



Eagle Rock Jr./Sr. High School SELF-STUDY REPORT

**1750 Yosemite Dr.
Los Angeles, CA. 90041**

Los Angeles Unified School District

March 19, 2018

Standards-Based Student Learning

Focus Groups

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

Involvement and Collaboration

The school met once a month to review, prepare and write the WASC self study in preparation for our WASC visit. We collaborated in different types of groups such as departments, WASC home groups, Instructional Leadership Team and we also collaborated online using google drive. We also conducted visits of each others' classrooms.

The school had a full review six years ago in February of 2012. We also had a mid-cycle visit in March of 2015.

The schoolwide learner outcomes were reviewed by all stakeholders; students reviewed the SLO in the Leadership class, and the Instructional Leadership Team during their monthly meeting, parents in parents meetings and via Google Drive, teachers during professional development time, some small changes were made to the schoolwide learner outcomes, but for the most part, they remained the same as in 2012.

Vision:

The ERJSHS educational community is accountable for a rigorous standards-based curricula in a safe, well-maintained learning environment, which provides a climate of respect for self and others. The school provides an environment, which promotes intercultural awareness, holistic learning and effective communication.

Schoolwide Learning Outcomes

Graduates of Eagle Rock High School:

Respect our school and community by demonstrating ethical, principled behavior, and civic responsibility on a personal, community and global level.

Optimize effort to apply acquired knowledge and skills to create meaningful real-world change on personal, community, and global issues. □

Challenge learning and communicate effectively in a variety of situations and forms by employing critical and creative thinking to problem solve in a variety of situations and evaluate the outcomes to modify future approaches□.

Kindness matters in our global, local, and personal spheres.

Mission:

ERJSHS is a diverse and inclusive learning community whose mission is to develop inquiring, knowledgeable, caring young people, who help create a better and more peaceful world through intercultural respect and understanding. To this end, the school works with communities and organizations to develop a challenging program of international education and rigorous assessment to make students college prepared and career ready. Students are encouraged to become compassionate lifelong learners who embrace diversity and understand that it provides valuable insight.

Data Analysis

Eagle Rock has made constant and steady growth in all areas based on the data, one of our areas of need continues to be math based on our test scores. In 2014-2015 when the SBAC was first administered, we had 475 students that ranked at the Meet/Exceeded the Standard mark, but we also had 582 students that ranked at Not/Nearly Met Standard. Our test results show that about 50% of students are meeting the standards and that 50% are not. In 2015-2016 and 2016- 2017 the data looks the same with about 50% of the students meeting the standards and 50% not meeting the standards.

We still need to continue closing the achievement gap with our At Risk populations: our English Language Learners and Students with Disabilities continue to underperform in all areas.

English Language Learners represent 6% of our school's population. We have one ELD teacher who teaches all of their English classes. Students are mainstreamed into their other content areas and elective classes. Additionally, we have teacher assistants and tutoring support for our ELD students.

Our Special Education population is 12% of our school. Half are in SDC and half receive RSP services. Of the total, 14% are classified as English Language Development, 52% of the students with disabilities are enrolled in the general education curriculum and the remainder study under an alternate curriculum called Unique.

Assessment of School Program

ERJSHS is continuing to make progress in all areas to meet the needs of its diverse population. The IB Middle Years Programme continues to grow and is more established now as a result of the Diploma Programme since 2014-2015. We have also added two more teachers to our Career Technology Education. We started with a Graphic Arts Program, but now we have Video Production (two teachers) and Stage Production (two periods). In January 2018, we will expand our CTE program with engineering and patient care programs focusing on sports medicine and athletic training. In 2018-2019 our CTE program will expand to our middle school students.

The Arts program has grown since the last visit; we have added a dance teacher for a total of 8 teachers in the art department.

Long-range Action Plan

Action Plan Overview: Critical Academic Needs and Action Steps

I. Continue to Increase the achievement of 9th and 10th graders

1. Development and improvement on IB MYP units.
2. Maintain COST and SST protocols.
3. Small intervention classes for core subjects.

II. Continue to reduce the academic disparities between significant ethnic, socio-economic 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 students progress and achievement.
4. Develop scaffolded units that are culturally relevant and promote the adequate use of systematic pacing guides.

III. Continual professional development for data driven instruction and decision making.

1. Institutionalized and ongoing training for faculty to analyze data, both summative and formative, to identify trends and apply to instruction.
2. Apply data analysis of both summative and formative assessment to develop and adjust lessons to better meet the needs of students.
3. Create a time for and emphasize the importance of teacher collaboration on best practices, sharing student work and developing interdisciplinary lessons and common formative and summative assessments.

4. Incorporate SLO of **O**ptimizing effort to apply acquired knowledge and skills to create meaningful real-world change on personal, community, and global issues □ into lesson planning.
5. Establish a schoolwide definition of rigor and employed identified aspects of rigor within core content and interdisciplinary lessons.
6. Strengthen vertical and horizontal alignment in core classes, as well as correlate core content with electives.

IV. Increase the achievement of all students in the physical sciences and mathematics.

1. Continue to develop and strengthen common units and assessments.
2. Place a greater emphasis on evaluating the effectiveness of classroom strategies and modify instruction to improve student performance by using formative assessment data.

Chapter I: Progress Report

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

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

Long-range Action Plan

Action Plan Overview: Critical Academic Needs and Action Steps

I. Continue to Increase the achievement of 9th and 10th graders

1. Development and improvement on IB MYP units.

2. Maintain COST and SSPT protocols.

3. Small intervention classes for core subjects.

The school has made moderate progress to goal one the continue achievement of 9th and 10th graders. In the last six year 9th and 10 graders have made steady progress in their academic performance both on the CST test and the SBAC test in the are of Language Arts. In Math small gains have also been made by both groups, but continue support is still needed to show more gains in the area of Math. In 2011-2012 CST was administer to both 9th and 10th graders. The 9th graders had 330 students score basic, proficient or advanced out of 432 students. The 10th graders had 200 students score basic, proficient or advanced out of 459 students. In 2012-2013 the numbers look about the same with 9th grade having 258 students scoring basic, proficient or advanced out of 447. The 10th grade had 182 students scoring basic, proficient or advanced out of 387 students. In 2013-2014 CST was not administer. In the subsequent years from 2015-2017 SBAC will only be administered to 7th, 8th and 11th grade. In 2014-2015 with the SBAC administration the 11th graders have 129 students meeting or exceeding the standard out of 377 students. We will need to look at their marks in Language Arts and Mathematics to measure their achievement. As a school we are also moving to mastery grading and with the

implementation of Schoology students and parents both can see how students are mastering the standards.

The staff continues to make progress and improvement on IB MYP units, but more training is needed to support all teachers. Also moving into interdisciplinary units is an area of growth for ERJSHS. We have made some progress with Arts and Science coming together to develop units. Also some small projects have taken place between Individuals and Societies and Language Acquisition departments. Faculty members also have time for planning and collaboration during their longer conference period. With the change in bell schedule teachers also have office hours and departments meet on Thursdays during office hours collaborate on IB units among other items like looking at student work for calibration.

The goals for COST and SSPT have taken place with the counseling team conducting SSPTs on a regular basis as needed to support students. However, COST and SST have been combined by the District with the launching of *MISIS* into one, now called Student Support and Progress Team (SSPT). Counselors continue to support this process. The SSPT is also composed of an administrator, dean and teacher and sometimes with the parent and student. The team has also absorbed the Language Acquisition Team. Teachers can make a referral request using the *MISIS* system. Counselors caseloads have also been changed from alpha division to grade level division. With the exception of the 9th grade counselor and the middle school counselor they share the 8th graders divided by alphabetical order. The counselors each have their own grade level that they follow until the class graduates starting in the 9th grade/MYP year 4.

The third goal of small intervention classes for core subjects has been harder to achieve due to norm charts by the district. The district average class size is of 42 for core subjects. We have tried to buy auxiliaries to support this goal. We have also prioritized and purchased one less administrator, and eliminated one coordinator position to put more monies into teacher period to support the smaller class sizes. Our 8 period schedule - 4 classes per day -also impacts class size

since teachers teach 6 out of 8 classes. Additionally, the District norm table is based on a 6 period day with teachers teaching 5 of 6 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 students progress and achievement.
4. Develop scaffolded units that are culturally relevant and promote the adequate use of systematic pacing guides.

III. Continual professional development for data driven instruction and decision making.

1. Institutionalized and ongoing training for faculty to analyze data, both summative and formative, to identify trends and apply to instruction.
2. Apply data analysis of both summative and formative assessment to develop and adjust lessons to better meet the needs of students.
3. Create a time for and emphasize the importance of teacher collaboration on best practices, sharing student work and developing interdisciplinary lessons and common formative and summative assessments.
4. Incorporate ESLR II(ethical, principled behavior, and civic responsibility) into lesson planning.
5. Establish a schoolwide definition of rigor and employed identified aspects of rigor within core content and interdisciplinary lessons.
6. Strengthen vertical and horizontal alignment in core classes, as well as correlate core content with electives.

1. Institutionalized and ongoing training for faculty to analyze data, both summative and formative, to identify trends and to apply findings into instruction.

ERJSHS implemented training for the faculty on the previous district data platform (myData) during 2012-2013 and 2013-2014 school years. Faculty members were receiving regular instruction on and given PD time to fully explore and understand MyData's data analysis tools, such as access to EL learner history, grades from previous years, and CAHSEE and CST data. With the transition to the new *MISIS* platform, faculty members are trying to adjust to their new data portal and some faculty have attended additional *MISIS* training. The same can be said of the new tool, Schoology, that the district has implemented this school year. Teachers struggled with the new platform at first, but most are now reporting that they are getting used to the format/platform and are happy that students and parents can view how the student is meeting the standards, what work is due and when and what they have missed when the students is absent.



Most data analysis has been institutionalized in department meetings through IB collaboration and student work analysis and reflection. Professional development continues to include, since the last visit and mid-cycle review, many departmental collaboration sessions. Departments bring student work samples of summative unit assessments and score work samples in content groups using the IB MYP rubric. Specifically, departments use the time to calibrate with an IB rubric with content-based criteria. Teachers work with course-alike colleagues to identify high, medium, and low performance on the task based on the IB rubric. They also work in small teams (less than 4) to present the student work and share round robin about the calibration, using an IB content-based

rubric. They come to consensus by using the rubric and evidence from student work. This detailed and scaffolded conversation relies on data collected directly from student work. Using the rubric also raises our collective and common understanding about instructional rigor. These activities have formally taken place at least three times each year since the last visit. They take place informally within departments, as well. The teachers have been given detailed information about the English Language Learners in their classes. The SECAC (Special Education Case Carrier) has also given copies to General Education teachers.

During the 2014-15 school year, the practice was established of providing Strategic Planning and Training Days (SPTD) /PD sessions. The sessions are available via the following link: bit.ly/ERJSHS_SPTD for an online archive called LiveBinders. Faculty receive modeling of various online tools to support collaboration such as LiveBinders, Google Classroom, and Schoology.

The first session was prior to the school year, the second was prior to the Spring semester, and the third was during the Spring semester. During SPTD, we examine the Common Core State Standards (CCSS) and International Baccalaureate with a focus on our subgroups. This practice has continued for the last three years - including the end of the school year. All teachers are invited to participate. This is a voluntary participation and teachers get paid for attending the SPTD sessions. We have an average of 45 teachers attend these sessions. One teacher shared, “I was only going to come one day, but we made so much progress that I have changed my vacation plans to come the rest of the days.”

The school also began using a data collection tool for student to student conversations to increase student talk time. Administrators are likewise informally observing teachers who are not being evaluated this year using a common observation tool that identifies teacher talk time, student discussion time, and teacher discussion and questioning techniques. The informal observation notes are provided to the teacher and teachers are expected to reflect on the data collected from their classrooms. For the past two years, the English department leadership has been working with the local district ELA coordinator to deconstruct the periodic assessments to understand what students are expected to know and be able to do. Teachers have been reflecting on student work

and now are gradually moving towards a change in instruction. The leadership team is placing more emphasis on frequent formative assessment, though it is not yet commonplace in all departments.

2. Apply data analysis of both summative and formative assessment to develop and adjust lessons to better meet the needs of students.

Most data analysis has been institutionalized in department meetings through IB collaboration and student work analysis and reflection. Professional development since the last visit has included many departmental collaboration sessions. Departments bring student work samples of summative unit assessments and score work samples in content groups using the IB MYP rubric. Through this collaboration, teachers are given time to reflect on instruction in the classroom, which informs their planning. During the 2014-15 school year, there have been three Strategic Planning and Training Days (SPTD) sessions. The first session was prior to the school year, the second was prior to the spring semester, and the third was during the spring semester. In the subsequent years this practice has continue, but due to budgetary reasons it now only happens at the end of each school year. Principal Keipp manages the budgets to ensure that money will be available to support SPTD at the end of the year. Again all teachers are invited to attend at the end of the year. During SPTD, we examine the Common Core State Standards (CCSS) and International Baccalaureate with a focus on our subgroups.

The Special Education department uses data from observations, tests, and classwork to create and monitor present levels of performance, objectives, and goals for each of our 300 IEPs on campus. The Special Education teachers meet regularly as a department to talk about student needs and instructional practices. The Special Education teachers on the general curriculum also meet with their content area colleagues to address alignment and accommodations. The structures for planning of the units and subsequent



calibration of the student work on the assessments has been vital to increasing accountability for the units and focusing on instructional rigor.

Additionally, the district's teacher evaluation system, the Educator Growth and Development Cycle (EGDC), promotes informal and formal observations of teachers by administrators. These observations encourage mentorship amongst the faculty and provide data on instruction in the classroom. In the process, teachers disaggregate their students by English Language Learners, Special Education, and other demographics. Teachers identify specific learning targets and strategies to address possible misconceptions and supports. They also collaborate with their RSP Teachers, as applicable, to ensure understanding of content and task.

Counselors (especially academic, attendance, and college), itinerant staff, and the dean continually use data to support academic growth and advisement, as needed. Counselors work on Individualized Growth Plans with students and parents to monitor progress toward graduation. Our dean collaborates with a variety of stakeholders (counselors, teachers, administrators, etc) to maximize instructional time. Last school year we had 12 suspensions and the year before we had 2 that is a big drop from 2011-2012 when we had 160 suspensions. The data is also analyzed by referral reason. Data is used to plan the Dean Talks for second semester where it is targeted by grade level and their areas of need. The PSA tracks attendance to meet and maintain advanced and proficient targets. We consistently have 96% attendance for grades 7-12 and are often recognized by our local school district. The middle school attendance is higher than the high school attendance. We have begun to have our seniors and juniors sign an attendance contract in order to participate in extra-curricular activities such and Prom and Junior Dinner Dance to ensure improvement in our high school attendance. Last year our seniors had too many absences and tardies.

Senior Attendance by Month Percentages

	2016-2017	2017-2018
August	97	98
September	96	97
November	96	96
December	95	96
January	95	96

Our PSA makes home visits and follows up with chronic tardies and absences. The PSA works with the administrator of attendance and the nurse, as well, to synchronize health information about chronic absentees. Similarly, our SAA, Special Education Assistants Supervisor, and the Special Education administrator use attendance data about special education assistants to monitor student services and IEP accountabilities. The team of three have been monitoring adult attendance patterns, conferencing assistants, and providing re-direction to ensure consistent support for SWD.

IV. Increase the achievement of all students in the physical sciences and mathematics.

1. Continue to develop and strengthen common units and assessments.
2. Place a greater emphasis on evaluating the effectiveness of classroom strategies and modify instruction to improve student performance by using formative assessment data.

Overall, there were gains in the sciences. The 12% increase in proficient and advanced and 4% decrease in below basic and far below basic could be attributed to an increase in departmental collaboration time and/or the change in testing. In the 2013-14 school year, the only CST exams administered were in sciences. The percentage of correct answers decreased on the eighth grade

science exams from 2012-13 to 2013-14. There was little change in the life science scores from 2012-13 to 2013-14.

