SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Eagle Rock Junior/Senior High School

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February 26-29, 2012

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- *Chapter I: Brief summary of the most critical information from the student/community profile that impacts the school*

Eagle Rock Junior/Senior High School (ERHS) is an urban neighborhood school located between the cities of Pasadena and Glendale in the northeastern area of Los Angeles. Even though the school's environment is urban, there is a markedly "small town" feel within the community as evidence through the parent/community meeting. Eagle Rock is known for a strong sense of tradition and community as well as having a dedicated, stable staff. The Visiting Team found considerable support, both financial and physical, from the Alumni Association which meets monthly. The school is one of a few in the Los Angeles Unified School district with a 7 – 12 grade configuration, as well as housing a highly gifted, gifted and highly gifted magnet which currently serves 7 – 10th grades. The school hopes to become a 7 – 12 magnet junior/senior high school by 2015. Eagle Rock has been challenged by dropping enrollment and declining funds. The school is experiencing a substantive programmatic change through the addition of the International Baccalaureate Middle Years Programme (IB MYP).   ERHS is the first fully authorized IBMYP World School in the Los Angeles School District and is actively planning to apply to be an IB DP and an IB CC candidate school.

Demographic Data

The enrollment at Eagle Rock has dropped about 300 students to 2720 due to the opening of a new school. Despite the declining enrollment, ethnic distribution has stayed fairly consistent. The percentage of English Learners has fallen from 11% to 9%. Percentage of enrollment in GATE is 27% and special education is 10%. The percentage of students on free (45%) and reduced (9%) is 54%.   The rate of reclassification of LEP students to FEP students has seen a consistent rise to 15.55% of that population last year.

STUDENT RACIAL ETHNIC HISTORY																
Year	Al/Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2009–10	15	0.5	729	23.9	0	0	5	0.2	40	1.3	1998	65.6	257	8.4	3044
2008–09	17	0.6	134	4.4	572	18.6	7	0.2	47	1.5	2031	66	267	8.7	3075
2007–08	21	0.7	152	5	535	17.4	6	0.2	46	1.5	2031	66.2	275	9	3066
2006–07	20	0.7	144	4.7	500	16.5	5	0.2	39	1.3	2032	66.9	299	9.8	3039
2005–06	17	0.6	135	4.5	523	17.3	5	0.2	39	1.3	2007	66.4	295	9.8	3021

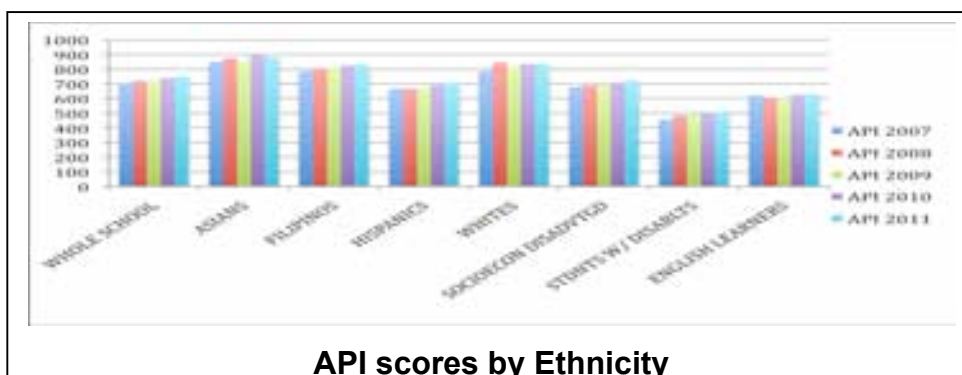**Graduation and Dropout Data**

There have been positive gains in all facets of attendance data. Attendance rate has climbed from 93.2% in 2007 to 95.5% in 2011 while opportunity transfers have fallen from 43 in 2008 to 6 last year. There has also been a dramatic decline in the numbers
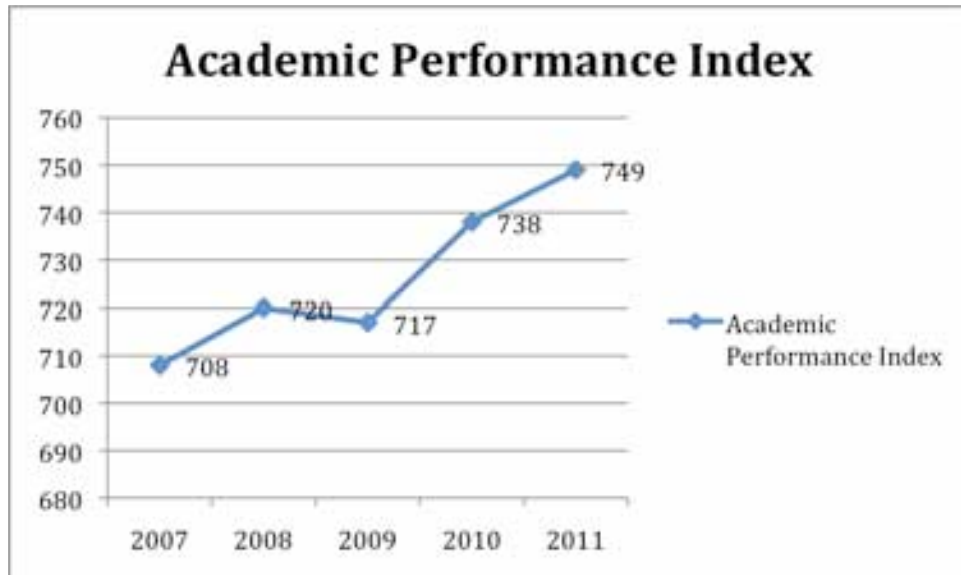
of suspensions and referrals.   After reviewing data, Eagle Rock noticed a disproportionate amount of expulsions and suspensions were Special Education students.   A full-time counselor was attached to the SPED department in order to rectify this inequity.   Graduation rate is 89%.

Academic Performance Data

API Base Data					API Growth Data				
	2008	2009	2010	2011		From 2007 to 2008	From 2008 to 2009	From 2009 to 2010	From 2010 to 2011
API Base Score	708	717	715	740	API Growth Score	720	717	738	749
Growth Target	5	5	5	5	Actual Growth	12	0	23	9
Statewide Rank		5	5	5					
Similar Schools Rank		3	2	2					

Met API Growth Targets	2007-08	2008-09	2009-10	2010-11
Schoolwide	Yes	No	Yes	Yes
All student groups	No	No	No	No
All targets	No	No	No	No

API scores by Ethnicity

Academic Performance Index

Year	API
2007	708
2008	720
2009	717
2010	738
2011	749

Eagle Rock's performance as measured by both API and AYP criteria continues to improve, however, the inability of sub-groups to meet goals, specifically Hispanic, socioeconomically disadvantaged, students with disabilities and English learner populations continue to be a large area of concern. ERHS met 20 of its 30 Annual Yearly Progress (AYP) Criteria in 2010-11. Because Eagle Rock has fallen short of its AYP Criteria it is a 3+ Program Improvement school.

