

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS, WESTERN  
ASSOCIATION OF SCHOOLS AND COLLEGES**

**CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**EAST HIGH SCHOOL**

**392 16th Street Fortuna, CA 95540**

**Fortuna Union High School District**

**March 5-7, 2018**

**Visiting Committee Members**

Karen Stiles Director of Alternative Education, Butte County Office of Education

Brent Campfield School Counselor, Feather River Academy  
Christine Sanders Teacher, Salisbury High  
School

NOTE: To submit to ACS WASC, go to File -> Download as -> PDF Document (.pdf) and create a PDF file. Submit the pdf file via the Document Upload on the ACS WASC website at [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).

ACS WASC/CDE Visiting Committee Report

Preface EHS reports that it values the accreditation process and embraces the opportunity to examine their progress and reflect on the current effectiveness of their program in relation to the WASC Criteria. EHS modified the self-study process developing a Committee of the Whole to assess their program and its impact on students. This allowed increased involvement and responsibility of stakeholders and avoided excess overlapping committees and focus groups. EHS used its existing weekly Professional Learning Community (PLC) and staff meetings as the basis for assessment of its program and planning for ongoing school improvement. The leadership team consisted of the principal, four teachers, student support counselor, two paraprofessional aides, and librarian. Collaboration and input from district and board members was utilized when necessary. The leadership team enlisted a group of parent/guardians for a focus group and a diverse group of students to accomplish the necessary outcomes. These groups met in person to analyze the data, assess the areas of critical growth, and refine a plan of action.

East High School Mission Statement Our mission at East High School is for the students, parents, staff and community to work in collaboration for the purpose of helping the student achieve their academic and post secondary goals in a safe, supportive environment.

East High School Vision Statement: East High School strives to provide a safe and nurturing educational experience tailored to students' unique strengths and needs in order to develop full academic potential for college and career readiness. East High also emphasizes behavioral skills that promote community wellbeing through mutual respect, compassion and thoughtfulness that encourages global citizenship.

East High School's Student Learning Outcomes For success at East High School and beyond...remember the ABC's... Attendance- Show up on time

A responsible adult:

1. Consistently demonstrates reliability and accountability. 2. Develops time management and organization skills to meet deadlines and responsibilities 3. Manages priorities effectively while dealing with individual obstacles and stressors. Behavior- Have a positive attitude A global citizen:

1. Develops individualized coping strategies that promote self-regulation and positive behavioral choices. 2. Demonstrates empathy and recognizes the impact of their actions on themselves and others. 3. Sees the benefits of mutual respect and collaboration, and models this behavior for others. Credits- Be hardworking and productive A successful achiever:

1. Maintains a positive attitude while navigating personal hardships and other life stressors. 2. Seeks support and guidance while developing the skills to meet short and long term goals. 3. Is proud of their accomplishments and continues to build their own self worth while recognizing

their full potential.

## Chapter I: Progress Report

Significant Developments Since the mid-cycle visit in 2015, the following significant changes have occurred: Staff Changes

- There has been significant turnover in the principal position at EHS over the past three years, with the most recent change occurring in the beginning of the 2016-17 school year.
- The part-time school counselor position was increased to full time.
- In the beginning of the 2017-18 school year:

The English and Math/Science teaching positions were reduced to .8 FTE The librarian position was reduced from full time to part time The Fortuna Union High School credit recovery program was moved to EHS and is managed by the EHS principal

- In the beginning of the 2015-16 school year an automatic phone dialer system was installed. The district-wide phone system allows group dialings for safety issues, school events, tardies and absences.

Schoolwide Critical Areas for Follow-up The WASC visiting committee of 2012 left EHS with seven critical areas for follow-up. EHS has addressed all of these areas in the school's action plan in the 2015 Mid-cycle Report. The WASC VC of 2015 commented on the progress made in each of the five goals/action plan items. These action items are listed in italics with the actions taken by EHS; reflection, analysis, evidence and impact on student learning and to what extent goals were met follow each action item.

*1. To use data from regularly administered formative and summative assessments, in an explicit coordinated effort by the staff, to drive the development and modification of the academic program.* School administration's ongoing involvement in the LCAP, SARC and SPSA provided the staff with direct access to formative assessment data. This direct connection provided informative assessment data that helped EHS to modify the program, aligning the Single Plan and LCAP with the WASC self-study. The EHS staff continues to administer yearly placement tests to assess student levels and progress and in turn modify individual curriculum. As a team, EHS still meets bi-weekly to analyze and discuss assessment data and student progress and create program and environmental adjustments to develop an academic program geared to meet individual needs. Although there has been improvement in this action item EHS recognizes it remains an area of critical need.

2. Parent involvement and participation in East High School's Program East High staff have incorporated a variety of new communication methods and systems to

increase parent involvement and participation in East High School's Program.

East High School staff has seen an increase in parental involvement in meetings, student progress reports, events and activities. The evidence of this involvement is the increase in parental signatures from the guest books from Back to School Luncheon, Senior Luncheon, Intake meetings, IEP meetings, manifestation determination meetings, suspension letters, Student Intervention Protocols (SIPS), and parental surveys.

Even with the increased parent communication, this action item is a critical area of development for the program.

### *3. Effective career education*

In 2014, the student support counselor position became a full time position at EHS. Part of this position is development and management of the five required career education credits. EHS feels that this action item is still a critical need and is further evident by their similar college and career readiness overlap with SPSA and district LCAP goals. There is currently not a mechanism that collects post graduation data.

### *4. Increase student time in class by reducing suspension rates*

At EHS the data shows that the majority of suspensions are for infractions of school rules, a category for which suspension is not always a requirement. The current priority is to modify the discipline program to integrate restorative practice and develop a community that encourages positive relationships and behavior.

5. Complete construction and furnishing of a new school building to replace the current facility  
As reported in the Mid-cycle report of 2015, East High School received their new building for the start of the 2014-15 school year. Completion of this goal has had a positive impact on student learning. The increase in building size allows students to spread out; providing quiet and personal study areas. Closed classrooms allow for small group instruction in academic and elective classes. With the new technology, built in projectors allow for large group presentation and classes using media. Staff, current students, alumni and parents continue to comment on the new building; expressing feelings of pride and contentment. This action plan item is complete.

In 2015, EHS received two recommendations to be given priority for ongoing school improvement.

*1. Review the WASC accreditation cycle and start planning for the 2017-18 full self-study, including collecting and disaggregating data as evidence for ongoing monitoring of progress.*

Since the 2015 WASC visit, administration has experienced three changes along with other staff changes. At the start of each school year EHS reviewed the WASC self-study goals to address any concerns and determine the plan for the upcoming year.

Data collection and disaggregation in relation to the WASC goals occurs at weekly PLC and staff meetings using informal and formal assessment data to evaluate individual student progress and the overall program. LCAP, SPSA and WASC goals are aligned allowing continuity across the board. Informal and formal events allow opportunities for stakeholders to review WASC goals and assess progress.

## *2. Revise the Student handbook to align with California Ed Code regarding Independent*

*Study.* EHS does not offer a long-term Independent Study Program. ISP students are referred to the district ISP and it has been removed from the EHS handbook.

### **Ongoing Follow-up Process**

The East High School (EHS) team continues to refine the program, as a school and a community. The self-study process provides additional incentive to develop a long range action plan based on the gathering of data and evidence. The accreditation process is highlighted by the visits and report, but the ongoing assessment and reflection is valued most. EHS embraces the opportunity to examine their progress and reflect on the current effectiveness of the program in relation to the WASC Criteria.

Since the 2015 mid-cycle visit, the EHS self-study was an ongoing process integrated into the daily business of the school. During weekly PLC and staff meetings, the leadership refined and analyzed the student/community profile to modify and develop the program. The pre-visit with the VC chairperson was canceled twice due to weather/travel. In October, a phone conference was held between the VC chairperson, EHS principal and WASC coordinator to review the full visit schedule, WASC website resources, self-study progress and answer any questions.

At the beginning of the 2017-18 school year, the leadership team reviewed the WASC process and self-study outcomes, led by WASC self-study coordinator Heather Brown, the math/science teacher. The team began defining areas of critical need based on the data in the student/community profile. Parent and student focus groups were recruited and introduced to WASC and the student community profile. In September, the staff focused on the development of the annual Single Plan for Student Achievement (SPSA), aligning the SPSA goals with the district LCAP and WASC goals. In October, the team revisited and revised the school's mission, vision and SLOs with input from parent/guardian and student groups and board members. Throughout the academic year the work continued, with weekly team meetings and review of the action plan. In January, the full VC lineup was confirmed and preparation for the visit began. In



## ACS WASC/CDE Visiting Committee Report

mid January this report was made available to the leadership and focus groups for reflection, analysis and revision.

