%	37%
English 11	41%	37%	36%
Algebra 1	11%	6%	7%
Geometry	15%	6%	12%
Algebra 2	10%	12%	12%
Summative Math	19%	14%	8%
World History	29%	22%	22%
US History	44%	34%	31%
10 th Grade Life Science	26%	24%	32%
Biology	22%	23%	21%
Chemistry	13%	13%	16%
Earth Science	7%	11%	9%
Physics	60%	50%	48%

Positive Trends:

- English 9 proficient and advanced rates increased 6%.
- English 10 proficient and advanced rates increased 4%.
- Chemistry proficient and advanced rates increased 3%.

Growth Areas:

- English 11 proficient and advanced rates decreased 5%.
- Algebra I proficient and advanced rates decreased 4%.
- World History proficient and advanced rates decreased 7%.
- US History proficient and advanced rates decreased 13%.

**Black or African American
Proficient and Advanced**

	10-11	11-12	12-13
English 9	34%	29%	39%
English 10	20%	28%	28%
English 11	34%	22%	28%
Algebra 1	10%	7%	4%
Geometry	8%	4%	7%
Algebra 2	7%	6%	6%
Summative Math		5%	9%
World History	18%	9%	16%
US History	39%	23%	23%
10th Grade Life Science	18%	21%	24%
Biology	17%	15%	14%
Chemistry	9%	7%	8%
Earth Science	6%	3%	7%
Physics			

Positive Trends:

- English 9 proficient and advanced rates increased.
- English 10 proficient and advanced rates increased.

Growth Areas:

- English 11 proficient and advanced rates decreased.
- US history proficient and advanced rates improved, but are lower than 2010/2011.
- Low proficient and advanced rates in Algebra, Geometry and Algebra II.

**Hispanic or Latino
Proficient and Advanced**

	10-11	11-12	12-13
English 9	36%	40%	45%
English 10	33%	31%	37%
English 11	40%	36%	35%
Algebra 1	10%	5%	7%
Geometry	16%	5%	12%
Algebra 2	8%	14%	14%
Summative Math	16%	15%	10%
World History	31%	26%	21%
US History	44%	35%	34%
10th Grade Life Science	24%	23%	31%
Biology	20%	23%	21%
Chemistry	13%	14%	16%
Earth Science	8%	37%	5%
Physics		37%	60%

Positive Trends:

- English 9 proficient and advanced rates increased.
- English 10 proficient and advanced rates increased.

Growth Areas:

- English 11 proficient and advanced rates decreased.
- US history proficient and advanced rates decreased.
- World History proficient rates decreased.
- Low proficient and advanced rates in Algebra, Geometry and Algebra II.

**White
Proficient and Advanced**

	10-11	11-12	12-13
English 9	51%	53%	55%
English 10	58%	46%	41%
English 11	55%	68%	42%
Algebra 1	16%	8%	9%
Geometry	21%	19%	12%
Algebra 2	18%	16%	11%
Summative Math		19%	7%
World History	42%	40%	30%
US History	55%	48%	35%
10th Grade Life Science	53%	33%	38%
Biology	40%	40%	25%
Chemistry	25%	27%	20%
Earth Science	6%	13%	23%
Physics			40%

Positive Trends:

- English 9 proficient and advance rate score increased.

Growth Areas:

- English 10 and 11 proficient and advanced rates decreased.
- US history proficient and advanced rates decreased.
- World History proficient and advanced rates decreased.
- Low proficient and advanced rates in Algebra, Geometry and Algebra II.
- Biology proficient and advanced rates decreased.
- Chemistry proficient and advanced rates decreased.

**Socioeconomically Disadvantaged
Proficient and Advanced**

	10-11	11-12	12-13
English 9	38%	32%	43%
English 10	33%	29%	36%
English 11	39%	35%	35%
Algebra 1	9%	5%	7%
Geometry	10%	4%	12%
Algebra 2	9%	12%	13%
Summative Math	13%	14%	7%
World History	28%	21%	21%
US History	42%	32%	30%
10th Grade Life Science	26%	22%	30%
Biology	19%	19%	20%
Chemistry	12%	12%	15%
Earth Science	7%	3%	9%
Physics	45%	50%	51%

Positive Trends:

- English 9 proficient and advanced rates increased.
- English 10 proficient and advanced rates increased.
- Chemistry proficient and advanced rates increased.

Growth Areas:

- English 11 proficient and advanced rates decreased.
- US history proficient and advanced rates decreased.
- World History proficient rate decreased.
- Low proficient and advanced rates in Algebra, Geometry and Algebra II.

**Students with Disability
Proficient and Advanced**

	10-11	11-12	12-13
English 9	26%	20%	
English 10	29%	28%	18%
English 11	9%		23%
Algebra 1	7%	2%	0%
Geometry	7%		
Algebra 2			0%
Summative Math			
World History	10%	5%	3%
US History	6%	11%	8%
10th Grade Life Science	24%	29%	18%
Biology	3%	5%	3%
Chemistry	27%	0%	0%
Earth Science	7%	6%	7%
Physics			

Positive Trends:

- English 9 proficient and advanced rates increased.

Growth Areas:

- English 10 and 11 proficient and advanced rates decreased.
- US history proficient and advanced rates decreased.
- World History proficient and advanced rates decreased.
- Low proficient and advanced rates in Algebra, Geometry and Algebra II.
- Low proficient and advanced rates in Biology.
- Chemistry proficient and advanced rates decreased.

Advance Placement Data

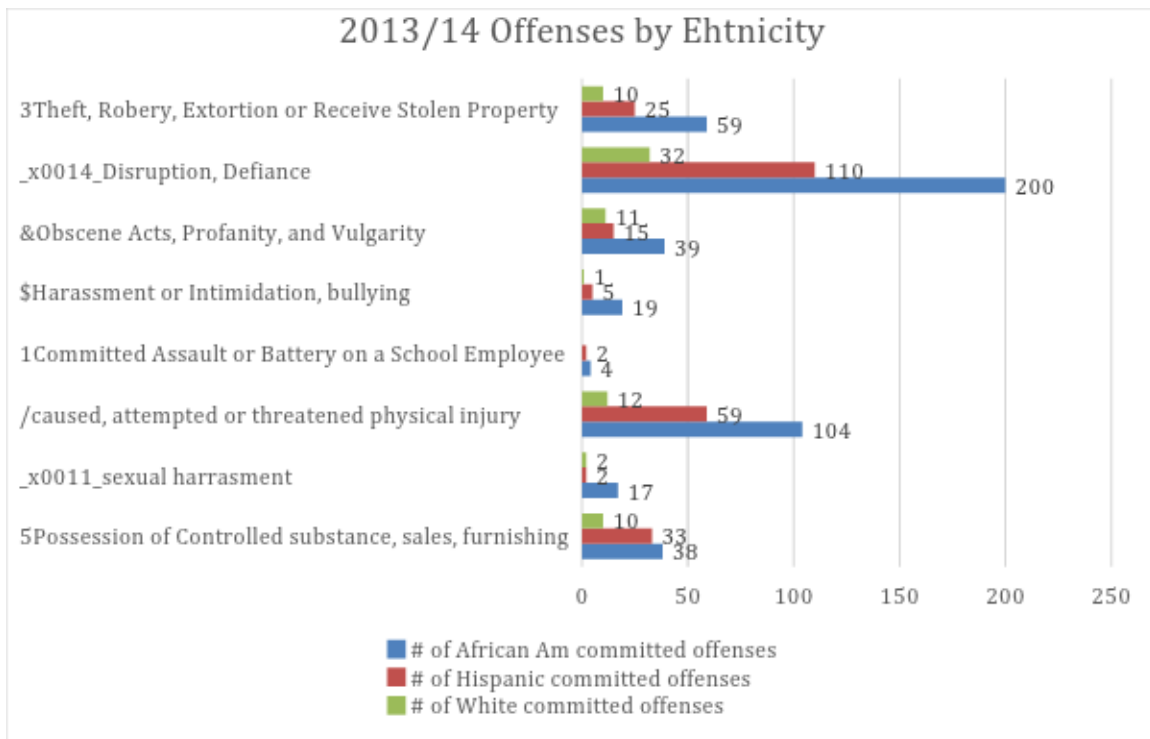
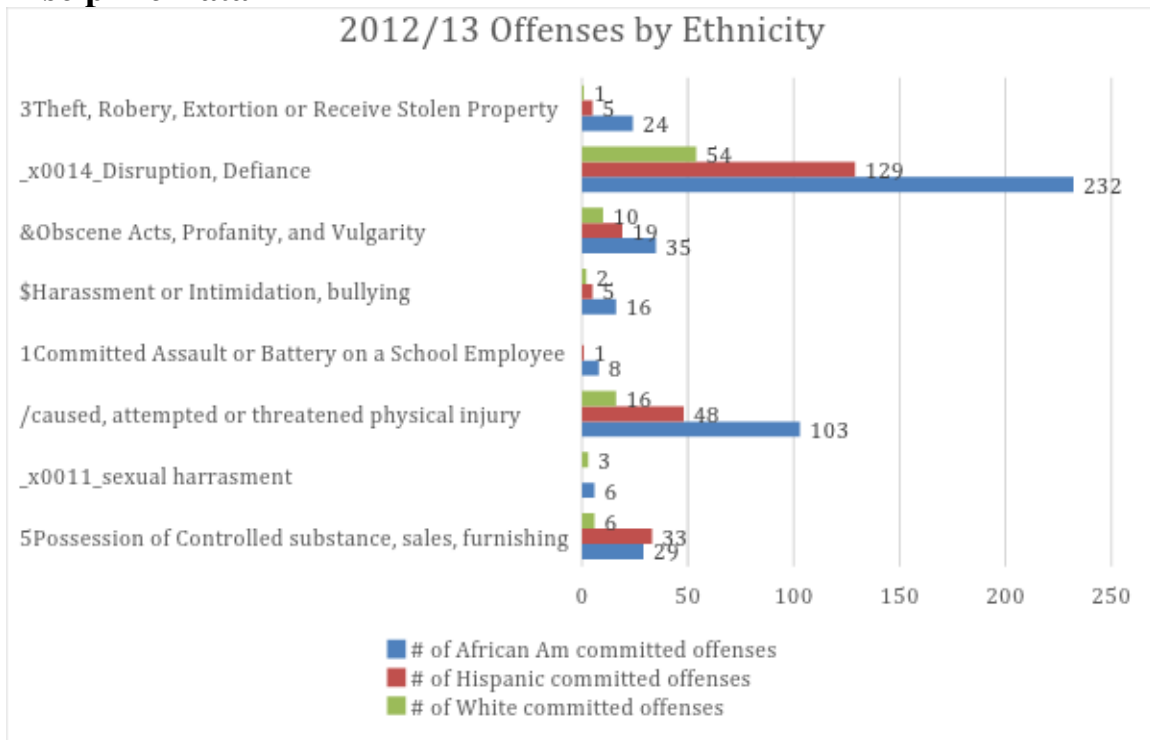
Student Enrollment in AP Courses

13/14 AP Courses	
CBEDs Total Stu	2353
# AP Courses Offered	17
# Students enrolled in 1 or more AP classes	635
	27%

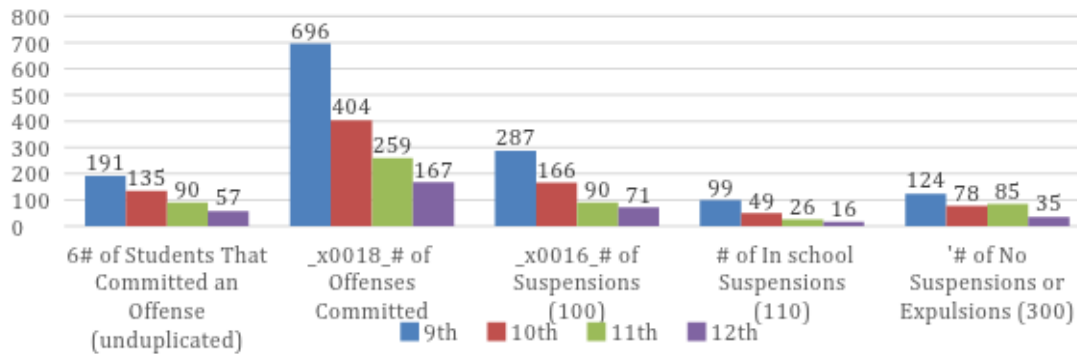
12/13 AP Courses	
CBEDs Total Stu	2432
# AP Courses Offered	14
# Students enrolled in 1 or more AP classes	523
	21%

11/12 AP Courses	
CBEDs Total Stu	2423
# AP Courses Offered	16
# Students enrolled in 1 or more AP classes	461
	19%

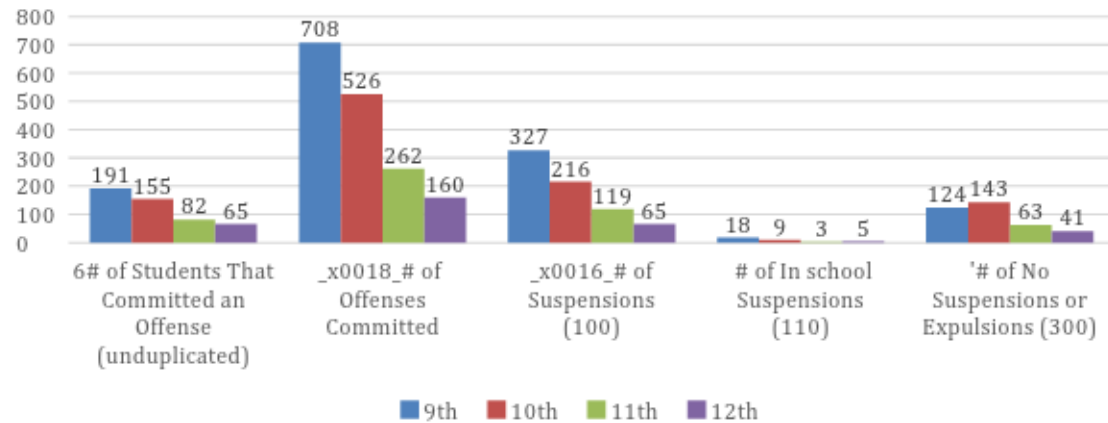
Discipline Data



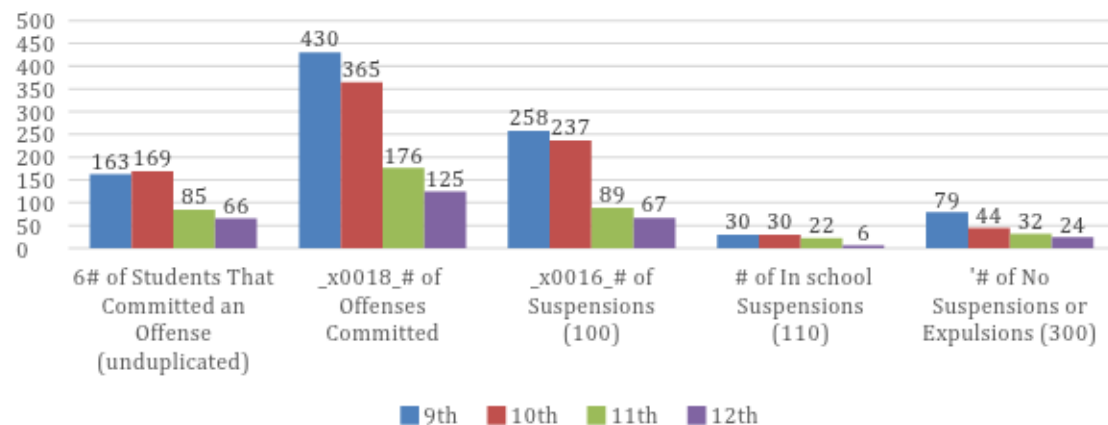
2013/14 Discipline Actions by Grade Level