The science department is hoping to continue to address its issues through resources such as resources allocated in our SPSA, donations from ERMAC's (Eagle Rock Magnet Advisory Council) teacher-based funding program and professional development time. The science teachers have had opportunities to learn the new NGSS through optional district training hosted by ERJSHS, although not all of the department participated. ERJSHS continues to encourage the physical science department to practice collaborative professional development and the school embraces its critical mass of early NGSS adopters. This year the science, arts, and Special Education departments have begun interdisciplinary planning with the support of Local District Central. Within the school day, we have a wide arrange of upper -level mathematics and sciences classes in our Diploma Programme (e.g. DP Physics). We provide courses and independent study for high-level math and science examinations: macro economics, micro economics, Calculus AB-BC, computer science A-B, and Physics B-C. These scheduling decisions allow us to meet the needs of our highest achieving students. ERJSHS also supports mathematics and sciences are by offering a burgeoning engineering pathway funded through a "Project Lead the Way" STEM grant. This grant will end this school year 2017-2018 and we qualified for a CTE grant that will add the Engineering Pathway starting January of 2018. The students chose to participate in a mathematics and science-based course of study. We have three engineering courses and will expand.

Our robotics team traveled to Houston, Texas, after earning a prestigious Rookie team award. Middle School Science Bowl, High School Science Olympiad, and MESA clubs support our higher achieving students and those interested in raising their science and math acumen. Three years ago, our middle school science team excelled in all of its competitions. Our current Science Olympiad team recently earned a Silver prize for entomology at the latest competition. The mathematics and science connections with design and technology have also been pathways for students to succeed at competitions like SkillsUSA. Our SkillsUSA team consistently medals at regional, state, and national competitions. They recently won four SGIA Golden Image Award-including one Gold Best in Show! Several judges said this was one of the toughest competitions

they've judged, so ERJSHS is very proud of this extraordinary accomplishment!

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

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

- **The history and background of the school**
- **A description of the school programs**
- **School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
 - **Implications of the data**
 - **Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)**
 - **Important questions to be discussed in the Focus Groups.**

History and School Programs

Established in 1927, our 40-acre campus has undergone many physical changes to accommodate enrollment increases. In the 1960s, the main building and gymnasium facilities were built to serve 1700 students. As enrollment increased we added modular classrooms, and converted the metal shop, auto shop and teacher's lounge into classrooms. Our enrollment has remained stable since 2012 at or 2300 students. We issue about 200 permits each year to balance the drop of students and to maintain current staff.

We have a wide range of classes to support all learners. With our International Baccalaureate Programme, we offer increase arts, foreign language, and physical education to provide a comprehensive course of study. IB is composed of a Middle Years Programme (7-10 grade) for all students and a Diploma Programme (11-12 grade) by application. We also have a 7-12 Magnet in

our campus for Highly Gifted, Gifted, and High Achieving students. The magnet houses 700 student (7-12 grade).

With ERJSHS's block schedule, we have increased opportunities for electives, a-g requirements, and Advanced Placement offerings. We offered 21 AP courses in 2016-2017 with 1,363 students enrolled in those AP courses. This is 112 less students from the Mid-Cycle Review in 2014-2015 the dropped in students can be explained by our yearly drop in enrollment and flourishing of our Diploma Programme. We also have more college classes offered on our campus and some students are choosing to take a college class in lieu of an AP class. We currently offer 5 community college classes on our campus due to ongoing collaboration with the Los Angeles Community College system.

In the last six years, our school has continue to build the International Baccalaureate Programme and in 2015 the first cohort of Diploma Programme students opened with 52 students. The Diploma Programme now has two cohorts in 11 grade and two cohorts in 12 grade with and average of 40 students per cohort . We have also started our California Technical Education program and now in 2017-2018 have 3 CTE teachers; Stage design, Video Production, and Graphic Arts. We have also received four more grants to expand our California Technical Education offerings for Patient Care, and Engineering to commence in January of 2018. Also for Marketing that will open in April of 2018 and the Video Production program will be expanding to our middle school students in August of 2018. ERJSHS also offers Honors, Advanced Placement classes to our students such as 27 Honor English Classes 7-12 grade and 6 AP English Classes 11-12.

We have a small group of English Language Learners about 140 students that also include special education students. Of the 140 ELD students about 50% of students are part of our Special education program. About 15% of the Special Education students are in the alternative curriculum anda have problems communicating making difficult to pass the required test for the students to Redesignate to an RFEP student.

We also have a Special Education program that provides services to 300 students with a Resource Program with six teachers. A Special Day Classes program with has 7.5 teachers. Alternative Curriculum has six teacher providing services; there are two classes for students who are Intellectually Disabled students, three classes for students with Autism student and one class for students who are Emotionally Disturbed. We also have an Adapted Physical Education teacher to support students with IEPs to meet their physical education goals.

Between 2015 to the present time, resources have been dedicated to growing students access to technology. We have bought a dozen Chromebook carts, a parent group has formed to write grants for technology and the committee developed a plan to ensure that all students have technology access to gather, use, and communicate information in order to make responsible decisions as global citizens. We also created four computer labs. In November 2017, some of our students qualified for the Sprint 1 Million grant; it gave eligible students a laptop, backpack, ear buds, and an Internet hotspot for free wireless internet access. We have also become an Empowered Learner School. Once we complete our District's checklist of lessons and trainings, we hope that all our students will have access to a technology device by Spring of 2018. Although, teachers have access to the library resources and technology, which has twelve desktop iMacs and two mobile carts with twenty laptop computers, and each teacher has at least one desktop computer in their classroom. The yearbook class has approximately fifteen computers and the journalism class has approximately six computers. Also, 75% of our faculty have projectors and or document readers in classrooms. The learning center is a classroom for resource students and an elective credit class to support them in their general education requirements, which provides six computers for students. In the computer technology classes, which include Robotics, graphic arts, and all basic computer courses, students have access to 20 or more computers.

This year our parents have signed-up for Passport- a program with in the LAUSD that allows parents to access their child's information they are able to view attendance, grades and update their personal information online. Our school has the highest number of parents in our Local District who have enrolled in LAUSD PASSport. Using PASSport has also given parents access to Schoology, an online learning management system that all teachers are using to do their

grades, post work online such as agendas, homework and materials used in the classroom. Students are also able to submit their work online using Schoology, access multimedia assignments, and see their assignments and grades live.

Administration

Over the years, the school has experienced a great deal of turnover in leadership, but in 2014-2015 a new administration team came in making the administration team stable with little change through the years. Dr. Baca, was the principal for one year in 2014- 2015. That year Mr. Brownfield, assistant principal in charge of discipline; Ms. Tess Leonido, assistant principal in charge of counseling services; Mrs. Keipp, assistant principal in charge of special education and instruction; and Ms. Figueroa-Calderon, assistant principal in charge of attendance came to Eagle Rock. Still in place was Dr. Ikeda, assistant principal in charge of plant. In 2015-2016 Mrs. Keipp was promoted to principal and Mr. Steinorth was promoted to assistant principal, he was the magnet coordinator at that time. In 2016-2017 Mr. Brownfield left with no replacement and in 2017-2018 Dr. Ikeda was transferred to another school and Ms. Tsui came taking over special education.

Staff

Unlike other schools in the district, there is typically little turnover in our faculty. Between 2016 and 2017 the faculty has experienced some changes; due to retirements and changes to meet our IB program, more arts teachers and CTE goals, a new Video Production teacher. Currently, we have 99 certificated staff members. Of those 99 teachers 20 of them are special education teachers. We have 99 teachers who are fully credentialed with continuing/permanent status. As a testament to the stability of our faculty, 74 of our teachers have been teaching on our campus 10 years or more 12 % of our teachers have been in the teaching profession for twenty years or more, 88 % have ten (or more) years of experience and only 1 % have less than five years. According to most recent reports, 1 percent of our faculty holds Doctorates and over 50% hold Master's Degrees. In addition to our classroom teachers there are five guidance counselors, a full time

discipline dean, a Pupil Services and Attendance (PSA) counselor for two days, a Psychiatric Social Worker (PWA) for one day, a College/Career counselor, an EL Coordinator for one period, a full time school psychologist and nurse. One Magnet coordinator, two International Baccalaureate Programme coordinators one for Middle Years Programme and one for the Diploma Programme. We are also fortunate to have a technology troubleshooting coordinator called an Instructional Technology Solution Technician.

Community

The geography of Eagle Rock is spread across four square miles and nestled against the mountains between Glendale and Pasadena. Our neighborhood is anchored with a historic and large eagle-shaped rock and the environ creates the unique impression of being a small town amid the urban sprawl of Los Angeles. Our students have an advantage with the stability of a close-knit community with access to nearby downtown Los Angeles- with its museums, music and sporting events, and large Central Library. Multi-generations of families live in the Eagle Rock community and maintain an active interest in and commitment to the school and its long-standing traditions. Nearly 10% of our faculty and staff members are ERJSHS graduates. The school has a positive reputation within the community, reinforced by the involvement of the Alumni Association of ERJSHS, which awards \$50,000 worth of scholarships to graduating seniors. We also count with a strong Boosters group that supports our academics, arts, and athletics. Throughout its history, the school has held its graduation ceremonies at Occidental College's Remsen Bird Theatre, which is within walking distance of the school. In addition, each year, one of our top-graduating seniors receives Occidental's four-year Centennial Scholarship, now valued at around \$250,000, for tuition and board. This year we celebrated our 90th birthday on September 9, 2017. We were also recipients of two California distinctions in June of 2017: a Gold Ribbon for our implementation of IB and Exemplary Arts Program.

Students

Our student body demographics have remained fairly consistent with slight variations over the last six years. The number of students in our Alaskan, Pacific Islander and African-American groups has remained consistent. Our Hispanic population is the largest subgroup of students on campus.

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Over the last three year, the percentage of males and females has been consistent. There are nine percent more males on campus than females. The difference is great in Special Education, where there twice as many males as females with the Filipino coming in second. Our white population is starting to see a steady increase every year. We are very proud and fortunate to have the diversity that we have in our school.

Ethnicity and Demographic Data

Ethnicity	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	% of students	% of students	% of students	% of students	% of students	% of students
American Indian/Alaska Native	0.4%	0.6%	0.7%	0.7%	0.6%	0.6%
Asian	5.5%	6.8%	7.8%	7.9%	8.4%	7.8%
Black	1.8%	1.7%	1.6%	1.6%	1.8%	2.2%
Hispanic	60.6%	59.3%	58.0%	57.1%	57.1%	58.1%
White	9.0%	9.2%	10.0%	10.7%	10.8%	11.6%
Filipino	22.6%	22.0%	21.4%	21.4%	21.1%	19.6%
Pacific Islander	0.1%	0.4%	0.4%	0.3%	0.3%	0.2%
unknown				0.2%		
	100%	100%	100%	100%	100%	100%

School Performance Indicators

Attendance

Our attendance continues to be an area of strength for ERJSHS the chronic absenteeism has dropped from 2011-2012 at 6.3 % to 2016-2017 at 4.8 %. Average attendance has increased from 95% to 96.8 % we have been meeting our district's attendance goal of 96% higher attendance.

Suspension Rate

The suspension rate continues to decline from our last WASC visit of 160 suspensions in 2011-2012 to 12 suspensions in 2016-2017. Many factors have contributed to the suspension decline such as consistent communication between school and home. Staff utilizing the procedures that have been put in place by the SchoolWide Positive Behavior and Intervention committee that meets once a month.

Our data-based decision making keeps us focused on meeting all five of our District's goals.

Goal 1: 100% Graduation –Students with specific needs such as Special Education, English Learner services through related services, using a multi-tiered system of supports, have access to all IB courses. These interventions and programs target student academic, socio-behavioral, mental, and related student needs in order to ensure students remain in school. Since 2010, ERJSHS' graduation rate has increased from 89% to 92%. The District average is 74%. 100% of our DP Cohort 1 students graduated and secured continuing enrollment in post-secondary institutions. Most earned full or partial scholarships, such as most of the California State University campuses, all of the University of California campuses, Stanford, USC, Occidental College, each of the Ivy Leagues, Northwestern University, Tulane, and University of East London.

Goal 2: Proficiency for All – IB MYP and DP incorporate collaborative methods and inquiry-based practices to deliver instructional content, which is critical to the engagement and learning of every student. Differentiation, personalization and pacing all impact a student's ability to understand and learn culturally relevant content. The 7th-10th grade Community Service

projects, 10th grade Personal Project, DP Extended Essay, and DP Creativity, Activity & Service components are based on student choice and voice. These opportunities for service and creativity provide a balance within the academically challenging IB coursework. Since the change from CST to the new Smarter Balanced Assessment Consortium (SBAC), our students have been able to adapt and exceed District performance goals.

Goal 3: 100% Attendance – Our course of study helps students meet school attendance goals, which supports student learning and decreases chronic absenteeism. Students have a comprehensive balance of courses that includes traditional courses (English, math, science and history) and courses which are generally considered supplementary, elective, or extra at other schools (arts, foreign language, PE). Students develop creative outlets in their elective courses. We teach our students to value attendance and accountability. Since 2010, ERJSHS' attendance rate has increased from 95.5% to 97%.

Goal 4: Parent, Community and Student Engagement - Our IB Parent Steering Committee and annual IB Open House events provide resources to support parent engagement at the local school site and community. We celebrate our achievements in arts, athletics, and academics through weekly phone calls and e-mails, fundraisers in community businesses, Facebook, updated website and monthly Principal newsletters. Last year we expanded our arts showcases and performances and activities throughout our neighborhood and city.

Goal 5: Ensure School Safety – We promote school climate and student engagement through effective positive behavior support and interventions. The Community Service components in the MYP and Creativity, Activity & Service in DP empower our students to revitalize our campus and community through beautification and sustainability projects. Campus clean-up is not a punitive activity; they are on-going events where students want to maintain and upkeep our aging facility. Since 2010, our suspension rate decreased from 12.4% to 0%.

In order to meet or exceed these five Local Control and Accountability Plan (LCAP) goals, our school leadership collaborates with District leadership to ensure responsible budgetary decisions that align to federal, state, and district accountabilities.

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Goals	CA 2015-16	LAUSD 2015-16	LAUSD 2016-17	ERJSHS 2015-16	ERJSHS 2016-17
<p>Goal 1 - 100% Graduation (9-12 cohort)</p> <p>CDE Priority 5: Pupil Engagement (Engagement)</p>	82%	77% (cohort)	Not yet available	91% (cohort) 98% Class of 2016	89% (cohort) 96% Class of 2017
<p>Goal 2: Proficiency for All Meets and Exceeds Standards</p> <p>CDE Priority 4: Pupil Achievement (Pupil Outcomes)</p>	ELA-48%, Math-36%	ELA-39%, Math-29%	ELA-43% Math-33%	ELA-63%, Math-48%	ELA-57%, Math-41%
<p>Goal 3: 100% Attendance 96% or better</p> <p>CDE Priority 2: State Standards (Conditions of Learning)</p>	88%	86%	73%	70% \$1,020,890 revenue lost to attendance	72% \$1,023,644 revenue lost to attendance
<p>Goal 4: Parent, Community and Student Engagement per survey</p> <p>CDE Priority 6: School Climate (Engagement)</p>	N/A	85% student 60% parent participation	Not yet available	88% student 16% parent participation	Not yet available
<p>Goal 5: Ensure School Safety</p> <p>Single student suspension rate</p>	3.7%	.93%	.4%	.08%	.4%

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

School Year: 2011-2012

CST Subject:ENGLISH LANGUAGE ARTS

Display as: Number of Students

Grade	# Far Below Basic	# Below Basic	# Basic	#Proficient	#Advanced	#Tested
7	11	28	64	121	145	369
8	13	32	70	77	136	328
9	17	44	117	137	117	432
10	33	55	137	129	113	467
11	27	44	113	114	86	384
Grand Total	101	203	501	578	597	1,980

School Year: 2012-2013

CST Subject:ENGLISH LANGUAGE ARTS

Display as: Number of Students

Grade	# Far Below Basic	# Below Basic	# Basic	#Proficient	#Advanced	#Tested
7	13	37	77	135	134	369
8	16	33	88	98	131	366
9	28	42	99	146	138	454
10	15	31	105	116	121	389
11	32	34	139	113	92	410
Grand Total	104	177	508	608	616	2,015

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

School Year: 2013-2014

Subject: ENGLISH LANGUAGE ARTS

In the year of 2013-2014 test were not administered to students. That year the state transitioned from CST to SBAC.