EHS WASC Timeline 2015-16 Continual refinement of the Student/Community Profile - Ongoing implementation of Schoolwide Action Plan 2016-17 Review and discussion of Expected Schoolwide Learner Results (SLOs) -Continual refinement of the Student/Community Profile - Ongoing implementation of Schoolwide Action Plan - Discussion of WASC process, criteria and indicators/prompts June 2017 - EHS WASC Coordinator hired 2017-18 August 2017 - VC Chairperson confirmed September 2017 - VC and dates confirmed October 2017 - Phone conference with VC Chairperson in lieu of pre-visit September - November 2017 - Critical areas of need identified based on student/community profile - Review and revision of EHS's mission and vision statements and SLOs November - December 2017 - Development of Schoolwide Action Plan January 2018 Full Visit VC confirmed - Final report presented to leadership team, parent group and student group for review February 2018 - Final preparations for WASC visit March 2018 - WASC visit March 5-7th With both the SPSA and WASC being reviewed and revised this year and the LCAP revision last year, EHS has made a conscious effort to align the goals from all three. The school reevaluates the Single Plan for Student Achievement (SPSA) and the FUHSD Board reviews annually to identify goals that were not met and implement new strategies as needed. The EHS staff regularly reviews data through CAASPP results (school, district and statewide), credits achieved, grades and uses this data to help monitor SPSA goals.

## **Chapter II: Student/Community Profile**

### *General Background and History*

East High School is located in Humboldt county, a rural area in Northwest California about 200 miles north of San Francisco and 75 miles south of the Oregon border. The area is isolated from the more developed areas of the state. The population is spread over 3,573 square miles with eight federally recognized American Indian tribes and home to two institutions of higher learning, Humboldt State University and College of the Redwoods. EHS serves students throughout the county, as far south as Garberville and as far north as McKinleyville.

### *Family and community trends*

Humboldt county has a median household income of \$42,197 (Fortuna \$44,077) showing a 0.1% growth and an unemployment rate of 4.9% (Fortuna 5.5%). Future job growth over the next ten years is predicted to be 36.68% and the most common industries are agriculture, fishing, and forestry; the latter two in rapid decline. The community remains tight-knit with many seasonal activities.

### *State/federal program mandates*

Currently, EHS is a Title 1 targeted assistance school, with 52 of the 89 students identified. 23 students have IEPs and seven have 504 plans.

### *Parent/community organizations*

EHS students can participate in, and are supported by many parent/community organizations. These include: scholarships; a “Shoebox” program; prescription glasses at no cost; donations for computers, software, athletic uniforms and student school supplies; support for the athletic Coast League; the Resident Artist and even donations to make the WASC process possible for the school. East High has various school/business relationships. Several students maintained employment at local businesses through the Workforce Investment Act (WIA). The school has a close relationship with College of the Redwoods, which holds Redwood Day each spring devoted to EHS students’ enrollment, placement tests, registration, academic counseling, tours and EOPS opportunities.

### *Staff*

East High School certificated staff consists of a full-time principal, four credentialed teachers who make up a 3.6 FTE., and one full-time student support counselor. The classified staff is comprised of a secretary, a part-time librarian, and two part-time aides. All teachers have met the highly qualified teacher requirements and are Cross-Cultural Language Acquisition Development (CLAD) /Specially Designed Academic Instruction In English (SDAIE) certified. The full-time counselor has a masters degree in Social Work. The school’s substitute pool is



ACS WASC/CDE Visiting Committee Report

shared with Fortuna Union High School. EHS regularly uses three substitutes, one being a retired FUHS teacher.

EHS's gender and ethnicity data for all staff 2017-18:

Male Female Ethnicity Hispanic White

4 6 Staff 2 8

### ***School Program Data***

#### *Program of study at EHS*

EHS is a continuation high school offering Fortuna Union High School District students an alternative high school diploma program. It is for students who are sixteen years of age or older, are required to attend school, and are at risk of not graduating. Most students at EHS are behind in high school credits or need a flexible school schedule due to employment or family circumstances.

EHS has an attendance requirement of 20 hours per week or four hours per day at school. Classes at EHS meet the Fortuna Union High School District graduation requirements. EHS diplomas are awarded to those students who fulfill all State of California and FUHSD requirements for graduation. Credits earned at EHS transfer to other high schools and colleges.

#### *English Learners (EL)*

Over the past six years, 5-12% of the students at EHS were EL students. All EHS teachers are CLAD certified. There is currently one bilingual aide serving EL students at FUHS and one aide, paid by supplemental funds who is also bilingual. All EL students have access to Rosetta Stone. The full-time student support counselor also works with EL students providing social-emotional and academic support.

#### *Low income/socioeconomically disadvantaged students*

EHS is a Title I school and these funds are distributed based on SPSA goals. Other supplemental LCAP funds are used to support and serve the needs of low income/socioeconomically disadvantaged students. EHS students have access to a district provided school breakfast and lunch, including free and reduced for those that qualify. District Title I funds pay for bus passes for students needing transportation to/from school. EHS has a full-time counselor who also assists with preparation for career or college; college applications, placement tests, FAFSA applications, fee waivers and/or scholarships, resumes and job applications.

#### *Foster Youth*

EHS has a district shared foster youth liaison. The school also relies on Humboldt County Office of Education foster youth liaisons and Eel River area foster youth liaisons through the Family Resource Center. The EHS student support counselor also assists students with resources in the

county. Title I funds pay for bus passes for foster youth students needing transportation.

8 ACS WASC/CDE FOL, 2017 Edition GDocs

*Special Education Services*

All students with disabilities have an advisor who is also a special education teacher. This staff member manages IEP's, instructs, tutors, oversees academic needs, and modifies instructional materials. Formal and informal assessments are used to guide instructional practices to ensure progress in all academic areas. Students with special needs are placed in general education classes whenever possible and their progress is monitored weekly. The special education teacher also helps staff modify materials and tutor students to foster success. The special education teacher works closely with the student support counselor to assist special education students with their social emotional needs and job acquisition through the Transition to Partnership Program (TPP).

*LCAP identified needs and description of goals that apply to the school*

Parent and Community Input into LCAP Fortuna Union High School District (FUHSD) includes various district stakeholders in development and analysis of the Local Control Accountability Plan (LCAP). The District Advisory Committee (DAC) includes parents, students, and staff from all three school sites; Fortuna Union High School, East High School and Academy of the Redwoods. The committee also includes a FUHSD Board member and school administrators. Input is gathered from all unduplicated student groups (low income pupils, English learners, foster youth, redesignated fluent English proficient, and students with low achievement scores). In addition to the DAC, stakeholder input is sought through the use of the California Healthy Kids Survey and a variety of LCAP input meetings which seek input from the District English Learner Advisory Committee (DELAC), Students with Unique Needs (SUN), certificated staff, classified staff, and administrators. This year's LCAP features three new, more concisely stated goals, which align directly with the current WASC and SPSA goals. Great care was taken in remapping outcomes from the four previous goals to the three new goals. Goal 1: academic achievement and college and career readiness for graduates. Goal 2: student-learning environment and specifically identifies the inclusion of families and community partners as allies in efforts to enhance student learning. Goal 3: providing students access to high quality instruction. These goals will better parse the eight state priorities and ease LCAP goal communication. In addition to simplifying the language in the LCAP goals, many outcomes are also being revised to more concisely state measurable objectives. With the State's release of the Evaluation Rubrics and the new California School Dashboard, it is now clearer how school and district success will be evaluated. The FUHSD LCAP is designed to meet the needs of all students and, in particular, the unduplicated student population. The plan presents the District's vision along with actions and services for all students, including the unduplicated student population. The following needs were from district LCAP that apply to EHS

1. FUHSD teachers earn countywide competitive salaries



ACS WASC/CDE Visiting Committee Report

2. Maintain safe facilities 3. Reliable transportation 4. Support high quality professional development opportunities for effective implementation

of the Common Core State Standards and student success on CAASPP testing. 5. Increase parent engagement, involvement, and communication – develop systems for

measuring improved parent engagement, involvement, and communication. 6. Increase student participation rates in CTE courses 7. Increase student ratings related to school safety and connectedness as reported in the

California Healthy Kids survey.

### ***Demographic Data***

Percent of eligible Free and Reduced Lunch students:

Historically, EHS serves a larger percentage of male students. This year, 66% of enrolled students are male, which is consistent with our yearly average of 65-70%.

Predominant primary languages other than English:

EHS saw a decrease in both Hispanic and Native American students attending EHS. In the past year, the Hispanic student enrollment decreased 7% and although the Native American student enrollment remained constant it shows an overall decreasing trend, dropping 9% since 2012-13. The primary language is English for over 90% of students, and Spanish for almost 10% of EHS students.

### ***Implementation of Academic Standards***

EHS implements current state standards in some content areas. Common core development and

training was made available for all staff. To help students transition between school programs, EHS teachers have opportunities to network with FUHS departments to coordinate curriculum and align standards but few take advantage of this opportunity.

*Performance on Standardized Tests*

CAASPP results are reviewed annually at the start of each school year. Staff reviews both individual results and nationwide trends in student scores. The data is reported publicly during FUHSD Board Meetings, District LCA Meetings and monthly EHS board reports which are available on the EHS website. EHS results on the English and Mathematics portion of the CAASPP are as follows:

EHS CAASPP results have varied over the past three years, with an overall increase in students exceeding and meeting standards. Student participation was 76%, 68% and 82% respectively. In 2017, 11% of EHS students tested at Exceeding Standard in the reading component followed by 7% of students testing above standard in the listening component.