CAHSEE scores are stable in the mid 80% pass range. Eagle Rock has continued to make gains in scores on the California Standards test in most ELA and Social Science areas; however, this is not true in all areas of science and math. The drop in CST scores in chemistry is of particular concern. A major worry of the staff is the inability to close the achievement gap across the board as shown through the CST and CAHSEE results. The ERHS staff hopes to close this gap with the implementation of the IB Programme. All students grades 7-10 have already been targeted in both curriculum and culture through the IB MYP (Middle Years Programme). Plans to become a Diploma Programme site in grades 11-12 are already in progress.

- *Chapter II: Summary and analysis of profile data*

Although Eagle Rock shows a steady upward trend in student achievement the inability to consistently meet federal growth targets over the past 5 years has prompted the addition of schoolwide programs; most notably the implementation of the IBMYP, targeted staff development and new protocols for whole staff data analysis.

A variety of data sources are used to determine the needs of all students; *Mydata* reports, the School Accountability Report Card (SARC), the Data Summary Sheet,

accountability reports for periodic assessments, categorical program reviews, and formal/informal visits and feedback. Additionally, the school examines data from district administered surveys to all stakeholders. The staff examines data and works in department teams as well as mixed content groups to discuss, review practices and school policy to evaluate the effectiveness of particular school structures and practices. In addition to the IB MYP, Eagle Rock houses several programs. Among these are the Gifted, Highly Gifted, High Ability Magnet program, Special Education, English Learner, and AVID. School improvement plans are reviewed through School-Site Council, Instructional Lead Team, and CEAC and English Learners Parent Committees. This review procedure facilitated for responsiveness to student need and prompted additional interventions, program additions like adding a counselor dedicated to special education, curricular changes such as Jane Schaeffer writing protocol, funding for computer software and fieldtrips, and many more changes.

To meet the requirements of IBMYP and to better meet the needs of students, ERHS has made a number of changes in the curriculum, course offerings, bell schedule and professional development. The implementation of IBMYP meets many of the issues highlighted in the last WASC visitation, and has given the faculty opportunities for collaboration and the sharing of best practices in ways not experienced before. All communities and stakeholders have participated in the discussions surrounding the changes at ERHS

To address the achievement gap, Eagle Rock HS has increased access to technology, implemented the IBMYP curriculum, conducted SDAIE training for all faculty, provided an Access to Core Coach working with teachers, and integrated intervention within the school day, as well as continued support in after school programs. The Personal Project requirement of IBMYP expects that every student in 10th grade work closely with a faculty mentor. The staff at Eagle Rock believes that with the focus on skills within the parameters of the Personal Project there are many opportunities for timely intervention throughout the curriculum and other subject areas. There is a general belief that this type of intervention is more authentic than many of the traditional methods of intervention that were lost through budget cuts. It is difficult to judge the success of programs executed in the past two years when using standardized assessments such as CST and benchmark exams. The staff at ERHS is moving toward using the IB review process and unit plans as a more authentic and timely means of gauging improvement in student learning.

Although *MyData* training provided faculty with an accessible and user-friendly source to analyze data by whole school overall performance, by department and grade-level, and by teacher, the Eagle Rock staff feels that they need more professional development time allocated for teachers to collaborate on applying data to their teaching practice. Also, they must continue revisiting the data through departments for progress with the quarterly assessments.

In addition, there is a need to explore how Study Tech classes can be utilized to support students with interdisciplinary vocabulary development, to find ways to increase student

and parent participation in Family Math Night, and to incorporate other content areas as interdisciplinary curriculum is developed.

Two areas of critical academic need from the 2006 WASC report are still areas of need. Those are to increase the achievement of 9th and 10th graders in all subjects and reduce the academic disparities between significant ethnic, socioeconomic and low performing subgroups. Even though changes have been made the results are not yet apparent in student performance.

Through the self-study process the Eagle Rock was able to identify some areas of **critical academic need** which became the goals of the action plan. They are**:**

I. CONTINUE TO INCREASE THE ACHIEVEMENT OF 9TH AND 10TH GRADERS
1. Develop and improvement on IBMYP units.
2. Reinstitution of 9th grade house and COST protocols.
3. Small intervention classes for core subjects.
4. CST prep through advisory classes, study tech and Saturday classes.

II. CONTINUE TO REDUCE THE ACADEMIC DISPARITIES BETWEEN SIGNIFICANT ETHNIC, SOCIOECONOMIC AND LOW PERFORMING SUBGROUPS
1. Small intervention classes for core subjects.
2. Mentor support class for EL students.
3. Provide training to equip parents with the skills necessary to understand the expectations of student progress and achievement.
4. Develop scaffolded units that are culturally relevant.
5. Continue to develop the Perkins Secondary Career and Technical Education curriculum

III. CONTINUAL PROFESSIONAL DEVELOPMENT FOR DATA DRIVEN INSTRUCTION AND DECISION MAKING
1. Institutionalized and ongoing training for faculty to analyze data, identify trends and apply to instruction
2. Apply data analysis to develop and adjust lessons to better meet the needs of all students
3. Create time for teacher collaboration on best practices, sharing student work and teacher driven development of interdisciplinary lessons
4. Strengthen vertical and horizontal alignment in core classes.

IV. INCREASE THE ACHIEVEMENT OF ALL STUDENTS IN THE PHYSICAL SCIENCES AND MATHEMATICS

1. Develop or select an intervention program that will increase the success in chemistry and physics.
2. Continue and increase participation in Family Math night and various content area events.
3. Continue to develop and implement common units and assessments.
4. Develop interdisciplinary vocabulary source for Study Tech classes

The current emphasis is to integrate and consolidate the various programs and initiatives into a targeted and consistent pattern of implementation and reflection. The revised WASC plan will be the main fulcrum for this process.

- *Chapter III: Progress report since last WASC visit*

Since the last self-study, the enrollment at Eagle Rock has dropped between 300-400 students due to the opening of another High School. The drop in enrollment required the subsequent loss of 24 faculty and several important, and popular, courses from the schedule. Budget cuts have also affected the school through the loss of program staff like the COST coordinator and the loss of support staff like custodial personnel. The school demographic profile, however, has had few changes.

In order to improve student achievement with particular focus on the achievement of underperforming sub-groups, Eagle Rock decided to apply for and implement the IB MYP (International Baccalaureate Middle Years Programme. That program has been the focus of steps taken to meet the goals set in the Action Plan. Much of the staff development, curricular changes, and focus on assessment practices has been to meet these needs. Most obvious is the implementation of a 4x2 schedule to allow for 8 courses in a given school year. The implementation of IBMYP meets many of the issues highlighted in the last WASC visit, and has given the faculty opportunities for collaboration and the sharing of best practices in ways not experienced before. All communities and stakeholders have participated in the discussions surrounding the changes at ERHS. One casualty of the implementation of the 4x2 schedule was the loss of common planning periods for those teachers involved in the maintenance of Freshmen Houses. The staff is exploring options which would bring back this successful program.