School Year: 2014-2015

SBAC: ENGLISH LANGUAGE ARTS

Display as: Number of Students

Grade	Standard not met	Standard Nearly Met	Standard Met	#Exceeds Standard	#Tested
7	74	78	101	72	325
8	81	66	102	54	303
11	46	86	156	156	444
Grand Total	201	230	359	282	1,072

School Year: 2015-2016

SBAC: ENGLISH LANGUAGE ARTS

Display as: Number of Students

Grade	Standard not met	Standard Nearly Met	Standard Met	#Exceeds Standard	#Tested
7	82	66	114	56	318
8	57	70	133	51	312
11	28	69	157	154	409
Grand Total	167	205	404	261	1,039

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

School Year: 2016-2017

SBAC:ENGLISH LANGUAGE ARTS

Display as: Number of Students

Grade	Standard not met	Standard Nearly Met	Standard Met	#Exceeds Standard	#Tested
7	74	78	101	72	325
8	81	66	102	54	303
11	46	86	156	156	444
Grand Total	201	230	359	282	1,072

School Year: 2011-2012

CST Subject: MATHEMATICS

Display as: Number of Students

Grade	# Far Below Basic	# Below Basic	# Basic	#Proficient	#Advanced	#Tested
7	76	111	77	130	39	369
8	99	79	88	97	21	340
9	133	127	99	85	18	432
10	183	137	105	50	13	459
11	165	75	139	46	5	381
Grand Total	656	529	508	408	96	1,981

School Year: 2012-20123

CST Subject:MATHEMATICS

Display as:Number of Students

Grade	# Far Below Basic	# Below Basic	# Basic	#Proficient	#Advanced	#Tested
7	27	87	123	115	47	399
8	36	104	98	108	28	374
9	50	138	135	105	18	447
10	41	161	114	60	8	387
11	92	175	89	37	11	406
Grand Total	246	665	559	425	112	2,013

School Year: 2013-2014

Subject:MATHEMATICS

In the year of 2013-2014 test were not administered to students. That year the state transitioned from CST to SBAC.

School Year: 2014-2015

SBAC:MATHEMATICS

Display as:Number of Students

Grade	Standard not met	Standard Nearly Met	Standard Met	#Exceeds Standard	#Tested
7	79	73	90	69	312
8	85	98	78	109	375
11	140	107	83	46	377
Grand Total	304	278	251	224	1,064

School Year: 2015-2016

SBAC:MATHEMATICS

Display as: Number of Students

Grade	Standard not met	Standard Nearly Met	Standard Met	#Exceeds Standard	#Tested
7	68	86	79	83	319
8	66	85	92	69	314
11	107	122	132	48	410
Grand Total	241	293	303	200	1,043

School Year: 2016-2017

SBAC:MATHEMATICS

Display as: Number of Students

Grade	Standard not met	Standard Nearly Met	Standard Met	#Exceeds Standard	#Tested
7	89	89	58	89	325
8	110	72	46	75	303
11	161	115	113	55	444
Grand Total	360	276	217	219	1,072

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

School Year: 2011-2012

CST Subject:SCIENCE

Display as: Number of Students

Grade	# Far Below Basic	# Below Basic	# Basic	#Proficient	#Advanced	#Tested
8	28	21	48	79	151	327
9	51	44	136	113	95	439
10	127	142	281	211	169	930
11	34	38	106	97	68	344
Grand Total	240	245	571	500	483	2,040

School Year: 2012-2013

CST Subject:SCIENCE

Display as: Number of Students

Grade	# Far Below Basic	# Below Basic	# Basic	#Proficient	#Advanced	#Tested
8	26	27	52	100	159	364
9	60	55	152	114	80	462
10	84	98	240	170	181	775
11	38	43	148	109	49	388
Grand Total	208	223	592	493	469	1,989

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

School Year: 2013-2014

CST Subject:SCIENCE

Display as: Number of Students

Grade	# Far Below Basic	# Below Basic	# Basic	#Proficient	#Advanced	#Tested
8	41	43	68	93	159	404
10	19	40	104	117	120	400
Total	60	83	172	210	279	804

School Year: 2014-2015

CST Subject:SCIENCE

Display as: Number of Students

Grade	# Far Below Basic	# Below Basic	# Basic	#Proficient	#Advanced	#Tested
8	31	25	51	69	173	356
10	16	29	99	142	97	383
Total	47	54	150	211	270	739

School Year: 2015-2016

CST Subject:SCIENCE

Display as: Number of Students

Grade	# Far Below Basic	# Below Basic	# Basic	#Proficient	#Advanced	#Tested
8	2	24	42	76	136	280
10	23	58	135	147	72	436
Total	25	82	177	223	208	715

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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



A1. Vision and Purpose Criterion

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

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

Indicators with Prompts: Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Varied stakeholders looked at the data in many ways and integrated the required language of IB.	ASB Meetings Faculty Meetings SSC and LSLC Meetings Parent Communications Weekly Bulletins Educators for Excellence True Grit findings, December 2017

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
<p>The school has monthly meeting with various stakeholders to inform and review school progress. As well to review the vision, mission and the schoolwide learner outcomes. All groups have an individual focus, but the process well established.</p> <p>In the Spring Semester of 2016-17, there was a student contest to design ERJSHS-spirited Vans that reflect our school culture and pride as Eagles at an IB school. Eighty students participated and a winner was selected by our stakeholders through on-line voting. Our principal wears the shoes to “Walk the Talk” and “Talk the Walk” of how</p>	<p>SSC Meeting Department Meeting ELAC Meetings LSLC Meetings ILT Meetings Annual Title One Meeting Coffee with the Principal Magnet Parent Meetings IB Parent Meetings Special Education Parent Meeting</p>

ERJSHS embodies the “ROCK”.	PTSA Meetings Booster Parent Meetings ERJSHS Vans Contest Essays & Student-Designed Shoes for the Principal
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Various forms of written and verbal communication provide opportunities for students, parents, and other members of the school’s community to the school’s vision, mission, and schoolwide learner outcomes.	ASB Meetings Faculty Meetings Parent Communications Weekly Bulletins Principal’s Newsletter

A2. Governance Criterion

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

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

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
There are various collaborative forums for dialogue and discussion for a range of topics, including budget, bell schedules, adjusted dress code policy, student achievement data, and new mission/vision statement aligned with IB standards.	Including parents and students in debate over bell schedule changes, SWPBS included parents and student voices, revised school mission/vision statement,

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
n/a	n/a

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
Regular updates to stakeholders at faculty meetings at least once a month	LIS status and regular meetings, SSC meets monthly, SEAC,

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Information is disseminated on a regular basis (weekly and monthly).	PTSA meetings and full time parent rep, regular calls and

Parents, staff, students and community members collaborate in multiple leadership committees that include School Site Council, Instructional Leadership Team, IB Steering Committee, ERMAC - Magnet Advisory Council, LSLC - Local School Leadership Council, ELAC - Advisory councils are utilized to support the decision making bodies on campus.	<p>e-mails to inform parents of current and upcoming events, all councils made up of group of diverse stakeholders.</p> <p>Eagle Rock Website and Social Media</p> <p>Auto caller messages and emails by principal on a weekly basis.</p> <p>Schoology posts</p>
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Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
Review graduation data at the beginning of every school year, parents of ELD students informed annually of status, implementation of ITP assessments for every graduating senior with IEP	Annual IEP meetings, school report card, yearly CELDT testing

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
Complaints addressed to administrators, restorative justice, progressive discipline policy implementation	SWPBS meetings monthly, Dean's talk at the beginning of each semester.
Teacher/Counselor/Deans/Administration call parents when they are addressing an issue that involves their child.	

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

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

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

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

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

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

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
LSLC, SSC, and ELAC review data and inform needs.	LSLC, SSC, and ELAC agenda, minutes, and SPSA
IB Action Plan outlines instruction and operational needs.	IB Action Plan, IB visit report
WASC Action Plan allows for goal attainment.	WASC visit findings and next steps to inform PD
Magnet and IB meetings help staff provide data for parents, in addition to formal parent meetings four times a year and inform parent gatherings called “Coffee with the Principal”.	Parent attendance at various parent meetings

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Data collected from MyData, California Dashboard for LCAP goals (graduation, attendance, suspension, climate, A-G)	SSC minutes, SPSA
Departmental collaboration for goal setting and review of student work	PD agendas with data-based decision making
Career assessment part of 11th grade SBAC and diverse opportunities for career readiness skills through participation in extracurricular clubs and groups, including ASB, Class Officers, etc.	SBAC results Organization of ASB and other group activities.

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

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

Findings	Supporting Evidence
Bell schedule process for the past two years involves all stakeholders to review data, esp fiscal implications	Timeline, meeting minutes, principal newsletters

<p>Collaboration for Design/Study Tech for 2016-17</p> <p>SST/SSPT effectively bring stakeholders together towards ensuring the needs of individual students (may lead to reclassification for EL or pre-IEP or pre-504 for students)</p> <p>IEP held consistently to effectively bring stakeholders together to meet legal needs of students with disabilities</p>	<p>Timeline, meeting minutes & handouts, PD evaluations, student academic grades</p> <p>SST/SSPT meeting logs and evidence</p> <p>IEP calendar and overdue IEP list (in the single digits)</p>
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Weekly Admin meetings for instruction and calendar, monthly ILT meetings, weekly dept. Meetings, weekly bulletins, fortnightly PC and faculty meetings provide structures for internal communications.</p> <p>Monthly UTLA meetings to disseminate plans and information.</p> <p>Consistent and systematic collaboration between Admin and UTLA.</p>	<p>Agendas from Admin staff, ILT, dept meetings, PD and whole-staff meetings.</p> <p>Bulletins (read by staff and announced biweekly).</p> <p>Blackboard Connect for mass email and phone communications for faculty, staff, students, and parents.</p>

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
The staff is credentialed in their subject area.	Seniority list
The average teaching experience is 10 years for ERJSHS.	Credentials list

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Create a directory to identify assignments for out of classroom personnel.	Teacher Handbook
IB schools require teachers to be trained IB training should be offered for new teachers.	IB training list
IB training should be updated for returning teachers.	PD in June list
Reallocate funding to provide in depth orientation for all new staff members.	

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
We found that the ERJSHS has practices in place that facilitate communication to all staff members.	<p>Faculty Handbook</p> <p>Multiple platforms for staff communication including social media, Principal's weekly Blackboard Connect & e-mail updates, weekly bulletin, Principal's Newsletter, etc.</p> <p>On ManageBac and GoogleDrive, there is some evidence of pacing guides posted online.</p>

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>ERJSHS has a pattern of creating, implementing, and reflecting on school-based professional development.</p> <p>Departments create individual goals and independently progress monitor their student learning targets.</p>	<p>PD planning committee</p> <p>PD reflections</p> <p>ILT meeting agendas</p> <p>Adaptive Schools training</p>

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
n/a	n/a

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to

promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
ERJSHS follows the established evaluation process EDTS growth designed by the district.	Sample of evaluation process. Teacher Growth Planning

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
n/a	n/a

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the 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 with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
All resources that ERJSHS has are been used to provide the best academic program for our students.	Budget plans
We have invested our monies on teacher positions to support our IB programme. We have also put monies for a full time college and career counselor.	Teachers and stakeholders priority list for budget development.
We have also put money to support the purchase of technology resources such as computer carts and a Technology Solution Technician.	

Practices

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

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

Findings	Supporting Evidence
We follow district policy, and funds are distributed according to these policies and through the school governing bodies representative of all stakeholders.	<ul style="list-style-type: none"> - Minutes from School Site Council - ELAC-

	recommendations - LSLC
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Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>ERJSHS is 90 years old and we align our resources to maintain and support the learning needs of our students.</p> <p>The greening project of the quad was a student-driven project made possible by a grant and collaboration with our former Board member.</p> <p>We also revitalized the Horticulture area with a grant to partner with EnrichLA.</p> <p>ERJSHS began a long-term seismic retrofitting project for the North Gym, South Gym, and Auditorium to be completed for the 2020-2021 school year.</p> <p>We implemented an early warning earthquake system for science classrooms and the Principal's laptop in 2015-2016.</p>	<ul style="list-style-type: none"> - Retrofitting of the auditorium for handicapped access - Greening project photos - Added outdoor classrooms to the Horticulture area. - On-going Chemical Safety monitoring - Weekly construction meetings for seismic retrofits

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
<p>Our previous librarian was IB trained and provided opportunities for research and citation skills. Our current librarian has been with us for two years. In that time, she has been to IB training and has been working with our staff to create units of study. She has also worked with students in our Library Practice class to modernize and personalize the library space.</p> <p>We have many resources that support teachers in selecting the instructional materials that they need for</p>	<ul style="list-style-type: none"> - Increased access to technology in the classroom by adding 15 chrome carts - Instructional support for teachers adapting to Schoology. - Professional development on student engagement tools like Kahoot, Google, and Quizlet. - Teachers sent to textbook selection workshop

their classroom.	<ul style="list-style-type: none"> - Participation in textbook selection through the district Road Show - Classroom teachers receive IMA funds (\$250) each year. - Copy service for instructional materials
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Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>This is an area of growth for ERJSHS we need training for our staff in the IB area.</p> <p>We have worked hard to provide workshops that teachers can select and collaborate with their colleagues in the area they see as need.</p>	<ul style="list-style-type: none"> -IB trainings & workshops - Summer PD for MYP/DP Planning; mapping out professional development -AP workshops -GATE trainings -Hiring is by a diverse committee: parents, students, teachers and administrator.

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The use of the funding is based on collaboratively crafted short and long term goals in providing support to all students.</p>	<ul style="list-style-type: none"> -TSP funds for staffing to lower class size, PSW, college counselor, dean -auxiliary classes to reduce class size -District grant to support ELD and reclassified students.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

The collaborative governance model of the school provides multiple points for stakeholder input, implementation, and feedback. There are a variety of advisory groups that make recommendations and inform the two main decision making bodies of School Site Council (SSC) and Local School Leadership Council (LSLC). The critical learner needs show inconsistent standards-based growth on high-stakes assessments (SBAC, AP, SATs) in comparison with academic grades. We share the data with our advisory councils to advocate for funding to provide class size reduction teachers, counselors, technology, and professional development for teachers to support standards-based instruction and criterion-based grading as an IB school. Teacher evaluation is monitored via District protocols and classroom visits need to be increased to provide non-evaluative feedback from teachers, coordinators, counselors, and administrators. The school collaborates with the Local District and Board member and provides monthly updates at the Eagle Rock Neighborhood Council. Weekly communication is sent to homes via ConnectEd, Schoology, website updates, and social media.

Prioritize the strengths and areas for growth for Category A.