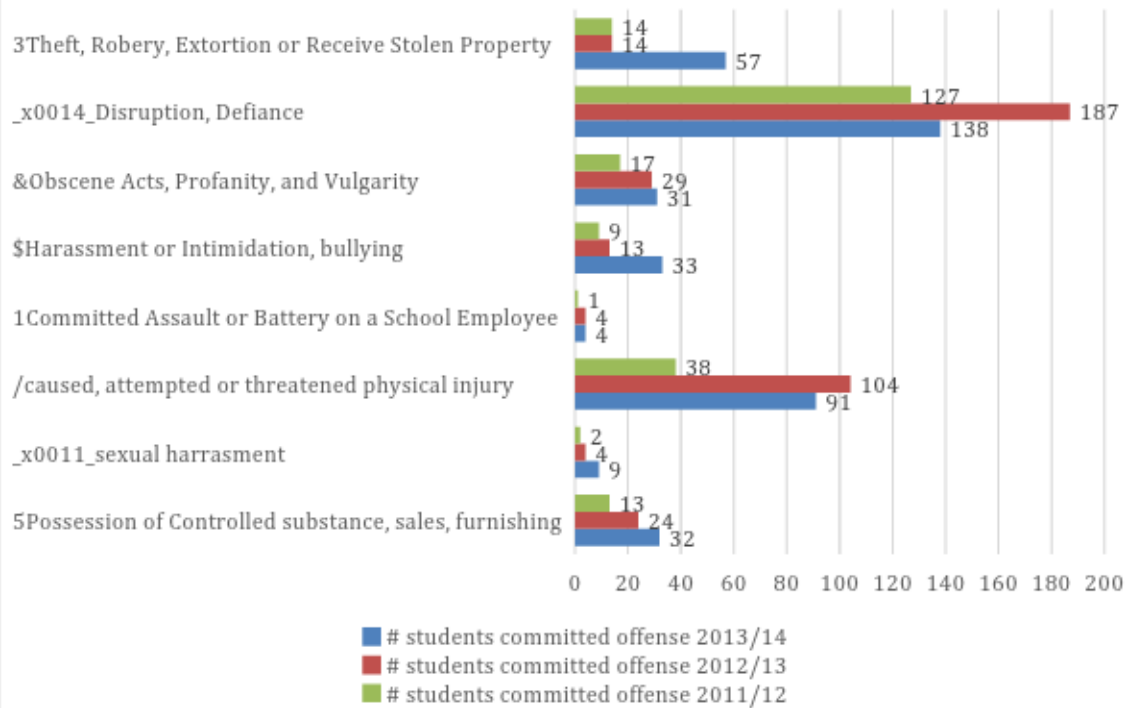
2012/13 Discipline Actions by Grade Level



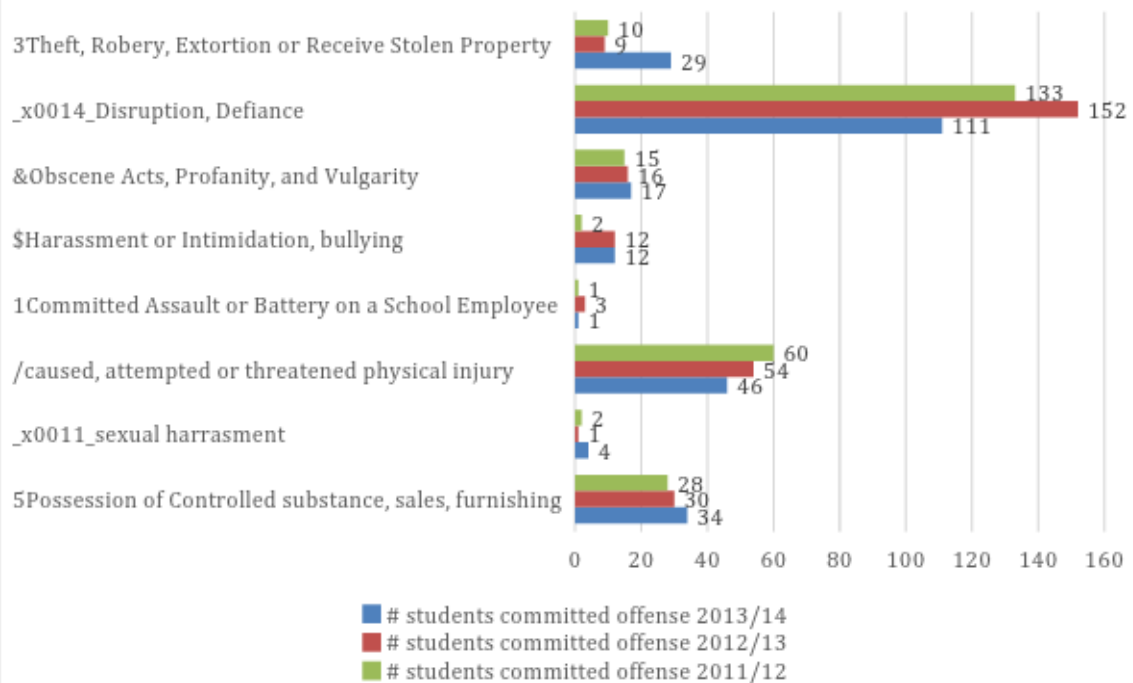
2011/12 Discipline Actions by Grade Level



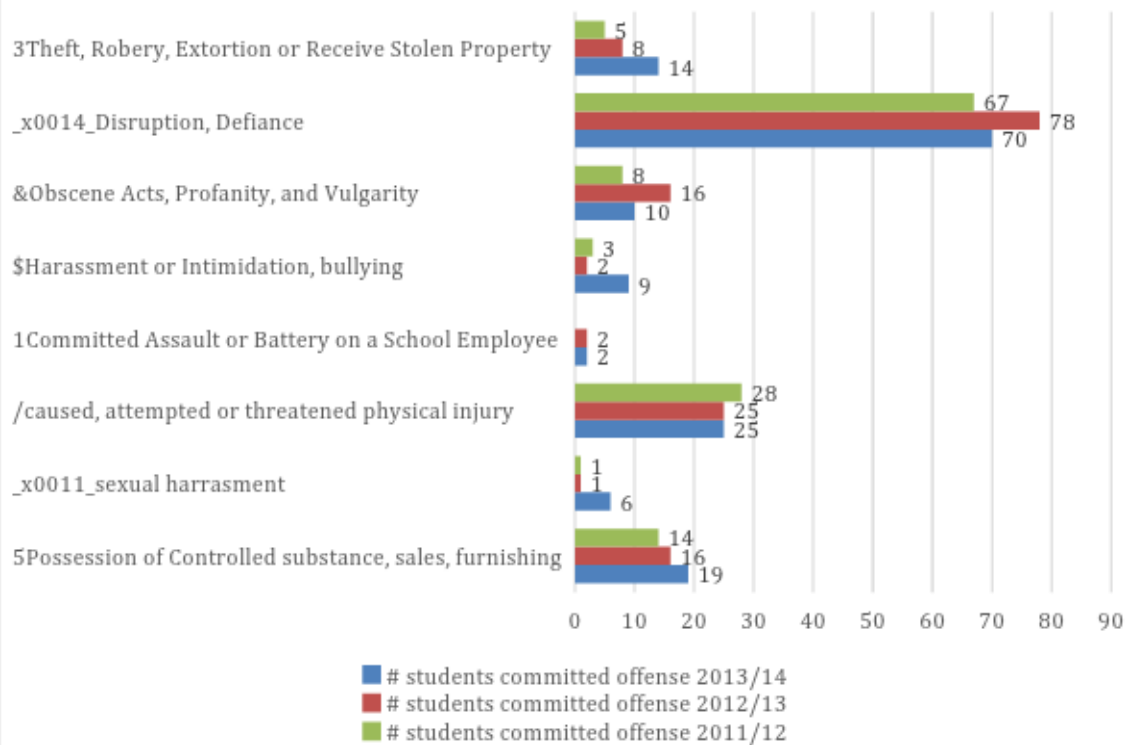
Offenses by 9th Grade Students



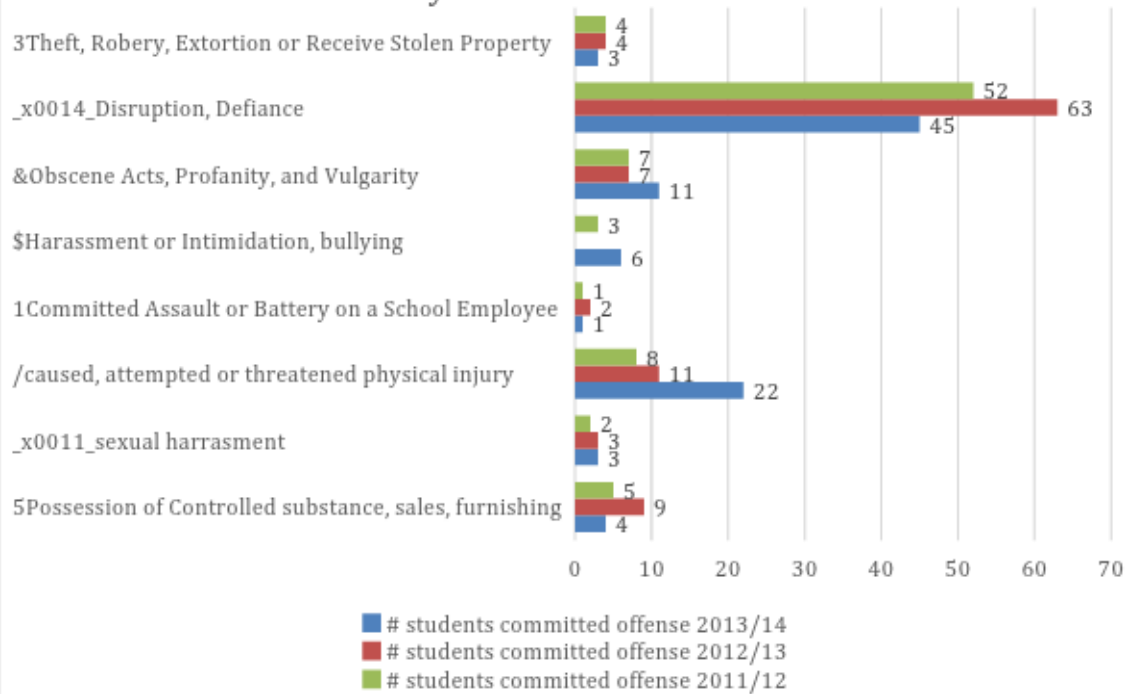
Offenses by 10th Grade Students



Offenses by 11th Grade Students



Offenses by 12th Grade Students



Eastside High School Incidents 2013/2014								
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Category	Total	F	M	9	10	11	12	99
101 Possession/Sale/Furnishing a Firearm/Knife	1	0	1	0	0	1	0	0
102 Possession of an Imitation Firearm	4	1	3	1	2	1	0	0
104 Possession of a Knife/Dangerous Object	13	3	10	2	3	4	3	1
200 Sale of a Controlled Substance CS	6	0	6	0	2	2	2	0
201 Possession of a Controlled Substance CS	50	8	42	2	18	15	12	3
202 Possess/use/sell/furn:CS/Alcohol/Intoxicant	64	16	48	3	32	13	13	3
204 Offer/arrange/neg sale:Drug Paraphernalia	12	1	11	1	5	4	2	0
264 Gang Dress	1	1	0	1	0	0	0	0
268 Gang Writing	5	2	3	3	2	0	0	0
300 Possession/Use of Tobacco Products	12	4	8	1	6	2	3	0
403 Sexual Harassment	24	2	22	2	9	3	9	1
500 Caused Physical Injury	18	7	11	2	8	5	3	0
501 Caused/Attempted/Threatened Physical Injury	254	121	133	39	114	47	37	17
503 Committed Assault/Battery on School Emp	7	4	3	0	5	1	1	0
504 Used Force or Violence	3	1	2	0	1	2	0	0
505 Committed an act of Hate Violence	1	0	1	0	1	0	0	0
506 Harassment/Intimidation	71	27	44	10	32	16	11	2
507 Harassment/Intimidation of a Witness	3	1	2	2	0	1	0	0
510 Obscene Acts, Profanity and Vulgarity	118	44	74	23	51	19	22	3
511 Disruption, Defiance	2105	633	1472	261	906	491	349	98
512 Property Damage	11	1	10	1	6	3	1	0
513 Bullying	34	12	22	4	19	9	2	0
600 Robbery or Extortion	10	0	10	4	3	2	1	0
601 Property Theft	101	28	73	13	51	24	10	3
602 Receiving Stolen Property	48	15	33	2	26	11	7	2

Suspensions	Total	F	M	9	10	11	12	99
100 Suspension	1296	438	858	169	586	296	191	54
110 In-School Suspension	399	93	306	54	163	95	56	31
200 Expulsion	52	4	48	11	24	10	6	1
300 No Suspension or Expulsion	2278	688	1590	75	1052	735	327	89
Period/Block Suspension	1318	427	891	159	702	265	151	41
Saturday SCHOOL	343	118	225	22	146	102	56	17

# Days On/Off Suspension, Saturday School	Total	F	M	9	10	11	12	99
1 Day	427	98	329	62	162	111	63	29
2 Day	361	94	267	62	165	70	46	18

3 Day	218	71	147	20	87	48	46	17
4 Days	36	10	26	6	12	9	7	2
5 Days	631	254	377	69	313	151	82	16
Other	2134	642	1492	67	1027	685	255	10
1 Period	1102	337	765	119	592	229	146	0
2 Periods	399	102	297	56	185	87	66	16
Saturday School	337	116	221	20	142	100	58	5
Discipline Non-State Reportable	1205	426	779	149	562	287	144	17
Off Campus	81	39	42	21	18	19	21	63
Cafeteria	39	10	29	4	23	5	4	2
Classroom	1573	452	1121	200	746	341	236	3
Hallways	184	69	115	23	72	43	33	50
Other	617	237	380	51	219	175	121	13
PE	113	19	94	15	52	28	13	51
40 Other Weapon	15	2	13	2	2	6	4	5

Alternative to Suspensions	Total	F	M	9	10	11	12	99
AngerManagment	1	1	0	0	0	1	0	0
Behavior Contract	9	1	8	0	3	0	2	4
Conference - Warning	84	13	71	10	37	18	3	16
Conflict Resolution	77	43	34	11	44	0	11	11
Power of Choice	3	3	0	1	2	0	0	0
Misc School Infor	Total	F	M	9	10	11	12	99
10 School or District Personnel	4458	1339	3119	313	2205	1127	622	19
10 Stayed in school w/o SPED instruct support	114	16	98	5	46	30	26	1
11 Stayed in school w/ SPED instruct support	806	165	641	77	310	191	205	7
20 Sent home, w/o instruct support	214	50	164	42	68	37	56	23
21 Sent home, w/ instruct support	44	10	34	3	19	7	14	11
300 No Modification	52	4	48	11	24	10	6	1
After School	91	42	49	14	28	23	23	3
Before School	25	18	7	1	6	9	6	3
During School Hours	2719	845	1874	314	1182	651	443	12

Positive Trends:

- As students age, discipline decreases.
- Defiance and Disruption incidents are trending down.

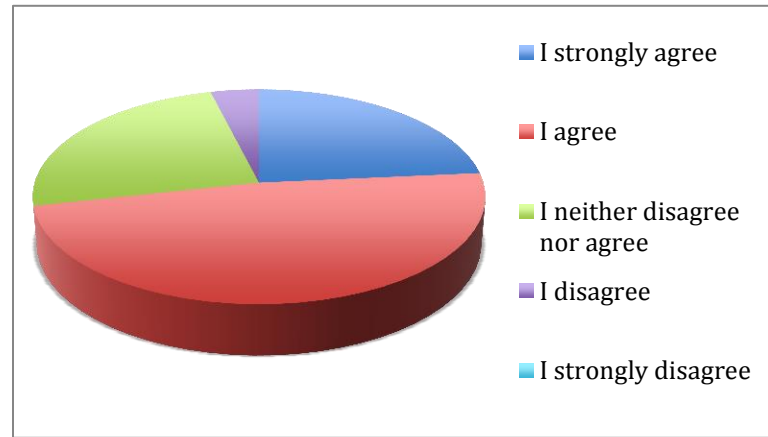
Growth Areas:

- High number of Defiance and Disruption period suspensions.
- 9th and 10th graders receive majority of disciplinary actions.
- African American students have highest rate of discipline among all subgroups.
 - African American students are 30% of population but account for 66% of disciplinary actions.
- 9th grade students account for more fights than other grades.

Teacher Survey Results

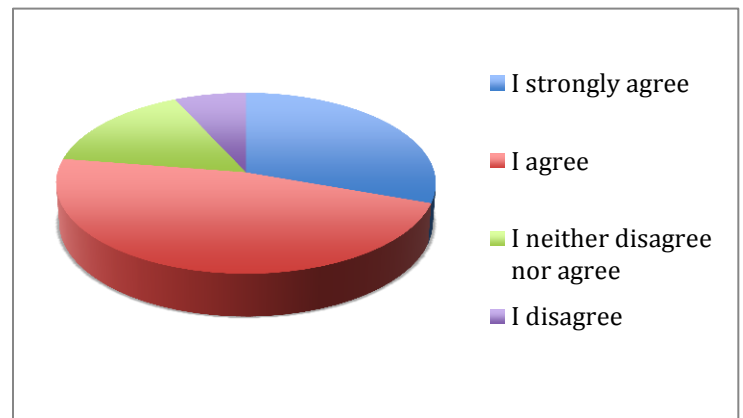
The environment at EHS encourages taking a challenging class schedule.

I strongly agree	24	24%
I agree	49	48%
I neither disagree nor agree	25	25%
I disagree	4	4%
I strongly disagree	0	0%
	102	



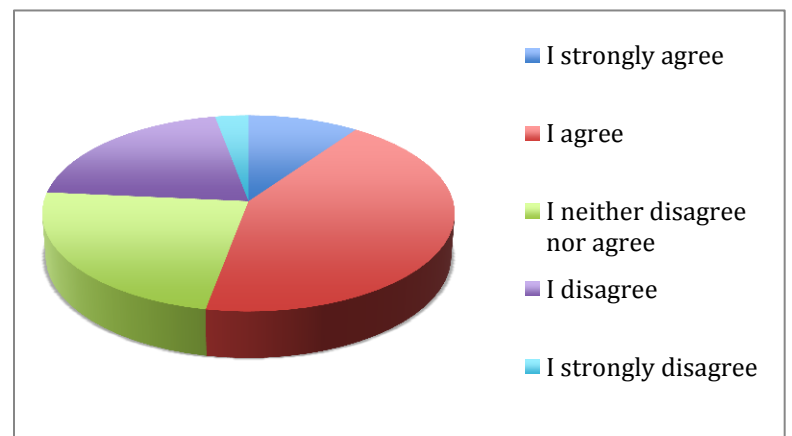
Students have equitable access to honors and advanced placement courses.