The Critical Areas for Follow-up that the **Visiting Committee 2006** proposed and actions take are as follows:

- **Institutionalize use of disaggregated data.**
    - o Since the last WASC Self-Study, the entire faculty was trained on MyData, and additional professional development time has been allotted for data analysis since. In the fall of 2010 and 2011, ERHS established an opening protocol of looking at whole school data as a faculty and identifying trends of strengths and areas of need regarding student performance by subject and subgroup.

- **Increase the achievement of 9th and 10th graders in all subjects.**
    - o In 2007, ERHS began the process of establishing Small Learning Communities (SLC). The Junior High Academy and the Freshman Academy proved most successful in the collaborative process over curriculum and student intervention because programming the same students into core classes was more consistent and complete. After struggling to implement Pearson Learning Team protocols, ERHS staff has found a more successful

strategy in the IBMYP process. The new block schedule allows more of the 9th and 10th grade students access to a-g requirements.

- **Reduce the academic disparities between significant ethnic, socioeconomic and low performing subgroups.**
  - This is still a critical need. Discussions in preparations for the self-study indicate that the inclusion of parents will be a critical factor. In 2010, an IB Parent Steering Committee was formed in order to help parents understand the IBMYP curriculum and the personal project, and to share information and receive feedback.

- **Create a program that meets the needs of at-risk students in danger of failing.**
  - ERHS feels the IBMYP is a productive programme for meeting the needs of our students and providing equity and access to all. Some Instructional Lead Team members participated in LAUSD's Response to Instruction and Intervention (RTI 2) trainings, which is a student-centered multi-tiered approach of structure and support.   Although the staff feels that the COST (Collaboration of Service Teams) process in the Freshman Academy was quite effective, the coordinator of that program was lost due to budget cuts. Eagle Rock is working to find a way to fill this gap.

- **Document the monitoring of the Schoolwide Action Plan to determine the effectiveness of school programs that will increase student achievement**.
  - WASC Home Groups and Focus Groups have met semi-annually to review WASC recommendations. In 2010, in preparation for the 2012 Self-Study, the Instructional Leadership Team and Focus Groups began meeting on a more regular basis. The staff members and interested stakeholders were assigned to Focus Groups to provide a balance between departments. The Visiting Team saw evidence in meeting agendas that WASC recommendations were topics of discussion periodically.

Chapter IV: Quality of the School's Program

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

A1. *To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?*
To what extent is the school's purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?

Eagle Rock High School has approached organization by means of examining and aligning its vision statement, the International Baccalaureate Middle Years Programme (IBMYP), their four ESLR's and it's Single Plan for Student Achievement (SPSA). It is

apparent that a great deal of thought and effort was committed to this process. The visiting committee has seen ample evidence that the school has a unified mission and vision and places a strong emphasis on developing well rounded scholars.

The school board and local area superintendent has allowed ERHS local autonomy in developing its SPSA due to the unique situation as the only IBMYP school. To help the school have a deeper understanding of IB, the area high school director attended IBMYP training with ERHS staff. The staff at Eagle Rock appreciates the willingness of the district to allow the school site local control but needs continued support for professional development and a commitment to sustain IB MYP.

The SPSA is viewed as a living document that allows for the guiding of the school. Allocation of all resources must support the implementation of the school-wide plan and be approved by School Site Council.

A2. ***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 expected schoolwide learning results and academic 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 Educational Agency (LEA) plan?

The focus of LAUSD's governing structure is the day to day operation and monitoring of schools and implementing board policies on the area districts. As part of District 4, Eagle Rock receives support from curriculum coaches and the District Superintendent. District mandates are disseminated to the Instructional Leadership Team (ILT). The ILT determines the implementation plan and works with the School Site Council for school wide approval and funding. The district feels ERHS is closely aligned to its overarching goals and allows the site more local control.

In addition to CST, CAHSEE and graduation data, the district also reviews periodic assessments from some of the core department areas but does not have these in place for all content areas. The district is comfortable with Eagle Rock's progress and is confident in their direction when implementing MYP. Based on progress monitoring by the district, additional support and assistance will be provided.

A3. *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 expected schoolwide learning results and academic standards?*
To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

The school should be commended for utilizing multiple summative data streams including state test results (CST, CAHSEE), parent, student, and faculty surveys, attendance reports, and report card summaries, to make data driven decisions. Although unit assessments and department PD meetings review some formative assessment data, there does not seem to be a systematic approach to analyzing this data to drive instruction.

With the recommendations made from the 2009 visiting WASC team and summative testing data, ERHS embedded various programs throughout their curriculum among them ALEKS (for Math), Study Tech, Double Block support classes (Read 180). MyData is used to analyze data.

ERHS is committed to a shared decision making model coordinated by the School Site Council (SSC). The SSC takes recommendations from various groups including the Instructional Leadership Team (ILT), Compensatory Education Advisory Committee (CEAC), and English Learner Advisory Committee (ELAC) to formulate program and policy changes for the school. In addition to the leadership committees discussed earlier, the entire staff meets in department teams as well as mixed content groups to discuss, review practice and school policy to evaluate the effectiveness of school structures and practices. Eliciting input from multiple sources provides all stakeholders a voice and creates a stronger sense of school ownership.

A prime example of this is the decision to implement the IBMYP. This has been a driving force for all involved to improve the achievement levels of underperforming 9th and 10th grade students as well as allowing teachers to tighten their lesson planning and pacing. With the IB plans in mind, teachers have been able to focus on the needs of key students such as the English Language Learner population and to participate in SDAIE strategies

Resource allocations and program planning is based on the schools progress towards their SPSA goals and the ESLRs. According to the school report no expenditure or program is approved if it does not directly support student achievement goals and benchmarks. This commitment to data driven decision making has led to a notable increase in access to disaggregated data. Examples of this work include: aligning ESLR's to the SPSA; the implementation of a SDAIE Strategies training program for all staff to support EL students; and the use of specific strand data from CST's to drive MYP unit plan development.

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ERHS should be recognized for its strong commitment to site base shared decision making. It is very apparent all stake holders have numerous opportunities to breakdown data, make their voices heard, and provide critical input in the decision making process.

Based on the report there is a strong commitment to use data to drive all decision making processes. The school should be applauded for valuing data analysis and addressing it as a critical academic need.

A4. ***To what extent does a qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?***

ERHS has a low turnover rate, which allows for consistency in staff and stability to the programs. ERHS insures that teachers meet high standards and are exposed to solid professional development. All teachers at ERHS satisfy NCLB requirements for highly qualified teachers. In addition to being highly qualified the teaching staff at ERHS is stable and competent as evident with 58 of the teachers on the ERHS campus 10 years or more experience. This stability allows the school to implement and maintain programs and keep continuity. Besides classroom experience ERHS teachers are provided solid professional development. It is obvious the school values on going learning for student and staff.   Leadership has also worked to limit the number of prep periods for its teachers to allow them to be more specialized in their assigned content area(s).