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

- LIS authorization in 2014-2015
- Stability in the Administration team
- Hiring Committee (all stakeholder represented)
- Communication with all stakeholders
- Clear and purposeful Schoolwide Learning Outcomes

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

Continue training on Schoology

Continue IB training for returning and new teachers

Category B: Standards-based Student Learning: Curriculum



B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

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

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Eagle Rock High School is strengthening its use of current educational research and pedagogy to maintain a meaningful instructional program in multiple areas: standards, specific courses, practice improvement, by department, and social emotional.</p> <p><u>Standards</u></p> <p>Some teachers at Eagle Rock High School create and implement lessons that are designed to meet the California Content Standards, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) for science and</p>	<p>PD agendas and sign in sheets for onsite and offsite learning</p> <p>Unit plans and assessments of student learning IB Criterion Charts</p> <p>District Interim Assessment Data each semester in core subjects</p>

<p>International Baccalaureate (IB) criteria. To ensure teachers were current there has been a variety of professional development provided by the district, the school, and outside professional organizations.</p> <p>Teachers have had professional development for English Language Development (ELD) and how to incorporate ELD standards into their instruction as well as how to differentiate lessons to meet the needs of students at different ELD levels.</p> <p>To measure the effectiveness of the implementation of CCSS and IB, teachers meet in departments twice a month to collaborate on curriculum and department needs. Each department uses a common interim assessment and calibrates the grading rubric together at least twice a year to reflect and improve curriculum.</p> <p><u>Specific courses</u></p> <p>Eagle Rock has also had trainings specific to individual courses and practices that teachers can implement into their practice.</p> <p>For Advanced Placement, Diploma Programme, and Project Lead The Way courses, teachers have had training for a specific course before implementing it.</p> <p>All of the CTE pathway teachers receive training from the district to keep their programs current with regards to the instructional program. They maintain a binder of 11 areas of highly effective programs to demonstrate they prepare students for college, career, and life.</p> <p><u>Practice improvement</u></p> <p>Some professional development that was provided for teachers to grow in their practice in their classroom was: International Baccalaureate,</p>	<p>Training agendas for District Interim Assessment Data</p> <p>Lesson plans aligned to standards on Educator Development and Support: Teachers (EDST) and Managebac platforms.</p> <p>Middle School Science Language and Literacy workshop agenda</p> <p>Professional Development and SPTD time for teacher planning with artifacts</p> <p>PD agendas and binders</p> <p>Student and teacher attendance at Advanced Placement Readiness program at UCLA on Saturday mornings.</p> <p>PD agendas and binders</p> <p>PD agendas, Mozi usage reports, Teacher reflective essays</p>
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<p>Mozi, Managebac, Adaptive Schools training, and mastery grading.</p> <p>Administrators, coordinators, and some teachers have attended Adaptive schools training to learn how to create a collaborative environment that meets the needs of students by practicing the 7 norms of collaboration</p> <p>Mozi is an online tool to help students with writing and support EL learners with scaffolded models for improving writing. Teachers were trained how to use this in their practice. This same tool is used by the general population when writing their personal statement on their 10th grade personal project.</p> <p>Managebac is an online tool to implement IB curriculum and allow students to access resources, set up appointments, see rubrics, see lessons, and contact teachers. Teachers have had training on how to navigate Managebac for their curriculum and instruction. Teachers update Managebac multiple times a year. Many 10th graders are currently using Managebac to submit evidence on their personal project. Additionally, IB DP Science students as well as IB Extended Essay students submit their internal assessment, group four project reflection, and essay to managebac.</p> <p>Some teachers have gone to mastery grading training to create new grading systems that better reflect the skills needed for college, career, and life. The purpose is to value the support of student learning by ensuring mastery of skills and assignments over the completion of many assignments.</p> <p><u>Department</u></p> <p>Each department also has professional development to support educational research in their classroom:</p>	<p>Certificates of attendance</p> <p>Adaptive Schools training certificates</p> <p>Mozi usage data and reflective essays</p> <p>Mozi PD agenda and sign in</p> <p>Managebac screenshots of ERJSHS usage by faculty and students for Community Service (Service as Action), Personal Project, Assessments, and Curriculum.</p> <p>Mastery grading sign ins and correspondence</p>
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Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

<p>Language and Literature: ELA department uses readers/writers notebook and the Jane Schaffer writing method. ELA has adopted the Houghton Mifflin Harcourt Collections Program which is a textbook and online support for reading and writing.</p> <p>Language Acquisition: LA STARS - a statewide collaborative training that builds knowledge and integration of standards, technology, and teaching practices.</p> <p>Mathematics: CPM (College Preparatory Math)</p> <p>Sciences: Teachers have been trained in NGSS and use websites that support the new three dimensional inquiry approach to science instruction.</p> <p>Individuals and Societies (social studies): Think/Read like a Historian (Stanford History Education Group)</p> <p>Physical and Health Education: Fitness Gram training to coordinate instruction with assessment Participation in Mastery Grading</p> <p>Special Education: The Unique System for alternate curriculum students. Woodcock Johnson levels</p> <p>Arts: Various Art teachers attended the annual Visual and Performing Arts PD workshop provided by the district.</p>	<p>Samples of student work Textbook</p> <p>LA STARS materials and agendas</p> <p>Attendance at Math conferences Grant writing for CPM coach</p> <p>Lessons that refer to these websites Student work (PHET Simulations)</p> <p>Lessons</p> <p>PD documentation</p> <p>Unique curriculum data Woodcock Johnson data</p> <p>Evidence of participation</p>
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<p><u>Social emotional</u></p> <p>Lastly, there is professional development that is given to staff to support the social emotional aspects of the students. Eagle Rock implements the following programs: Restorative Justice/Progressive Discipline, Starts With Hello, Positive Behavior Support, and Growth Mindset.</p> <p>Restorative Justice/Progressive Discipline creates a culture of support for students. It recognizes the mistakes they have made while providing opportunities to redress their mistakes. It is an alternative to suspension and provides students with more time in class to learn. Effectiveness is measured by suspension data and referrals. Data is reviewed yearly by multiple committees including School Site Council, Leadership Team, and Schoolwide Positive Behavior Support.</p> <p>The school has a committee for Positive Behavior Support. They make recommendations for classrooms, language for signage and come up with ideas to support positive behavior. An example of this is the “Caught Being an Eagle” reward system.</p> <p>The school has a program, Start With Hello, that is reinforced through assemblies, shirts, and expressions that creates a culture of welcoming for all students. It helps students who feel left out, sad, or different to be included. This is an anti-bullying campaign of inclusion. This helps maintain a meaningful instructional program that is inviting to all students.</p> <p>Some teachers have been trained on growth mindset. This improves the teacher’s abilities to see opportunities in their students and understand that students come from very different background and levels. All students can succeed with the right motivation and support.</p>	<p>Professional Development calendar Suspension and referral data</p> <p>Observations</p> <p>Photos Caught Being an Eagle awards SWPBIS meeting agendas and artifacts</p> <p>Start with Hello Award LAUSD Human Relations Award 2017 Educators for Excellence True Grit Award</p>
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All people are different and working together will help accomplish goals. This helps maintain meaningful instruction to all students.	
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Academic and College- and Career-Readiness Standards for Each Area

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

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

Findings	Supporting Evidence
<p>As stated in B1.1. Teachers at Eagle Rock High School create and implement lessons that are designed to meet the California Content Standards, Common Core State Standards (CCSS), and International Baccalaureate (IB) criteria. To ensure teachers were current there has been a variety of professional development provided by the District, the school, and outside professional organizations.</p> <p>Teachers have had professional development for English Language Development (ELD) and how to incorporate ELD standards into their instruction as well as how to differentiate lessons to meet the needs of students at different ELD levels. Room assignments for ELA teachers have been arranged so that these teachers are in close proximity to one another. This allows for easy collaboration and co-teaching opportunities.</p> <p>To measure the effectiveness of the implementation of CCSS, ELD, and IB standards, teachers meet in departments twice a month to collaborate on curriculum and department needs. Each department uses an common interim assessment and calibrates the grading rubric together at least twice a year to reflect and improve curriculum. ELA department meets formally and informally in whole-group and smaller groups to discuss and calibrate curriculum and instruction.</p> <p>All the courses at Eagle Rock meet the District’s mandate of following the A-G college and career readiness guide. All courses are listed in the LAUSD course list which is approved</p>	<p>Course</p> <p>Course syllabi</p> <p>Schoology assignments</p> <p>Common Core training agendas and sign-in sheets</p> <p>Many departments clustered by classrooms</p> <p>PD agendas and sign-in sheets Interim Assessment data</p> <p>Lesson plans aligned to the standards as evidenced in the Educator Development and Support: Teachers (EDST) protocols and Managebac platforms.</p> <p>Course listings</p>

<p>to fulfill the A-G requirements at universities.</p> <p>ERJSHS offers the TCMS-Transition to College and Statistics-the objective of the class is to prepare students for College Algebra or College Statistics.</p> <p>As part of the IB program each course has a course outline showing how the course meets the IB standards.</p> <p>Career Technical Education (CTE) Courses at Eagle Rock follow CA CTE standards.</p> <p>All AP courses at ERJSHS have approved course syllabi from the College Board and meets college board standards.</p>	<p>ManageBac & dept. PD</p> <p>CTE Binder Master Schedule</p> <p>ManageBac</p>
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B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>ERJSHS uses a variety of online curriculum including EverFi, Common Sense media, Khan Academy, and Project Lead the Way (PLTW). All of these online curriculums are included as part of the physical courses taught on campus.</p> <p>Eagle Rock uses Everfi for financial literacy in the Career Technical Education courses, as well as in some of the Economics classes as supplemental material to support the learning in the class. The classes that use the materials meet the California Content Standards or the Career Technical Standards, and Common Core Standards.</p> <p>The Intro to Computers class uses Everfi’s Digital Literacy course to support students ability to meet state academic standards.</p> <p>The Intro to computers class uses Khan Academy course called “Intro to Java” to support meeting the standards and student learning.</p> <p>Project Lead the Way is an online digital curriculum used in the 4 engineering courses that are part of the Engineering Pathway. All PLTW courses are taught on campus in a computer lab and meet California Content Standards.</p>	<p>Course syllabi</p> <p>Everfi, Common Sense Media, and Project Lead the Way standards alignment documents.</p>

As the school transitions toward becoming a one-to-one school where all students will have access to electronic devices, Eagle Rock has transitioned from a few classes using Common Sense Media to it being implemented schoolwide. Common Sense Media is an online curriculum that is used to teach students about digital literacy and how to protect themselves online. This curriculum is taught through many different classes and is limited to specific lessons. The lessons have the correlation to the Common Core Standards included.	Principal's Empowered Learner checklist Rosters of lesson completion
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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
There is a congruence between actual concepts, skills taught, standards, and schoolwide learner outcomes.	Lesson plans on managebac
1)	Photos
Students learn to be effective communicators in written, verbal, and visual forms. This is accomplished through practicing writing in the forms of essays, letters, news articles, paragraphs, sentences, journals, data collection (science experiments), screenplays, and narratives. Students also become effective communicators in visual forms through drawing, photography, theater, dance, animation, film, painting, sculpture, presentations (powerpoint and prezi), flyers, buttons, and t-shirts. Students practice verbal communication in classrooms with strategies like; debates, pair share, collaborative group work, socratic seminar, literature circles, verbal presentations, role playing, band and choir performances. Students also learn to become effective communicators with the use of Project based learning which combines multiple forms of communication. Eagle Rock also teaches International Baccalaureate (IB) learner profiles which address communication.	Some classes use the IB Agenda boards for at least one class.
	Class observations
	Field trip forms
	Some science experiments are aligned with California State Standards, NGSS and Scientific Method and documented in ManageBac.
These in- class communication skills are congruent with the Common Core, California Content, English Language Development, and Career Technical Standards as all of these	Some classes use the IB Agenda boards for at least one

<p>standards require effective communication to meet them.</p> <p>The skills of communication are also necessary life skills that students need to be college and career ready.</p> <p>2)</p> <p>Students have lessons in class that make connections with historical, local, and global issues. The school participates in the Start With Hello program to build empathy and connections to other students. Eagle Rock takes students on field trips to the Museum of Tolerance, Japanese American National Museum, and other trips to raise awareness of the human impact on the planet and its inhabitants. Eagle Rock students learn and practice the IB learner profile traits which include being principled, ethical, and caring. Students are rewarded for demonstrating ethical principled behavior with caught being an eagle awards. Students participate in student led clubs on campus that foster these ideals and models them for other students. Examples would be Key Club, Bridges Mentoring Program, Circle of Friends, Amnesty International, Model UN.</p> <p>All of these programs and lessons show a congruence between IB standards, real world skills, and schoolwide learner outcomes.</p> <p>3)</p> <p>Students employ critical thinking and problem solving in classes by doing projects, experiments, and creating solutions for problems. Students use the design cycle in grades 7-9 to prepare them to independently plan and create the 10th grade Personal projects. Students also use the design cycle in the Engineering classes to create and solve problems. Some classes use Project based learning to create lessons that students have to use critical thinking and problem solving to complete the assignment. An example is the Titanic trials where students have to investigate the circumstances of the sinking of the Titanic and then defend or prosecute the captain of the ship or the ocean liner.</p> <p>These skills and activities provide congruence between the Schoolwide learning outcomes, the standards, and the real world skills learned.</p>	<p>class.</p> <p>Class observations</p> <p>Field trip slips School calendar</p> <p>Arts unit plan</p> <p>Start with Hello recognition</p> <p>Personal Project Exhibition and Archive</p> <p>Personal Project Participation Rate</p>
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>The art department, foreign language, and individuals and societies department collaborate on a Dia de los Muertos cultural event.</p> <p>Literacy Design Collaborative - Cohorts of teachers in different departments (Individuals and Societies, Maths, Language and Literacy, Sciences) work collaboratively with coaching and online programs/resources to deliver literacy instruction across subjects to reach all students - especially English Language Learners.</p> <p>Academic courses meet by department regularly and are at different stages of horizontal and vertical alignment.</p> <p>Teachers from different departments align content within the different disciplines (ie. English department teaching the Titanic, Anne Frank's Diary, Night, Farewell to Manzanar)</p> <p>CTE stagecraft course aligns with Theater, band, choir, and dance (art) courses to put on performances.</p> <p>CTE graphic arts courses work with Individuals and Societies, art courses, and the Leadership class to align its curriculum to meet the needs of those courses. (students print buttons, posters, and flyer in their election project)</p> <p>All courses at Eagle Rock follow the A-G requirements and use common core reading and writing standards in their implementation.</p>	<p>Photos</p> <p>Arts departmental website (http://erhsarts.wixsite.com/erhsarts) to archive and share arts instruction.</p> <p>Department meeting sign in sheets and agendas, lessons in ManageBac</p> <p>Flyers from events, such as performances and presentations</p> <p>Student work samples</p> <p>Common Unit planners - aimed at 3 cycles for each cohort shows the collaborative work from Literacy Design Collaborative</p> <p>Master Schedule</p>

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Graphic Arts courses are articulated with Pasadena Community College for credit at the college level.	CTE binder
Students in grades eleven and twelve can take Community College courses on campus during the school day through LACC.	AP score report
Students that pass the AP exam receive College credit.	Trip slips/ field trip documentation
Students attend AP workshops at UCLA where students prepare for college level classes.	APR Attendance Data
Eagle Rock High School has meetings, tour, and open houses for interested parents for the magnet program and the IB program that demonstrate and explain the aspects and the expectations of the program.	Open house, tour sign in sheets and agendas
Alumni association has reached out to former students that have earned scholarships and gets letters from them on their progress and how they are performing at the next level.	Alumni letters
	Data regarding students on attendance permits

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Eagle Rock High School provides the opportunity for students to make appropriate choices and pursue a full range of college and career or other educational options. At the middle school level students are given information about choices and at the high school level they are given more information about choices and then given the opportunity to follow a variety of paths that prepare students to be college and/or career ready.	IGP's/Misis Data
Eagle Rock High School has a counselor for each High school grade and one for the middle school grades.	Master schedule
Eagle Rock High School has a college counselor that supports students make appropriate choices for colleges. Our college counselor works with the Expository Composition teacher on answering UC application questions.	SPSA budget
Eagle Rock High School has a District Office of Transitions Services (DOTS) counselor who provides a support to teachers and students giving them a range of college and career options for students. He meets with each student who has a disability and provides resources for them and their families to make choices about their future college and career pathway. He provides lessons, sample resumes, and resources to teachers to give them choices about their future.	Field Trip request forms
Middle school students have an individual graduation plan	Sample lessons and resources provided
	Counselors IGP data