EHS CAASPP results in mathematics varied significantly over the past three years. Student participation was 85%, 70% and 79% respectively. In 2017, 27% of EHS students tested At or Near Standard in problem solving and modeling/data analysis and 19% in the area of communicating reasoning. The math teacher is incorporating more small group instruction and tutoring, encouraging students to work together to gain knowledge in concepts and procedures.

Currently EHS has 6 EL students, making up 7% of the student population. The school monitors and analyzes EL data. The visiting committee did not include this data due to the small sample

ACS WASC/CDE Visiting Committee Report

size.

Placement test data:

EHS placement tests are the school's primary gauge for understanding where EHS students place academically. The special education teacher uses the formal assessment of the Woodcock Johnson Norm Reference Test IV plus the WISC to determine special education students eligibility and help write goal /objectives in the areas of disability.

**Test 2014-15 2015-16 2016-17 2017-18**

**Reading Lexile Score 874 1048 1085 1018**

Vocabulary 47% 59% 61% 61%

Paragraph 65% 65% 63% 58%

Math 25% 41% 44% 43%

*Pupil Engagement*

**2011-12 2012-13 2013-14 2014-15 2015-16 2016-17**

Graduation rate 78% 88% 92% 91% 89% 90%

Chronic absenteeism 50% 49% 35% 33% 28% 62%

Dropout rate 8% 8% 4% 6% 7% 4%

Tardiness rate 11% 7% 9% 5% 5% 7%

Average daily rate of attendance 73% 70% 71% 89% 89% 88%

Pupil engagement measures show increases over time in graduation rate, chronic absenteeism, and ADA. Dropout rates and tardies have decreased slightly over time.

*School Climate*

**2011-12 2012-13 2013-14 2014-15 2015-16 2016-17**

Suspension rate 49% 41% 28% 39% 22% 33%

Expulsion rate 6% 0% 0% 0% 4% 1% Discipline referrals are made directly to the principal by staff members with detentions being that same day during lunchtime. A notable area of improvement has been the decrease in suspension rate of 16% in the past six years, dropping from 49% in 2011-12 to 33% in 2016-17. As a team, EHS staff are eager to work to change the discipline policy with the integration of restorative practices to encourage positive behavioral choices and decrease behaviors that lead to detentions, suspensions and expulsions.

## ACS WASC/CDE Visiting Committee Report

On reviewing the CHKS, the staff was encouraged to see evidence of the strong school culture in that 51% of EHS students felt school connectedness and 73 % perceived school as a safe place, both results being approximately 15% higher than Humboldt County. It is clear that students want to come to school, but personal issues prevent them from going to school; 29% had to take care of, or help a family member or friend. EHS hopes to increase counselor dialog with students to address family/student needs to increase attendance.

There are currently 15 students attending co-enrolled classes at Fortuna High School including culinary arts, woodshop, metalshop, auto shop, individual sports, ceramics, symphonic band, choir, and teaching assistant. EHS students are included in almost all of Fortuna High's assemblies, pep rallies, dances/proms, senior year-end activities (including graduation,) and clubs. Students play on the school's basketball team which is part of the Coast League, a basketball league for continuation high schools and charter schools in the county. Other co-curricular activities include science field trips, off-campus service learning projects, college tours, building projects on and off campus, health presentations, Great California Shake-up, mock elections and mock interviews with community members.

### *Access to a Broad Course of Study*

Currently EHS is not an A-G approved school. However, EHS staff is interested in pursuing requirements necessary to become course approved in certain courses.

### *Significant findings*

EHS identifies the need for more effective systems to disaggregate data from both informal and formal assessments, analyze the data and use it to identify trends, support student academic growth and drive school improvement efforts. The school identifies two critical learning needs: the continuing need to support their unduplicated students, including EL students, and the need to ensure that LCFE Supplemental and Concentration funds are being used effectively to support unduplicated students. Examples of important questions revealed by the profile data include:

- Is EHS staff meeting the needs of EL students?
- How does EHS use student achievement data to address the needs of all student subgroups at the site?

## **Chapter III: Quality of the School's Program**

### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

#### **A1. Vision and Purpose Criterion**

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels? To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

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

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

Vision – Mission – Schoolwide Learner Outcomes – Profile: EHS reports that the mission and vision statements are based on high quality standards, the student community profile data and the belief that all students can learn and be college and career ready. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: EHS has developed a clear, concise mission and vision statement which is displayed on the school website, in the student handbook and in the classrooms. SLOs are the backbone to success in school and in life beyond school. The vision and mission statements were developed and revised in a process that involved stakeholders from the wider EHS community, the FUHSD board and district office, parents, students, teachers, local business leaders and representatives from the local community college. The vision statement and SLOs were reviewed and updated in the 2014-15 school year by the leadership team and focus groups. In the 2014-15 school year, EHS staff developed the ABC phrase that covered the three areas; attendance, behavior and credits. In the 2017-18 school year, stakeholders reviewed and revised the mission and vision statement and SLOs. The ABCs were incorporated into the SLOs. EHS effectively ensures that stakeholders continue to understand and are committed to the school's vision, mission and SLOs by doing the following:

- Publication of EHS's mission and vision statement and SLOs
- Reinforcement of our SLOs in curriculum
- Acknowledgement of our EHS SLOs by presenting weekly "ABC Awards"

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP: The school reports that ongoing, daily reference to and modeling of the EHS SLOs by staff promote a tight knit school community culture that understands and is committed to the mission, vision, SLOs and LCAP goals. The district school board reviews and approves the vision, mission and SLOs annually.



## **A2. Governance Criterion**

To what extent does the governing board have 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? To what extent does the governing board have delegate implementation of these policies to the professional staff? To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

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

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

Governing Board and District Administration: Policies and procedures regarding the selection, composition and specific duties of the governing board are clear and available to the public at the district office or online as follows:

- District policies and procedures are clearly communicated via monthly meetings attended by EHS principal
  - District board meeting minutes are distributed prior to the monthly meeting and available on the district website
  - District Policies and Regulations are listed on the public district website
  - LCAP meetings and procedures are available to all stakeholders via email communication and on the district website
- Understanding the Role of Governing Board: The role and responsibilities of the governing board and professional staff are clearly established and understood:
- District policies and procedures are clearly communicated via monthly meetings attended by EHS principal
  - A FUHSD Employee's Handbook is distributed to all members of the district's teaching and non-teaching staff when hired or upon request
  - District board meeting minutes are distributed prior to the monthly meeting and available on the district website
- The EHS board report is included in the district board report packet
- Governing Board and Stakeholder Involvement: EHS's school community and parents are effectively informed as to how they can participate in the school's governance:
- A student representative is elected every year to sit on the district board
  - A monthly report from the EHS principal is presented once a month to the board
  - EHS Facebook page provides information about board and LCAP meetings

● Automated phone dialer system informs parents of school emergency/safety issues, school events and student progress EHS identifies the need to increase school community and parent engagement in the school's governance. Low attendance at district LCAP and school site council meetings are ongoing

## ACS WASC/CDE Visiting Committee Report

challenges. Board's Evaluation/Monitoring Procedures: The following effective evaluation and monitoring procedures are conducted by the district administration and reported to the governing board:

- Board assesses the annual LCAP
  - Monthly budget reviews are presented at School Board Meetings and weekly contact is maintained with the District Superintendent and the District Business Manager
  - Board assesses the site vision, mission and SLOs as part of the WASC self-study
- Complaint and Conflict Resolution Procedures: The governing board/school's complaint and conflict resolution procedures are communicated through the district policies which are available on the district website and the the FUHSD employee handbook which is distributed to all staff at hire, or upon request.

### **A3. Leadership: Continuous Planning and Monitoring Criterion**

To what extent based on student achievement data, does 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? To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

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

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

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

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

**Broad-Based and Collaborative:** The EHS school improvement planning is broad-based and collaborative and fosters the commitment of stakeholders as follows:

- Staff meets bi-weekly to focus on policy and long term planning issues and review, assess and monitor student progress
  - A student representative from EHS is elected to sit on the district board each year.
  - Parent events and open invite to parents, community and board members
- Single School Plan for Student Achievement Correlated to Student Learning: EHS's SPSA is directly correlated to and driven by the analysis of student achievement data as indicated:
- Data from standardized tests, credits achieved, grades and other sources is reviewed annually to develop SPSA goals



ACS WASC/CDE Visiting Committee Report

- SPSA, LCAP and WASC goals are aligned
- SPSA and WASC action plan are reviewed annually by the leadership team

● LCAP is reviewed annually by all stakeholders Staff Actions/Accountability to Support Learning: Staff at EHS are involved in shared decision-making, responsibility and self-reflection that supports student learning as follows:

- Weekly staff meetings
- Weekly PLCs
- Involvement in SIPs (Student Intervention Protocol)
- Representation at Board meetings

● Representation at LCAP meetings Internal Communication and Planning: EHS has effective structures for internal communication and planning as follows:

- Weekly staff meetings
- Weekly PLCs

● Google docs for agendas, minutes and forms There is a complaint form available on the district website which can be used for resolving differences as needed.