Working to effectively implementing MYP, growing AP and improving student achievement play critical roles in driving professional development and for this the school should be commended.

A5. ***To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?***

Professional development time is facilitated through the 4x2 block schedule and allows for implementation of the plan calendared in 2009. Committing to a bell schedule to allow for weekly professional development shows ERHS places priority and growth and learning amongst its teaching and support staff. The focal points of training align with the schools ESLRs. Examples of topics include improving SDAIE strategies, using and analyzing data, IBMYP unit development, and alignment of the schools vision, mission and ELSRs with IB philosophy. What is also mentioned is the commitment to provide access to outside workshops including IB and AP conferences and staff utilizing the districts website Learning Zone for virtual training.

CST discussions have been more productive and have been a more realistic means of measuring student progress. IB common assessments are in development and have enhanced curriculum and instruction. The school's ILT provides feedback on recent

professional developments and discussion about future PD sessions. LAUSD provides various opportunities for PD via the Internet on the LAUSD Learning Zone website (classes range from beginning teacher courses i.e. BTSA to accessing data with MyData). The school's leadership should be commended for this commitment.

A6. ***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) to support students in accomplishing the academic standards and the expected schoolwide learning results?***

The VC has seen evidence that ERHS uses its SPSA as the driving force behind resource allocation. Multiple committees and parent groups evaluate and provide input in the development of the SPSA to insure it is a living breathing document that aligns with the schools mission and ESLR's. Examples of allocation through this process include new schedule, weekly professional development meetings, providing copying resources and instructional materials allocations for teachers, and effectively using categorical funds to support cuts in the general fund budget

The SSC oversees categorical funding. All stakeholders are welcomed and encouraged to participate in meetings regarding the budget. The 2011-2012 fiscal year has seen a decrease of 50%. This resulted in custodial staffing being cut. The result was a negative affect concerning campus cleanliness. However, the school took this setback as an opportunity to promote civic responsibility and thus applying ESLR two, by creating Clean Up The Rock Day.

The school uses multiple funding sources. Title I funds have been used for professional development (10%). Teachers have unlimited copy allowances on campus copy machines. Teachers are allocated approximately $300 a year for instructional materials to use for their classrooms. The Technology Committee has a written plan that outlines future equipment purchases as funds become available – the plan was approved by the SSC in the 2010-2011 school year.

Despite the tough budgetary times the school has made the commitment to keep these cuts from impacting students as much as possible.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee commends Eagle Rock High School for:

- The schools commitment to shared based decision making
- Parental involvement in school governance.
- Commitment to ongoing professional development.
- The schools willingness to continually use summative data to review and

modify the Single Plan
- The schools commitment to implement IB as a school wide program.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee recommends that ERHS:

- Develop a systematic approach implement common formative assessments and to utilize the results to drive instruction
- Increase the achievement of all students in the physical sciences and mathematics
- Improve parent participation in school activities

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

- Focus Group Meetings
- SPSA
- PD Agendas
- Committee Agendas
- ESLRs
- School's Mission and Vision Statement
- PD Plan
- Interview with Principal and LAUSD/District 4 High School Director
- Classroom visits

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   *To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.*
To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

The visiting committee observed that every department develops curriculum by utilizing the IBMYP Unit Planner. There are three components to the Unit Planner that drives the lesson planning. They are: 1) Areas of Interaction, 2) Kid Friendly Question, and 3) Significant Concept. Most of Eagle Rock's departments have taken the IB Learner Profile and have tied in the State Content and Performance Standards into IB units.

However, it was noted by the visiting committee that some teachers have not yet been trained in the conversion process. Moreover, through the use of the IBMYP Unit Planner, ERHS will be able to align the curriculum with the State Content Standards.

The visiting committee also noted that ERHS utilizes the Project Zero model to examine and reflect the results of student work several times during the school year. In addition, within departments, at the end of each unit, student work is analyzed to reflect the progress of the IB unit. Integrating the MYP Unit Planner has helped and will assist ERHS teachers define and plan more rigorous instruction for all students. The teachers in the Special Education Department have also incorporated the IB Learner Profile and Design Cycle in developing their lessons. All students at ERHS have access to the A-G college preparatory curriculum. The visiting committee noted that several RSP, SDP and high functioning autism students were enrolled in AP courses. There is evidence that the Study Tech Courses facilitate the IBMYP Design Cycle and Personal Project. This past school year (2010-2011), ERHS adopted a 4x2 block schedule in order to accommodate the transition to this program.

The visiting committee noted that most departments at ERHS are still collaborating on incorporating IBMYP curriculum both within and among departments. The visiting committee observed that there are inconsistencies among the departments in that some are using the IB MYP Unit Planner while others use or lack pacing guides. Algebra teachers use CPM to stay consistent and current with the District Periodic Assessment.

ERHS is proud of their college-going culture, and the visiting committee verified that 45% of the graduates are attending 4-year colleges and 53% community college. The visiting committee verified that ERHS's follow-up studies of ERHS graduates are limited, and nothing is done institutionally at the school site. However, ERHS does receive placement test information and transcript requests from UC, Cal State and community colleges, but any additional information pertaining to their graduates, especially from the private colleges and universities, is variable. ERHS's college counselor would like to do more in this regard, but the data is difficult to access and analyze. ERHS meets and articulates regularly with local feeder elementary schools, local colleges, city colleges and universities. The college counselor and his staff also set up regular collegiate workshops in which representatives from colleges and universities nationwide visit the campus and meet with their students. Collegiate level courses are also offered on campus through community colleges such as LAC and East Los Angeles College. However, graduate feedback is provided to the college office through a variety of informal means. The college counselor has regular postings on Facebook to allow current ERHS students to connect with alumni enrolled in schools or pursuing degrees and/or careers in which they may be interested. Furthermore, the college office also regularly schedules former ERHS graduates to conduct college informational seminars/meetings either in person or through electronic media.

B2. ***To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?***

All students at ERHS have full access to the school's entire program, including Advanced Placement. The elective offerings have expanded recently when they converted to the IBMYP and adopted an eight-period block schedule. Such elective offerings as Film Making, Advanced Biology, Anthropology, Zoology, Physiology, and Advanced Horticulture allow students to explore subjects that can enrich and inform their own personal and school-to-career goals. ERHS also encourage speakers from various fields and industries to visit and speak with their students. They have had professional artists and performers, a JPL Climatologist and an agronomist visit ERHS**.**

The Los Angeles Unified School District mandates that grades are made available every 5 weeks in order to inform the counselors, resource specialists (when applicable) and parents of current student progress as well as to facilitate intervention prior to semester grades. The visiting committee noted that there is a movement by at least half the teachers to upload grades through the school server to the ERHS website, via Jupiter Grades and/or Easy Grade Pro, where students and parents can check their child's most recent grades using their student's ID number. Furthermore, counselors frequently meet with the parents and teachers of students who are struggling academically in order to provide them the assistance they require. In addition, counselors each school year send home to all parents, via mail, graduate check letters regarding student progress towards fulfilling both high school graduation and A-G requirements. After reviewing their students' graduate check, parents are encouraged to meet with a counselor to collaborate on student goals.