<p>created between them and their counselor.</p> <p>High school students create and Individual Graduation Plan with their counselor. The IGP (9-12) is reviewed once per semester, in class presentations made by counselors, and individual meetings. Students are given a choices list and counselors discuss options and then create schedules based on need and availability in classes based on students and parents requests.</p> <p>Eagle Rock High School has multiple CTE programs which give students the opportunity to investigate career pathway options. In the study tech classes students explore college and career options as well.</p> <p>Eagle Rock provides opportunities for students to explore different colleges with Field trips, some examples include; Santa Barbara, Mount St. Mary's, and Occidental College.</p> <p>LAUSD students use Naviance an online program to match students' interests with college and career choices.</p> <p>Eagle Rock High School is the lead participant in a large, regionally held International and out of state college fair.</p> <p>Eagle Rock High School's parent center and college office hosts a college and career fair where students learn about possible options for their future.</p> <p>Eagle Rock High School provides opportunities for students and parents to learn at workshops; including Cash for College and College parent nights.</p> <p>Eagle Rock High Schools' college office works with College Match a free program that helps high performing low income students with SAT prep, guidance, college applications, personal statements and trip to the visit schools in the East Coast or DC Area.</p> <p>10th grade students take a class called Design and one of the units has students explore college and career choices on the college board website. 10th grade Design students complete a</p>	<p>CTE binders & applications Upper Class pathways hanout</p> <p>Calendar of events Photos</p> <p>Naviance usage data Field trip slips</p> <p>Flyer for annual college and career fairs</p> <p>School calendar</p> <p>College office calendar</p> <p>Wikispace website for 10th grade guidance & support</p>
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<p>college/career unit to explore college and career choices and opportunities. It is on the College Board website.</p> <p>There are clubs on campus that give student information about colleges and careers, SkillsUSA provides students with opportunities to visit colleges, and learn about specific career paths. College Appreciation Preparation and Exploration (CAPE) provide opportunities to learn about colleges, visit colleges, and gives support to applying for colleges.</p>	<p>Club constitutions</p> <p>Staffing list</p> <p>Naviance District roll out form</p>
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Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
<p>Many Eagle Rock High School teachers use concepts and key ideas for International Baccalaureate criteria in their lesson planning which is a part of the coherent curriculum as students see similar values and ideas across curricular areas and grade levels.</p> <p>All students have access to rigorous classes like, Advanced Placement courses, honors courses, and the Diploma Programme (DP) during their high school years.</p> <p>As part of the DP program, students take the Theory of Knowledge (TOK) Course that allows students to explore connections between disciplines and achieve greater levels of understanding regarding the areas and ways of knowing in a collaborative setting utilizing their critical thinking skills. Assessed components include their TOK essay and presentation.</p> <p>DP students also write an Extended Essay (EE) which is a 4,000 word research document based on the student's specific subject interests. A specific subject specialist amongst the school staff provide support to single candidates throughout the writing process. The essay is externally assessed and scored.</p> <p>DP students also complete the Creativity, Activity, Service (CAS) 150 hours of external work comprised of the three aforementioned categories. The understanding is that students will engage in activities that allow them to apply much of their theoretical knowledge to real-life applications both locally and abroad; they think globally but act locally.</p> <p>MYP students complete at least 60 hours of community</p>	<p>Managebac lesson plans</p> <p>Master schedule</p> <p>DP data</p> <p>AP data</p> <p>Calendar of office hours</p> <p>Bell schedule</p> <p>Personal project samples</p> <p>Service learning data</p> <p>EE topics, pass rates, and EE mentor lists</p> <p>ManageBac data</p> <p>Managebac data</p>

<p>service by the end of 10th grade (MYP Year 5) based on 10 hours for each year in middle school and 20 hours each for 9th and 10th grade.</p> <p>Juniors complete a service learning project that has them apply content they are/have learned in classes to the their real world environments.</p> <p>Students do a personal project in 10th grade that requires them to apply concepts and skills they have learned to do an investigation on an inquiry-based topic that interests and relates to them in their personal life. This project applies skills to real world situations.</p> <p>The Eagle Rock schedule provides office hours to help students review content, help struggling students, and help students who are absent to catch up or make up all assignments they missed.</p>	<p>MiSIS adhoc dashboard</p> <p>ManageBac</p> <p>Online MYP Personal Project archive</p> <p>Personal Project photos and viewing schedule</p>
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B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
No online courses for credit	

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Counselors create an Individual Graduation Plan (IGP) for each student to ensure they are meeting all the a-g requirements and that the students are aware of their progress. Parents get a copy of IGP. Sent via student and mail.</p> <p>Eagle Rock High School uses Schoology and the LAUSD Parent Passport system which allows parents, students, and teachers to collaborate and monitor the progress of students in class. Parents and students have access to the student’s courses, assignments, grades and can send messages to the teacher.</p> <p>Some teachers also use Google classroom to communicate</p>	<p>IGP data on MiSIS adhoc</p> <p>Schoology data</p> <p>District memo for schoology</p> <p>Flyers</p>

<p>with students and parents.</p> <p>Eagle Rock High School uses Blackboard Connect an automated phone system to inform parents of upcoming information including upcoming workshops and deadlines for colleges.</p> <p>Parents communicate with counseling staff to make requests for changes to students schedules which are reviewed by the counseling staff who then decide the student's schedule based on need and availability.</p> <p>Students make requests by filling out forms in the counseling office. The counselor calls them and discusses their choices then makes a change if necessary.</p> <p>Eagle Rock High School has parent conferences, Predominantly Hispanic, Black, Asian and Other (PHBAO) nights to meet the needs of Title 1 students, and open houses to provide opportunities for parents and students to meet with teachers outside of the course to collaborate in developing and monitoring a student's personal learning plan and educational goals.</p> <p>Parents and teachers make appointments to meet with each other to discuss their students strengths, challenges, and strategies to more successful.</p>	<p>Sample Blackboard Connect messages and logs</p> <p>Parent Conference and Back to School Night sign in sheets</p> <p>Documentation in Rollbooks Teacher-based examples of Blackboard Connect messages and logs</p>
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Post High School Transitions

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

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

Findings	Supporting Evidence
<p>All students have access to the College counselor which supports their transition to college. The college counselor organizes opportunities to meet representatives from many universities. This includes local, state, out-of-state and technical schools.</p> <p>Eagle Rock High School's Parent Center and College Office</p>	<p>Flyer</p> <p>Photos</p>

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<p>hosts a College and Career Fair where students learn about possible career options for their future.</p> <p>Department of Transition Service (DOTS) counselor works with primarily students with disabilities to help them be prepared for the transition to life after high school.</p> <p>There are many clubs on campus that help prepare students for college and career life. SkillsUSA prepares students for career lives by having professionals talk to students about the path they face and advice they can give. CAPE provides opportunities for students to meet college students and learn from their advice while visiting a college.</p> <p>Multiple pathways for college and career options. DP, AP, CTE, ROP, College classes on campus, Arts, electives, work experience, engineering pathway.</p>	<p>Sample DOTS work and communications</p> <p>Club constitutions Competition artifacts and awards</p> <p>Pathways document and student schedules</p>
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ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Standards-based curriculum, collaboration, and professional development is built into the Eagle Rock schedule and culture. Eagle Rock's faculty as a whole and its individual departments do various professional development to stay current with educational research. Eagle Rock is dedicated to using current educational research and tools like Schoology, International Baccalaureate and mastery grading to support students and create a successful learning environment. The academic standards are congruent to the student learning outcomes, while ensuring college and career readiness.

All students at Eagle Rock belong to the IB MYP program (grades 7-10). For grades 11 and 12, they have access to what the school has to offer, ranging from Advanced Placement, the IB DP programme, to CTE classes. The planning process with students and articulation with the feeder schools allows students to make appropriate college and career ready choices. The collaboration between the staff, parents and students in developing an Individualized Graduation Plan for each student has been very effective.

Prioritize the strengths and areas for growth for Category B.

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

Areas of Strength

- Staff is trained in current educational research and tools.
- Access to curriculum by entire student population
- Offering a variety of traditional, advanced, alternative, and career readiness courses.
- Allowing students to make appropriate college and career ready choices.

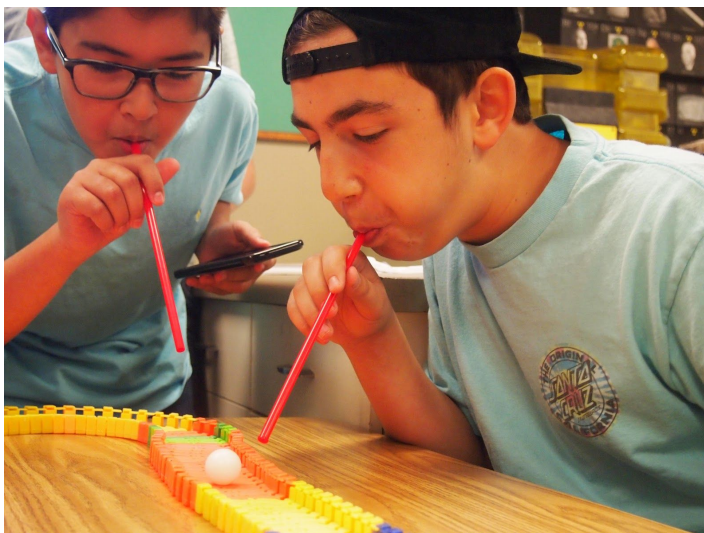
- Congruence of Student Learning outcomes with curriculum and instruction.

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

Areas of Growth

- Mastery Grading Training for all teachers
- Obtaining more feedback from prior students to learn about the effectiveness of the curricular program.
- Continue training/collaboration on CCSS and IB
- Strengthening and offering more articulation between the High School and colleges.
- CTE pathways need to work on articulating more pathways/courses with high learning institutions.

Category C: Standards-based Student Learning: Instruction



C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Students develop as effective communicators, responsible individuals, self-directed lifelong learners, compassionate thinkers who continue to positively contribute to their community and are prepared for future career choices.	College classes, student leadership committees, Start with Hello and ongoing Kindness Matters campaigns and the Circle of Friends club. Skills USA, Model UN, Academic Decathlon, SAGA, Amnesty Int'l club. Partnerships with Occidental, LACC, MOCA, Gene Autry Museum & World Fit for Kids.
In an effort to address the CCSS and the IB MYP's and IB DP's emphasis on 21st century skills, teachers are in the beginning stages of collaborating vertically and horizontally across departments.	
Teachers are learning ways to redesign their practice to	19 Laptop carts, one to one devices,

<p>implement educational technology to support access and collaboration. Examples include our grant collaboration with the Literacy Design Collaborative. A cohort of teachers with English Learners have been meeting with a facilitator, teacher leader, and peers to implement and create standards-based lessons. Teachers have access to use of the Computer Lab, ancillary materials (such as videos, audio, links to online supplemental activities), learning websites such as Kahoot, Edpuzzle, Socrative.com, Jeopardy online.</p> <p>Professional development continues to train teachers and administrators to incorporate best practices that meet all students' learning needs.</p> <p>Special Education students are placed in the least restrictive environments (LRE), according to instructions in their IEPs. Special Education students receive core instruction in English, Social Studies and Math in their LRE. Instruction is standards-based and utilizes curriculum materials from the general education classes, supplemented with standards-based materials at students' achievement level. In all cases, materials from general education are utilized and adapted, with differentiated instruction occurring with support from the teacher.</p> <p>Through observation and evaluation of student work, teachers are able to determine which students are being challenged and meeting the SLOs, which students are struggling, and make adjustments.</p>	<p>multiple available computer rooms, video cameras and equipment.</p> <p>Sample Kahoots used</p> <p>Redesign the schedule to allow for office hours, additional collaboration time for faculty and Department Meetings</p> <p>Participation in Adaptive Schools trainings for collaborative skill building</p> <p>Special Education Student Assignment Coordination (SECAC) rosters with teachers/names and caseload</p> <p>Common summative assessments and scoring throughout departments. We provide office hours after school three times a week.</p>
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C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
n/a	n/a

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
All MYP classes (grades 7-10) are introduced to their 4 subject-specific criteria (A,B,C, D) and the 8 levels of	MYP performance levels and objectives and Language Acquisition

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achievement. Rubrics are used 100% by some teachers.	also relies on the CA World Language Content Standards.
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Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
Added computer carts (and soon to be 100% of all classes) have added a high level of technology and multi-media use. The use of Schoology has made students more accountable for their own progress.	Schoology, instructor websites, Google classroom Purchase orders, Schoology usage reports Unique usage reports Technology Tubs in Alternate Curriculum courses

C2. Student Engagement Criterion

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

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

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Many teachers use technology in the classroom in multiple ways and students have opportunities to use of chromebooks (CPM, Schoology, Google Classroom, Mozi) Many teachers are current in the use of methodologies in their instructional area	*Chromebook carts in at least 12 classrooms * Student use personal electronic devices with teacher guidance Lang. Acquisition uses videos, audio, and online resources such as YouTube, DVD that

	accompany the textbook *Use of powerpoint *Youtube video Managebac Units Technology tubs in Alternate Curriculum classrooms
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C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
No online instruction at ERJSHS	

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Kagan Strategies Pair and share Collaborative groups Question students for Levels of Questioning IB unit plan for Project-based curriculum IB design classes 10th grade Personal Project Adaptive Schools training and strategies	Student sample work, student scores on assignments, Managebac Theatre and Improv games Personal Project Wikispace

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
IB units per department, Departmental assessments, IB design courses Writing prompts, study guides to develop critical thinking skills Personal project 10th grades, service learning 11th, extended essay 12th, Internal assessments for each IB DP course	Process journals, Managebac Use of Mozi or use of rubric DP program, service learning graduation requirement

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

Findings	Supporting Evidence
<p>Teachers have found that the use of technology supports students learning and their developing of their research skills. At ERJSHS the most common use of technology are Google classroom, Turnitin- used by several teachers to check that students are citing work correctly and that it is their work being implemented specially with teachers teaching Theory of Practice for the Diploma Programme, Aleks- use by the math teachers to support the development of math skills. Mozi-used by the English and ELD teachers to scaffold and support student writing. The majority of teachers are also using Schoology for students to turn in their work.</p> <p>Our librarian also teaches the students how to conduct research online and the different online resources to which we have access.</p>	<ul style="list-style-type: none"> • Students write prompts • Student discussions • Google classroom • Turnitin • Aleks (only in TCM 2016-18) • Mozi • Teacher Librarian lessons and support with Schoology video/audio assignments • YouTube/Vimeo and included in Winter Showcases

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Discussing current events and social issues to solve real world problems. The IB MYP design cycle is a strategy used to solve problems.</p> <p>Capstone Engineering class use the design cycle to solve real world problems.</p> <p>Language and Literature - TPCASTT, Close Reading</p> <p>Studying review questions and Bloom's taxonomy</p> <p>Analyzing data and making conclusions for hypothesis in lab reports</p> <p>Applying the scientific method</p> <p>Discussing and analyzing quotes</p> <p>Group projects such as scene work and productions.</p>	<p>Lesson plans</p> <p>Student work samples</p> <p>Personal Project</p> <p>Capstone example - Innovation Portal</p> <p>Year 2 MYP Language and Literature Titanic trial</p> <p>Student reflections with/from DOK questioning Socratic seminars</p>

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Students at ERJSHS have varied use of technology tools at their disposal to use in classrooms. All teachers are using Schoology and Google Drive this school year. All students have District-generated Gmail addresses and Schoology accounts to submit work to their teachers and collaborate with peers online.</p> <p>The implementation of these tools varies by teachers comfort level with technology to include Google Classroom, Schoology, Final Draft, Final Cut, YouTube and iMovie</p> <p>The increased access to technology has supported students' familiarity with the online assessments.</p>	<p>Most students have access to computers and Chromebooks</p> <p>Via carts or computer labs</p> <p>Schoolwide wifi</p> <p>Kahoot!</p> <p>Using Schoology and Google Drive</p> <p>Using Excel for graphing exercises</p> <p>Using Desmos as online calculator and grapher that will be used on SBAC assessments</p> <p>Utilizing online Academic Journals</p> <p>Assigning Virtual labs</p> <p>Using Textbooks online</p> <p>Award winning videos in a Spring Film competition</p> <p>Using Academic Articles and Publications</p> <p>Using online quiz games for review</p> <p>Schoology</p>