#### **A4. Staff: Qualified and Professional Development Criterion**

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

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

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

Qualifications and Preparation of Staff: All EHS teachers are fully credentialed and teach in their designated content areas. The teaching staff has over 100 years combined teaching experience. Staff Assignment and Preparation: The professional preparation of EHS staff maximizes the expertise of all staff members to provide quality student learning. All teachers work in their credentialed areas. The district provides BTSA to all new teachers. Defining and Understanding Practices/Relationships: The systems used to communicate and administer policies, handbooks defining responsibilities and operational practices and decision-making are in place and effective at EHS. A handbook is distributed to all FUHSD staff when they are hired or upon request, safety and emergency plans are updated annually. The student handbook is updated annually and is available on the EHS website and given to the parent/guardian of each newly enrolled student. Support of Professional Development/Learning and Measurable Effect on Student Learning: Professional development activities are available to EHS staff through the district,

which provides time

17 ACS WASC/CDE FOL, 2017 Edition GDocs

## ACS WASC/CDE Visiting Committee Report

and training at the beginning of the year, and through release time throughout the year. Salary increases based on completed college coursework provides incentives for ongoing professional growth. Professional learning opportunities are aligned with LCAP goals and staff members have the ability to choose from opportunities presented by the district. The school did not report how Professional Development related to college and career readiness is made available. There was no mention of coaching and mentoring opportunities or the impact of professional learning activities on student learning, however, district personnel reported that those opportunities are available.. Supervision and Evaluation: Supervision and evaluation procedures are effective and promote professional growth of staff. All EHS staff are supervised and informally evaluated on a daily basis by the onsite principal due to the open structure of the school. The district evaluation process is utilized and the principal conducts formal evaluations as outlined in the district's evaluation guidelines.

### **A5. Resources Criterion**

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

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

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

Allocation Decisions and Their Impact: EHS is operating with severe budget cuts due to declining enrollment in FUHSD and declines in funding. However, EHS is effectively using existing funding to promote the school's vision, mission, SLOs and academic standards. Decisions regarding allocation of resources are made at the site administration and district levels. Input from staff on resources is gathered at weekly staff meetings. Information regarding expenditures is made available at board meetings and in board meeting minutes. Practices: District practices for conducting business and accounting practices, developing annual budgets, conducting annual audits are effective. Administration and district personnel determine and review expenditures. EHS is given a yearly site budget and needs are determined by the principal, who approves all purchase orders and attends monthly board meetings. Also of note is the practice of allowing EHS students to attend classes and extracurricular activities at Fortuna High School. The visiting committee is pleased to report that EHS students "walk" with their peers at the graduation ceremony held on the comprehensive school campus annually. Facilities: The new EHS facility was completed in 2015 and maintains a learning environment that meets the educational and safety needs of all students. The new building has state of the art technology and is well maintained by FUHSD janitorial staff daily. Instructional Materials and Equipment: The school reports that procedures for acquiring adequate instructional materials are effective within the limitations of current funding. Textbooks and instructional materials are purchased through the school district. Technology issues are addressed at staff meetings and through written requests on the district website. The visiting committee saw some alignment of current instructional materials to current state standards, technology is being used regularly in the computer lab and individual chromebooks. Well-Qualified Staff: Staffing has been impacted with recent decreases in funding resulting in the loss of two teachers and the librarian during the afternoon program. The school reports that despite current strains on the program, all staff are highly qualified and have over 100 years of combined experience. All teachers are assigned in their credentialed areas. EHS staff are provided time and financial support to attend conferences and trainings. EHS staff also has the opportunity to collaborate with their colleagues

## ACS WASC/CDE Visiting Committee Report

at Fortuna High School for curricular planning and other professional development needs. Long-Range Planning: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes. The district and school's processes effectively align site resources with the LCAP goals. Stakeholders meet regularly for LCAP and DAC. Updates are given to EHS staff at weekly meetings.

### **CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

#### **Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any)**

1. EHS leadership is a cohesive, collaborative team and meets bi-weekly 2. EHS staff are highly qualified and evaluated on a regular basis with clear communication from

administration 3. New facility is safe and clean, allowing for an effective learning environment 4. The EHS vision is clear, concise and available to students, parents, and the community 5. District support for EHS students to attend classes and events at the main campus 6. Opportunities available for professional collaboration with staff at the main campus

#### **Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

1. Need to increase awareness of the EHS mission statement, vision statement and SLOs in order

to engage stakeholders at higher levels in the school's governance 2. Need to develop a procedure for annual review and revision of SLOs 3. Need to develop a procedure for annual review and revision of mission and vision statements 4. Staff and leadership need to develop creative approaches to collaboration given the current reductions in staffing

#### **Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- EHS Website
- School handbook
- Staff meeting and PLC minutes
- Board meeting minutes
- FUHSD Employee Handbook
- District website
- District LCAP
- SARC
- SPSA

## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

To what extent do 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?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

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

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

Current Educational Research and Thinking: EHS utilizes current research and thinking to prepare students for college, career and life in the following ways. EHS staff attend workshops and/or webinars at Humboldt County Office of Education such as Restorative Practices, EL Consortium, English and the Common Core, to update their skills and stay current on topics that affect their teaching and counseling strategies. Teachers also have the opportunity to participate in Professional Development training, such as the yearly CCEA Conference, in order to learn up to date best practices to improve teaching strategies and provide more meaningful instruction to their students. Administrative staff stay current on the latest governmental regulations and staff certifications to ensure students are receiving meaningful instruction leading to graduation and beyond. Due to reductions in teaching staff in the afternoon session, PLC time has been limited, making it difficult to collaborate in regards to curriculum development amongst teachers and counselor Academic and College- and Career-Readiness Standards for Each Area: EHS ensures that Academic and College/Career Readiness standards are met in each area by employing highly qualified credentialed teachers in each subject area, using curriculum and textbooks that are aligned with CCSS. EHS students have the opportunity to concurrently enroll in FUHS or at the local community college to pursue higher level classes, though no EHS students are currently doing so. Students also have the opportunity to enroll in Career Technical Education classes at FUHS and pursue a CTE pathway. Every EHS student is required to complete five career education credits, and the SLOs define standards and skills that support college and career readiness. Congruence: EHS uses curriculum, textbooks and support materials that align with CCSS and the SLO ABC's in some content areas. Hands-on projects, science labs and field trips align with the standards and integrate the SLO ABC's. English classes integrate the SLO ABC's into students writing assignments. The full time RSP and ELL students, along with students who have 504 plans, are mainstreamed into core classes and provided with tutoring support and modifications as needed. Two bilingual aides currently assist in this process. Integration among Disciplines: Because EHS has a small staff with only one teacher in each subject area, EHS teaching staff has historically relied heavily on integration among disciplines and on outsourced curriculum to maintain curricular integrity, reliability and security. EHS teaching staff can collaborate with FUHSD teachers as needed. English and Social Studies departments use a common writing rubric and assignment format, as well as developing co-curricular assignments studying historical events through novels and documentaries. The Social Sciences are integrated with Life Science for projects such as Humboldt Bay Studies, tree planting and the Salamander Project with the Bureau of Land Management (BLM). Science and math classes integrate shop and art projects into hands-on curriculum including constructing kites, bridges, mouse trap cars and murals. Practical construction projects are integrated with history and math in building projects such as the BLM

## ACS WASC/CDE Visiting Committee Report

kiosks. Due to the reduction in teaching staff during the afternoon program, meeting as a team is a challenge and limits staff collaboration during weekly PLC meetings to develop curriculum and standardize assignments and assessment criteria. Articulation and Follow-up Studies: EHS articulates curricular programs and expectations with its feeder schools, local colleges, universities and technical schools by having the local feeder schools visit the FUHSD campus, including EHS, each spring. Career development presentations are offered during Career Day. Programs like Jobs Corp and CCC are invited to present their programs, and depending on interest, visits to Sacramento, San Francisco or Medford Job Corps sites have occurred. Military recruiters schedule a visit to EHS once a year and depending on interest ASVAB testing is arranged.. The EHS student support counselor manages the required career education credits which includes dialog with community colleges and career/technical schools. EHS students have the opportunity for concurrent enrollment in higher level FUHS or community college classes, though none are currently taking advantage of this. The EHS counselor also works at Academy of the Redwoods on the CR campus one day per week.

Historically, EHS has always found it challenging to track graduates and are looking for ways to improve follow-up studies to use data to evaluate the program. Currently, graduate data is starting to be tracked through the EHS website, which has an alumni connection page, and through the alumni Facebook page. Having an open door policy, with frequent visits from alumni, has been the most successful way to see how graduates are doing and what their needs are. It is agreed that a system needs to be developed and implemented to better document those graduate visits, and have a system in place to gather and use this data in program improvement.