I strongly agree	31	30%
I agree	48	47%
I neither disagree nor agree	16	16%
I disagree	7	7%
I strongly disagree	0	0%
	102	



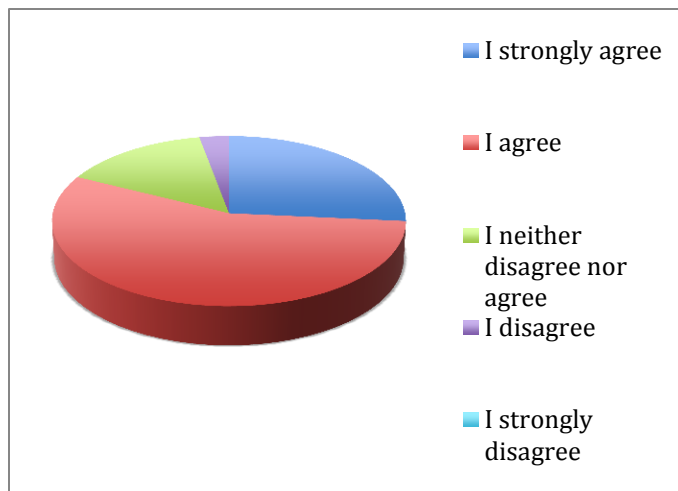
EHS offers the courses that students need to achieve their goals.

I strongly agree	10	10%
I agree	44	43%
I neither disagree nor agree	24	24%
I disagree	21	21%
I strongly disagree	3	2%
	102	



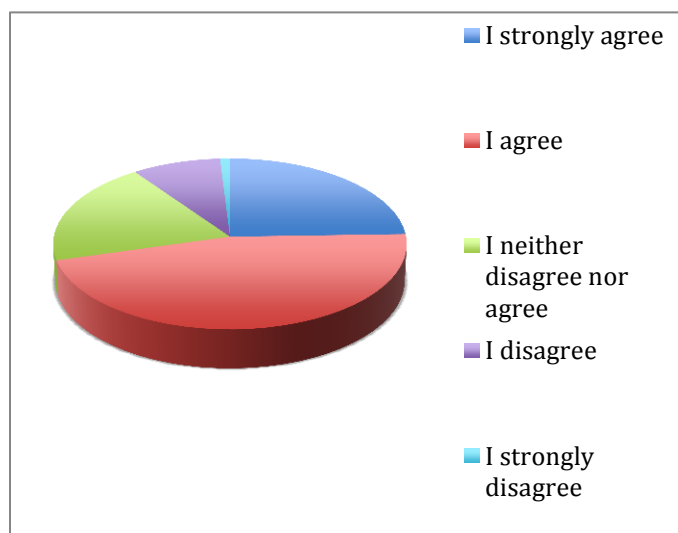
Students perform a wide variety of activities in classes such as presentations, projects, group assignments, experiments, and written reports.

I strongly agree	27	27%
I agree	57	56%
I neither disagree nor agree	15	15%
I disagree	3	3%
I strongly disagree	0	0%
	102	



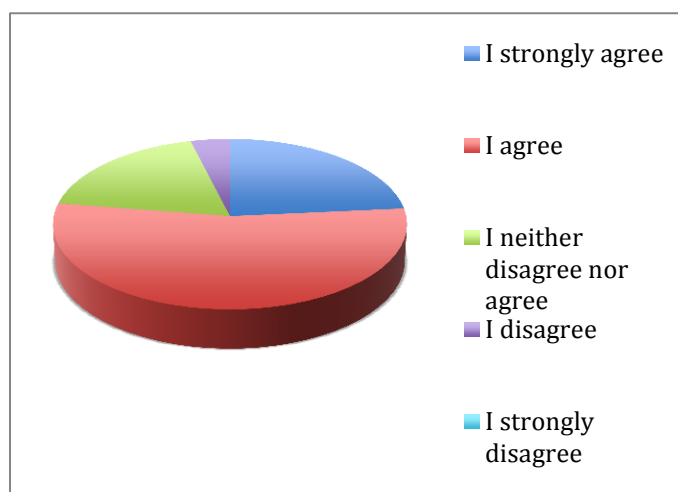
Students are able to use technology (web research, presentations, content -based software, excel, web projects, video production, etc.) in class.

I strongly agree	25	24%
I agree	47	46%
I neither disagree nor agree	20	20%
I disagree	9	9%
I strongly disagree	1	1%
	102	



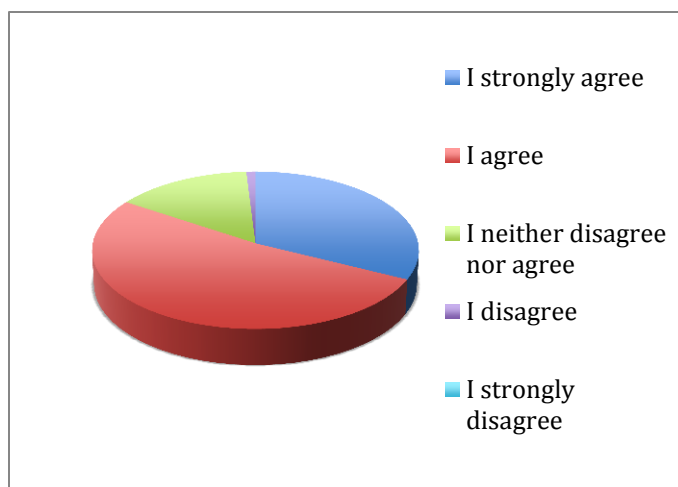
Students feel comfortable asking questions in class.

I strongly agree	24	23%
I agree	55	54%
I neither disagree nor agree	19	19%
I disagree	4	4%
I strongly disagree	0	0%
	102	



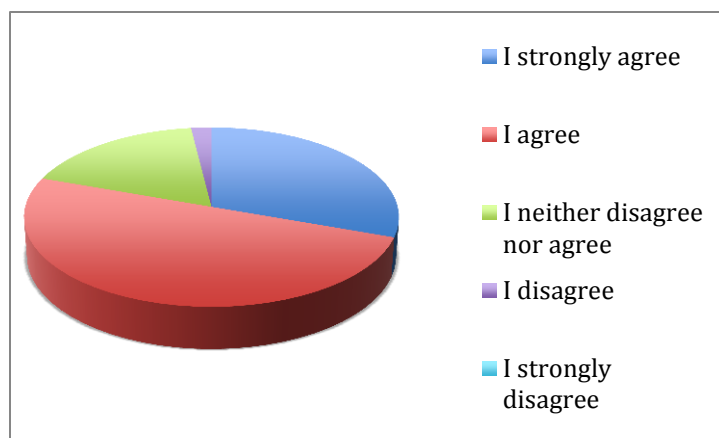
I provide sufficient feedback on student performance in class.

I strongly agree	33	32%
I agree	53	52%
I neither disagree nor agree	15	15%
I disagree	1	1%
I strongly disagree	0	0%
	102	



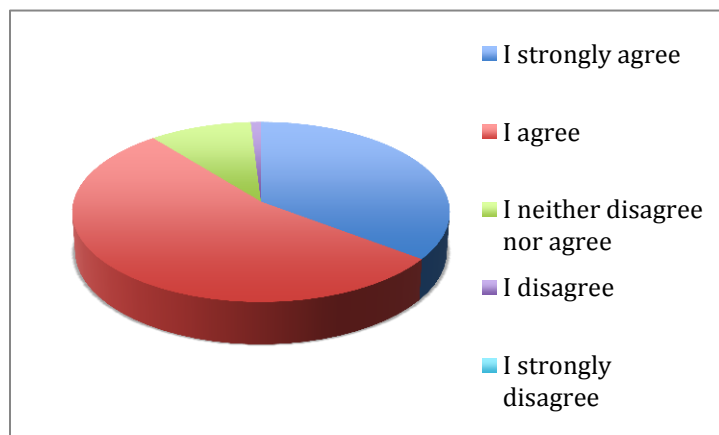
In my class, I make cross -curricular connections.

I strongly agree	31	30%
I agree	51	50%
I neither disagree nor agree	18	18%
I disagree	2	2%
I strongly disagree	0	0%
	102	



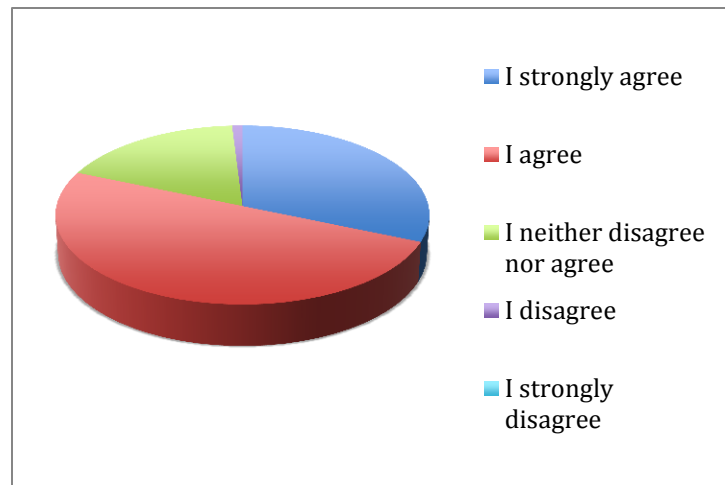
I use a variety of tools to assess student achievement

I strongly agree	36	35%
I agree	55	54%
I neither disagree nor agree	10	10%
I disagree	1	1%
I strongly disagree	0	0%
	102	



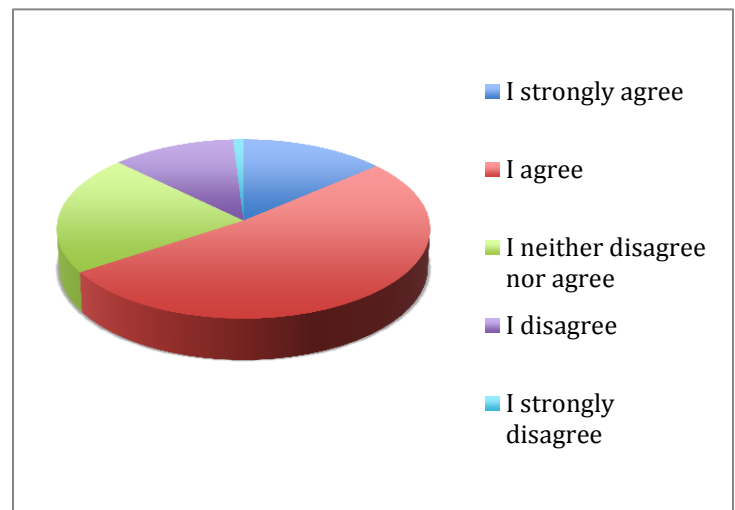
I provide assessment results in a reasonable amount of time.

I strongly agree	32	31%
I agree	51	50%
I neither disagree nor agree	18	18%
I disagree	1	1%
I strongly disagree	0	0%
	102	



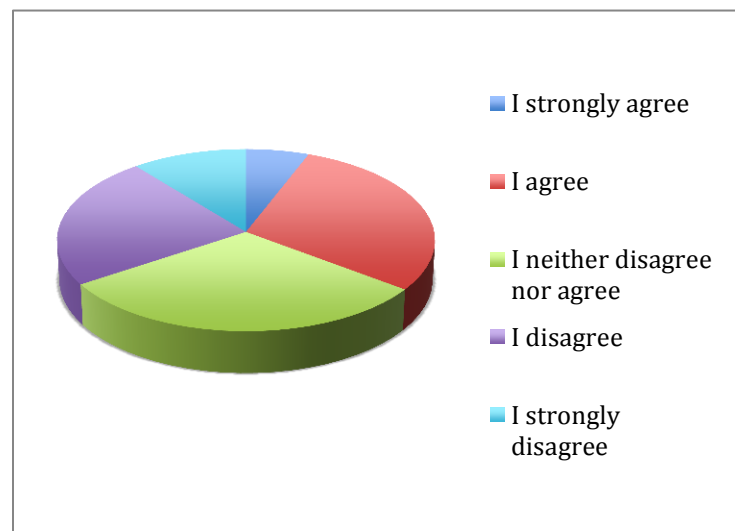
The EHS campus is safe.

I strongly agree	14	13%
I agree	53	52%
I neither disagree nor agree	22	22%
I disagree	12	12%
I strongly disagree	1	1%
	102	



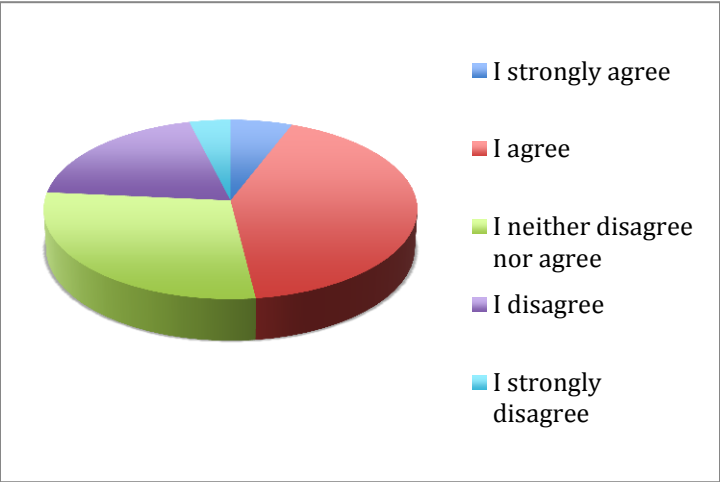
Students at EHS treat one another with respect.

I strongly agree	6	6%
I agree	30	29%
I neither disagree nor agree	31	30%
I disagree	24	24%
I strongly disagree	11	11%
	102	



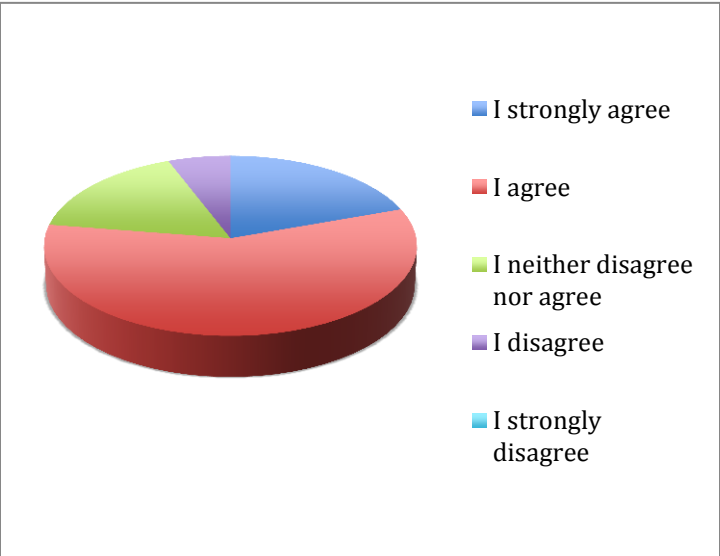
Students at EHS treat the staff with respect.

I strongly agree	6	6%
I agree	43	42%
I neither disagree nor agree	29	28%
I disagree	20	20%
I strongly disagree	4	4%
	102	



Teachers at EHS treat the students with respect.