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

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

Findings	Evidence
<p>The school offers many on and off campus opportunities for students to build their connections with the real world.</p> <p>We currently have 4 CTE teachers: Mr. Cohen, Ms. Kissam, Mr. Laird and Mr. Walters. We will be adding two more CTE pathways, Engineering and Patient Care in the Fall.</p> <p>Also, we have Stage Design for Middle School (although that's the same Arts and Entertainment pathway)</p>	<p>Master schedule</p>

<p>Language Acquisition uses online sites for authentic newspaper such as "Elpais.com, www.la-prensa.com" in target language for higher level classes, YouTube videos in target language. Our former German teacher used an online Penpal for her classes.</p> <p>IB Personal Project for 10 grade students gives them the opportunity to explore a topic that they are passionate about and that will provide a service to their community.</p> <p>IB diploma programme 12th grade Extended Essay</p> <p>Adobe Creator integrated to complete assignments</p> <p>Multiple drop in labs for teachers to use during the school day and 19 chrome carts with more added this semester.</p> <p>Students also have after school access to the computer labs with Mr. Laird and with our after school program with Ms. Maultsby and A World Fit for Kids (AWFFK)</p>	<p>Student work</p> <p>Personal Project Exhibition & List of Mentor match ups</p> <p>Essay Titles in ManageBac & Mentor match ups</p> <p>Campus Map & usage reports</p> <p>AWFFK schedule & sign ins</p>
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>All students grades 7-8 are required to do 10 hours, while grades 9-10 students are required to perform 20 hours of community service each year, giving students an opportunity to see how jobs are related to the real world and their community, as well as give students the opportunity to give back to the community.</p> <p>For the last three year we have had a work experience class that students have taken advantage of to explore their career goals.</p> <p>Counselors have met with students to plan IGP for current progress and post secondary planning. Special education students also have an interest inventory to complete their</p>	<p>IB program expectations ManageBac</p> <p>Master Calendar - Work Experience class & roster</p> <p>IGP for current progress and post secondary planning</p>

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<p>Individual Transition Plan. They also work with the DOT teacher for career development and school to work connection.</p> <p>This in the development stages, but we have had 3 students working in paid internships with the Department of Water and Power. Three student also have paid internships this year with Partnership.</p> <p>In partnership with LACC we have four classes taught in the morning and in the afternoon, so that our students can take college classes here on our campus. We have about 120 students enrolled this semester alone. In the past two years we have had about 150 students complete college classes on our campus.</p> <p>Students also have an opportunity to explore their career interest by participating in the Graphic Arts program that we offer. Students get college credit from Pasadena Community College for classes taken in the graphic art.</p> <p>Students also have an opportunity to explore their career interest by participating in Circle of Friends. Circle Friends is an opportunity for Alt. Curriculum students to have social interactions with mainstream students. They meet every other week and plan social activities together. You can also see the students greet each other during the day.</p> <p>Special Needs Spirit Squad and Drill Team</p> <p>We connect our students to careers by holding a Career Fair once a year. The faire is composed of both technical and professional careers. We also have universities and community colleges represented and the Career Faire.</p> <p>Our College Counselor also holds student and parent meetings once a month the topics varied from admissions requirements to financial aid.</p>	<p>DOTS teacher communications</p> <p>Internships with the Department of Water and Power.</p> <p>Partnership and MOU with LACC</p> <p>ERJSHS partnership with PCC</p> <p>Circle of Friends</p> <p>Photos and yearbooks</p> <p>Annual College & Career Fair DP Art Internal Assessment solo shows Participation in MOCA Internships and Center Theatre Group's Ambassador Program Calendar of regular College student and parent meetings on a range of topics and college webpage on erhs.la website (http://erhs.la/academics/college)</p>
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We offer a number of exams to support our students from the PSAT in October, the SAT on Saturdays every other month, DP and AP exams in May.	SAT calendar dates PSAT schedule Testing Schedule
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C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
<p>We currently do not have an online classes. We do have an adult school program for students that need to recoup credits.</p> <p>In the last school year 2016-2017 the adult school program providing services to 172 students that successfully recoup at list one class or more.</p>	<p>Adult school program</p> <p>Until 2017-2018, we have had online credit recovery through APEX or Edgenuity.</p>

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Teachers are learning ways to redesign their practice to implement educational technology to support access and collaboration. Professional development has begun to train teachers and administrators to incorporate best practices that meet all students' learning needs. We have had professional development in different software applications and web based programs such as Mozi, Turn-it -in, Schoology, Google Classroom, Kahoot! In previous years ERJSHS has also use Aleks a math web based program in all beginning math classes 7 to 10 grade.

Special Education students are placed in the least restrictive environments (LRE), according to their IEP. Students receive core content instruction that is standards base for the students that are not part of the alternate curriculum. The alternate curriculum students are working towards a certificate and use the Uniques instructional program. In all cases, materials from the general education are utilized and adapted, with differentiated instruction occurring with support from the teacher. All special education students are also main stream to regular electives such as music, arts, language acquisition classes, and physical education base on their IEP. In some cases some special education students also are mainstream into a regular academic class. All resource students are in general education classes all day, but some of them also have a learning center period where they receive support from their case carrier teacher.

Through observation and evaluation of student work, teachers are able to determine which students are being challenged and meeting the SLO's, which students are struggling, and what adjustment might need to be made. Teachers by department look at student work twice per semester using the IB Criterion rubric. ERJSHS teachers also planned together the four IB units

that are taught per year. Departments also meet during office hours and Professional Development to hold vertical and horizontal articulation and collaboration.

Prioritize the strengths and areas for growth for Category C.

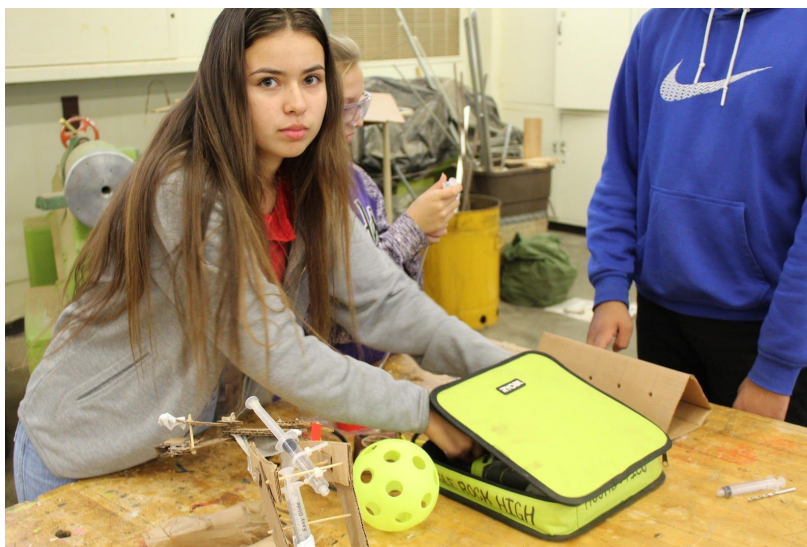
Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Four IB Units per year
- IB Personal Project for 10th grade
- Common Grading of student work using IB rubric
- Teachers use of technology in the classroom
- Multiple opportunities for students to build connections with the real world
- Four CTE pathways

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

- IB training on project based curriculum
- Continue vertical and horizontal collaboration across departments

Category D: Standards-based Student Learning: Assessment and Accountability



Robotics Team in Action!

D1. Using Assessment to Analyze and Report Student Progress Criterion

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

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Findings	Supporting Evidence
<ul style="list-style-type: none"> School year 2015-16 and 2016-17 teachers used effective ways to communicate grades/performance to students and parents through MISIS, Easy Grade Pro (EGP) or other software connected to the school website for communication to students and parents School year 2017-18 all teachers are required to use Schoology for reporting the progress of students. Students and parents have access to Schoology to track their assignments, materials and grades. All 	<p>MISIS; Easy Grade Pro (EGP) ERJSHS website</p> <p>Schoology website</p> <p>Grading Calculator on Schoology disaggregating</p>

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<p>stakeholders, parents, teachers and students find Schoology to be very effective tool providing information on meeting academic standards (including Common Core) and schoolwide learning outcomes.</p> <ul style="list-style-type: none"> • Five (5), ten (10) and fifteen (15) week progress cards and Final (20 week) report cards are effective forms of communication with parents regarding students' performance. Report cards are mailed to students' residences or distributed in person during Student led Conferences. Comments indicate good performance but also warn if a student is not meeting the standards. • Parents have been offered training on the district Passport system • Passport system allows parents access to students' attendance, annual test scores, class assignments and grades, and more. • Parents have the opportunity to enroll in the Passport system to have access to students' progress. <ul style="list-style-type: none"> • SBAC Testing coordinator has been assigned before testing to schedule, oversee and disaggregate information and results • SBAC data has been discussed schoolwide at Professional Development meetings • LAUSD interim testing has been used by some but not all core subject teachers • Interim assessment goals are defined as preparing students for success at SBAC • ManageBac- a platform for IB teachers to create units incorporating IB learner profile, global contexts, common assessment and design cycle. With ManageBac system, teachers monitor and share unit planners and reflections of student work. ManageBac platform has been designed to organize, integrate and implement all aspects of the IB MYP. • IB DP coordinator is instrumental for collecting and disaggregating information for IBDP internal assessment • IB DP teachers meet annually for collaborative grading and calibrating IBDP internal and some external assessments. • IB DP collaborative meetings to calibrate the IB DP extended essays. 	<p>student, faculty, and parent log-in data.</p> <p>Identifying parent, student, and faculty traffic on Schoology</p> <p>Periodic - Five week student progress/report cards</p> <p>Posting of Fall Honor Roll</p> <p>Updating MiSIS database of parent accounts in Blackboard Connect communication system</p> <p>District interim assessments Administrator training in SBAC IAB resources</p> <p>Administrator assumes the role of testing coordinator during testing</p> <p>Administrator testing memos</p> <p>ManageBac</p> <p>Planning and progress forms and student reflection</p>
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	documents in ManageBac Sign in forms
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Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Eagle Rock Junior and Senior High school is a International Baccalaureate school with both Middle Years Programme (MYP) and Diploma Programme (DP).</p> <ul style="list-style-type: none"> • LAUSD supports the IB MYP/ DP programs at ERJSHS considering it instrumental for students' increased enrollment and success in High School and beyond • Departments developed, continue to develop and refine common IB MYP course outlines and units available at the ERJSHS website -Manage BAC • Departments incorporate the IB objectives to the Common Core State standards, New Generation Science Standards and ESLRs of the school. • MYP and DP rubrics for various subjects • Art MYP -different methods for assessing student work; teachers new to Eagle Rock Junior and Senior High School need training on the grading practices for IB programs for consistency • Veteran teachers support new staff with IB and course work • New and veteran teachers have attended Mastery Grading • Math department teachers have been developing common assessment and grading practices. • Language and Literature department teachers exchange essays to calibrate the assessment. • All teachers receive info regarding English language learners. Information is available, teachers need more training to interpret itArt • Special Education Case Carrier (SECAC) gives general education teachers important information about 	<p>MYP and DP programs information posted on the school website IB MYP 10 grade Personal project IB DP assessment and diplomas</p> <p>department standards and rubrics state standards and benchmarks District interim assessment summative and formative assessments assessments connected to textbooks teacher evaluations essays exhibits group presentations journals labs and activities oral assessments SBAC assessment SBAC test results student interviews</p>

accommodation and any other needs of individual students based on their IEP.	<p>student performances and exhibits</p> <p>student portfolios</p> <p>student surveys</p> <p>student-initiated projects</p> <p>teacher-initiated projects</p> <p>tests/quizzes (including on-line quizzes that are ancillary materials with textbooks)</p> <p>end-of-course exams (either department or district based)</p> <p>interactive student notebooks</p> <p>Student-led Conferences</p> <p>Use of Google Drive & Schoology to present work and monitor student progress.</p> <p>Arts website showcases assessment results specifically performances, and visual artwork</p>
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Monitoring of Student Growth

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

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

Findings	Supporting Evidence
<p>Students' growth</p> <p>At the end of 2015-16 and 2016-17 school years -two sessions Strategic Planning and Training Days (SPTD) -teachers examined Common Core and International Baccalaureate.</p> <ul style="list-style-type: none"> Teachers have been given the opportunities to collaborate in departments and interdisciplinary Online platforms have been used during the training (ex. Mozi and Kahoot) and some teachers use them in class for assessment of student work. A number of teachers have been trained in Mastery 	<p>SPTD at ERJSHS May-June 2016 June 2017</p> <p>PD Tuesdays and Monday/Wednesday/Friday Office hours collaboration -2017-18 school year -Kahoot, Mentimeter, Mozi, Schoology online discussion,</p>

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Grading & Learning, and have implemented	quizzes - 9th & 10th Magnet English Mastery Grading Learning Targets (Aligning CCSS & IB MYP Criteria)
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

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

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<ul style="list-style-type: none"> As a result of evaluation of student work teachers redefine the learning objectives and create opportunities for intervention in class and outside of the classroom -after school tutoring Administration encourages teachers to use variety of formative assessments to guide the instruction. Turnit-in -All teachers have been trained how to use and some have access to the platform All English language teachers and DP teachers have access to Turnit-in to ensure academic integrity Math teachers used to incorporate math and Study Tech using ALEKS during the 2015-16 school year. Computers were available to be used for the program yet the application of ALEKS in math classes has shown limited progress of students’ achievements in math. As a result the school didn’t renew the license for ALEKS platform for the following years. 	<p>Department meetings using IB rubric for Unit Grading</p> <p>Theatre performances group or solo, group or individual visual art, instrumental and vocal performance, dance and video</p> <p>Tutoring after school Intervention during class</p> <p>Turnit-in Accounts</p>

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

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

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

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>There is a continuum of practices based on state, district, and local school-created assessments:</p> <ul style="list-style-type: none"> Teachers evaluate students' work anonymously and look at formative and summative assessments by departments using common rubrics at least twice a year -ManageBac units Professional development to discuss strategies to help students succeed on SBAC, AP exams and DP assessments Common Core SS training for teachers is still needed According to the Action Plan for student achievement 2014- section III Continual PD for data driven instruction Teachers use a variety of standards-based formative and summative assessments 	<p>Department meetings</p> <p>PD meetings</p> <p>close reading charts, essays and essay paragraphs, reflections, metacognitive reflections, quizzes, exit tickets, informal and formal discussions (Socratic Seminar), presentations, philosophical chairs.</p> <p>IBDP Internal assessments</p>

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Google classroom has been instrumental for some teachers Teachers have been using the school website to post assignments and materials-2015-16; 2016-17 school years Schoology website offered new opportunities for 	<p>Google classroom</p> <p>ERJSHS website</p> <p>Schoology website</p>

<p>teachers to post online materials, assessment and write comments regarding students' work</p> <ul style="list-style-type: none"> Teachers' personalized websites and Schoology have also been used to provide course outlines, assignments and materials for students 	<p>Teachers' websites and Schoology groups</p>
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Mastery grading training for teachers Nov.-Dec. 2017 and facilitator training in Spring 2018 	<p>Mastery Grading training held at ERJSHS (agenda & signins) Facilitator training documents Professional Development Tuesdays</p>
<ul style="list-style-type: none"> Large cohort of teachers have attended Adaptive School training and are in the process of adapting their current strategies and utilizing these new strategies for meetings and classroom function 	<p>Professional development offered through Learning Zone ex. Mastery Grading</p> <p>List of attendees - Adaptive School Training</p>
<ul style="list-style-type: none"> Discipline advisors offer subject specific, district sponsored PD, Arts Integration, Dance PD's, Theatre PD, Music PD, MYP category, Skills USA (Regional, State, and National) leadership conference, National Education Committee, monthly CTE PD, Visual Arts PD 	<p>Strategic Planning and Training Days bit.ly/ERJSHS_SPTD</p>
<ul style="list-style-type: none"> Common quarterly projects and assessments within some departments 	<p>Common Core training IB MYP training</p>
<ul style="list-style-type: none"> Arts assessments include performance, kahoot, audio-video assessments, products and customer satisfaction based on rubrics 	<p>IB DP Training -Lake Tahoe</p>