### **B2. Access to Curriculum Criterion**

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

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

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

Variety of Programs — Full Range of Choices: An effective process in place at EHS is a career education requirement which allows all students to make informed choices and pursue a full range of realistic college / career or other educational options. Upon enrollment, students complete the orientation packet which includes a Personal Learning Plan (PLP) that is filled out with the collaboration of the student and his/her advisor, setting education and career goals. Career Presentations and alternative career development programs like Job Corp and CCC are explored. Presentations and ASVAB testing are put on by military recruiters, along with follow up activities. EHS students have the opportunity for concurrent enrollment in higher level FUHS or community college classes. Students have the opportunity to enroll in Career Technical Education classes at FUHS and pursue a CTE pathway. The EHS shop provides flexible pre-vocational technology training, career exploration and construction projects in the local community. Students do report a need for additional PE activities as they currently spend their PE time walking the track or they can sign up for basketball. The full-time student support counselor manages the career education credits and is available for one-on-one career and college education support for applications, scholarships and FAFSA completion. EHS student advisors assist students to determine and meet goals for their post-secondary paths. EHS career education curriculum integrates college/university tech program field trips, tech fairs, local business job shadowing, conferences and

## ACS WASC/CDE Visiting Committee Report

FAFSA completion. Seniors complete a portfolio which includes a resume, sample applications filled out, introductory letter of interest, and thank-you letters that they can use in their job searches. EHS students have the opportunity to attend the annual Indian Motivation Day and Hispanic Motivation Day at HSU. EHS holds an annual Career Day bringing in local business employers to present to small groups. Transitional Partnership Program (TPP) assists RSP students in meeting their career and college path goals. HSU Talent Search meets regularly with students to help them meet their career and college goals. Accessibility of All Students to Curriculum, including Real World Experiences: Overall, EHS is effective in providing students access to a rigorous, relevant and coherent curriculum across all programs that includes real world applications. The SLO / ABCs directly reflect what is needed to be successful at EHS and in the real world. Attempts are being made to better align coursework with CCSS. Students report that the Business math coursework integrates “real world” math skills that they’ve not seen until coming to EHS. Students are given project-based assignments in all core curriculum. Seniors have the option to participate in the Change the World project as part of their 15 hour, service learning requirements. The EHS shop provides pre-vocational technology training, career exploration and construction project experience in the local community. Students have the opportunity to participate in the work experience program (WEX). TPP assists RSP students in meeting their career and college path. HSU Talent Search presents their program at the start of the year, generates a sign up list, and then meets weekly with students to help them meet their career and college goals. Historically, the afternoon program has been an effective time for students needing extra/individual instruction. The reduction in teaching staff in the afternoon program has impacted the ability of staff to facilitate student access and success for all students, especially students needing the extra tutoring in the afternoon program. During a focus group meeting, students report a need for social science textbooks to be updated as some information is out of date/inaccurate. Staff appears open to modifying curriculum materials and the district is supportive of EHS making necessary changes to materials. Student-Parent-Staff Collaboration: EHS parents, students and staff collaborate in developing and monitoring a student’s personal learning plan as well as their college / career goals. An ongoing challenge is being consistent and productive in the processes of monitoring effectiveness. Upon enrollment to East High School, all students under the age of 18 must bring a parent/guardian to the intake meeting held by the principal and counselor. Students complete the orientation packet including a Personal Learning Plan (PLP) that is filled out in collaboration with the student and his/her advisor, setting education and career goals. Parents/guardians have access to students grades via the online grading system. Report cards are sent home quarterly including attendance, grades and personal comments from the advisor and staff. The full-time counselor manages the career education credits, going over PLPs and helping each student develop and achieve their own individualized post secondary plan. The counselor monitors each student’s PLP and revises as needed, inviting parent and staff participation as needed. The advisor meets regularly with their advisees to monitor and help them meet their postsecondary goals. A Student Intervention Protocol (SIP) is completed for every student who falls behind. This process is a collaboration of teachers, counselors, students and their families. A student meeting can be organized at any time by student, parent or staff. Parents are informed each quarter if their student falls behind on credits earned, through a recorded message from the Principal via the automated phone dialer system. Parents of seniors who are behind in credits also receive a letter outlining steps needed to get back on track. Many parents attend the annual Thanksgiving feast and senior luncheon which offer an informal setting to discuss student progress. EHS students and parents are invited to the FUHS FAFSA workshops. Meeting and collaborating as a team is more of a challenge now due to the reduction in teaching staff during the afternoon program and impacts the ability for the whole staff to effectively collaborate to discuss student progress, and evaluate each student’s ABC’s; attendance, behavior and grades. Post High School Transitions: EHS effectively implements strategies and programs to facilitate transitions to college, career and other post secondary options, evaluates the effectiveness of the efforts, and makes changes /improvements in their delivery options to better meet student’s individual needs. Career education credits are designed to help students develop their individual postsecondary pathways. The EHS student support counselor works at Academy of the Redwoods (AR) on the College of the Redwoods (CR) campus and is familiar with CR

programs and requirements, arranging small group visits, tours and meetings with CR counselors for registration and support services. The counselor also

22 ACS WASC/CDE FOL, 2017 Edition GDocs

## ACS WASC/CDE Visiting Committee Report

manages the career education credits and is available for one-on-one career and college education support for applications, scholarships and FAFSA completion assistance. English and math teachers help prepare students for college placement tests. The RSP teacher gets qualifying students registered with College of the Redwoods' DSPS services prior to their registration at CR. TPP assists RSP students in meeting their career and college pathway goals. Students on a military path complete paperwork, participate in physical check-ups, ASVAB testing requirements, and meet regularly with their recruiters. There are ongoing life skills and healthy lifestyle presentations and workshops including tax preparation, FAFSA, Planned Parenthood Spare Change, health education, 'Every 15 Minutes' and Challenge Day. Student focus groups confirmed that the system in place to track their progress academically is working, and that they have explored different options for post secondary plans.

### **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

#### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

1. All students have a Personal Learning Plan (PLP) that includes an individualized post secondary plan.
2. Full-time student support counselor offers counseling and assistance for students in developing their PLPs and postsecondary plans.
3. Hands-on curriculum integrating college / career readiness.
4. EHS maintains an open door policy for alumni, to assist them with various needs.
5. Communication among stakeholders is consistent and occurs frequently.

#### **Key issues for Standards-Based Student Learning: Curriculum (if any):**

1. Need to revisit and revise curriculum to align with CCSS and integrate across content areas
2. Need for more regular parent collaboration with staff and students about student PLP review and progress.
3. Need greater integration of PLP, career goals, career credits with regular monitoring and revision.
4. Exit assessments need to be completed earlier in the spring and data analyzed.
5. Transition support needed to help students follow through with postsecondary plans.
6. Need for more systematic approach to alumni follow-up tracking data and studies.
7. Staff and leadership may need to explore additional ways to provide access to afternoon

**programs Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- SARC
- Staff minute meetings
- Board reports
- [Common Core State Standards](#)
- Graduation requirements
- EHS website
- Staff meeting minutes
- EHS student handbook
- Career day sign ups and schedules
- EHS website

- EHS Facebook
- Career education curriculum
- PLPs
- Student work/classroom observations

ACS WASC/CDE Visiting Committee Report

- Curriculum/student assignments
- Google docs online grading system
- Activities guestbook
- Automated phone dialer system log
- Student focus groups
- Staff and teacher interviews

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **C1. Challenging and Relevant Learning Experiences Criterion**

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

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

Results of Student Observations and Examining Work: Students at EHS participate in challenging and relevant coursework that aligns to the school's SLOs with many co-curricular and hands-on activities aligned to CCSS academic standards. Curriculum in English is aligned to CCSS. Staff indicates that coursework meets students where they are academically upon intake and that curriculum builds upon itself, moving students at an appropriate pace closer to grade level standards. Students report that they are successful in school, the learning is meaningful to them, and materials and activities prepare them for 'real life' after high school. EHS teachers create an individualized program of instruction for each student, modifying curriculum and through the work of a full-time special education teacher, make necessary accommodations to support all students with IEP's. Students have access to relevant coursework, such as Change the World service learning project, local creative writing contests, and cross-curricular projects. EHS reports that a reduction in teaching staff has presented challenges in their afternoon program and may contribute to some students falling behind in some subject areas, particularly in English. Staff indicates a need for updated instructional materials. In addition, the visiting committee observes that while alignment of instructional practices occurs to some extent in all content areas there is a continued need to work on aligning instruction in all content areas, including integration of disciplines as possible. Student Understanding of Performance Levels: EHS students understand the expected performance levels and standards. All incoming students attend an orientation that covers academic expectations and have a probationary period where they learn course expectations for core subjects. Initial placement tests and formal and informal assessments are used to determine a student's skill level in English and math and strengths and needs. During weekly meetings, staff share data to modify curriculum and make accommodations aligned to the individual needs of each student. Some core assignments have rubrics and a cover page that states the criteria and requirements for the assignment, while other teachers meet with students one-on-one to go over requirements and expectations. Students report that they understand the system for tracking credits and indicated they understand what it means to be 'on track.' Additionally, students report an understanding of the credit value for each assignment and that assignments need to be completed with 70% accuracy and 100% complete. Differentiation of Instruction: A wide variety of multimedia and technology applications are utilized by EHS staff to differentiate instruction and accommodate individual needs. Classroom observations reveal many students utilizing both computers and Chromebooks.

Staff report that the use of a Google form, developed by a staff member, allow staff, students, and parents to monitor student progress and evaluate student learning in real time. Classroom observation and discussions with students show this to be an effective method to evaluate learning. This use of

technology is highly effective for teachers and students to quickly evaluate a student's progress and make immediate changes and modifications to their program. EHS staff report the use of Google Classroom to communicate with students and assign coursework. In addition, teachers modify curriculum to meet the individual needs of students through the use of many technology applications, including: multimedia presentations, digital senior portfolios, streamed videos, and phone application software.