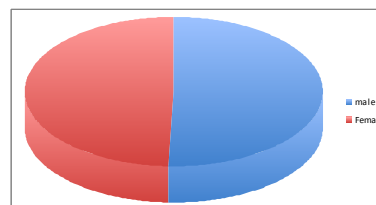
I strongly agree	20	19%
I agree	59	58%
I neither disagree nor agree	17	17%
I disagree	6	6%
I strongly disagree	0	0%
	102	



Student Survey Results

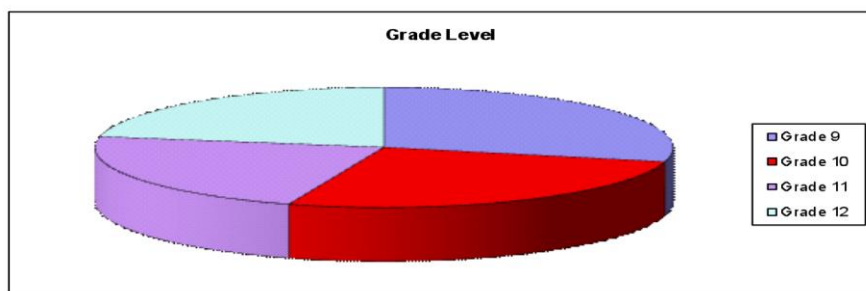
Gender

Male	285
Female	279



Grade Level

Grade 9	163	29%
Grade 10	149	26%
Grade 11	127	23%
Grade 12	125	22%

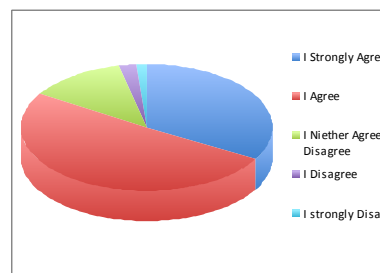


TEACHERS

Speech

(Teachers Model Professional Behaviors)

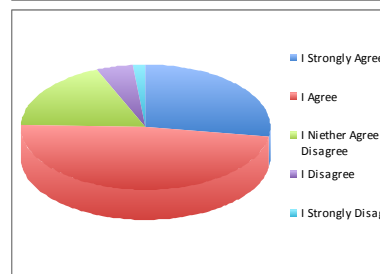
I Strongly Agree	191	33%
I Agree	289	51%
I Neither Agree Nor Disagree	72	12%
I Disagree	12	2%
I strongly Disagree	8	1%



Attendance

(Teachers Model Professional Behavior)

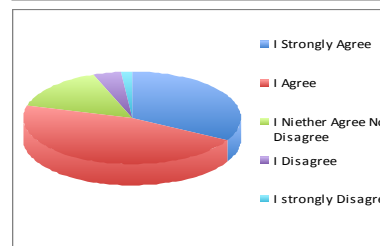
I Strongly Agree	158	28%
I Agree	274	48%
I Neither Agree Nor Disagree	103	18%
I Disagree	27	5%
I Strongly Disagree	10	2%



Preparedness

(Teachers Model Professional Behaviors)

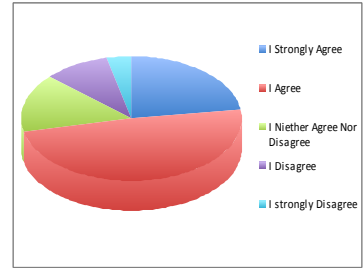
I Strongly Agree	189	33%
I Agree	264	46%
I Neither Agree Nor Disagree	86	15%
I Disagree	24	4%
I strongly Disagree	9	2%



Teachers

(EHS has enough staff to meet the needs of all students)

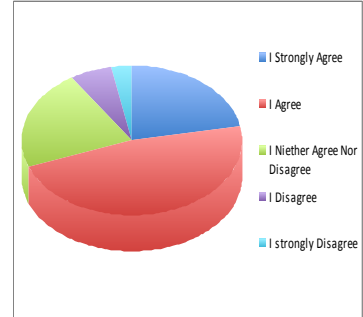
I Strongly Agree	130	23%
I Agree	280	49%
I Neither Agree Nor Disagree	86	15%
I Disagree	56	10%
I strongly Disagree	20	3%



ADMINISTRATION

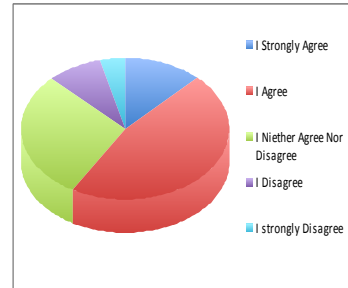
Administration (EHS has enough staff to meet the needs of all students)

I Strongly Agree	125	22%
I Agree	271	47%
I Neither Agree Nor Disagree	123	22%
I Disagree	35	6%
I strongly Disagree	18	3%



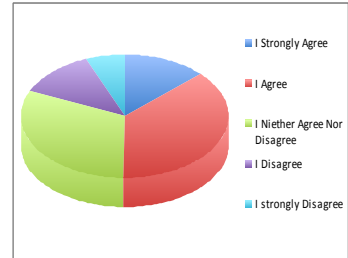
The Administration at EHS provides good leadership.

I Strongly Agree	70	12%
I Agree	264	46%
I Neither Agree Nor Disagree	167	29%
I Disagree	49	9%
I strongly Disagree	22	4%



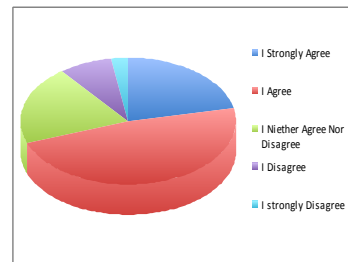
The administration at EHS is accessible to students to address comments and concerns about the school.

I Strongly Agree	75	13%
I Agree	212	37%
I Neither Agree Nor Disagree	180	31%
I Disagree	70	12%
I strongly Disagree	35	6%



The administration is visible on campus during the school day.

I Strongly Agree	124	22%
I Agree	274	48%
I Neither Agree Nor Disagree	113	20%
I Disagree	47	8%
I strongly Disagree	14	2%

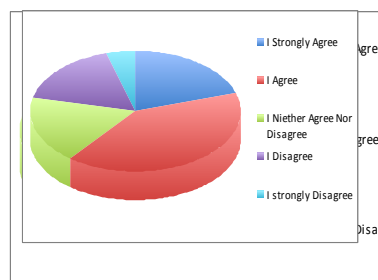


COUNSELING

Counselors

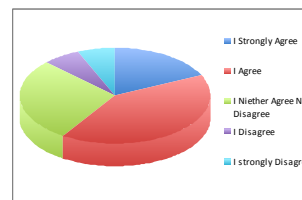
(EHS has enough staff to meet the needs of all students)

I Strongly Agree	114	19%
I Agree	233	41%
I Neither Agree Nor Disagree	103	18%
I Disagree	96	17%
I strongly Disagree	26	5%



The counselors are helpful when I approach them.

I Strongly Agree	104	18%
I Agree	234	41%
I Neither Agree Nor Disagree	161	28%
I Disagree	37	6%
I strongly Disagree	36	6%

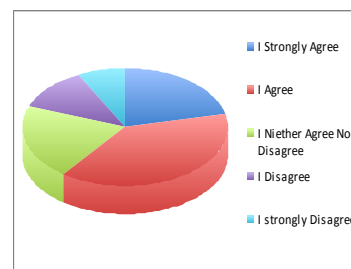


CLASSIFIED STAFF

Security

(EHS has enough staff to meet the needs of all students)

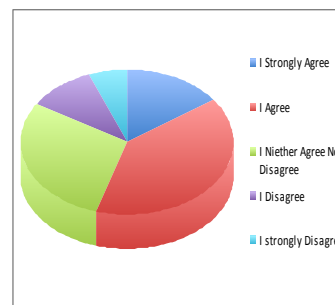
I Strongly Agree	122
I Agree	222
I Neither Agree Nor Disagree	119
I Disagree	66
I strongly Disagree	43



Support Staff

(EHS has enough staff to meet the needs of all students)

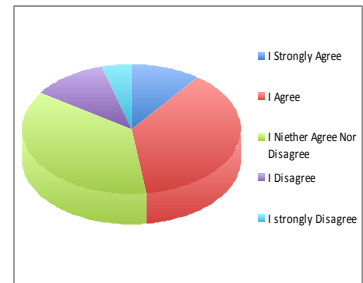
I Strongly Agree	86
I Agree	227
I Neither Agree Nor Disagree	167
I Disagree	58
I strongly Disagree	34



ACCESS TO RIGOROUS COURSES

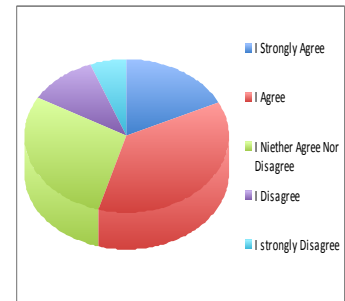
Classes at EHS are challenging.

I Strongly Agree	59	10%
I Agree	214	37%
I Neither Agree Nor Disagree	210	37%
I Disagree	63	11%
I strongly Disagree	26	5%



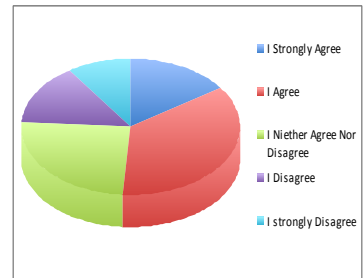
EHS prepares students for college.

I Strongly Agree	102	18%
I Agree	209	37%
I Neither Agree Nor Disagree	165	29%
I Disagree	62	11%
I strongly Disagree	34	6%



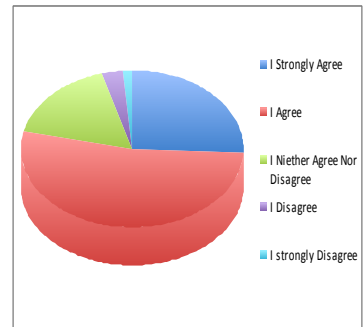
EHS offers the courses that students need to achieve
Their career goals.

I Strongly Agree	88	15%
I Agree	205	36%
I Neither Agree Nor Disagree	143	25%
I Disagree	82	14%
I strongly Disagree	54	9%



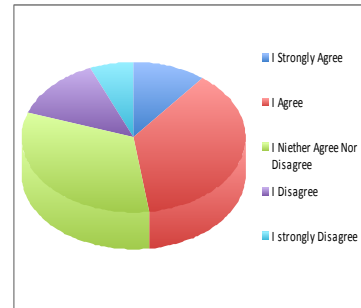
Students have equitable access to honors and
advanced placement courses.

I Strongly Agree	148	26%
I Agree	302	53%
I Neither Agree Nor Disagree	97	17%
I Disagree	17	3%
I strongly Disagree	8	1%



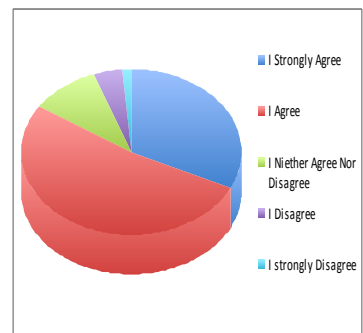
The Environment at EHS encourages taking a challenging class schedule.

I Strongly Agree	60	10%
I Agree	213	37%
I Neither Agree Nor Disagree	186	33%
I Disagree	77	13%
I strongly Disagree	36	6%



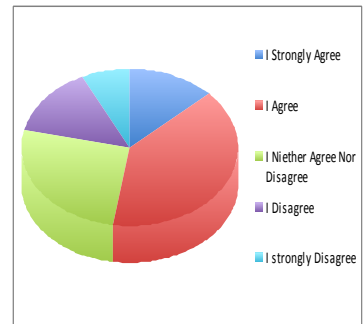
My teachers provide sufficient feedback on my performance in class.

I Strongly Agree	74	13%
I Agree	227	40%
I Neither Agree Nor Disagree	148	26%
I Disagree	81	14%
I strongly Disagree	42	7%



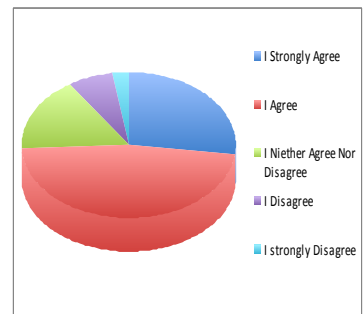
I understand the sequencing of courses and graduation requirements.

I Strongly Agree	185	32%
I Agree	297	52%
I Neither Agree Nor Disagree	58	10%
I Disagree	24	4%
I strongly Disagree	8	1%



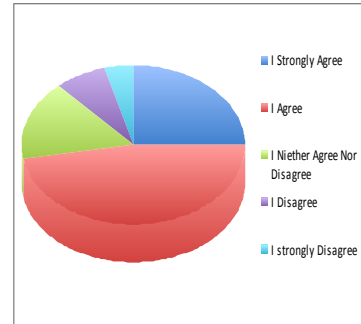
Students perform a wide variety of activities in classes such as presentations, projects, group assignments, experiments, and written reports.

I Strongly Agree	154	27%
I Agree	270	47%
I Neither Agree Nor Disagree	95	17%
I Disagree	38	7%
I strongly Disagree	15	3%



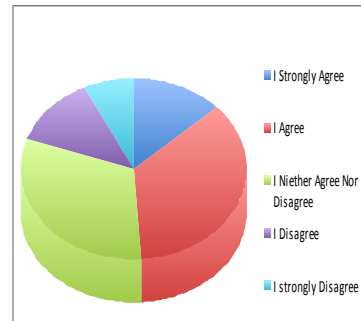
Students use technology (web, research, presentations, content-based software, excel, web projects, video production, etc.) in class.

I Strongly Agree	143	25%
I Agree	270	47%
I Neither Agree Nor Disagree	92	16%
I Disagree	43	8%
I strongly Disagree	24	4%



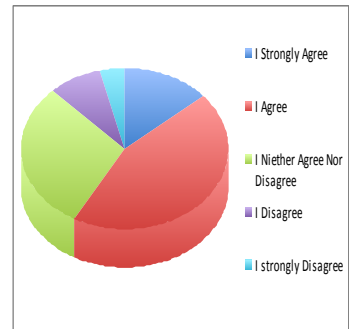
Students feel comfortable asking questions in class.

I Strongly Agree	75	13%
I Agree	204	36%
I Neither Agree Nor Disagree	180	31%
I Disagree	72	13%
I strongly Disagree	41	7%



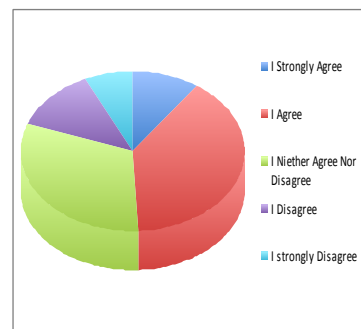
My teachers provide assessment results in a reasonable amount of time.

I Strongly Agree	55	10%
I Agree	226	40%
I Neither Agree Nor Disagree	179	31%
I Disagree	72	13%
I strongly Disagree	40	7%



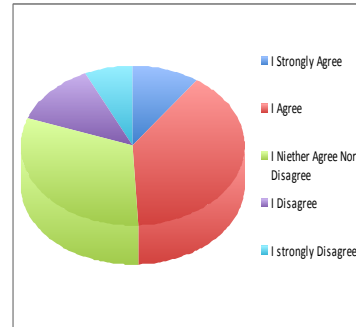
My teachers use a variety of tools to assess student's achievement.

I Strongly Agree	78	14%
I Agree	254	44%
I Neither Agree Nor Disagree	170	30%
I Disagree	48	8%
I strongly Disagree	22	4%



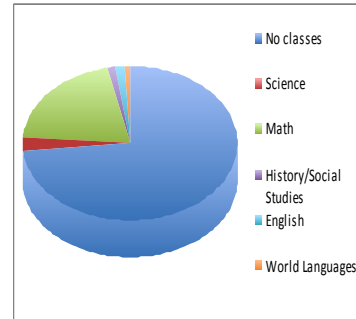
In my class, we make cross curricular connections.
In other words: in my classes, I use skills that I have learned in other subjects.

I Strongly Agree	79	14%
I Agree	305	53%
I Neither Agree Nor Disagree	118	21%
I Disagree	44	8%
I strongly Disagree	26	5%



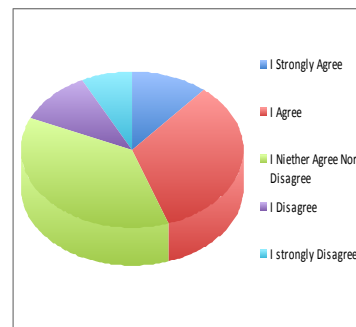
I used the tutoring program to help me in _____.

No classes	419	73%
Science	17	3%
Math	117	20%
History/Social Studies	6	1%
English	9	2%
World Languages	4	1%



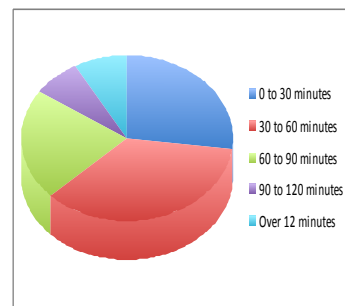
Classes with the same subject area (examples: all geometry classes, all chemistry classes, all English 11 classes, etc.) have a consistent workload, regardless of teacher.

I Strongly Agree	63	11%
I Agree	190	34%
I Neither Agree Nor Disagree	208	37%
I Disagree	61	11%
I strongly Disagree	42	7%



The average amount of time I spend on homework per night is:

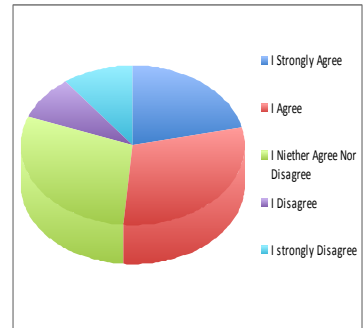
0 to 30 minutes	154	27%
30 to 60 minutes	200	35%
60 to 90 minutes	123	22%
90 to 120 minutes	43	8%
Over 12 minutes	45	8%



CAMPUS

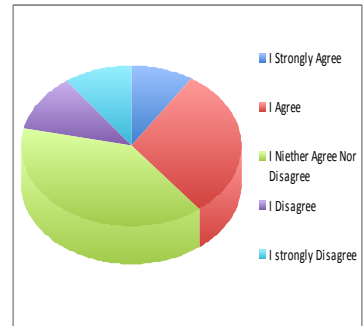
Students have pride in EHS

I Strongly Agree	122	21%
I Agree	172	30%
I Neither Agree Nor Disagree	169	30%
I Disagree	51	9%
I strongly Disagree	58	10%



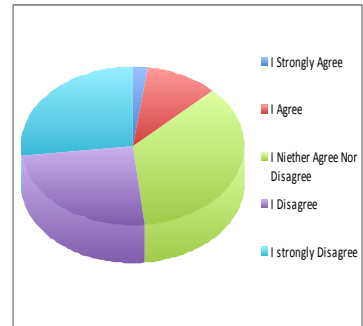
The EHS campus is safe.