The visiting committee verified that grade level counselors meet with each student at least two times a year in order to develop an academic program that is based on the academic and career goals of the student. Students wishing to change their program during the semester must consult with their counselor prior to any adjustments. Changes are based on teacher recommendations and/or student-parent requests. The counselors at ERHS have an "open door" policy and the students can easily speak with a counselor to discuss personal and academic issues.

The College Office at ERHS advises and informs students of academic and career pathways as well as provides information on forthcoming college visitations, application deadlines and testing dates. The visiting committee was informed that at least 45% of the graduating class met the a-g requirements. In addition, some 11th and 12th grade students in the special education program attend off-campus vocational education classes where they earn credits and acquire skills to enhance post secondary success.

B3. *To what extent are students able to meet all the requirements of graduation upon completion of the high school program?*

The visiting committee learned that all ERHS students are afforded a variety of opportunities for real world applications via their Study Tech classes. For example, the 10th grade students are required to complete a Personal Project that includes a 1500-2000 word personal statement, a process journal and the completion of the project itself.

The 11th grade counselor visits classrooms each spring to plan fall programs. The counselor meets individually with each student to ensure that all remaining graduation requirements are carefully explained and understood. The progress of 12th grade students is monitored through conferences and letters sent home at the end of each marking period. The adoption of the 4x2 block schedule this past year has allowed some students to make-up missing credits for courses they either failed or had yet to take due to scheduling conflicts or programming errors. This schedule has made it possible to accommodate student needs in a variety of ways; for instance, students needing to remediate specific skills (Math and Language A), are able to do so while remaining at grade level, and in many instances, students are actually able to meet their graduation requirements earlier than expected. Consequently, this has led to a reduction in students needing adult/night school and summer school courses. Lastly, due to the flexibility of the block schedule, students are able to take other courses of interest offered at ERHS that may not fulfill specific a-g graduation requirements, but may be of great personal interest to the students.

All ERHS students are first administered the CAHSEE in 10th grade. Multiple administrations of the exam are offered for 11th and 12th grade students. Students that have not passed either the Language Arts and/or Math components of the CAHSEE may enroll in a CAHSEE after school course. However, the visiting committee verified that there are not any CAHSEE intervention courses offered during the school day for those 11th and 12th grade students that have not passed either section.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee commends Eagle Rock High School for:

- Incorporating the IBMYP vision and philosophy into the curriculum planning of most departments, and use the MYP Unit planner to plan and design curriculum for grades 7 through 10.

- The move of most departments towards a common protocol to examine and reflect upon student work to improve lessons and units.

- Implementing 4x2 block schedule has enabled ERHS to provide more varied

course offerings.

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee recommends that ERHS:

- Implement CAHSEE intervention courses within the school day for those students that have not passed either the Language Arts and/or Math components of the CAHSEE

- Provide more support for EL students to be successful in the IBMYP model

- Continue to develop subject area unit plans and begin the development of IBMYP interdisciplinary units

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

- IB Learner Profile
- Eagle Rock Student Agenda
- 10th grade Personal Project
- MYP Unit Planner
- Student Work
- Course offerings in master schedule
- College office
- Collaboration among student, parents, and staff
- Individual interview and focus group meetings

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. *To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?*

The students of Eagle Rock High School (ERHS) are provided the opportunity of the study of eight subjects: Arts, Humanities, Language A, Language B, Mathematics, Physical Education, Science, and Technology; in a daily 4x2 block period as to give room for credit recovery in any area of deficiency. It is ERHS faculty's goal for all teachers to be involved in developing common lesson plans per unit and assessments with common criteria in all core subject classes. The introduction of IBMYP at ERHS has also established the need and importance of developing the students' intercultural and global awareness. The report states that with this, teachers have begun modifying

and developing instructional units to meet this IB philosophy of shaping students' intercultural, international awareness.

All 7th – 10th grade students take a Study Tech class where students are placed according to the previous year's CST Algebra and Language Arts scores. In this class students worked on the 10th grade personal project as well as homework in other classes. In addition, students receive support in Algebra I and Language Arts as a means of intervention to reduce the academic disparity as recommended by the 2009 WASC visiting committee. In addition, it was also recommended that ERHS establish a school wide definition of rigor and employ identified aspect of rigor within core content and interdisciplinary lessons. All ERHS teachers were trained through professional development to design units using a common template, which calls for units to be inquiry driven, rigorous, standards based, and meaningful in order to fit in the IBMYP model. However, a systematic approach to the definition and implementation of rigor seems to still be a challenged area that needs to be addressed.

To meet the needs of the diverse student population, each department focuses on the standards using a wide variety of instructional strategies to adequately differentiate instruction. The commonly observed strategies were collaborate group work, think-pair-share, direct instruction, journal writing, Socratic seminars, peer teaching, and scaffolding of questions. The teachers are continuing to work toward understanding how to analyze data as to apply it to instruction though presently the CST results seem to be their only data.

Students with special needs who have Individualized Education Plans (IEPs) and students with 504 plans receive inquiry driven standards-based instruction tailored to their needs. Students in the Resource Specialist Program (RSP) at ERHS are integrated in general education and are given support thought the learning Center class and READ 180 literacy course with a few exceptions. Because students with moderate and severe disabilities take general education classes, they are exposed to IB content and instructional strategies. Classes in the special education department teach students to find the main point in paragraphs, along with life and social skills.

C2. ***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?***

With the implementation of the IBMYP at ERHS, teachers have also begun to employ process journals as a strategy to engage students actively in their own learning. The common use of technology among all departments include a LCD projector, videos, computers, Elmo document reader, and internet resource ALEKS. Specific technology tools such as software programs in the math department are used to display and show mathematical concepts. Technology is becoming an integral tool in the learning process for many students; however, more staff in service is needed in this area.

Visual and performing art students are provided with opportunities that extend beyond the classroom. For instance, Art students create portraits for children and teens around the world who have been orphaned, neglected, or disadvantaged. The instrumental Music program performs regularly at venues such as The Hollywood Bowl and the Disney Concert Hall. Language A students further apply their inquiry skills when they go out into their community to interview people about issues they are studying in their classroom and then integrate that information into their writing. Due to the correlation between mathematics and the sciences, there is a need to increase the skills necessary for success those subjects.

Students are actively engaged through the implementation of brain research methods such as cooperative learning, use of graphic organizers, bloom's taxonomy questions, jigsaw reading activities, think-pair-share, reader response charts, and process journals. The level of engagement is evident in the electives as well. The Theater Arts department gives students the opportunity to attend weekly after school workshops with professional industry mentors in areas of stagecraft, fashion design, and state combat.

Students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content. Common IB units within the Humanities department ensure a challenging experience though research projects and presentations, persuasive essays writing, campaigns, and power point presentations.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee commends ERHS for:

- Adopting a 4x2 block schedule to incorporate IB curriculum.