## **C2. Student Engagement Criterion**

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

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

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

Current Knowledge: Teachers at EHS utilize a variety of instructional strategies and technology applications to actively engage students, promoting success while emphasizing higher order thinking skills. EHS teachers use Google Classroom and communicate through .net domain. English curriculum is aligned to CCSS while science and social science classes incorporate many hands-on/project-based activities that are cross-curricular and align with CCSS. Staff cite the need to continue to modify curriculum to align with standards and the need for new math textbooks to replace the current business math textbooks. Students report the need for new textbooks that are up to date with current information. Odysseyware online curriculum is available to students in all core content areas, but staff report that this is rarely used by EHS students. Teachers as Coaches: Completion of course credits requires EHS students to demonstrate mastery of the Student Learner Outcomes, or ABC's: Attendance, Behavior, and Credits. Students have the ability to participate in elective classes and complete a CTE pathway at the comprehensive high school. Staff reports that many new students continue in their elective classes at FUHS, while others take elective classes at the main campus due to interest and alignment with their post-secondary goals. Students apply acquired knowledge as they move through math and English curriculum that builds upon itself and in cross-curricular activities in math and science classes.

The use of Google Classroom allows teachers to increase collaboration, facilitate writing and research, and review student work. EHS students participate in "Change the World," a senior project, complete a persuasive essay, participate in socratic seminars, class discussions, and poetry workshops that demonstrate students performing at higher cognitive levels utilizing



problem solving skills that are developed through the use of these varied instructional practices and resources beyond the textbook. Real World Experiences: EHS students have access to real-world experiences, such as the Salamander Project, a science study in collaboration with the Bureau of Land Management. Assignments in Economics and math incorporate real-life scenarios and all core content classes offer project-based assignments. In preparation for career and college, EHS students have access to online tutoring for college placement exams and each student is required to complete 5 credits in career education, which is tailored to the interests of the student and their goals. Multiple staff members have connections to community and college resources that help students make connections and learn more about activities aligned to their career/college interests and goals. EHS students have access to job shadowing opportunities, job fair and presentations, and college workshops. These services are managed by a full-time student support counselor who is available to work with students one-on-one to assist them in their transition to college and/or career. In addition, EHS students have access to a wide variety of career and college preparation activities, including Job Corps, CCC, ASVAB testing, concurrent enrollment in community college, CTE classes at FUHS, vocational training at EHS, HSU Talent Search, and service learning activities, such as: Meals on Wheels, Animal Shelter, Blood Drive, and community building projects. Students report that these activities are engaging and lead to a deeper understanding of the academic concepts and students report are grateful for these opportunities.

### **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

#### **Areas of strength for Standards-Based Student Learning: Instruction (if any):**

1. Teachers modify curriculum and differentiate instruction to meet individual student needs
2. Teachers work closely with students through an advisory system and are able to collaborate with staff to share information about student strengths, abilities, and needs
3. Students participate in service learning projects that provide instruction outside the classroom and provide valuable, 'real world' experiences

#### **Key issues for Standards-Based Student Learning: Instruction (if any):**

1. Reduction in teaching staff in the afternoon
2. Continue to align instruction to promote higher order thinking, reasoning, and problem solving skills
3. Continue to implement research-based instructional strategies to differentiate instruction
4. Articulate how skills and knowledge acquired can have applications beyond the classroom

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Observation of student work samples
- Observation of curriculum and activities/assignments
- staff meeting minutes

ACS WASC/CDE Visiting Committee Report

- Google Classroom/Google forms for tracking credits
- Orientation packet/Personal Learning Plan
- School Handbook
- Teacher evaluations
- Career and college readiness standards/CTE pathways

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion**

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

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

Professionally Acceptable Assessment Process: EHS is currently using 'Read 180' assessment tool to establish students current reading levels, and a paper / pencil math diagnostic assessment to gauge current math levels. These initial assessments have been in place for some time, and technology is in place to allow for various new assessment choices, but none have been established. EHS staff are exploring assessment tools they can use to better collect, disaggregate and analyze student performance data. Weekly staff meetings are used to share information about student academic performance, as reflected in credit completion and grades and in student performance on initial placement tests, CAASPP and other state tests. The EHS Principal attends DAC meetings and reports test scores to staff. Data quest is used to discern suspension and attendance rates. EHS has identified the need to establish, across academic curricular areas, a more professional, valid and unified system of assessment to identify trends and ensure mastery of content standards Monitoring and Reporting Student Progress: EHS has effective regular communication with its stakeholders about general school and student progress through the following:

- An EHS board report is provided at monthly FUHSD board meetings. EHS board reports are also posted on the district webpage.
- The East High Facebook page is updated weekly; keeping parents, students, alumni, staff and community members informed of current events.
- The East High website is updated monthly; keeping stakeholders informed of board reports, school events and activities.
- Online credit sheets (gradebook) allows students and parents to access credit reports online. Quarterly report cards are generated through this system and mailed home.
- There is an annual senior luncheon at the end of the academic year with an open invitation to all stakeholders to celebrate our graduates.

● FUHSD meets five times annually as part of the District LCAP development process. EHS is challenged by recent teaching reductions, affecting the ability to meet as a whole staff during Wednesday PLC meetings and Friday staff meetings to effectively stay informed about student progress toward meeting their academic goals. EHS identifies the need to develop more effective processes to keep parents informed about student progress. Monitoring of Student Growth: EHS has systems in place for determining and monitoring the growth and progress of all students but identifies the need for development of procedures to make the monitoring systems more consistent. The school has expressed that recent reductions in staff have made this more difficult. EHS utilizes the following procedures to monitor student growth:

- The ongoing data analysis and the cycle of inquiry used at staff meetings to keep staff in tune with the students and their needs
- Student progress on SLOs (the ABCs)
- Analysis of EHS student placement tests which assess student understanding and skill levels and allow teachers

to place students in the appropriate academic level

- All graduating students take an exit survey which includes the original placement tests as a benchmark of student growth and progress. EHS is working toward developing a “post-test” to be administered in April of each year.

## ACS WASC/CDE Visiting Committee Report

- Each student has an advisor who meets with the students regularly throughout the year to go over his/her progress, their ABC's, and work on post-secondary goal setting
- Student orientation packet includes a Personal Learning Plan (PLP) that is filled out with the collaboration of the student and his/her advisor.
- The counselor manages the five mandatory career education credits, going over PLPs and helping each student develop and achieve their own individualized post secondary plan
- The collaborative Student Intervention Protocol (SIP) is completed for students who fall behind, to provide the student the support they need to get back "on track" to graduate.

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

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

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

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

Appropriate Assessment Strategies: EHS uses a variety of local assessments to determine and measure EHS student success. These local assessments vary by subject matter and teacher, but include tests, quizzes, essays, hands-on projects, socratic seminars, debates, lab activities, conferences and presentations. Students report that assignments contain summative assessments where they are able to identify and apply skills learned in the unit of study. In addition, several students reported feeling good about being able to recognize what they've learned and answer the questions correctly. Although these strategies are effective and appropriate, EHS identifies the need for additional formative and summative assessment strategies that are more effective and informative. Demonstration of Student Achievement: EHS staff have identified the need to develop systematic procedures to make analysis of assessment more consistent and useful to guide, modify and adjust curricular and instructional approaches. Placement assessments in reading, vocabulary, writing and math are completed by the student upon entry and exit at EHS and are used to shape curriculum and instruction choices. Student exit tests have been inconsistent. Quality time for PLC meetings and collaboration are a challenge and impact the ability of staff to analyze CAASPP and ELPAC results and survey data. Student Feedback: EHS identifies the need to improve student understanding of the expected level of performance based on the standards and SLOs in relation to preparation for college, career and life. Currently, students understand the tracking system that keeps them on track to graduate and the ability to earn additional freedom and scheduling flexibility. Student survey information indicates that 56% of EHS students are familiar with the SLOs and 94% of EHS students are aware of what they need to do to graduate. Student-teacher conferences occur daily at EHS, PLPs are updated regularly and the ongoing conversation between teachers and students is an integral part of the EHS experience. However, the recent reductions in teaching staff limit student-teacher conferences and monitoring as indicated from student feedback, with only 63% of students feeling that their advisor regularly communicates with them about their academic progress and graduation requirements including review of PLP and ABCs.