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

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

Findings	Supporting Evidence
<p>There are several methods for home and school communication, such as:</p> <ul style="list-style-type: none"> • Regularly scheduled Open House meetings and Student-Led Parent Conferences • Counselors are regularly available in their offices to communicate with stakeholders, field phone calls, address e-mails, and participate in SSPT and/or IEP meetings • Students communicate with teachers using the school website or schoology for 2017-18 school year. • Office hours beginning in 2017-18 provide for students to receive additional support and parent meetings <p>For all 10th grade MYP Personal Project and IB DP students:</p> <ul style="list-style-type: none"> • Supervisors and Mentors are assigned to regularly meet with 10th graders for coaching and guidance (all teachers, administrators, and coordinators have at least 3 10th grade mentees) • IBDP Internal assessment include required student reflection and instructor feedback • DP students' extended essay experiences evaluated using the Viva Voce, or final exit interview, protocol 	<p>Student-Led Parent conferences memos with dates & times</p> <p>Viva Voce interviews for DP students</p> <p>Managebac Planning and Progress Forms</p> <p>Managebac assessment forms include student reflection and supervisor commentary</p> <p>Office hours schedule</p>

<p>of the IB Diploma Programme. This involves reflective discussions with with an Extended Essay mentor and the DP student about their process and learning.</p> <ul style="list-style-type: none"> • All IB DP students have one supervisor and mentor. <p>About 50% of the faculty have one EE student.</p>	
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D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

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

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>There are a range of scripted and collaboratively created assessments given on campus. These include:</p> <ul style="list-style-type: none"> • District Interim Assessment • Teachers' and departments' formative and summative assessments 	<p>IAB schedule</p> <p>Presentations of Personal Projects</p>

<ul style="list-style-type: none"> • Internal Assessments, DP Exams and Extended Essays for DP • AP exams • MYP Personal projects (10th graders) presented to business and industry community • Performances and competitions for CTE courses <p>In October 2014 ERJSHS faculty voted by majority to apply to become a Local Initiative School (LIS). ERJSHS received approval for six waivers and one of them is Assessment. The LIS waivers allow the implementation of site-based Common Core assessments based on the IB course outlines and unit plans, rather than follow District-generated assessments. Since the beginning of 2015-16 school year, the LIS is integral to monthly leadership meetings.</p>	<p>ERJSHS Assessments memo</p> <p>Memo regarding voting results</p> <p>Awards and photos</p> <p>Memo regarding bell schedule vote</p>
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D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
We do not have online students.	n/A

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Teachers have been given the opportunity to discuss the SBAC results at Professional Development meetings and by departments.	<p>Schedule of PD Tuesdays and Department meetings</p> <p>Google classroom For Math Collaboration (see evidence folder for screenshots)</p>

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
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<ul style="list-style-type: none"> ● IB MYP and DP -increased number of art, foreign language, and physical education classes. ● 2015-16 -4X2 eight period block schedule; 2016-17 -seven (7) periods modified block schedule; 2017-18 teachers voted again on the 4x2 eight period block schedule embedding office hours after school in order to give opportunities for electives, MYP and DP classes, AP classes to all students ● Changes in the master schedule are needed every school year to meet the increased accountability for equity and access ● IB MYP/ DP grading system 0-8 has been used by MYP and DP teachers. Language and Literature teachers 7th-10th magnet are piloting the 100% use of the IB scale in their classrooms. ● PD collaboration and online opportunities for teachers to make changes in their assessment practices to reflect IB MYP/DP grading system ● Mastery Grading LAUSD training - 12 Eagle Rock HS teachers attended the training planning to calibrate their assessment using variety and numerous formative assessment, meaningful summative assessment; consider using the 0-4 grading system as more effective compare to the 100 points/ 100% system. ● Mozi for English language learners students' essay writing and 10 grade for personal project statement 	<p>IB MYP DP resources on the ERJSHS website</p> <p>Based on credentials and students' needs and interests (per Faculty preference forms and departmental sign off)</p> <p>MYP and DP programs full time coordinators Online IBMYP training</p> <p>Mastery Grading LAUSD training for teachers offered at the ERJSHS site</p>
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D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Since 100% graduation rate is the primary goal of the school, the following activities have taken place:</p> <ul style="list-style-type: none"> ● All teachers have completed mandatory training on A-G requirements so they can inform students and parents regarding classes needed for graduation and college admission ● Teachers inform students and parents for grading policy at the beginning of the school year -course outlines/ syllabi ● Counselors work with students, teachers and parents to inform them regarding graduation requirements, credit recovery opportunities, grading policies and district 	<p>Certificates of completion of mandatory training on A-G requirements</p> <p>Teachers' syllabi Parent letters indicating class expectations; Parent signature required Counselors' meeting with students and parents</p>

<p>homework policies.</p> <ul style="list-style-type: none"> • ERJSHS has established a system to continually assess student achievement. • Local District Central conducts regular conference calls with the principal and neighboring high schools regarding graduation data • Departments analyze finals and/or benchmark results to determine student mastery of information. • Unit calibration and student work evaluation for the ARTS • Administration reviews students' test scores and the school's overall performance during various meetings (leadership team, Instructional Leadership Team, School Site Council, Local School Leadership Team, departments, etc) 	<p>Data Review during PD and department meetings</p> <p>Data used and invitations</p> <p>Agendas and artifacts from data-driven dialogue meetings</p>
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D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Mandatory training for teachers on administering SBAC and PSAT. • Teachers administering the tests keep the documents during the test • Documents are securely stored by an administrator • DP instructions must administer internal assessments 	<p>Agendas and sign-in sheets for teachers during the training</p> <p>An administrator assumes the role of testing coordinator during testing to schedule and oversee the process</p> <p>Full-time DP coordinator</p>

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs



Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

LAUSD assessment has been done online using I-pads, Apple desktops, and Chromebooks.

Prioritize the strengths and areas for growth for Category D.

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

- A. Communication with all stakeholders via ERJSHS website, Schoology website, remind and post on Google classroom and Student Led Parent Conferences.
- B. Teachers' opportunities to collaborate in departments during PD Tuesdays and office hours

on Thursdays -school year 2017-18

- C. Strong PTA, Alumni, and Governance groups that assist in school evaluations and plans.
- D. Increased use of Blackboard system for school-to-home communication.
- E. School website redesigned and enhanced this year for ease of communication.
- F. The District and school encourage the use of Schoology to monitor student data, assignments and grades.
- G. Mastery Learning and Grading for teachers professional development
- H. Adoption of block schedule to enhance student access to elective programs
- I. Strategic Professional Development opportunities at the end of 2015-16 and 2016-17 school years.

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

ERJSHS implemented training for the faculty in critical areas -IB MYP and DP; Strategic Planning and Training Days, Schoology website mandatory training, Mandatory certification for all teachers on A-G requirements.

November-December 2-17 Workshop on Mastery Grading was offered on the ERJSHS site. More than 10 teachers participated and will be using the ideas of Mastery Grading.

Increased department discussion about best teaching practices and student progress/struggles.

More focus on effective ways to use Schoology. Arrange for additional training if necessary.

Continue improvements to website and website calendar.

Inservice for new teachers and refresher for existing teachers on formative and summative assessment.

Better management of student eligibility before classes begin in August

Departments to develop, and administration to approve, proficiency requirements for Advanced, Honors, and AP classes, languages, math levels. Counseling to follow these “requirement templates” in reviewing students’ test scores, prior grades and courses for class placement during

articulation

Develop plan for counseling to handle course request changes during the year in a consistent manner.

While some teachers have developed assessments that fully incorporate a marrying of the common core standards and the IB objectives, many are still struggling to find assessment tools that do this. The Language and Literature Department - IBMYP years 2-5 (7th to 10th grades) are fully implementing the IB objectives and scoring within the magnet. This is a piloting of full implementation. Next steps include sharing this learning with other departments.

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



E1. Parent and Community Engagement Criterion

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

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

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
School Site Council (SSC) is the decision making council for state and categorical programs and grants. It is comprised of teachers, students, parents, community members, the principal, and other school personnel. The SSC develops, approves, and annually updates the Single Plan for Student Achievement (SPSA) including proposed expenditures of funds. This is done in consultation with all stakeholders including the English Learner Advisory Committee (ELAC).	LSLC, SSC, and ELAC, agendas, sign- in sheets, and minutes
Local School Leadership Council (LSLC) provides an opportunity for parents to participate in making decisions in collaboration with the principal regarding school policies	Alumni Meeting Agendas
	Emails, Blackboard Connect blasts

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<p>including: staff development program schedules, school activities, events and special schedules, certain budgets, student discipline guidelines and code of conduct, and guidelines for use of school equipment.</p> <p>The ERJSHS Alumni Association meets regularly and has great interest in the continued success of the school. Alumni can be called upon for financial support, help with events and many school needs that arise. Generations of students have passed through Eagle Rock's halls and many of the alumni remain fiercely loyal to and involved with their Alma Mater.</p> <p>Boosters PTSA</p> <p>The IB Parent Steering Committee, which began meeting monthly in January 2010, shares information and activities that help parents better understand the IB Middle Years and Diploma Programmes. For all committee meetings, parents receive a phone call or an agenda delivered prior to the meeting.</p> <p>Magnet Advisory Committee Special Education Advisory Committee, which began meeting in September of 2014 once a month. Parents of special education students get a monthly invitation and reminder call to attend meetings.</p> <p>ERJSHS has numerous means of communication with all stakeholders. These include: ERJSHS website, teacher websites, Blackboard Connect., Schoology, LAUSD Passport, MISIS, Back to School Night, Parent Conference Night. Report cards are mailed home every 10 weeks and parents have access to 5 and 15 week grades online as well as the assignments from individual teachers gradebooks through the Schoology platform. Parents receive a variety of letters and phone calls home from academic counselors, teachers, PSA counselor, parent representative in the dedicated Parent Center. In addition, the principal meets with parents during her "Coffee with the Principal" and other meetings.</p> <p>LAUSD provides parents and students with a Handbook, which lists expectations for student achievement.</p>	<p>Report cards</p> <p>Back to School Night and Parent Conference Night sign-in sheets</p> <p>Community representative logs Connect Ed phone calls Parent attendance sign-in sheets PSA Counselor logs Parent/Student Handbook Flyers</p> <p>PSW logs</p> <p>Calendar</p> <p>Sample home-school communications</p> <p>Memo regarding distribution</p>
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<p>ERJSHS regularly distributes informational flyers regarding various school events.</p> <p>ERJSHS has a part-time PSA counselor who is responsible for working with families of students who have excessive absences and tardies. The PSA counselor is involved with the School-Wide Positive Behavior Support Committee, which finds avenues to keep students in school in order to improve attendance rates, which will improve overall graduation rates.</p> <p>ERJSHS has a part-time Psychiatric Social Worker and interns who work with students and families in crisis in order to support social-emotional needs.</p> <p>ERJSHS has a full time school psychologist who helps students and families in crisis with mental health referrals, IEP and 504 plans information, and participates in the SSPT processes.</p> <p>ERJSHS has a full time school nurse who ensures students' immediate health and well-being. She regularly communicates with parents to refer students to weight control programs, free eye-care programs, dental programs, including braces, asthma control, and mental health programs.</p> <p>ERJSHS has five full-time grade-level counselors and a full-time College and Career Advisor who communicate with parents regularly about graduation requirements, scheduling, Eagle Rock code of conduct, attendance requirements, and grades.</p>	<p>Sample home school communication and social media feeds</p> <p>SPSA budget</p> <p>Sign ins</p>
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Use of Community Resources

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

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

Findings	Supporting Evidence
ERJSHS has a relationship with Councilmember Jose Huizar; his office has provided our school with buses for field trips	Email exchanges, photos

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<p>Eagle Rock Neighborhood Council-Our principal attends monthly meetings of the ERNC in order to keep the community informed regarding school events and to coordinate community activities. The ERNC Youth Director is also an ERJSHS student and also attends these monthly meetings.</p> <p>Occidental College partners with ERJSHS for annual graduations in their amphitheater.</p> <p>LACC partnership to IGETC opportunities.</p> <p>Annual Career Fair to showcase community partners and alumni.</p> <p>DOTS, CBI, Perez Learning Center for collaboration with neighborhood partners, such as Tritch hardware.</p> <p>Fraternal Order of Eagles is an example of a neighborhood organization that regularly partners with school based groups to host fundraising and social activities at their facility.</p> <p>Guest Speakers</p> <p>CTEIG pathways</p>	<p>ERNC presentation notes, calendar, and minutes with Facebook feed</p> <p>Graduation Invoice and keynote speakers (eg 2017 featured an ERJSHS & Oxy alumni)</p> <p>LACC MOU and emails</p> <p>program/lay out</p> <p>Neighborhood Match ups/photos</p> <p>Monthly breakfast announcements and flyers</p> <p>Visitors logs and/or teacher communications</p> <p>Handout and photos</p>
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E2. School Environment Criterion

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

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
ERJSHS makes every effort to provide a safe, clean environment for learning. Discipline and order are considered part of the academic environment necessary for successful student achievement.	Safe School Plan ERJSHS Code of Conduct with SSC approval

<p>A district policy of zero tolerance for weapons is strictly enforced. The daily presence of an LAUSD Police Officer on campus and at school events is a critical component of protecting students as well developing a better understanding of the changing circumstances that can impact student behavior and safety.</p> <p>Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.</p> <p>ERJSHS is currently undergoing a major seismic retrofit project affecting various areas of the school. The goal and purpose of this project is to improve safety for students and staff in the event of an earthquake. During construction, school and district staff share an on-going commitment to monitor work areas for issues affecting student safety. Adequate fencing, signage, and clear communication to staff and students is a critical component in this regard.</p> <p>The school's Schoolwide Positive Behavior Support Committee meets on a regular basis to discuss school safety, student discipline and related issues.</p> <p>The school provides grade level assemblies each semester to review school policies, expectations for behaviors and practices, which will keep the campus free of graffiti, trash, contraband and bullying.</p> <p>Both students and staff are trained in the Los Angeles Unified School District's Responsible Use Policy (RUP) for District Computer and Network Systems. This policy covers the acceptable uses of the LAUSD computer network and / or the internet including unacceptable uses of the computer network and /or internet. Additionally, the school's Technology Plan calls for the delivery of school-wide lessons on Digital Citizenship and prevention of cyberbullying.</p> <p>Safe School Plan lays out actions, roles and responsibilities of various personnel regarding emergencies and campus safety. ERJSHS currently has one full-time School Police Officer assigned to the campus, four full-time Campus Aides. The</p>	<p>Schoolwide Positive Behavior Intervention and Support plan MiSIS referral & Suspension data LAUSD Discipline Foundation Policy</p> <p>Emergency procedures bulletins Sharing of best practices with visitors from Kazakhstan</p> <p>Architects' plans Weekly meeting notes Photos Principal's impact letter</p> <p>Attendance data Student and parent surveys Meeting Agendas and sign-in</p> <p>Dean's Talk ppt and schedule</p> <p>Responsible Use Policy PSW and PSA logs Visitor logs</p> <p>SSP Rubric of Implementation</p>
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<p>campus Aides regularly patrol the campus and regularly check the student restrooms.</p> <p>ERJSHS has a Psychiatric Social Worker, a Pupil Services and Attendance counselor, five full-time counselors, a College and Career Advisor, and an LAUSD A-G Counselor assigned to the school to work with at risk youth who are on probation. One assistant principal is in charge of discipline, facilities and school safety.</p> <p>Under-age visitors and student visitors are not permitted on campus during the regular school day. Other visitors are checked in and screened at the front entrance of the school where they must sign in and obtain a visitor's pass. Once on campus, students are not permitted to leave campus until the end of the school day.</p> <p>Anti-bullying club</p> <p>Starts With Hello/Sandy Hook Challenge</p>	<p>SPSA</p> <p>Visitors log and posted signs Faculty handbook</p> <p>Meeting flyers</p> <p>Lessons and assembly agenda</p>
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>ERJSHS endeavors to demonstrate caring and concern for all of our students. Administrators, out of classroom staff, and security personnel are available before and after school and at lunch to support students. Respect and concern for others can be observed throughout campus.</p> <p>Many teachers encourage students to pursue their individual interests by sponsoring extracurricular clubs (Anime, Model</p>	<p>Support personnel schedules and office hours</p> <p>PSA and PSW logs</p> <p>Parent center logs</p> <p>SLOs posted in classrooms</p>

<p>UN, Gaming Club, etc.). A number of clubs such as the Straight and Gay Alliance (SAGA), Circle of Friends, and Anti-Bullying Clubs encourage tolerance and diversity as a key component. Other clubs such as Folklorical celebrate the expressions of a single culture however all of these activities are open to all ERJSHS students.</p> <p>ERJSHS values diversity in our student body and staff. Classes at ERJSHS reflect the diversity of the student body. ERJSHS has IB MYP, IB DP, Advanced Placement, and CTE courses that are offered in many different subjects as well as a variety of visual and performing arts and technical arts electives. All students have access to these classes.</p> <p>English Learners and Special Education students receive additional support services, including classroom aides, shelter classes, and resource learning centers.</p> <p>The College and Career Center is maintained by a full time College and Career Counselor to provide information and assistance to parents and students.</p>	<p>Club constitutions, TGDC protocols, master schedule Aides schedules Resource teacher rosters College center logs</p> <p>ERJSHS Code of Conduct and Parent Involvement Policy (PIP) Schoolwide Positive Behavior Intervention and Support plan</p> <p>LAUSD Discipline Foundation Policy Emergency procedures bulletins Suspension data Attendance data</p> <p>Paraprofessional assignments Parent center logs DOTS teacher logs</p>
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Atmosphere of Trust, Respect, and Professionalism

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

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

Accountability Plan and to what extent they are included in decision-making.