I Strongly Agree	52	9%
I Agree	173	30%
I Neither Agree Nor Disagree	224	39%
I Disagree	66	12%
I strongly Disagree	57	10%



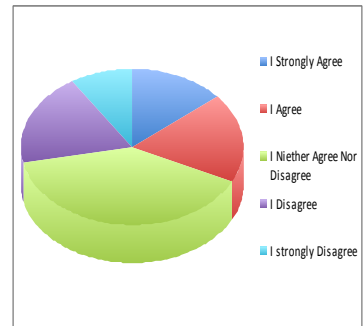
Students at EHS treat one another with respect.

I Strongly Agree	12	2%
I Agree	61	11%
I Neither Agree Nor Disagree	204	36%
I Disagree	141	25%
I strongly Disagree	154	27%



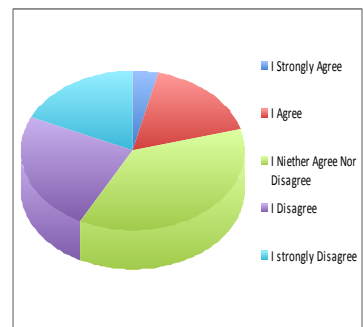
Bullying is an issue at EHS.

I Strongly Agree	79	14%
I Agree	105	18%
I Neither Agree Nor Disagree	226	40%
I Disagree	109	19%
I strongly Disagree	53	9%



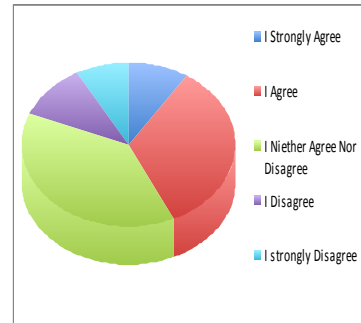
Students at EHS treat the staff with respect.

I Strongly Agree	20	3%
I Agree	97	17%
I Neither Agree Nor Disagree	214	37%
I Disagree	138	24%
I strongly Disagree	103	18%



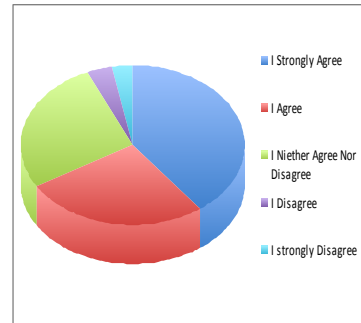
Teachers at EHS treat the students with respect.

I Strongly Agree	52	9%
I Agree	194	34%
I Neither Agree Nor Disagree	218	38%
I Disagree	62	11%
I strongly Disagree	46	8%



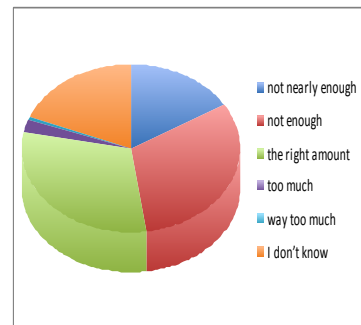
Students at EHS are stressed.

I Strongly Agree	227	40%
I Agree	153	27%
I Neither Agree Nor Disagree	154	27%
I Disagree	21	4%
I strongly Disagree	17	3%



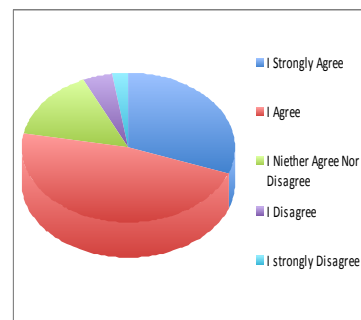
EHS students have _____ influence on the school decisions.

not nearly enough	93	16%
not enough	181	32%
the right amount	172	30%
too much	14	2%
way too much	4	1%
I don't know	108	19%

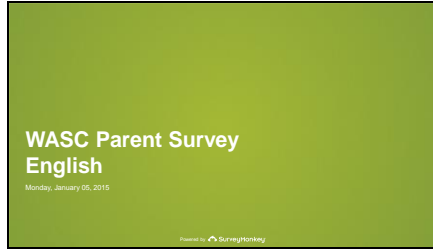


EHS students and parents have adequate access to view student grades.

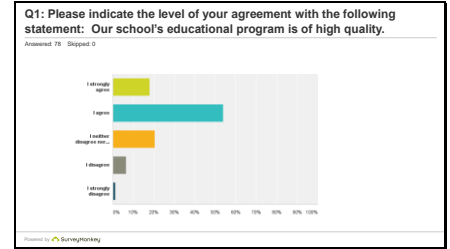
I Strongly Agree	174	30%
I Agree	272	48%
I Neither Agree Nor Disagree	86	15%
I Disagree	25	4%
I strongly Disagree	15	3%



Slide 1



Slide 3



Slide 2



Slide 4

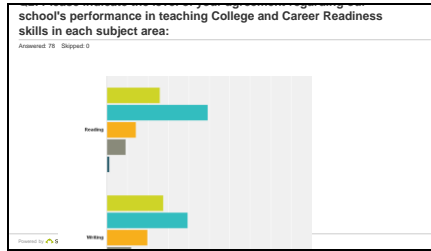
Q1: Please indicate the level of your agreement with the following statement: Our school's educational program is of high quality.

Answered: 78 Skipped: 0

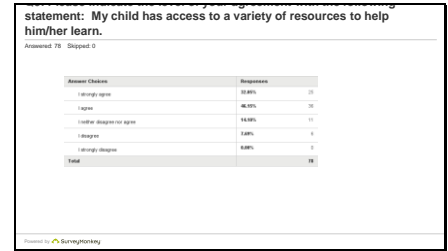
Answer Choices	Percentage	Count
I strongly agree	13.00%	10
I agree	53.00%	42
I neither disagree nor agree	24.00%	19
I disagree	8.00%	6
I strongly disagree	2.00%	2
Total		78

Powered by SurveyMonkey

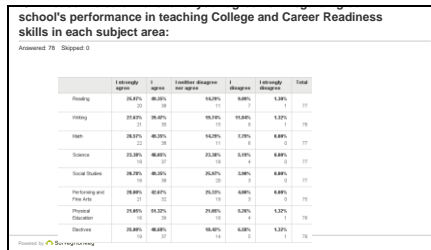
Slide 5



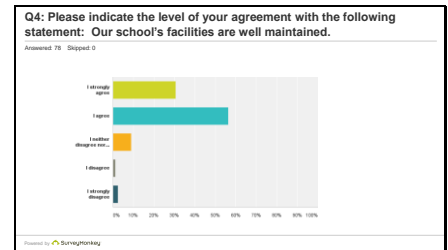
Slide 8



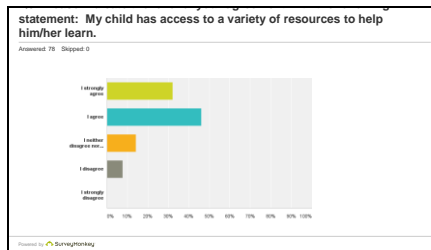
Slide 6



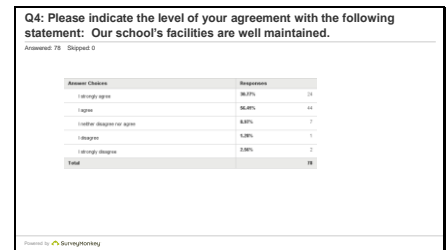
Slide 9



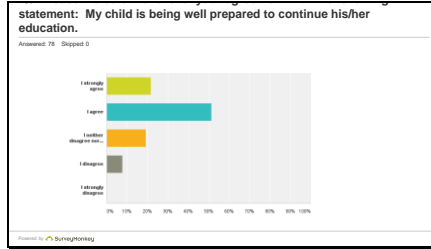
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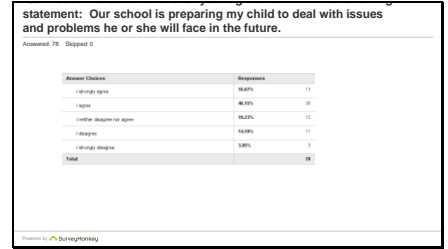
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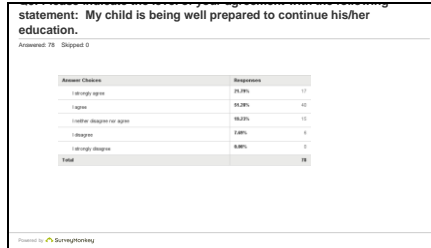
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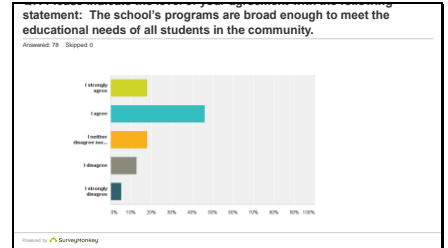
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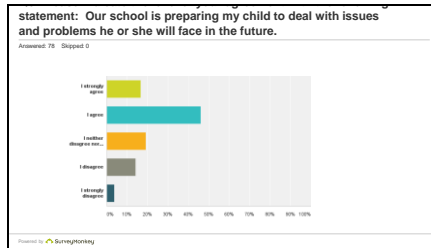
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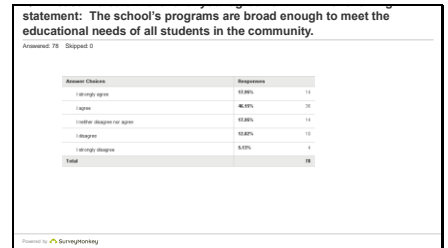
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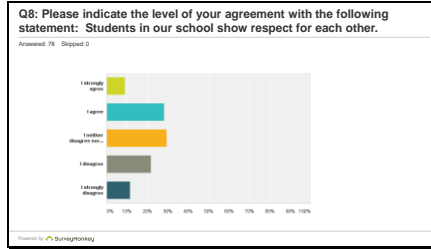
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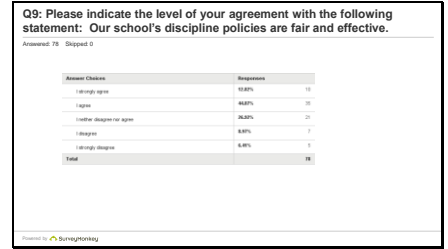
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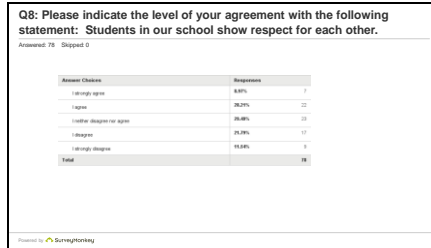
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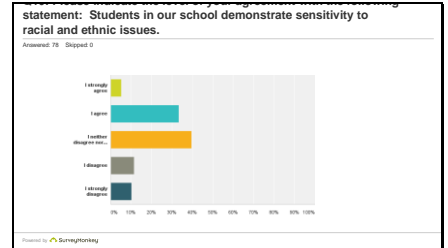
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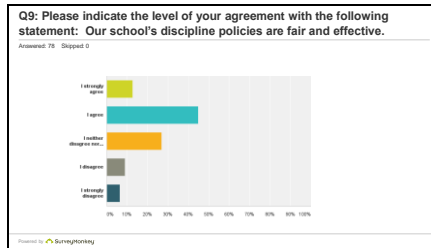
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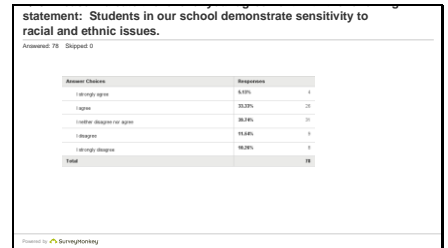
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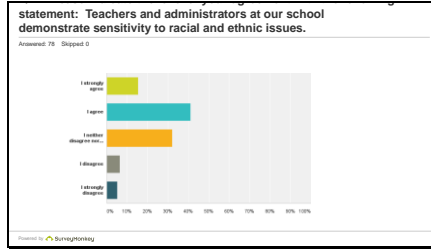
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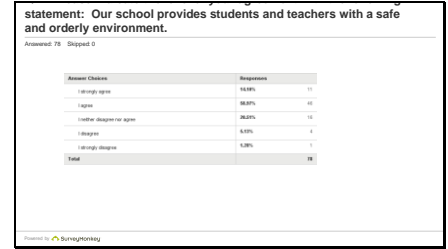
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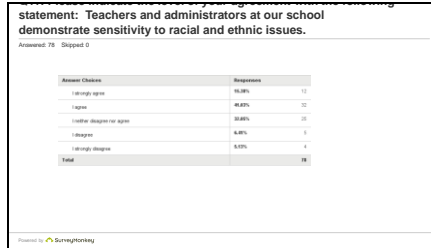
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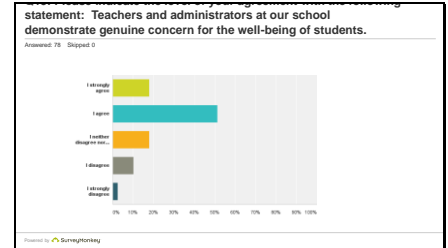
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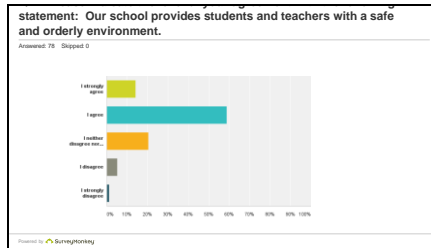
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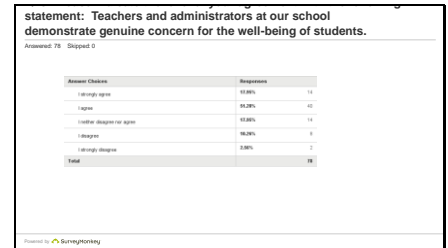
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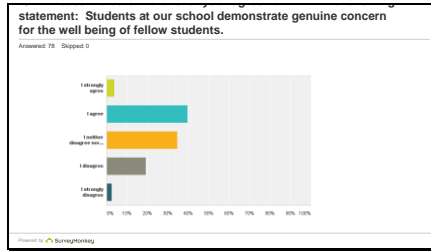
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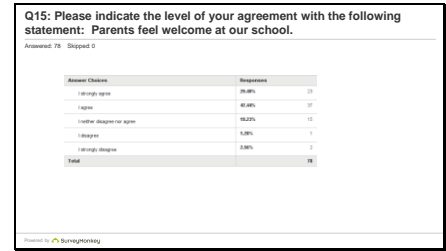
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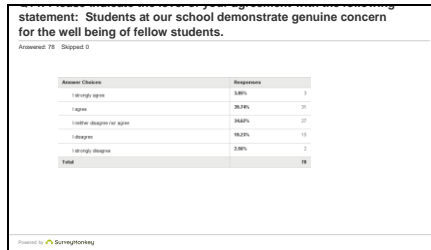
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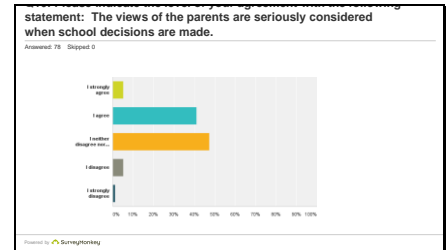
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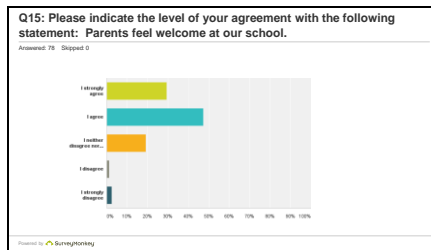
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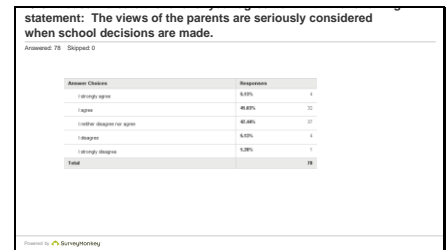
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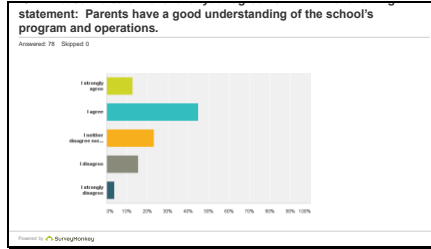
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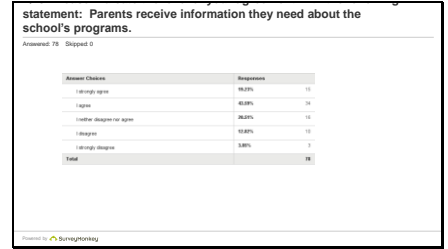
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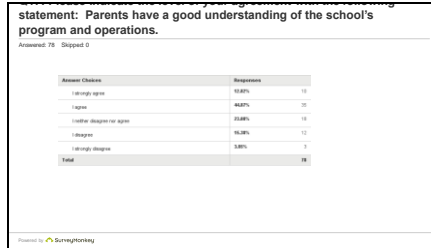
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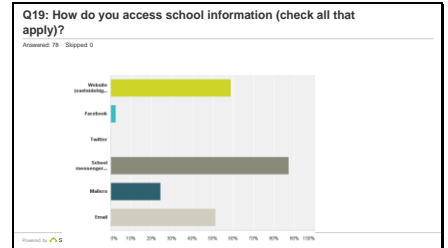
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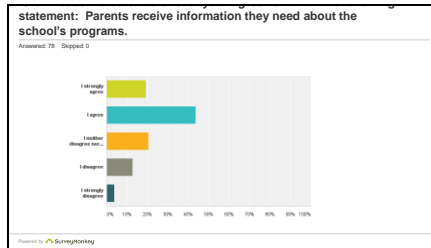
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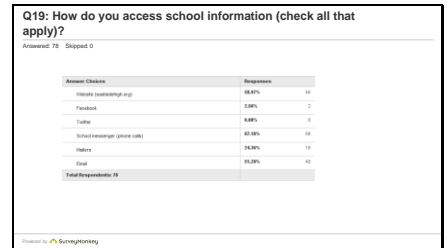
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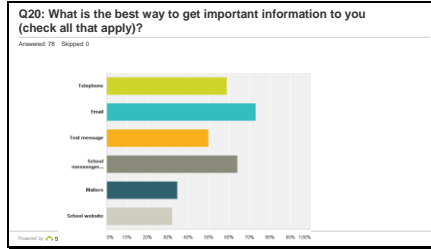
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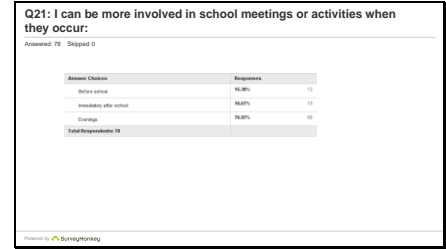
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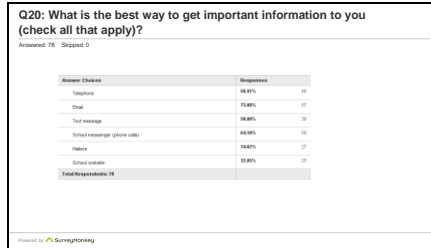
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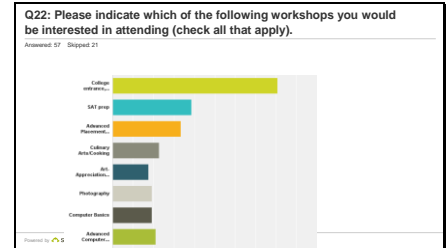
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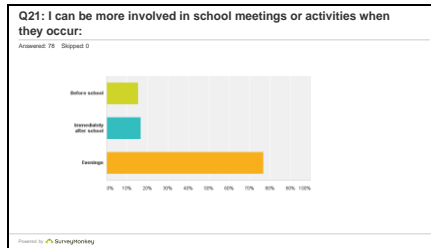
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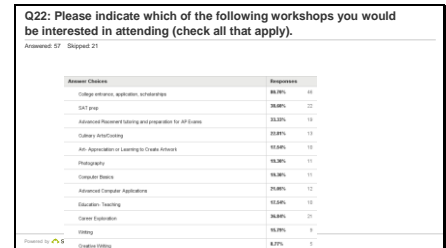
Slide 45