### **D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

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

School Assessment and Monitoring Process: EHS Staff meets weekly to monitor student progress, but the staff reports that the effectiveness of this process has been impacted by recent staff reductions. Advisors share knowledge of students who need modified or enhanced support. If a student falls behind or is of concern, a collaborative Student Intervention Protocol (SIP) is completed involving teachers, advisors, counselors, students and their families. The FUHSD School Board adopted the EHS senior activities policy to help prevent ‘senioritis’ in the spring and keep students more engaged during their last semester. During the LCAP development process stakeholders identified a need for all FUHSD students to receive more social emotional support. Supplemental funds currently support a full time student support counselor, part of the principal position and two bilingual aides, who all regularly offer assistance to students in the program. EHS continues to identify the need to improve parent/guardian involvement, making it more consistent Curriculum-Embedded Assessments: EHS examines and analyzes standards-based curriculum-embedded and standardized assessments regularly. State and national testing data is reviewed annually at staff meetings and reported out publicly during FUHSD Board Meetings, District LCAP meetings and monthly EHS board reports. EL students are discussed and assessment results are analyzed at weekly staff meetings. Bilingual aides are available when a modification is needed to transcend a language barrier in a performance examination or assessment of academic achievement. In math, it is achieved through one-on-one tutoring and testing, oral instructions or examinations and project based assessment. Two bilingual aides act as a safety net to protect students from assessment errors occurring from communication failures. The school reports that EHS staff use standardized test results on a limited basis to measure core subject achievement of standards. They seek to find alternative ways to make assessments more relevant and therefore scores more valid by encouraging students to take the tests seriously and use their best effort to score as well as they can. Staff reports that this is an ongoing challenge. Schoolwide Modifications Based on Assessment Results: EHS effectively uses assessment results to make changes in the school program. Test results from CAASPP and CELDT, survey data, informal interviews with parents and student exit interviews provide the staff with data which is presented and reviewed at weekly staff meetings for discussion and modification of curricular and instructional approaches. The key focus areas of the SPSA are: Lowering our site suspension rate and increasing the graduation rate. Based on suspension data that indicated many suspensions were for behavior infractions that did not require suspensions, EHS staff attended professional development training in Restorative Practice as a means to explore alternative discipline strategies to lower our site suspension rate and increase our graduation rate as cited in our SPSA. Placement assessments in reading, vocabulary, writing and math completed by each student upon entering EHS are used to shape curriculum and instruction choices for individual students. The school reports that they will implement a consistent “post test” process in April 2018. Supplemental funds pay for a full-time student support counselor to address the growing social emotional needs of our students. Supplemental funds pay for two part-time bilingual aides to address an increasing EL student population at EHS.

**CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

1. Consistent, timely and relevant communication keeps parents informed about student progress and performance, upcoming standardized assessments, assessment results, timelines and goals. 2. Teachers continuously modify curriculum and instruction in response to informal assessments of individual student achievement. 3. EHS has an online credit tracking system in place to help students monitor their progress toward graduation along with continuous follow up by student support counselor and advisor. 4. EHS has a well-organized, comprehensive set of processes to keep all stakeholders informed about student progress toward achieving the academic standards and the student learner outcomes. 5. The Thanksgiving Event and Senior Lunch provide informal venues for discussions with parents

**and stakeholders regarding student progress. Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):**

1. Need to develop pre and post assessment tests in Math and English in order to better track student achievement levels and generate data for program improvements. 2. Although communication between parents and school is ongoing, EHS identifies a need for greater parent involvement and collaboration which would result in higher achievement by students. 3. Need for systematic approach to collect, disaggregate and analyze student performance data. 4. Need for greater student awareness and understanding of the ABC's and how they relate to success in college/ career readiness. 5. Need to improve strategies to improve student performance on standardized state and national

**tests. Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Staff meeting minutes
- Placement test data
- Credit reports
- CDE comparison data
- DAC meeting minutes
- Board meeting minutes
- Phone dialer log
- Staff meeting minutes
- EHS facebook
- EHS website
- Event guestbook

- LCAP meeting minutes
- Exit survey results
- PLPs
- SIPs
- Student work
- PLC meeting minutes
- Student surveys
- Staff surveys

ACS WASC/CDE Visiting Committee Report

- FUHSD board meeting minutes
- Board reports
- Professional development authorization requests
- SPSA
- Student Handbook

33 ACS WASC/CDE FOL, 2017 Edition GDocs

## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **E1. Parent and Community Engagement Criterion**

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

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

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

All EHS students under the age of 18 must be accompanied by a parent or guardian at their intake meeting. Parent participation continues to be encouraged in the academic process through frequent contacts home via phone calls and a phone dialer system, which notifies parents of school events and other important information. Bilingual aides and teaching staff fluent in conversational Spanish translate during meetings and make phone calls home to Spanish-speaking families to ensure their participation in their child's education. Parents and guardians receive report cards quarterly, which also include information on attendance and progress toward graduation. Parents can meet with staff at any point to discuss their child's progress and several parents report stopping by the school to monitor the progress of their student. In addition, EHS holds many events to encourage the home/school connection. Latino parents can attend Latino Parent Nights at FUHS and the annual 'open house' is open to all families, community members, and stakeholders. Each year, graduates are celebrated at the 'Senior Luncheon' with parents and stakeholders in attendance. Friends and parents are also encouraged to attend 'mini graduations' at the school when each student completes their graduation requirements. EHS understands the importance of parent involvement and its impact on student success and continues to develop strategies to increase parent involvement.

Use of Community Resources: 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. EHS incorporates a wide variety of community partnerships and resources to support student learning. It is evident that staff at EHS are highly involved in their community and utilize their connections to bring a wide variety of valuable resources and services to students at EHS. EHS students, through career education curriculum, have access to mock interviews with community businesses and an annual 'career education day' where local businesses present information to students. Service learning activities include reading to youth at schools, volunteering with Meals

on Wheels, Miranda's Animal Shelter, coastal clean-up, and community building projects. Students report that these are valuable learning opportunities that were not available to them at

their previous school. In the area of career and college readiness, EHS students can participate in military presentations and ASVAB testing. Transitional Partnership Program works with RSP students to develop a career/college path. Humboldt State University Talent Search meets regularly with interested students to create college and career paths. Along with this, EHS students can access EOPS at College of the Redwoods to receive mentoring and support to attend junior college. Community resources and collaboration include the California Conservation Corps, Bureau of Land Management, and the Salamander Project where students participate in hands-on projects consisting of tree planting, removal of non-native plants, construction, and forest restoration. Community partnerships that also support student learning and health include 'Innovate Challenge,' a blood drive twice per year, health education through Planned Parenthood, county poetry and creative writing contests, a mobile dental van that comes to the school 8 times per year, and numerous higher education scholarships provided by local tribes, community members, and service organizations.

## **E2. School Environment Criterion**

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

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

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

**Safe, Clean, and Orderly Environment:** EHS maintains a clean and orderly environment that fosters learning. The school facility is new and students have access to state of the art technology. Upon intake, students learn rules and procedures, which are outlined in the EHS handbook. The environment is well maintained daily with grounds being maintained by district maintenance staff. Any issues related to grounds and facilities are submitted through the district website and remedied in a timely fashion. Through observations and focus group meetings, it is evident that EHS is a well maintained facility with a variety of technology resources that are utilized by students and staff. Staff and students take pride in their new building, and students report feeling comfortable in that environment where they have enough space to participate in a variety of classes/activities. **High Expectations/Concern for Students:** Students and staff report that the school fosters positive relationships and a culture of family that is critical in the success of students at EHS. Students report EHS provides an environment where they can be successful academically and feel more connected to staff while getting individualized instruction leading to increased levels of comprehension of subject than at their previous school. Staff has been trained in Restorative Justice with plans in place for upcoming training in PBIS to support students and

maintain a safe environment. Student survey data indicates rates of bullying are low and a full-time student

services counselor is available for ongoing student support and to mitigate issues that may arise. Staff is trained in emergency response procedures. EHS participates in the 'Great California Shake-Up' and students participate in 'Every 15 Minutes.' EHS is effective in demonstrating concern for all students and fosters a culture of respect for all while honoring students diversity and individuality. Observations show students feel comfortable with staff and positive about school in general. ABC's are consistently reinforced and Eagle Rewards are used as a positive behavior reinforcement. A full-time student support counselor is available to work with students when issues arise and to provide ongoing support. EHS honors student voice through the use of a suggestion box for student feedback. According to students, the suggestion box is used infrequently as students feel their close relationships with staff allow them to speak openly about issues with teachers themselves. Students report, via surveys and CHKS data, that most feel connected to staff as well as respected by both staff and students alike. EHS staff intentionally chooses English texts that represent their unique student population as well as exposing them to different and diverse populations as evidenced by observed classroom activities and instructional materials. Atmosphere of Trust, Respect, and Professionalism: It is evident that EHS maintains an atmosphere of trust and respect and places collaboration and communication at the forefront. Staff meets two times per week and during these meetings, creates the agenda for the week. All staff participate in shared decision making and meetings are focused with established norms and agendas. Students understand and see the results of this collaboration in the organization of the weekly agenda and report, via the parent and students surveys, that EHS exhibits an environment that values and reinforces trust, respect, and professionalism as observed and noted during staff and student focus groups.

Communication among FHS and stakeholders is primarily in the form of face-to-face and email communication with all stakeholders taking part in the development of the FUHSD LCAP. DAC meetings are open to all and EHS sends one representative to each meeting to ensure staff receives feedback from the district and stakeholders. EHS utilizes CHKS data and input from all stakeholders to develop the SPSA and LCAP with the SPSA being re-evaluated and reviewed by the board each year. EHS promotes a family atmosphere through a various events that include families, community, and stakeholders, such as the Thanksgiving Feast, Day of the Dead and Halloween celebrations, and senior awards lunch.