- Seeking IB certification resulting in increased interdisciplinary departmental collaboration

- Institutionalizing a means of examining overall student test scores to evaluate what areas are needed to address in lesson designs.

- Using a variety of instructional strategies in most classrooms

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee recommends that ERHS:

- Make programmatic efforts to use more formative data to guide staff toward student achievement.

- Strengthen lesson development in mathematics and physical science to increase student achievement

- Establish a school wide definition of rigor and employ identified aspects of rigor within core content and interdisciplinary lessons.

- Promote adequate use of a systematic pacing guides for each department

- Continue to increase the use of technology as a means to improve student learning.

- Promote interdisciplinary unit planning and correlate core content curriculum with electives to make learning meaningful for students

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

Observations and review of:
- multiple instructional strategies
- student work
- 10th grade Personal Project
- Student created agendas
- Professional Development Plan
- Master schedule
- Individual discussions with staff

Section D

D1.   ***To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?***

The Visiting Team believes Eagle Rock High School has shown it places value on assessment in a variety of forms. Whether it is state data from CST and CAHSEE exams or attendance and grade reports from the site, the school uses this data to shape decision making and implement plans to improve student progress. Parents are informed of students' progress via periodic report cards and standardized tests annually. Additionally, they have access to information on student performance through the school's website. All teachers have been trained on the district's data program My Data and are able to use the program to access and disaggregate the data to help inform instruction. Teachers meet during planning time to focus on academic and behavioral data. Staff uses input from teachers, students and parents on ways to improve student achievement. Efforts to make this information available to all stakeholders and the community at large include regular committee meetings including SSC, ELAC, SARC, and the schools website.

ER Jr./Sr. HS has also implemented IBMYP in an effort to increase rigor and are

currently working on converting curriculum, instruction and assessment to the IBMYP format. Staff has created one unit plan for each grade level and plans to use future professional development time to create a total of four standards based IBMYP unit plans for each grade level including formal and informal assessments. They analyze the data to evaluate student performance and also reflect on the effectiveness of their unit plans and make the necessary adjustment in their strategies in order to improve instruction. Their plan is to make the process of planning, implementing and reflecting systemic in four years and also to institutionalize data analysis of students' work.

As part of the IBMYP, student performance is measured using criterion referenced rubric on which teachers are being trained. Staff starts the school year off with PD to analyze CST data and plans to include IBMYP data as it becomes systemic. The purpose of the data analysis is to look at school wide and grade level trends and also to identify academic standards and subgroups that should be the focus for curriculum, instruction and assessment for the year. Staff also works with students to reflect on their own data every five weeks.

Evidence gathered by the team shows ERHS has a systematic process to collect and analyze data and sharing this data with all stakeholders. Both the visiting team and the focus groups agree that the school must continue to develop common IBMYP unit assessments.

D2. ***How does the school ensure that all teachers employ a variety of strategies to evaluate student learning? How does the school ensure that the students and teachers use these finding to modify the teaching/learning process for the enhancement of the educational progress of every student?***

Teachers use a variety of assessment strategies to check for understanding and inform instruction: Formative assessments in the form of walk-about, quick writes and students demonstrations, summative assessments include written tests done at the end of unit of study in the form of multiple choice, true/false and short answer and performance assessments in the form of lab reports, research paper, projects, posters for critical standards.

Each subject area has objectives and criteria which determines the levels of achievement for each IBMYP unit assessment from 7th to 10th grade. In addition to periodic assessments in core subject areas, 11th and 12th grade teachers focus on supporting students to improve their performance on college entrance and AP exams.

Staff meets in the Fall to analyze CST data and to evaluate students' performance in order to develop strategies to improve instruction. Institutionalization of data analysis has led to gains in several areas including areas in 9th and 10th grade that were identified as areas of need. Gains range from 1.0% in Geometry to 23.6% in Physics.

A variety of assessment tools are used by the teaching staff at ERHS to monitor student progress towards state standards. Teachers incorporate multiple types of formative assessments including; "think-pair-share", "quick writes' and student demonstrations. Written exams are the norm for assessing student progress at the end of a unit. Most

teachers incorporate performance based assessment by way of lab portfolios, research papers, models and the like. All departments have designed and administered one criteria aligned IBMYP unit assessment which culminate in 10th grade with a personal project when students develop and conduct their own assessment of their learning and interest.

MYP unit assessments are a good start towards common assessments, particularly for 7-10th graders. Good assessment ideas are discussed for each department but it seems sporadic across the grade levels and content areas. Although efforts have been made to incorporate common assessments, the school needs to ensure the utilization of the data to help inform instruction. The team also believes the school and teachers need to place a greater emphasis on teacher reflection and the modification of instruction to improve student performance.
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D3. ***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 and the expected schoolwide learning results?***

ERHS assesses students' progress through CSTs, CAHSEE, CELDT, district periodic assessments, year-end Math assessment and in the creation of IBMYP unit assessments. These assessments measure students' performance in academic and technical standards as well ESLRs. Data is shared annually with faculty and other decision making groups. Faculty also monitors students' progress on assessments during scheduled weekly professional development. Other indicators of students' progress include PSAT, attendance, graduation rate, a-g completion rate, SAT/ACT scores, and parent/student/teacher surveys. The staff cycles through three work groups: entire faculty, interdisciplinary and discipline specific. Whole group meetings are used for departments to present their IBMYP unit findings to the entire faculty.

The district supports the teachers' efforts by providing on going professional development opportunities. Teachers and staff have access to periodic on campus support, Saturday workshops, MYP training, and new teacher mentoring.

In addition to faculty monitoring, students are required to track their own progress through student led conferences. Every ten weeks students must review progress in each of their courses and meet with their teachers to establish goals for maintaining and/or improving performance. A summary sheet of this conference is taken home by the student to be reviewed and signed by parents.

The visiting team believes the leadership groups and faculty place an emphasis on progress monitoring.

D4.   ***To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?***

ERHS has converted to block scheduling in order to facilitate the conversion to an IB school. Block schedule enables students to recoup credits and have access to additional electives and allows the school to maintain the fidelity of the IB program.

To address the low Algebra CST scores the math department will implement a district end-of the year course in Algebra. Eighth grade CST scores are used to place students in math intervention classes. A district provided "Access to Core Coach" worked with staff to improve Algebra instruction and on the district SDAIE lesson planning template to address the needs of underperforming ELL students.

In an effort to increase rigor in the classroom, ERHS has increased the number of AP classes by 7 from 2009 – 2011.

The team has found evidence that ERHS makes a concerted effort to utilize to dictate resource allocation, and modify programs. ERHS has a campus wide commitment to the ESLRs because they align closely to the mission and vision of IB. However, the committee is concerned that not all curricular areas place an emphasis on incorporating ESLR II into their lesson planning.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee commends ERHS for:

- Incorporating a systematic approach to data collection and analysis

- Implementing IB MYP which pushes students and faculty to reflect on learning results

- Placing a great emphasis on providing ongoing professional development and training to support teachers and faculty to improve student achievement

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee recommends ERHS:

- Continue to develop common IB MYP unit assessments and ensure the utilization of the data to help inform instruction.