Slide 43



Slide 46



School Specific Terms

ILC - Instructional Leadership Committee

SLC - Student Leadership Council

PBIS-Positive Behavioral Intervention Support Program

ESS- Essential Skills for Success



Eastside High School

2014-2015 School Year

Bell Schedule

Regular Days - Mon., Tue., Thurs., and Fri

	6:40	
Period 0	6:44 - 7:39	55 minutes
Period 1	7:45 - 8:46	61 minutes
Period 2	8:52 - 9:53	61 minutes
Snack	9:53 - 10:03	10 minutes
Period 3	10:09 - 11:10	61 minutes
4A Lunch	11:10 - 11:40	30 minutes
Period 4A	11:46 - 12:47	61 minutes
Period 4B	11:16 - 12:17	61 minutes
4B Lunch	12:17 - 12:47	30 minutes
Period 5	12:53 - 1:54	61 minutes
Period 6	2:00 - 3:01	61 minutes

Early Release Day every Wednesday

First Bell	6:40	
Period 0	6:44 - 7:39	55 minutes
Period 1	7:45-8:32	47 minutes
Period 2	8:38-9:15	37 minutes
Snack	9:15-9:25	10 minutes
Period 3	9:31-10:08	37 minutes
4A Lunch	10:08-10:38	30 minutes
Period 4A	10:44-11:21	37 minutes
Period 4B	10:14-10:51	37 minutes
4B Lunch	10:51-11:21	30 minutes
Period 5	11:27-12:04	37 minutes
Period 6	12:10-12:47	37 minutes

School Holidays

Labor Day Holiday	September 1
Veterans Day Holiday	November 11
Thanksgiving Holidays	Nov. 24 - 28
Winter Break	Dec. 22 - Jan. 9
Martin Luther King Jr.	January 19
Presidents' Day	February 16
Spring Break	March 23 - 27
Memorial Day	May 25

Early Release Days for Prof. Development:

Thursdays	August 28
	September 25
	October 30
	February 5

School dismisses at 12:47 p.m. on these days.

Semester Finals Schedules

Semester Finals Day 1 ~ Dec. 17 and May 27

First Bell	6:40	
Period 0	6:44 - 7:39	55 minutes
Period 1	7:45 - 9:45	120 minutes
Period 4	9:51 - 11:51	120 minutes
Lunch	11:51 - 12:21	30 minutes

Semester Finals Day 2 ~ Dec. 18 and May 28

First Bell	6:40	
Period 0	6:44 - 7:39	55 minutes
Period 2	7:45 - 9:45	120 minutes
Period 5	9:51 - 11:51	120 minutes
Lunch	11:51 - 12:21	30 minutes

Semester Finals Day 3 ~ Dec. 19 and May 29

First Bell	6:40	
Period 0	6:44 - 7:39	55 minutes
Period 3	7:45 - 9:45	120 minutes
Period 6	9:51 - 11:51	120 minutes
Lunch	11:51 - 12:21	30 minutes

Lunch

A Lunch 101-135, 141, 142, 146-147, 149, 152, 201-214, 248, 404-406, 501-504

B Lunch 136-140, 143-145, 148, 215-282, PE

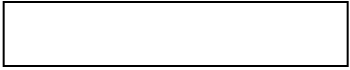
Rooms

Minimum Days

Dec. 17, 18, and 19	Semester Finals
May 27, 28, and 29	Semester Finals

Important Dates

First Day of School	August 11
Back to School Night	September 4
WASC Visit	March 2, 3, 4
CAHSEE Census - Gr. 10	March 17 and 18
Last Day of School	May 29



1/7/15	EASTSIDE HIGH SCHOOL - Spring 2014-15 3200 E. Avenue J-8 * Lancaster, CA 93535 * (661) 946-3800 Kristen Tepper, Principal * John Najar, Assistant Principal * Charae Anderson, V.P. * John Kleespies, V.P. * Lisa Schmidt, V.P.									
	DEPT/TEACHER	Room	EL	Per 0/7	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
ENGLISH:										
Berryman, Libby	231-B	x		EL Beg/Inter	EL Beg/Inter	Eng 10	Eng 10 Honors	Eng 10 Honors	Eng 10	
Brown, Elizabeth	227-B	x		Eng 12 AP	Eng 12 AP	Link Crew	Link Crew	Eng 10	AVID 1	
Dabo, Jill	233-B	x			Eng 11 AP	Eng 11 AP	Eng 11 AP			
Ferguson, Chris	216-B	x		EL Coordinator	EL Coordinator	Eng 9 (s)	Lit Support	Eng 12 AP	Eng 12 AP	
Harrison-Gordon, Judy	228-B	x		Eng 12	Eng 12	Eng 12	Eng 10	Eng 12	Eng 10	
Marshall, Kelli	219	x		Eng 10	Eng 10 Honors	Eng 10	Conference	AVID 1	AVID 1	
Morris, Nancy	235-B	x		Eng 9 (s) EL	Lit Support	Eng 9	Eng 9	Eng 9	Conference	
Perez, Annamarie	232-B	x		Eng 9 (s)	Lit Support	Eng 11	Eng 11	Eng 11 AP	Eng 11 AP	
Pruitt, Lindsey	149-A	x	Th Prod P7		Eng 10 H (Rm 136)	Eng 10 H (Rm 136)	Drama 1	Drama 1	Drama 2/3	
Rivas, Ryan	217-B	x		Speech	Conference	Eng 12	Eng 12	Eng 12	Eng 12	
Rouzer-Squyres, Lyndsay	117-B	x		Eng 9	Instructional Coach	Instructional Coach	ASB	Activities	Eng 9 Honors	
Tilton, James	220-B	x		Eng 9 Honors	Eng 9 Honors	Eng 9 Honors	Eng 9 (s)	Lit Support	Eng 9 Honors	
Sova, Shannon	226-B			Eng 9	Eng 9	Eng 9	Eng 9 Honors	Conference	Eng 9	
Villegas, Allyson	229-B	x		Creative Writing	Conference	Eng 11	Eng 10	Eng 10	Eng 10	
Zimmerman, Amanda	230-B	x		Eng 11	Eng 11	Eng 9 Honors	Eng 11	Eng 11	Conference	
FOR LANG:										
Andrade, Horacio	237-B	x		Spanish SpSk 1	Spanish 2	Spanish 1	Spanish 2	Spanish 1	Spanish 1	
Gottschalk, Monica	236-B	x		Spanish 2	Spanish 2	Spanish 2	Spanish SpSk 2	Spanish 3	Spanish SpSk 2	
Lyles, Morgann	234-B	x		French 2	French 1	Conference	French 2H/3	French 1 Honors	French 1	
Reynoso, Roberto	238-B	x	Spanish 2 p0	Spanish 1H	AP Spanish	Spanish 1H	Spanish 2H	Spanish SpSk 1		
MATH:										
Lundy, Jessica	210-A	x	Team Alg 1	Alg 2	Conference	Alg 1	AVID 1	Alg 1	Alg 2	
Butzke, David	105-A	x	Team Alg 1	Calc AB	AVID 1	Calc AB	Alg 1	AVID 2	Alg 1	
Croy, Trudi	201-A	x		Geo Fr	Geo Fr	Geometry	Geometry Fr cooper	Geometry	Geometry	
Cuevas, Nancy	207-A	x		AVID 2	AVID 2	Geometry	Geometry	AP Stats	Geometry	

Dabo, Mitch	214-A	x		Alg 1 (CM)	Alg 1 (CM)	Alg 2 speno	Alg 2	Alg 1 (CM)	Alg 2
Dunn, Lloyd	205-A	x		CAHSEE Math	Calc BC	Calc AB	Calc AB	Calc BC	Calc AB
Elizondo, Alex	146-A	x	Team Alg 1	Alg 1	Conference	Geometry Fr	Alg 1	Alg 1	Alg 1
Haworth, Ben	202-A	x	Team Alg 1	Alg 2	Conference	Alg 2	Alg 1	Alg 1	Alg 1
Nish, Jessica	204-A	x		Alg2/Trig cooper	Alg 2	Geometry	Geometry	Alg2/Trig cooper	Alg 2 Freshman
Perez, Sam	147-A	x	Team Alg 1	Instructional Coach	Instructional Coach	Alg 1	Alg 1	Alg 1 (S)	Alg 1 Support
Speno, John	114-A	x		Alg 2	Trig/Pre Cal	Trig/Pre Cal coop	Trig/Pre Cal	Trig/Pre Cal	Trig/Pre Cal
Zear, Ken	213	x		Intro Stats	CAHSEE Elect	CAHSEE Elect	Conference	CAHSEE Math	Intro Stats
SCIENCE:									
Cleveland, Jill	119-A	x		Biomed	Biomed	Biomed	Biomed	Conference	Biology AP
Frakes, Ryan	129-A			Biology 9	Biology 9	Biology 9	Biology 9	Conference	Biology 9
Gomez, Gil	118	x	Athletic Director P6	Human Body	Human Body	Instructional Coach	Instructional Coach	Human Body	Athletic Director
Hall, Melody	125	x		Chemistry	Chemistry	Chemistry Honors	Conference	Chemistry Honors	Chemistry
Hampton, Mendy	133-A	x		Biology Honors	Biology Honors	Biology 9	Biology Honors	Conference	Biology R
Irish, Amanda	120-A	NO		Anatomy Phys	Anatomy Phys	Anatomy Phys	Anatomy Phys	Biology 9	Conference
Macy, Nathaniel	134-A	x		Chemistry	Chemistry	Chemistry	Chemistry	Conference	Chemistry
Ouma, Esther	127-A	NO		Biology 9	Biology R	Conference	Biology 9	Biology 9	Biology R
Over, Jonathan-Science	128-A	x		AP Physics 1	APEX Opp	Physics	APEX Opp	Physics	Physics
SOC STU:									
Carrigan, Kohji	137-B	x		US History	World History	World History	US History	US History	Conference
Gaub, Erich	224-B	x		World History	World History	World History	World History	Conference	World History
Hess, Matt	145-B	x		Econ	Econ	Econ	US History	US History	Conference
Higa, Tyler	144-B	NO		Yearbook (Rm 152)	Spanish 1	AP US History	Spanish 1	Conference	AP US History
Jobb, Sabrina	148	x		US History	Conference	AP US History	Test Coordinator	AP US History	US History
Kindermann, Teresa	223-B	x		Econ Honors	Econ Honors	Conference	Econ Honors	Economics	Econ Honors
Lippert, Peter	138-B	x		World History	Civics	World History	World History	Civics	Civics
Stonerock, Alesia	115	x		World History AP	World History	World History AP	Instructional Coach	Instructional Coach	AVID 2
Tweedy-Ferguson, Laura	282-B	x		World History AP	World History AP	AVID 4	College/Career Coord	Instructional Coach	Instructional Coach
AVID									ADMINISTRATOR: Kris Tepper
Brown, Elizabeth	227-B	x							AVID 1

Butzke, David	105-A	x			AVID 1			AVID 2	
Cuevas, Nancy	207-A	x		AVID 2	AVID 2				
Kavanagh, Kathy	279-B	x	AVID Coordinator p5	AVID 4	AVID 3	AVID 3	AVID 4	College/Career Coord	AVID Coordinator
Lundy, Jessica	210-A						AVID 1		
Marshall, Kelli	219	x						AVID 1	AVID 1
Stonerock, Alesia	115	x							AVID 2
Tweedy-Ferguson, Laura	282	x				AVID 4	College/Career Coord		
Crispen, Traci	108-A			AVID 3			AVID 3		
ART:									
Cowan, Dajuan	113/502A	NO		Alt to Susp. (113)	Alt to Susp. (113)	Conference	Stagecraft	Stagecraft	Stagecraft
Max, Rose	501-A	NO		Vis. Imagery (505)	Ceramics	Alt to Susp. (113)	Ceramics	Vis. Imagery (505)	Vis. Imagery (505)
Patterson, Joshua	152-A	x	Adv Tech p7	AP Studio Art (502)	MCD 1	MCD 1	MCD 1	MCD 1	MCD 2
Rivas, Evelyn	504-A	x		Art 1	Art 1	Painting	Art 1	Art 1	Conference
Young, Robyn	503	x		Art 1	Art 1	Art 1	Collaboration Coach	Drawing	Art 1
BAND:									
Estrada, Tizoc	405-A	x		Beg Guitar	Adv. Guitar/Inst.Ens	Beg Guitar	Beg Guitar	Beg Guitar	Conference
Foster, Kevin	406-A	x	Marching p0	Concert Band	Conference	Adv.Perc/Show	String Orch	Jazz (Rm 413)	
Hixon, Tom	404-A	x	Marching p0	Adv.Perc/Show	Wind Ensemble (406)	Stagecraft (502)	Percussion	Show Corp	P7 Stagecraft (402)
OPPORTU:									
Cole, Matthew	212-A	x	Opport p7		Geoscience (Over)	Opportunity p3	Geoscience (Over)	Opportunity p5	Opportunity p6
Duffee, Ami / LT Sub	116-A	x		Opportunity	Opportunity	Opportunity	Opportunity	Opportunity	Opportunity
OC DWH									
Roehm, Rob	103	x	OSC	OSC	OSC	OSC	OSC	OSC	
PHYS ED:									
Crispen, Traci	322	x		AVID 3	PE 1	PE 1/2	AVID 3	PE 1	PE 1
Hardy, James	327-B	x		PE 2	PE 2	PE 1	PE 2	Weightlifting	PE 2
VACANCY	322-B	x							
Lear, Richard	327-B			Adaptive PE	Weightlifting	PE 1	PE 1	PE 2	Weightlifting
Long, Eric	327-B	x		PE 1	PE 1	PE 1	Physical Fitness	PE 2	PE 2
BEHAV SCI:									