### **E3. Personal and Academic Support Criterion**

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and

adequate for a student's success. [iNACOL Standard N, 2009]

36 ACS WASC/CDE FOL, 2017 Edition GDocs

## ACS WASC/CDE Visiting Committee Report

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

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

**Adequate Personalized Support:** EHS has a wide variety of services available to students to meet their personal needs and foster positive emotional and personal health to support individual learning goals and long-term post secondary goals. Each student at EHS is assigned to a teacher/advisor who meets regularly with their student to monitor academic progress, set goals, and provide social/emotional support. When they enroll, students are assisted in development of a Personal Learning Plan (PLP) that guides them through a program specifically designed to meet individual needs and progressing them toward academic success and post secondary goals. Along with an advisor, EHS students have access to a full-time student support counselor that meets regularly with students experiencing social and emotional issues. This counselor also leads classes on anger management and substance abuse. Foster youth have additional access to counselors from Changing Tides Family Services. All students have access to a week long health class taught by Planned Parenthood and a dental van that comes to the school eight times per year. In addition, students have access to elective and CTE classes at FUHS that align with the student's PLP.

**Support and Intervention Strategies Used for Student Growth/Development:** EHS provides many effective strategies to develop personalized learning plans for each student that are rigorous and align to SLOs/ABCs and content standards. The advisory system at EHS allows students to work closely with their teacher to create, modify, and achieve their goals set forth in their Personal Learning Plan. Students are required to complete 5 career education credits that meet their individual interests and lead to their post secondary goals.

**Support Services – Interventions and Student Learning:** In addition to their advisor, EHS students work with a full-time student support counselor who monitors the PLP and helps ensure the student meets the goals of their unique plan and career and college readiness standards. This is done in collaboration with EHS staff and parents. The Student Intervention Protocol (SIP) is completed with participation from teachers, counselors, the student, and their family when a student gets off track. Staff collaborate weekly to evaluate each students' progress toward the SLOs and their PLP and develop strategies to intervene when students fall behind. Staff notes a need to further develop systems to track student progress and identify student who become 'off track.'

**Equitable Support to Enable All Students Access to a Rigorous Curriculum:** The EHS advisory system is effective and allows staff to quickly intervene when necessary and also monitor students progress toward their PLP and SLOs. This also allows staff to make changes and modify the plan to meet each students' individual academic goals. Students with special needs work with a full-time special education teacher who tracks their progress and ensures the implementation of

the IEP or 504 plan. The special education teacher collaborates with staff to implement the IEP and provides appropriate curriculum and instruction. Meetings with the district special education director, EHS special education teacher, principal,

and counselor occur monthly or more frequently when needed to provide appropriate supports for students. Staff meets weekly to discuss students' progress toward their PLP, SLOs/ABCs, and to develop strategies and supports to ensure student success. Additional support services for students include: a full-time student support counselor to monitor the PLP and two bilingual aides that assist EL students. EHS acknowledges the need for a system to better identify underperforming students and more effectively monitor student progress. The recent addition of a part time Fine Arts teacher allows students increased access to core curriculum. Co-Curricular Activities: EHS staff meets weekly to design academic and co-curricular activities that appeal to the interests of students and are linked to the academic standards and SLOs. A full-time student support counselor monitors student progress in completing their PLP, which is aligned to the career and college readiness standards. EHS students can access elective and CTE classes at FUHS and participate in a variety of service learning projects through strong community partnerships. Some of these activities include: forest restoration and building projects with the Bureau of Land Management; reading to youth at elementary schools; volunteering at the Miranda Animal Shelter; and participating in community writing contents. Additional activities offered include college and career education and athletic activities, such as the inter-district co-ed basketball team.

#### **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

##### **Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

1. Family atmosphere that provides a safe, supportive environment where students feel that they belong and are accepted
2. Vast opportunities for students to participate in co-curricular activities
3. Advisory system to monitor students and communicate with staff and home on student progress and needs
4. Collaboration among staff to meet the individual social/emotional needs of each student individually
5. Focus on post-secondary plan and goals through career education credits and hands-on learning activities

##### **Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**

1. Need to include timely interventions and progress monitoring in tracking of academic progress
2. Need for greater focus on career and college education curriculum to better prepare students for successfully accomplishing goals after high school
3. Need for increased

authentic parent involvement in school governance and decision making

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Orientation packet/Personal Learning Plan

ACS WASC/CDE Visiting Committee Report

- School handbook
- Google forms/credit tracking sheet
- Event guest book
- Observations of interaction between staff/students
- Observation of instructional materials
- Service learning hours record sheet
- EHS website/Facebook
- Counselor contact log
- District safety plan
- Facilities inspection tool
- Online maintenance requests
- Observed morning announcements/rewards
- Observed student work samples
- CHKS
- Surveys of parents/students
- SIPs
- District safety plan
- Google classroom

## **Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up**

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

### **Schoolwide Areas of Strength (list numerically)**

1. EHS leadership, teachers, and support staff provide a warm, caring learning environment that individualizes instruction to meet the needs of each student
2. An advisory support system is provided where student progress is closely monitored and student needs, abilities, and strengths are shared with staff during weekly collaboration meetings, based on each student's Personalized Learning Plan (PLP).
3. Full-time student support counselor monitors students progress toward career and college readiness standards while supporting social/emotional health and learning.
4. EHS staff have developed various community connections to provide relevant, rigorous hands-on project-based learning opportunities

**Synthesize schoolwide critical areas for follow-up and list numerically. Be sure that these can be documented by other sections of the report.**

Schoolwide Critical Areas for Follow-Up (list numerically; Include who, what, why, and the impact on student learning) The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. EHS staff with the support of the principal develop a rigorous and relevant career and college readiness curriculum and activities that adequately prepare EHS students to enter college and the workforce
  2. EHS staff and leadership develop a systematic approach to use formative and summative assessments to address student skill deficits, monitor progress and drive school improvement efforts.
  3. EHS staff, with fiscal support from the district, continue to modify and update curricular materials to meet state standards.
  4. EHS certificated staff with support from leadership collaborate to improve instructional practices to align with state standards and increase opportunities for project-based and integrated assignments/activities.
  5. EHS staff and leadership develop ways to engage parents and community stakeholders schoolwide in governance and other decision making capacities to support student success. In addition, the visiting committee has identified critical areas for follow-up that need to be addressed: (Note: Show the relationship to what the school has already identified, if possible.)
1. School leadership with input from staff work to develop a master schedule each year that

meets the individual needs of all students and allows time for staff collaboration in the event of changes to staffing. 2. EHS leadership support staff in developing systems to memorialize the unique

contributions of individual staff members and ensure sustainability and fidelity of the current program.

## **Chapter V: Ongoing School Improvement (1–2 pages)**

- **Include a brief summary of the schoolwide action plan**
- **Comments on the following school improvement issues:**
- **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
- **Do the action plan sections address the critical areas for follow-up?**
- **Will the action plan steps enhance student learning?**
- **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., II/USP, technology plan, staff development plan)?**
- **Is the action plan feasible within existing resources?**
- **Is there sufficient commitment to the action plan, schoolwide and systemwide?**
- **Existing factors that will support school improvement**
- **Impediments to improvement that the school will need to overcome**
- **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan. The EHS Schoolwide action plan consists of four actions planned for now through May 2021. 1. Maximize student learning by improving data driven curriculums through relevant**

informal, formal and summative assessments. 2. School Parent Involvement Programs 3. Effective career and college-ready education 4. Increase student time in class by decreasing suspensions Each of the four Actions have a list of 4-6 tasks to be completed over the next three years. The school’s plan is aligned with the school’s SPSA Goal #2 - Decrease suspension rate at EHS and the district’s LCAP Goals #1- To provide a high quality instructional program to promote student learning, Goal #2 - To improve and increase parent engagement, including parents of EL and SWD, Goal #3 - To monitor and improve student achievement, students course access to the following: Core Content classes, visual and performing arts, Career Technical Education, Drivers Education, Foreign Language, and technology access, Goal #4- To increase student engagement and school climate. The action plan is also aligned with the district’s technology and staff development plans. Action plan items do address the critical areas for follow-up identified by the school, but the plan will need modification in order to address the two critical areas identified by the visiting committee. If completed as outlined in the Action Plan, the tasks will enhance student learning by creating more systematic approaches to schoolwide practices. The plan is simple and user friendly and resources are available at the site and through the district to complete action items. Commitment to the plan is evident schoolwide and is supported by the school district staff and accountability plans. The visiting committee observes the possibility that completion of the plan at high levels may be challenging. The fact that three of the five critical areas for follow up were identified during the 2012 Self-Study indicates the need for support from leadership in identifying effective ways to move forward in

using data effectively, engaging parents at high levels, and effective career education. The addition of the student support counselor has the potential to move the school forward and positively impact these three critical areas. The visiting committee also sees the possibility for successful implementation of the action plan if there is sufficient commitment schoolwide. The Action Plan is basically sound. The visiting committee recommends that the tasks outlined

ACS WASC/CDE Visiting Committee Report

in the plan be monitored for progress annually and as needed in order to ensure implementation of tasks and ongoing support for school improvement efforts.

42 ACS WASC/CDE FOL, 2017 Edition GDocs