- Place a greater emphasis on evaluating the effectiveness of classroom strategies and modify instruction to improve student performance by using formative assessment data

- Incorporate ESLR II (ethical, principled behavior, and civic responsibility) into their lesson planning

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

Observations and Review of:
- Student work
- Individual discussions
- Focus group and instructional team meetings
- Discussions on benchmark exams
- School website
- IB Unit Plan
- Classroom Observations

E1. **Parental and Community Involvement Criterion: *To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?***

ER JR/SR HS makes efforts that provide parent communication regarding student progress and upcoming events is occurring on a regular basis through; means of automated phone messages, direct mail, making the school bulletin available, monthly school newsletters, home mailings parent conferences, school website, back to school night, Facebook, and Email communication. Parents have many opportunities to join advisory committees such as the School Site Council, Compensatory Education Advisory Committee, English Learner Advisory Council, PTA, all sport booster club, and the International Baccalaureate Parent Steering Committee. The parents are informed of issues regarding the teaching/learning process by actively being part of the ERHS Schools Site Council which question, discuss, design, and make decisions regarding funding and polices. An active role of involving non-English speaking parents occurs by having all meetings simultaneously translated into Spanish and Tagalog, and providing communication also in some additional languages than English. It is not clear if all

parents have access and fully comprehend the academic standards and expected school wide learning results or how they are to use this information to assistant their child.

Taking advantage of an active community that supports the school, community resources have been utilized to support students through professional services, business partnership, and speakers. Many graduates stay in the community, and become supporting active alumni. These alumni have supported students by sharing their knowledge of industries and life experiences in classroom and in the College Center. Community colleges, trade/technology schools, and military forces attend the schools annual Career Fair advising parents and students. Occidental College sends tutors to work with students on a one on one basis or in small groups, which helps provide positive role models to the students.

E2. ***To what extent does the school ensure that it is a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement?***

It is evident that students and parents feel they are in a safe, clean, and orderly environment. This occurs through routine and regular custodial staffing, four campus security, one uniformed Police officer, and school-wide cleanliness policies. Students, staff and community value the campus, which is evident by the feeling of community on campus. The Student Leadership team has taken the initiative to creating a safe and clean campus by creating the "Catch a Tagger" program, which gives students free dance tickets for identifying taggers on campus. The success of this program helps to create a positive learning environment on the ERHS campus. Students are safe from outside intruders as access to the campus is restricted to the main building where an adult staff member signs guests in, and fences surround the school.

Honoring student achievement is an important factor to building the moral and culture of the school. Leadership posts perfect attendance and academic success in the hallway of the main office, academic honors and college acceptance also are in the school bulletin, student success recognized during rallies during lunch, on Facebook, awards nights, school and local newspapers. This creates a culture of student achievement on campus which is supported by the students feeling of high expectations and support by staff.

Staff engages in weekly professional development to access, plan, express and resolve concerns, and implement important ongoing initiatives. The WASC review process and the implementation of the IPMYP have also provided collegial environment to share and discuss ideas and practices to develop strategies for student success. This has brought together teachers from all departments in a way they have not been grouped before.

Staff development is pre planned for the entire year by administration and the ILT.

E3.   ***To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?***

E4.   **Student Personal Support Criterion:** ***To what extent do all students have access to a system of personal support services, activities, and opportunities at the school and within the community?***

Students have the same counselor all four years at ERHS and meet annually to develop and implement a four year graduation plan. The College and Career Center is staffed by a counselor who provides information for students as they begin to make their college decisions. College and career speakers are invited to give presentations throughout the year in order to promote college and career awareness.

Learning in a 4x2 block schedule has allowed students to meet the a-g requirements faster. Longer periods provide time for more in-depth instruction. Through the tutorial process in AVID, students receive content specific support. Students in Algebra 1 can receive support and enrichment by using the ALEK program. Additional support includes tutoring from the local Occidental College and the after school tutoring program. Formally, much energy and many resources were dedicated to support 9th grade student's academic success through Houses that were coordinated through COST. Since the loss of that position due to budget cuts, the school is currently trying to find a way to support these students.

Students with learning disabilities are supported with resources from the Resources Special Program (RSP) Learning Center. Students with IEP's receive assistance with assignments pertaining to core curriculum classes or areas of weakness by having RSP teaches and aids visit regular education classrooms and assist teachers and students with instruction. Students with special needs have a case carrier and additional adult assistants within classrooms for monitoring and support. All teachers are CLAD certified, with an exception of two faculty members who are currently on waiver and will meet the mandate later this year, and classroom teachers have been trained in SDAIE and are able to provide "sheltered" instruction to any of their EL students. There are two bilingual assistants that assist in the core academic areas. The EL Coordinator handles the testing of EL students and the reporting of student data to the staff.

The School has referral services to support students in areas of health, career and personal counseling, and academic assistance, Special Education Coordinator, DOTS provider, Pupil Services and Attendance (PSA) Counselor, grade level counselors who monitor students from 9th grade until they graduate, a dean, career advisor and college counselor, and various DIS itinerant providers.

Due to current budgetary constraints, resources and opportunities have been limited more than in the past.

Students at ERHS have open access to most programs that are provided. AP courses are open access, and many referrals exist for support programs. ERHS students are encouraged to be involved in many activities such as: Theater, clubs on campus (over 30) which provide outlets for student interest and provide valuable experiences for students. ERHS also provides an active student leadership group (ASB) that has nearly 175 involved students, as well as traditional outlets such as athletics and cheer.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee commends ERHS for:

- Maintaining a safe campus and student pride
- Creating an atmosphere of student involvement
- Adding the International Baccalaureate Middle Years Programme
- Bringing together staff members to create IB MYP unit planning

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

The Visiting Committee recommends that ERHS:

- Continue to review standardized test performance of English Learners and SPED students in order to close the achievement gap
- Use a variety of data to determine student instructional needs
- Continue to monitor at risk students and work towards supporting their educational needs.
- Develop a support system to aide 9th graders.
- Look to recognize staff members, classified as well as certificated

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

- CST test results
- Focus group and student interviews
- Classroom visitations

- ERHS website
- Master Schedule

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

General Comments:

Eagle Rock Jr./Sr. High School leadership and staff are commended for the preparation of the *Focus on Learning* self-study. All staff members assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The district office administration was informed and supportive of Eagle Rock's Self Study process. The Visiting Committee found that parents, students, and community were informed about the process and given opportunity to participate. In order to address Eagle Rock's identified self-identified Critical Academic Areas of Need and increase student achievement, Eagle Rock has taken a brave step in the adoption of the International Baccalaureate Middle Years Programme and the move to become a Diploma Programme school.