Calvert, Sharon	139-B	x		Conference	Psychology	Psychology	Psychology	AP Psychology	AP Psychology
Wellington, Amos	121-A	x		Health	Health	Health	Health	Health	Health
Traci Page	124-A	x		Health	Health	Conference	Health	Health	Health
SP ED:									
RSP									
Dluzak, Jullianna	218	x		Conference	SFS 9/10	SFS 9	Collaboration	ESS Health	SFS 9
Sule-Odu, Ademola	206-A	x		Conference	SFS 10/11	SFS 10/11	SFS 10/11	Collaboration	SFS 10/11
Von Sternberg, Nick	209	x		SFS 12	SFS 11/12	SFS 12	Collaboration	SFS 12	Conference
ESS									
Barnett, Colleen	225-B	x		ESS Alg 1A	ESS Pre-Alg	Conference	ESS Alg 1A	ESS Pre-Alg	ESS Pre-Alg
Calzada, Vanessa	143-B			ESS Eng 10	ESS Lit Support	ESS Eng 10	ESS Lit Support	Conference	ESS Eng 11
Coleman, Ron	215-B	x		ESS US Hist	ESS World Hist	ESS World Hist	ESS US Hist	ESS World Hist	Conference
Hooper, Justine	107-A	x		Conference	ESS CAHSEE Math	ESS Alg 1B	ESS Alg 1B	ESS CAHSEE Math	ESS Alg 1B
Montoya, John	211-A	x		ESS Eng 12	ESS Civics	ESS Econ	ESS Eng 12	Conference	ESS Health
Pollard-Reneau, Tera	208-A	x		AUT/SFS	YES 1B	YES 1A	Jobs	Jobs	Conference
Williams, Benita	109-A	x		ESS Eng 9	ESS Lit Support	ESS Eng 9	ESS Lit Support	Conference	ESS Eng 11
Wilson-Holloway, Janet	126	x		ESS Earth Science	ESS Life Science	ESS Life Science	Conference	ESS Earth Science	ESS Life Science
ED									
Hair, Joyce	106-A	x		ED-Science	ED-Sci/Art/Math	ED-Sci/Math	ED-Math	ED-Math/Life Sk.	ED-P.E.
Cook, Mark	110-A	x		ED-Eng	ED-Literacy Spt	ED-History	ED-Eng	ED-History/Health	ED-Life Sk./Health
Pre-Vocational									
Arca Collier, Jean	142-A	x	Pre-Voc.	Funct. Acad.-ELA	Funct. Acad.- Math	CBI	Mob. Trans.	Mob. Trans.	Prac. Liv. Skills
Brady, Sara	111-A	x	Pre-Voc.	Funct. Acad.-ELA	Funct. Acad.- Math	CBI	Mob. Trans.	Mob. Trans.	Prac. Liv. Skills
Gamm, John	123-A	x	SDD	Funct. Acad.-ELA	Funct. Acad.- Math	CBI	Mob. Trans.	Mob. Trans.	Prac. Liv. Skills
Urquilla, Martha	112-A	x	Pre-Voc.	Funct. Acad.-ELA	Funct. Acad.- Math	CBI	Mob. Trans.	Mob. Trans.	Prac. Liv. Skills
Thorne, Elizabeth	141-A	x	Pre-Voc.	Funct. Acad.-ELA	Funct. Acad.- Math	CBI	Mob. Trans.	Mob. Trans.	Prac. Liv. Skills
Poland, Doug	122-A	x	Autism	Funct. Acad.-ELA	Funct. Acad.- Math	CBI	Mob. Trans.	Mob. Trans.	Prac. Liv. Skills
Orians, Jason	131-A		Pre-Voc.	Funct. Acad.-ELA	Funct. Acad.- Math	CBI	Mob. Trans.	Mob. Trans.	Prac. Liv. Skills
TSA									
Hathaway, Cynthia		x		TSA	TSA	TSA	TSA	TSA	TSA

Work Experience									
Coleman-Levy, Judy	140	x	Work Ex		Health				Work Ex



2014-2015 SCHOOL YEAR CALENDAR



6 – All Teacher Orientation
11 – First Day of School
13 – SLC/Collaboration
20 – SLC/Collaboration
27 – Department Meetings
28 – Professional Development

AUGUST 2014

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SEPTEMBER 2014

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 – Labor Day (No School)
3 – SLC/Collaboration
4 – Back To School Night
10 – Staff Meeting
17 – SLC/Collaboration
24 – Department Meetings
25 – PD / WASC

1 – SLC/Collaboration
8 – Staff Meeting
15 – Parent Conferences
15 – SLC/Collaboration
22 – Department Meetings
30 – PD / WASC

OCTOBER 2014

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2014

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

5 – Staff Meeting
11 – Veteran's Day
12 – Parent Conferences
12 – SLC/Collaboration
19 – Department Meetings
24-28 – Thanksgiving Break

3 – SLC/Collaboration
10 – Staff Meeting
17 – Department Meetings
17-19 – Finals (minimum days)
22-31 – Winter Break

DECEMBER 2014

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2015

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-9 – Winter Break
19 – MLK Holiday
21 – Staff Meeting
28 – Department Meetings

4 – SLC/Collaboration
5 – PD / WASC
11 – Staff Meeting
16 – President's Day
18 – Parent Conferences
18 – SLC/Collaboration
25 – Department Meetings

FEBRUARY 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2-4 – WASC Site Visit
4 – WASC Report Out
11 – Staff Meeting
17-18 – CAHSEE Census
18 – Parent Conferences
18 – Department Meetings
23-27 – Spring Break

1 – SLC/Collaboration
8 – SLC/Collaboration
15 – Staff Meeting
22 – Parent Conferences
22 – SLC/Collaboration
29 – Department Meetings

APRIL 2015

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2015

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

6 – Parent Conferences
6 – SLC/Collaboration
13 – Staff Meeting
20 – Department Meetings
25 – Memorial Day
27-29 – Finals (minimum days)

1 – All Teacher Orientation

JUNE 2015

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2015

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 – Independence Day Holiday

English Department

Department Structure:

- 16 Teachers
- 1 Department Chair
- 1 Instructional Coach
- 10 Different Content Courses
- 70 Sections

Professional Development

- Monthly Department Meetings
- Department Curriculum/Grade Level Meeting: Each meeting includes developing and revising a Common Core Curriculum Map for each grade level. Members also share successful best practices, lesson plans and activities, writing and revising plans, assessments, and examining students data and work.
- District workshops and meetings: Teachers attend district workshops on a variety of topics
- Portfolio

Intervention and Accelerated Classes

- Literacy Support for students reading below a 7th grade level as determined by standardized state testing and Lexile.
- Honors classes for 9th and 10th grade students
- AP Language and Composition
- AP Literature and Composition

Strengths

- Development of strong and rigorous curriculum
- Collaboration of teachers

Growth Areas

- Department walk-throughs: Members are developing a method of observation to examine areas of weakness and strength.
- Writing strategies for communication effectively: implementation of portfolio in 9th grade assessment
- Comprehension skills in a variety of text and genres
- Continue to increase rigor and expectations for student success on all English classes
- Continue to refine the process for proper student placement

Math Department

Department Structure:

- 18 teachers (15 general education and 3 SPED teachers)
- 13 different content classes
- 88 sections

Professional Development:

- Summer Trainings
- Department Common Core Collaborations
- Department Subject Collaborations

Intervention and Accelerated Classes:

- Algebra I/Support (2 period block)
- CAHSEE Math Preparation
- AP Calculus AB & BC
- AP Statistics
- Honors Algebra II/Trigonometry

Strengths:

- Several common pacing guides
- Several common assessments and tasks
- Several Common Core Department Collaborations

Growth Areas:

- Continue the high number of enrolled students in upper level math classes even with Common Core implementation
- Improve the number of students that pass the AP tests
- Improve our Algebra I/Support classes in order to have more students pass and move on to Geometry
- Continue to refine proper placement of students

History Department

Structure

- 1 Department Chair
- 9 Teachers
- 38 Sections
- 7 Content Classes (World History, AP World History, US History, AP US History, Civics, Economics, AP Government and Politics)

Professional Development

- LACOE Common Core Training for Social Sciences
- AP By the Sea
- AVID Institute: Content Training and AVID Strategies
- EL Standards Alignment to Common Core
- Kate Kinsella: Academic Vocabulary

Intervention and Accelerated Classes

- AP World History
- AP US History
- AP GOPO

Strengths

- Development of Rigorous Curriculum
- Collaboration within the department
- Development of department Vocabulary
- Implementation of Common Core Standards

Growth Areas

- Increase Project Based Learning in all classes
- Develop a department writing program
- Use of Primary documents

Special Education

Structure:

- 21 teachers
- 2 Department Heads
- 3 Intensive Reading Clinics
- 4.5 Strategies for Success(SFS) Resource Specialists
- 1 High Function Autistic program
- 9 Special Day Classes :7 SDC-A, 2 SDC-B
- 1 pre-vocational /Lower Function Autistic (Moderate to Severe)
- 5 Pre-vocational (Moderate to Severe)
- 1 SDD
- Certificated/Functional Curriculum program for Moderate to Severe, non-diploma bound students

Professional Developments:

- Special Education District Conference
- Monthly Department meetings
- Quarterly/semester/yearly on site Professional developments- specific topic base
- Department walk-throughs
- Online IEP process
- SELPA conferences

Interventions:

- 3 intervention reading programs
- 7 Functional Language arts section
- 7 Functional Math sections
- 5 Algebra sections (3 1A, 2 1B)
- Strategies for Success Resource support for inclusion /mainstream students

Strengths:

- Teacher collaborations
- Implementation of common core standards
- Cultural Relevant Teaching
- Monitoring student progress utilizing district protocol and IEP procedure
- Youth Employment Support (YES) classes

Growth:

- Project base learning
- Increase the level of rigor in all classes
- Develop course specific curricular outcomes
- Incorporate inquiry assignments and collaborative activities for students

Science Department

Structure

- 1 Department Chair
- 1 Science Safety Coordinator
- 9 Teachers
- 41 Sections
- 11 Content Classes (Biology, Honors Biology, AP Biology, Anatomy / Physiology, Earth Science, Physics, AP Physics B, Chemistry, Honors Chemistry, AP Chemistry, Principals of Biomedical Sciences)

Professional Development

- California Science Teacher Association Conference
- Critical Reading training for Science/Math/Technical Subjects
- NSTA Webinars on NGSS (various dates over summer)
- I went to an AP Workshop (Biology) on February 8th. Let me know if there is something else you need about this.
- AP By the Sea Summer Institute
- LACOE Next Generation Science Standards

Intervention and Accelerated Classes

- AP Biology, AP Physics B, AP Chemistry
- Biomedical Pathway (Project Lead the Way)
- Honors Biology, Honors Chemistry

Strengths

- Common labs used between teachers
- Constant communication amongst all members in the department (collaborative culture)
- Science Fair promotes Common Core and NGSS (Next Generation Science Standards)

Growth Areas

- Increase number of labs and experiments
- Use of computers to analyze collected data
- Increase AP section offerings
- Restructure course sequencing to take into consideration math skills and grade level
- Increase level of rigor in content areas; engage all students

Physical Education Department

Structure

- 4 Teachers (3 full time, 1 part time)
- 1 Department Chair
- 7 Sections:
 - 13 sections of Physical Education 1
 - 8 sections of Physical Education 2
 - 2 sections of Weight training
 - 1 section of Physical Fitness
 - 1 section of Dance
 - 1 section of Modified Physical Education
 - 1 section of Adapted Physical Education

Professional Development

- Bi-Monthly meetings

Strengths

- Raise expectations of fitness levels above state standards
- Cohering to State and district content standards
- Use State fitness test data to drive instruction focus and Common Core implementation
- Explores and uses new activities to meet needs and interests of the students
- Fully credentialed teachers
- Incorporating Electives including Dance, Weight Training, and Physical Fitness.

Growth Areas

- Continue to improve State mandated Physical Fitness test scores
- Expand course offerings of electives that interest the current student population: Addressive, Field sports, Yoga/ Pilates, Track and Field etc.
- Student placement in appropriate levels
- Consistent level of instruction between department faculty
- All students engaged in participation in lessons
- All students prepared in dressing out

The PLTW Biomedical Sciences (BMS) Program

The PLTW Biomedical Sciences (BMS) Program is a sequence of courses, all aligned with appropriate national learning standards, which follows a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities, like dissecting a heart, students examine the processes, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

Throughout BMS, students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. Along the way students investigate a variety of careers in biomedical sciences. During the first year of implementation, schools are required to offer at least one of the foundation courses and ultimately implement all three foundation courses. The capstone course is optional.

BMS courses complement traditional science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences.

Foundation Courses

- **Principles of the Biomedical Sciences (PBS)**
 - Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.
- **Human Body Systems (HBS)**
 - Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of

biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students.

- **Medical Interventions (MI)**

- Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students.

Capstone Course

- **Biomedical Innovation (BI)**

- Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students.

AVID

Structure

- 8 teachers
- 1 Department Chair
- 1 Instructional Coach
- 16 Sections

Professional Development

- AVID Summer institute
- 33 teachers have been trained according to AVID standards
- Monthly department meetings
- Site meetings

Strengths

- High academic achievements and test scores of students participating in AVID program
- Teacher collaboration

Growth Areas

- Decrease student attrition rate from program
- Increase the percentage of students passing core classes with a “C” or better.
- Increase the percentage of seniors being accepted to college
- Increase the number of seniors fulfilling A-G requirements.

Behavioral Science

Structure

- 1 Department Chair
- 4 Teachers
- 17 Sections
- 3 Content Classes (Healthful Living, Psychology, AP Psychology)

Professional Development

- NCUST STANDS for National Center for Urban School Transformation Conference

Intervention and Accelerated Classes

- AP Psychology

Strengths

- Common lessons used between teachers
- Weekly communication amongst all members in the department

Growth Areas

- Increase AP section offerings
- Increase level of rigor in content areas; engage all students
- Offer an Honors Section of Health

Visual Arts

Structure:

- 5 Teachers
- 1 Department Chair (Split with Performing Arts Chair)
- 28 sections
 - Art 1, Drawing 1, Painting 1, Ceramics 1 & 2, Multimedia-CONTEMPORARY DESIGN 1 & 2, Digital Imagery/Photo, Stagecraft

Accelerated Classes:

- AP Art Studio 2D/3D
- ATP – Advanced Technology Project (after school class)

Professional Development:

- Visual Art Department teachers participate in professional development opportunities on campus
- VA teachers are participating in the monthly district-wide Common Core Curriculum Development for grades 9 and 10
- Summer training for yearbook advisors
- Common Core and the Arts Conference in Long Beach, Ca.
- CTE Trainings

Strengths:

- Collaboration on all projects within the department and many throughout the school:
- Multimedia Pathway
- Collaboration with City of Lancaster, Museum of Art and History (MOAH), NASA, The Lancaster Shelter, Grace Resource Center
- Collaboration with elementary, middle schools and colleges.
- Visual Art students featured in the Antelope Valley Press Annual Future Leaders Segment and in the AV Press weekly SHOWCASE magazine in the *Good Kid* column
- Project collaboration with other departments.

Growth Areas:

- Develop a Visual Art Academy
- Add sculpture
- Collaborate with counseling to change class titles to allow for more appropriate placing. For example, instead of Art 1, Drawing 1 and Painting 1 we will change it to, Art 1 – Beginning Art, Art 2-Drawing AND Art 3 – Painting

Performing Arts

Structure:

- 5 Teachers and 1 walk on coach
- 1 Department Chair (Split with Visual Arts Chair)
- 26 sections
 - Marching Band, Concert Band, Symphonic band, Wind Ensemble, String Orchestra, Percussion, Advanced Percussion, Show Corps, Stage Craft, Stage Craft Technology, Advanced Stage Craft, Beginning Guitar, Advance Guitar, Drama 1

Accelerated Classes:

- Jazz Band
- Drama 2/3
- Theatre Production
- Advance Stage Craft

Professional Development:

- Performing Arts Department teachers participate in professional development opportunities on campus
- AVUHSD Music Director meetings once a quarter
- CTE trainings
- SCSBOA conference
- The Mid-West Music Clinic
- The NAMM Show

Strengths:

- Weekly meetings for directors of performing arts
- Weekly meetings with marching band directors
- Collaboration with band directors throughout the AVUHSD
- Collaboration with Visual Arts Department for the Annual EHS Showcase
- Collaboration on field shows, music productions, musicals, plays and concerts

Growth Areas:

- Develop a Performing Arts Academy
- Add Music Theory classes
- Add Dance classes
- Add Choral director

SCHOOL GOAL # 1: *Establish and implement a rigorous and relevant curriculum for all students that is aligned to Common Core State Standards*

Expected School-wide Learning Results:

Focus on the skills of our 7 C's- Consistency, Caring, Connections, Culture, Creativity, Community, and Communication.

Rationale for goal and link to WASC self-study findings:

WASC goal #1: Continue to expand and monitor the AVID program

WASC goal #2: Continue the trend of shifting numbers to higher levels of proficiency in all subgroups

WASC goal #3: Continue to focus on CAHSEE 10th grade results, improvements in Algebra 1 and Algebra 2 , and expand collaboration with middle schools to understand what kind of preparation is being provided to incoming Freshman

WASC goal #4: Develop a program to better serve El students specifically LTEL's

WASC goal #5: Continue to collaborate with Special education and four core subject departments as well as EL teachers in order to provide students with disabilities access to core curriculum and rigorous pedagogy.

Student groups and grade levels to participate in this goal:

- All Students

Anticipated evidence of annual performance growth and/or indicators for each group:

- Increased passing grades in all subjects
- Increased proficiency rates in formative assessments
- Increased passing and proficiency rates in summative assessments
- Graduation Rates
- Increased acceptance rate to four year College/University
- Increased Lexile Scores for All Students

Measurement tools used to evaluate progress towards this goal:

- Department developed Common Core lessons and assessments
- Professional Development
- School wide Collaboration
- Researched Based Instructional Strategies

Group data to be collected to measure academic gains:

- State wide Summative Assessments
- Site Developed Assessments
- Student Grades
- Student Attendance
- Student Participation in Extra Curricular Activities

<ul style="list-style-type: none">Evidence Based Portfolio AssessmentsState Level Summative AssessmentsStudent GradesCELDT TestingStudents IEP'sStudent discipline/attendance data	<ul style="list-style-type: none">Student Matriculation into College and CareerLexile Scores for All StudentsCorrelation data between student grades and performance on assessments								
Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)	Persons Involved/Timelines		Quarterly Review**				Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none">Develop and communicate course/program specific curricular/skill-based outcomes and their progression.Plan and conduct Professional Development that involves a teacher individual self-study, collaboration, and communities of practice to improve effectiveness of teaching practices.Plan and conduct student activities that demonstrate application of Common Core Standards with a school-wide focus on the Career and College Readiness Anchor Standards. In addition, send individuals to conferences and provide school wide professional development in Academic Vocabulary.Grade level and subject specific teaming to allow for extensive collaboration and student intervention.Teachers attend Professional Development training as per program fidelityInstructional Leadership Committee meetings to develop/refine/drive instructional goals.School wide support for program specific fidelityTeachers will use collective group data to inform instruction and increase student achievement including EL and Special Education data, lexiles, and grade distribution.Instructional support staff will offer program specific instructional support within general education classesInstructional coaches, coordinators and instructional			1	2	3	4	Professional Development Conferences/Workshops	\$30,000	Targeted Funds
								\$30,000	Title I
								\$35,000	Title I
							Collaboration hours for Algebra I (180 hours per teacher, 10 release days per teacher)	\$34,000	Title I
							AVID Coordinator (.4 FTE)	\$20,000	Title I
							AVID College Visits	\$134,000	Title I
							AVID Tutoring (8,400 hours)	\$6,800	Title I
							SBA's	\$34,000	Title I
							Instructional Coach (Math .4 FTE)	\$17,000	Title I
							Assessment Coordinator (.2 FTE)	\$34,000	Title I
						Instructional Coach (AVID .4 FTE)	23,000	Targeted Funds	
						Instructional			

<p>support staff to provide professional development and program specific support</p> <ul style="list-style-type: none"> • Buy down Math and Alg. Support Courses (to 31 for Alg. 1 and 1 section of Alg. 1 Support= 1 section) • Representatives will present status of programs to outside agencies and other schools when requested • Interventions and extended learning opportunities will be made available to all students as needed • Ongoing articulation with feeder schools and institutions of higher learning • Students will be provided with organizational tools and resources • Student Achievement Monitoring System • Instructional Materials Bio/Med. Pathway and expansion of the pathway. • Hire instructional coaches to support teachers in implementing CCSS. • Support a Cross-curricular/Career/ Community Outreach Coordinator to facilitate community partnerships and school-wide collaborative, CCSS-based projects. <ul style="list-style-type: none"> • Support student participation in a STEM expo (supplies, additional hours, etc.) at \$1.13/student. • AP Specific tutoring/parent workshops to improvement student achievement in classes and on AP exams. • Enhanced instructional supplies for extension of learning activities beyond the classroom. • AP refresher professional development 						Leadership Committee	\$7,700	Title I
						Substitutes	\$4,000	Targeted Funds
						Student Planners		
						SAT / PSAT materials	\$51,000	Title I
						CSR for Algebra I (3 sections)	\$4000	Targeted Funds
						Transportation/Subs for Road shows and other visits	\$60,000	Targeted Funds
						Supplemental Support Services for Biomed Program	\$10,000	Targeted Funds
							\$10,000	Title I
						Release period for coordinator	\$3,000	Targeted Funds
						Supplies/extra hours	\$3200.00	Targeted Funds
						Additional hours and supplemental materials for AP prep.	\$30,000	Targeted Funds
							\$10,000	Title I
						Instructional materials		
						AP Trainings and Subs		

SCHOOL GOAL # 2: *Embed and incorporate literacy across all content areas through a school wide Common Core learning plan.*

Expected School-wide Learning Results:

Focus on the skills of our 7 C's- Consistency, Caring, Connections, Culture, Creativity, Community, and Communication.

Rationale for goal and link to WASC self-study findings:

WASC goal #1: Continue to expand and monitor the AVID program

WASC goal #2: Continue the trend of shifting numbers to higher levels of proficiency in all subgroups

WASC goal #3: Continue to focus on CAHSEE 10th grade results, improvements in Algebra 1 and Algebra 2 , and expand collaboration with middle schools to understand what kind of preparation is being provided to incoming Freshman

WASC goal #4: Develop a program to better serve El students specifically LTEL's

WASC goal #5: Continue to collaborate with Special education and four core subject departments as well as EL teachers in order to provide students with disabilities access to core curriculum and rigorous pedagogy.

Student groups and grade levels to participate in this goal:

- All Students

Anticipated evidence of annual performance growth and/or indicators for each group:

- Increased passing grades in all subjects
- Increased proficiency rates in formative assessments
- Increased passing and proficiency rates in summative assessments
- Graduation Rates
- Increased acceptance rate to four year College/University
- Increased Lexile Scores for All Students

Measurement tools used to evaluate progress towards this goal:

- Department developed Common Core Lessons and assessments
- Professional Development
- School wide Collaboration

Group data to be collected to measure academic gains:

- State wide Summative Assessments
- Site Development Assessments
- Student Grades

<ul style="list-style-type: none">• Researched Based Instructional Strategies• Evidenced Based Portfolio Assessments• State Level Summative Assessments• Student Grades• Student discipline/attendance data	<ul style="list-style-type: none">• Student Attendance• Student Participation in Extra Curricular Activities• Student Matriculation into College and Career• Lexile Scores for All Students• Correlation data between student grades and performance on assessment								
Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)	Persons Involved/Timelines		Quarterly Review**				Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none">• Develop and communicate course/program specific curricular/skill-based outcomes and their progression.• Plan and conduct Professional Development that involves a teacher individual self-study, collaboration, and communities of practice to improve effectiveness of teaching practices.• Ongoing professional development to train staff to integrate SDAIE literacy strategies across the curriculum• School wide support for program specific fidelity (EL)• Plan and conduct student activities that demonstrate application of Common Core Standards with a school-wide focus on the Career and College Readiness Anchor Standards.• Plan and conduct professional development on a school wide, departmental and cross-curricular basis to integrate literacy strategies into daily instruction through a focus on the College and Career Readiness Anchor Standards. In addition, send individuals to conferences and provide school wide professional development in Academic Vocabulary.• Grade level and subject specific teaming to allow for extensive collaboration and student intervention.• Plan and conduct Professional Development within each department and school wide to assess the rigor and implementation of School Goal #2• Professional development to train teachers in multiple means of assessment and alternate means of expression			1	2	3	4	EL Coordinator (.4 FTE)	\$34,000	Targeted Funds
							EL Clerk (100%)	\$15,600 \$15,600	Targeted Funds Title III
							EL Aide (100%)	\$7,200 \$17,400	Targeted Funds Title III
							Additional Hours for Translation/Tutoring	\$4,000	Targeted funds
							Instructional Coaches (Literacy .8 FTE)	\$68,000	Targeted Funds
							EWA (CELDT)	\$6,400	Targeted Funds
							Cornell Notebooks	\$2200 \$5800	Targeted Funds Title I
							Professional Development/ Conferences	\$20,000 \$30,000	Title I Targeted funds

<ul style="list-style-type: none"> Plan and conduct student activities that demonstrate application of content literacy Teachers use research-based literacy strategies with fidelity Teacher collaboration is organized to include best practices for implementing content area literacy methodologies to fidelity Teacher goals reflect how they will implement content area literacy strategies Class Size reduction for Literacy Support classes Hire instructional coaches to support teachers in improving literacy across the curriculum. Bring in guest presenter from the Bureau of Education Research to present on writing and the CCSS. 						Lit Support Class Size Reduction (2 sections)	\$34,000	Title I
						Supplemental Instructional Materials for EL program	\$3,000 \$3,000	Title III Title I
						Supplemental counseling materials and hours to support at-risk students	\$12,000	Targeted funds
						Presenter fees and sub pay	\$8,000	Title I

SCHOOL GOAL #3: Establish and implement a digital literacy plan that supports students and staff with Common Core State Standards, cross-curricular instruction and assessments

Expected School-wide Learning Results:

Focus on the skills of our 7 C's- Consistency, Caring, Connections, Culture, Creativity, Community, and Communication.

Rationale for goal and link to WASC self-study findings:

WASC goal #1: Continue to expand and monitor the AVID program

WASC goal #2: Continue the trend of shifting numbers to higher levels of proficiency in all subgroups

WASC goal #3: Continue to focus on CAHSEE 10th grade results, improvements in Algebra 1 and Algebra 2 , and expand collaboration with middle schools to understand what kind of preparation is being provided to incoming Freshman

WASC goal #4: Develop a program to better serve El students specifically LTEL's

WASC goal #5: Continue to collaborate with Special education and four core subject departments as well as EL teachers in order to provide students with disabilities access to core curriculum and rigorous pedagogy.

Student groups and grade levels to participate in this goal: <ul style="list-style-type: none">All students	Anticipated evidence of annual performance growth and/or indicators for each group: <ul style="list-style-type: none">Increased passing grades in all subjectsIncreased proficiency rates in formative assessmentsIncreased passing and proficiency rates in summative assessmentsGraduation RatesIncreased acceptance rate to four year College/UniversityIncreased Lexile Scores for all students								
Measurement tools used to evaluate progress towards this goal: <ul style="list-style-type: none">Department developed Common Core Lessons and assessmentsProfessional DevelopmentSchool wide CollaborationResearched Based Instructional StrategiesEvidenced Based Portfolio AssessmentsState Level Summative AssessmentsStudent GradesStudent attendance and discipline data	Group data to be collected to measure academic gains: <ul style="list-style-type: none">State wide Summative AssessmentsSite Developed AssessmentsStudent GradesStudent AttendanceStudent Participation in Extra Curricular ActivitiesStudent Matriculation into College and CareerLexile Scores for All StudentsCorrelation data between student grades and performance on assessment								
Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)	Persons Involved/Timelines		Quarterly Review**				Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none">Develop and communicate course/program specific curricular/skill-based outcomes and their progression.Plan and conduct Professional Development that involves a teacher individual self-study, collaboration, and communities of practice to improve effectiveness of teaching practices.Plan and conduct student activities that demonstrate			1	2	3	4	Instructional Coach (Instructional Tech .4 FTE) Professional Development	\$39,000 \$30,000	Targeted Funds Title I

<p>application of Common Core Standards with a school-wide focus on the Career and College Readiness Anchor Standards, specifically to digital literacy in this area.</p> <ul style="list-style-type: none"> • Plan and conduct professional development on a school wide, departmental and cross-curricular basis to integrate literacy strategies into daily instruction through a focus on the College and Career Readiness Anchor Standards. • Plan and conduct student activities that demonstrate application of digital literacy • Ongoing professional development to train staff to integrate digital literacy strategies across the curriculum • Plan and conduct professional development on a school wide, departmental and cross-curricular basis to integrate digital literacy strategies into daily instruction • Professional development to train teachers in multiple means of assessment and alternate means of expression • Plan and conduct student activities that demonstrate application of digital literacy • Teachers use research-based digital literacy strategies with fidelity • Teacher collaboration is organized to include best practices for implementing digital literacy methodologies to fidelity • Teacher goals reflect how they will implement digital literacy strategies • Professional development to include training on digital instruction and assessment of students • Hire an instructional coach who will focus on helping teachers and students to improve digital literacy. • Support PLTW Biomed Pathway to increase digital literacy. • Purchase software and equipment to support digital literacy. 						Hours/Conferences		
						Online licenses (My Access, Shmoop, etc.)	\$12,000	Targeted Funds
							\$13, 000	Title I
						Software/Technology- Upgrades to computers, class sets of iPads, etc.	\$40,000	Targeted Funds
							\$50,000	Title I
						iPad replacement costs/Apple TV	\$10,000	Title I

SCHOOL GOAL #4: *Establish and implement a college-going culture of high expectations, personal accountability and community.*

Expected School-wide Learning Results:

Focus on the skills of our 7 C's- Consistency, Caring, Connections, Culture, Creativity, Community, and Communication.

Rationale for goal and link to WASC self-study findings:

WASC goal #1: Continue to expand and monitor the AVID program

WASC goal #2: Continue the trend of shifting numbers to higher levels of proficiency in all subgroups

WASC goal #3: Continue to focus on CAHSEE 10th grade results, improvements in Algebra 1 and Algebra 2 , and expand collaboration with middle schools to understand what kind of preparation is being provided to incoming Freshman

WASC goal #4: Develop a program to better serve El students specifically LTEL's

WASC goal #5: Continue to collaborate with Special education and four core subject departments as well as EL teachers in order to provide students with disabilities access to core curriculum and rigorous pedagogy.

Student groups and grade levels to participate in this goal:

- All students

Anticipated evidence of annual performance growth and/or indicators for each group:

- Increased passing grades in all subjects
- Increased proficiency rates in formative assessments
- Increased passing and proficiency rates in summative assessments
- Graduation Rates
- Increased acceptance rate to four year College/University
- Increased Lexile Scores for all students

Measurement tools used to evaluate progress towards this goal:

- Department developed Common Core Lessons and assessments
- Professional Development
- School wide Collaboration
- Researched Based Instructional Strategies

Group data to be collected to measure academic gains:

- State wide Summative Assessments
- Site Developed Assessments
- Student Grades
- Student Attendance
- Student Participation in Extra Curricular Activities

<ul style="list-style-type: none">Evidenced Based Portfolio AssessmentsState Level Summative AssessmentsStudent GradesStudent Attendance and Discipline Data	<ul style="list-style-type: none">Student Matriculation into College and CareerLexile Scores for All StudentsCorrelation data between student grades and performance on assessment								
Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)	Persons Involved/Timelines	Quarterly Review**				Proposed Expenditures	Estimated Cost	Funding Source	
<ul style="list-style-type: none">Fund Link Crew TrainingFund Link Crew CurriculumCross-curricular, service oriented activitiesInstructional and motivational materials for specific programsDevelop and implement a school wide college and career readiness program to include quarterly student and parent workshops, grade level college and career fairs on a semester basis, and additional support materials for this program.Offer a summer bridge and afterschool support program for students in AP courses.Support College and Career field trips for AVID, Bio-med Pathway, Arts, and other departments and groups to promote college and career preparations.Department developed course and grade-level outcomes focus on Career and College Readiness skills.Promote parental involvement through paying for finger-printing for volunteers.Administer the Healthy Kids Survey to 9th and 11th grade students.Purchase of college pendants and other items to promote a college-going culture.Hold an EHS Showcase in the Spring		1	2	3	4	Guest speakers & Bracelets	\$3,000	Targeted Funds	
								\$6,000	Title I
							EWA (150 Hrs for workshops and preparation for Link Crew throughout year)	\$5,000	Targeted Funds
							Transportation/subs for college and career visits	\$20,000	Title I
								\$20,000	Title I
							Additional hours and supplies for College Workshops/Parent Workshops/Spring Parent Night		
								\$5,000	Title I
							Parent outreach hours, supplies and materials	\$4,000	Title I
							Title I Coordinator	\$3,000	Title I
							Fingerprinting fees	\$1,000	Targeted Funds
							Healthy Kids Survey @ 0.33/student		

						College materials	\$5,000	Title I
						Materials and hours for planning and holding Spring Showcase.	\$5,000	Title I