- **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)

The Visiting Committee commends Eagle Rock Jr./Sr. High School for:

1. The commitment to adopt the International Baccalaureate philosophy and implement the Middle Years Programme.
2. The focus on data analysis with a thoughtfully created Staff Development Plan to continue to increase staff understanding
3. Nurturing an environment and school culture by all stakeholders in order to increase student achievement
4. The implementation of substantial changes, such as the 4x2 bell schedule structure and overhaul of the master schedule to increase student achievement
5. The general willingness of staff to work together through a process of shared decision-making for the sake of the students even when there is disagreement over results
6. The leadership team and staff on its dedication to student welfare and high achievement

- **Synthesize schoolwide critical areas for follow-up and list numerically. Be sure *that these can be documented by other sections of the report.***
   - **Areas already identified by the school in the action plan sections**
   - **Areas to be strengthened within the already identified areas**
   - **Additional areas identified by the Visiting Committee. *This includes areas related to student achievement and other profile data, the***

school program and operation, and the action plan.

Schoolwide Critical Areas for Follow-Up (list numerically)

The Visiting Committee recommends that ERHS:
1. Institutionalize protocols for data analysis and put in place procedures to use that data to inform and drive instruction inside all classrooms
2. Create ways to authentically gather formative data in a timely manner so instructional changes are responsive to student needs
3. Increase the achievement of all students in the physical sciences and mathematics
4. Promote interdisciplinary unit planning and correlate core content curriculum with electives to make learning meaningful for students
5. Establish a school wide definition of rigor and employ identified aspects of rigor within core content and interdisciplinary lessons.
6. Create a systematic way to increase the academic success of sub-groups; particularly English Language Learners

Chapter V: Ongoing School Improvement

Include a brief summary of the schoolwide action plan

The Action Plan presented in Chapter V of the Eagle Rock Self-Study elaborates on how the areas of critical academic need which the stakeholders identified in Chapter II will be addressed. Those areas were determined through a collaborative process involving the Leadership Team and opportunities for input from the students and all staff. The Action Plan also explains the rationale behind each goal, in which ESLRs are addressed and also indicates growth targets to be examined when reviewing the success of the plan. These areas of Critical Academic Need are as follows:
- Continue to increase the achievement of 9th and 10th graders
- Continue to reduce the academic disparities between significant ethnic, socioeconomic and low performing subgroups
- Continual Professional Development for data driven instruction and decision-making
- Increase the achievement of all students in the physical sciences and mathematics

The ERHS Action Plan categories are: task, timeline, resource, persons responsible, measure, review date, and report to stakeholders. The VC Team found evidence that the previous WASC Action Plan was reviewed during the process for writing the current 2012 Self-Study. Previous to the current process the WASC plan was revisited twice a year. The Visiting Committee recommends that ERHS strengthens the relationship

between the SPSA and the current Self-Study and monitor both concurrently in order to provide a systematic manner to evaluate progress in meeting the WASC recommendations. The committee recommends that the key evaluation questions are:

- *Is the school doing what it said it would do in the action plan?*
- *Is the school achieving the action plan's program objectives?*
- *Is implementation of the plan improving student achievement?*

There has been a complete change in the SPSA template this year. Connections between WASC recommendations and the WASC Action Plan steps are no longer specifically cited. The committee found congruency between the Critical Academic Needs of the WASC Action Plan and the goals of the SPSA but the Visiting Committee has concerns, under the new format, as to whether the Action Plan will be a focus in the yearly SPSA update and review.

Comments on the following school improvement issues:

- **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**

Eagle Rock High School, through the self-study process, has created an action plan which addresses the critical areas for follow-up based on review of data and research-based programs. The visiting committee believes that the revised Action Plans will address the critical areas for follow-up. The VC recommendations need to be incorporated into the action plan as part of the revision.

- **Will the action plan steps enhance student learning?**

ERHS has adopted a focus on International Baccalaureate Programme philosophy as evidenced through the implementation of MYP and the move toward becoming a Diploma Programme school. There is a general excitement in the staff and a belief that this change will enhance student learning. Due to the newness of the changes in program and bell schedule, there is little actual data to show that student learning has improved. There is anecdotal evidence among staff, students and parents that these changes have already made an impact. The goals of the WASC Action Plan were written in support of the sweeping change in pedagogy at ERHS. Although not stated as WASC recommendations; there is alignment between the SPSA and WASC action plan.

- **Is the action plan feasible within existing resources?**

The school, at this time, has the necessary resources to implement the Action Plan. Both district and site level administration expressed concerns regarding possible future budget cut backs. Although possible cutbacks will provide a challenge, the visiting committee believes that Eagle Rock faculty and staff are committed to carrying the plan forward.

- **Is there sufficient commitment to the action plan, schoolwide and system-wide?**

The visiting committee believes that Eagle Rock High School has significant support from the staff, district and community in achieving the goals they have outlined in the action plan. Most faculty and staff indicated in formal and informal meetings a strong level of commitment to a plan which was collaboratively created.

- **Existing factors that will support school improvement**

ERHS has a systematic process, through My Data and other sources, to examine data and make changes to improve student learning. One good example is the addition of a counselor dedicated to Special Education in order to lower the disproportionate amount of that population who were involved in suspensions and expulsions. Another example is the willingness on the part of most of the staff to make significant changes to curriculum, bell schedule, and Professional Development to accommodate the addition of the IBMYP program and the move toward meeting the needs of the application for IB Diploma Program designation. There is also a strong core of involved parents and community, as shown through involvement in CEAC, Alumni Association, and other committees, to work toward improvement in student learning. The change to the 4x2 bell schedule has allowed for the addition of Study Tech classes; which gives the school flexibility to disseminate information, allow time for mentoring students, and provide for some interventions. The bell schedule change also allows for students to participate a more diverse curriculum. Eagle Rock HS is in close proximity to many colleges which provide tutors and add to a general college bound culture.

- **Impediments to improvement that the school will need to overcome**

With the sweeping changes to program and culture which are being implemented, Eagle Rock faces many challenges. First, the possible loss of funds through budget cut backs is a concern. Secondly, IB Middle Years Programme was adopted by a narrow margin of support among the staff. Although many staff members are supportive and have implemented necessary changes, consistency across all courses will be an area of focus for administration. Next, although rigor has been a focus goal, as noted through several years of SPSA, there is still no common understanding. Lastly, the conversion to the new 4x2 schedule has resulted in the loss of instructional minutes and increased student-to-teacher ratio.

- **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The Visiting Committee feels that all the staff at Eagle Rock Jr. Sr. High School had opportunity for input into the schoolwide WASC Action Plan and most staff are committed to taking the necessary steps toward implementing and monitoring that plan.

The VC Team recognizes that the Single Plan is systematically examined by ERHS staff, SSC, ELAC, CEAC, and other school groups.   Although there is evidence of periodic review of the WASC Action Plan items, there is limited evidence that this process is institutionalized yearly between Self-Study visits.   The committee recommends that the WASC Action Plan items are more specifically monitored and documented in the process of whole school evaluation that is carried forward by all stakeholders in order to determine the effectiveness of school programs that will increase student achievement.