Findings	Supporting Evidence
<p>The faculty and staff of ERJSHS works hard to maintain a community based on trust, respect, and professionalism. Collegiality is observable amongst the staff. Teachers are given opportunities to collaborate in department meetings. At these meetings, teachers discuss best practices and use data to identify “at risk” students for additional support. Eighty-three percent of ERJSHS teachers responded in a school experience survey that they “This school promotes trust and collegiality among staff.”</p>	<p>Department meeting agendas and sign-in sheets</p> <p>Survey data</p> <p>Emails from administrators</p>
<p>The ERJSHS administration provides regular updates and communications with the faculty. The voice of all school stakeholders is encouraged through councils like Local School Leadership Council (LSLC), School Site Council (SSC) and the school Instructional Leadership Team (ILT)</p>	<p>LSLC, ILT, and SSC agendas and sign-in sheets</p> <p>Coffee with the Principal agendas and sign-in sheets</p>
<p>ERJSHS builds trust through activities that engage the school -staff with students, parents, and the neighboring community. Coffee with the Principal allows community members to regularly ask the principal questions directly. Parent Conference Night and Back to School Night are held regularly. These allow parents to meet with their child’s teachers and to monitor class curriculum and student progress.</p>	<p>Parent Conference and Back to School Night sign-in sheets</p> <p>Sample home to school communications</p>
<p>Students, parents, and staff receive regular weekly communication from the school through a variety of methods including Blackboard Connect (telephone, email, and SMS),</p>	

<p>Schoology, the ERJSHS website, Facebook and Instagram which facilitates trust between all stakeholders. Reciprocally, the staff is accessible to students and parents through email, phone and written communication.</p> <p>The ERJSHS principal and UTLA Chapter Chairperson meet regularly to set the agendas for meetings and collaborate regarding issues facing the school community.</p>	<p>Meeting notes and emails</p>
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

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

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Title I funding ensures that all students have access to educational supplies that augment student learning.	SSC meeting agendas and sign-in sheets
AP Readiness allows students to work with master math and science instructors, who prepare them for the rigorous curriculum that they will face in AP courses. Concurrently, their AP teachers observe and learn from the master instructors, gathering a framework for how to successfully conduct an AP course. This unique program allows for students and teachers to learn together. Both teachers and students also become an essential part of a network of AP support and excellence.	Title I budgets Single-Plan for Student Achievement AP Readiness logs
All ERJSHS students are assigned an academic counselor who meets with them regularly to discuss the individualized graduation plan. Counselors hold education meetings to discuss graduation requirements with students and parents.	Counselor logs IGP records from MiSIS adhoc
All ERJSHS teachers have 30 minutes of Office Hours on Mondays, Wednesdays, and Fridays to teachers offer lunch and after school tutoring and office hours where students can seek academic assistance.	Office Hour Sign-in Sheets

<p>The Special Education department provides services for 12% percent of ERJSHS's student body (approximately 400 students). Resource and Special Day classes for students with specific learning disabilities, intellectual disabilities moderate and severe are taught by the special education department's twenty teachers teachers and 33 paraprofessionals, and is supported by one secretary, and one assistant principal. The department has concentrated on improving academic achievement outcomes for students with Individualized Education Plans (IEP), implemented support designed to facilitate post-secondary vocational outcomes for students in transition, and worked towards meeting district compliance requirements under the modified consent decree. The department implemented collaborative and co-teaching instructional models, and increased the level of school-based engagement between students, parents, and the special education community. General Education teachers who have special education students in their classes collaborate or co-teach with Resource teachers on daily lessons. The Resource students use a learning center elective to increase access to the general education curriculum through a one-hour intervention during the school day.</p>	<p>IEP meeting calendars</p> <p>IEP Notes</p>
<p>ERJSHS maintains a full-time College and Career Advisor. The College and Career Advisor manages a College and Career Center that provides information and assistance to parents and students. The College and Career Advisor regularly schedules application and financial aid workshops for students and parents.</p>	<p>College counselor logs</p> <p>College office website</p>
<p>A school psychologist, PSA and PSW are on-site to offer counseling and intervention when needed. The PSW holds weekly group and individual counseling sessions to support students struggling with various issues.</p>	<p>School psychologist and PSW counselor logs</p>

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
n/a	n/a

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Counselors meet with students individually to review graduation progress. In addition, counselors visit classrooms and meet with parents when students are not adequately progressing or are not on track to graduate.	Counselor logs IGP records
The College and Career Advisor provides counseling and information services.	College counselor logs Records of College visits and college related parent meetings
Local School Leadership Council (LSLC) allows all stakeholders to make decisions in collaboration with the principal regarding school policies including: staff development, program schedules, school activities, events and special schedules, certain budgets, student discipline guidelines and code of conduct, and guidelines for use of school equipment.	LSLC meeting agendas and sign-in sheets
Student Success and Progress Team (SSPT) meetings are interventions that aim to identify plans for helping at-risk students improve academically and/or emotionally.	SSPT logs
Credit Recovery Adult School is offered for students who are not meeting graduation requirements.	Adult School class rosters, flyers, and emails re data
Credit Recovery summer school is offered for students who are not meeting graduation requirements.	Summer school rosters
Professional development time is allocated for teachers to meet and identify “at risk” student populations.	Professional Development meeting agendas and sign-in sheets
All ERJSHS students have access to AP courses and workshops to support their academic success.	AP course rosters
Title I funds pay for supplemental classroom materials, textbooks, magazines, transportation for educational field trips, classroom computers, software, and other supplemental services aimed at raising the academic achievement levels of	Title I budgets Single-Plan for Student Achievement Computer lab, mobile iPad

<p>students.</p> <p>A part-time Pupil Services Attendance (PSA) counselor identifies students who are at risk of dropping out of school and follows up on referrals for home-related issues having a negative impact on school attendance. Paraprofessionals work to support teachers and students in selected classrooms. Title I funds provide students with supplemental counseling, attendance support, and psychological services.</p> <p>The after school A World Fit for Kids (AWFFK) program offers classes in photography, weight training, martial arts, dance, driver's education and other courses. Students also have the opportunity to participate in several recreational activities which include physical fitness, sports leagues, and tournaments with other after- school programs. In addition to the many programs offered, all student participants receive a free nutritious meal.</p>	<p>carts, and laptop sign-in sheets</p> <p>PSA counselor logs Attendance data Aide schedules School psychologist logs</p> <p>AWFFK class rosters</p>
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E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
n/a	n/a

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
<p>The English Learners Master Plan offers a practical guide for all staff to ensure that consistent services are provided to every English learner (EL) and Standard English Learner (SEL) in our district. All educators are expected to implement this plan. Some strategies from this plan include: SDAIE, differentiated instruction, contrastive analysis (including contextual, linguistic, elicited, and situational).</p>	<p>Master Plan for English Learners</p>

<p>The District provides annual professional development for administrators and staff on legal requirements and district procedures relating to the English Learner Master Plan, including but not limited to: initial identification, placement options and procedures, communicating assessment results to families effectively, parental rights and informed consent regarding program placement including the Parental Exception Waiver process.</p> <p>EL students are monitored closely by their teachers as well as by the EL Designee. Students and parents are encouraged to attend the monthly ELAC meetings where information is shared regarding SLOs and criteria for re-designation as well as the importance of achieving redesignation and earning credits toward graduation.</p> <p>ERJSHS has developed a school schedule that provides for 30 minute Office Hours three times per week that are used for students to receive academic support for coursework in which they may be struggling.</p> <p>ERJSHS has built and maintained relationships with universities including UCLA, Occidental, and Los Angeles City College to provide hands-on research and job-related training and related opportunities for all students.</p> <p>ERJSHS's Gifted Magnet targets the specialized needs of gifted students. The goal of the ERJSHS Magnet is to foster analytical and critical thinking skills and to develop life-long learners who are ready to compete at the University level and beyond.</p> <p>The UCLA AP Readiness program aims to improve the teaching abilities of AP instructors while simultaneously giving students the skills they will need to be successful in college level classes. AP Readiness allows students to work with master math and science instructors, who prepare them for the rigorous curriculum that they will face in AP courses. Concurrently, their AP teachers observe and learn from the master instructors, gathering a framework for how to successfully conduct an AP course.</p>	<p>Professional development agendas and sign-in sheets</p> <p>ELAC agendas and sign-in sheets SES class rosters</p> <p>Office Hours sign-in sheets</p> <p>College counselor logs Records of College visits and college related parent meetings</p> <p>Magnet class rosters</p> <p>AP Readiness attendance rosters AP test data</p>
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Yearly IEP meetings for special education students ensure that parents, students, and teachers are working together to promote academic success. Between the annual reviews, if a parent feels a change is needed in the IEP, an amendment meeting with the IEP team may be helpful and changes can be made to the IEP for the benefit of the student.	IEP meeting calendars Healthy Start logs
The psychiatric social worker provides a variety of student-based workshops including but not limited to anger and stress management and grief recovery.	PSW records
Title I TA, bilingual TA, and special education paraprofessionals are offered in special education and general education classes in order to provide students with extra support.	TA and paraprofessionals' schedules

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
n/a	n/a

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>All students are able to take any course offering at ERJSHS provided that they have taken the prerequisite course to ensure that they are adequately prepared. There are no GPA requirements for students to take Honors or AP courses. Additionally, all students in grades 7-10 take part in the International Baccalaureate Middle Years' Programme (IB MYP) and the International Baccalaureate Diploma Programme (IB DP) is open to all students provided that they have taken the necessary prerequisite coursework.</p> <p>Counselors meet with students several times per year to</p>	<p>AP class rosters</p> <p>AP test data</p> <p>Honors class rosters</p> <p>IB MYP records</p> <p>IB DP Rosters</p> <p>Counselor logs</p>

<p>discuss grades and schedules for the following year. Students, parents and counselors discuss classes based on student interests and counselor recommendations. Class schedules are based on a team approach. Counselors encourage many students to take an AP or honors or DP course if the student expresses interest in the course. Students with the prerequisite skills, regardless of race or background are encouraged to enroll in classes of interest.</p>	IGP data from MiSIS adhoc
<p>Students may have alternative schedules through dual enrollment at LACC, and various adult schools. Opportunities to take A-G community college courses are provided by LACC. Students are limited to one class each semester.</p>	LACC class rosters
<p>Students can take credit recovery classes through Adult School.</p>	Adult School rosters
<p>All students have access to five CTE pathways (Graphic Production Technology, Stage Technology, Film Video Production, Engineering and Design, and Patient Care (new for 2018)) that have been developed with the intention providing students with hands-on career technical training and certification if available.</p>	CTE Course List and class rosters

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Curricular and co-curricular activities are linked to academic standards and Schoolwide Learner Outcomes. ERJSHS follows LAUSD policy in regards to the academic eligibility for students participating in curricular and co-curricular activities. The marching band, cheerleading squad, play production, stage crew and similar classes are all responsible for participating in school activities, events and production that are directly linked to their classes.</p>	<p>LAUSD policy bulletins</p>

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

There are many clubs on campus that support the goal of diversity and acceptance of others. Student organizations include: Circle of Friends, Cheerleading Club, Filipino Club, French club, Gay-Straight Alliance, Key Club, Math Club, Habitat for Humanity, Club, Key Club, Academic Decathlon, Poetry Club, Anime Club, Asian Club, Amnesty International, Chess Club, Make A Wish, and many others.	Club and organization constitutions
Student government and leadership class occur during the day. These students organize events for their classes and raise funds to support projects.	Student ASB rosters Leadership class election results
Yearbook class produces a quality yearly yearbook.	Yearbook
ERJSHS participates in the CIF Los Angeles section and offers a great variety of teams for both males and females. Students compete in Tennis, Basketball, Softball, Baseball, Soccer, Swimming, Volleyball, Track, Cross-Country, Football, Waterpolo, and Wrestling.	Sports teams rosters
ERJSHS students participate in a visual and performing arts programs, which offers music, dance, and theater classes. ERJSHS has been recognized by the state of California for providing an Exemplary Arts program for students.	Visual and Performing Arts class rosters
Students are regularly invited and expected to participate in all governing boards and stakeholder meetings, such as SSC, LSLC, WASC focus groups, and ELAC.	LSLC, SSC, WASC focus groups, and ELAC agendas and sign-in sheets
School spirit is encouraged through the following activities: homecoming pep rally, homecoming football game, homecoming dance, homecoming court, senior prom, senior picnic, grad night, Red Cross blood drive, school decorations, posters, publicity, and link to the community with off-campus fundraisers like Shakey's Night Out and bowling.	Activity logs and school calendar

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

Findings	Supporting Evidence
n/a	n/a

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

The school's fiscal and personnel resources are used to address the needs of all students.

For teachers, the main focus is academics, but for students, extra and co-curricular activities sometimes take priority over academics.

ERJSHS employs a part-time PSA, PSW, a full-time College and Career Advisor, and school psychologist to help students with issues that may impede learning.

Some students who struggle in school, stay in school because of the other opportunities that the school has to offer. ERJSHS is consistent in attempting to address the needs of the whole student.

ERJSHS students must complete A-G requirements in order to graduate, which are part of a standards-based curriculum. Struggling students have ample support to be successful. There are social, physical, and mental health services available to all students.

Prioritize the strengths and areas for growth for Category E.

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

1. Students have a variety of school and community-based support programs and activities to participate in both during and after school that support student achievement.
2. There is a deep connection between parents, alumni, community, students, and staff at ERJSHS.
3. Students have access to A-G and AP courses.

4. Staff collaboration is regular and is focused on student achievement.
5. ERJSHS offers a safe and clean environment despite sustained budget cuts.
6. The various counseling programs are proactive in addressing student needs.
7. An excellent athletic program and a variety of clubs and organizations positively affect school culture and spirit and help foster student achievement.
8. ERJSHS offers various opportunities for parent involvement.
9. The master schedule and teacher assignments are planned around student needs.

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

1. Budget cuts have impacted all aspects of campus life from course offerings, to plant cleanliness to remedial and credit recovery classes. Despite budget constraints, ERJSHS continues to search for solutions to these various problems.
2. Class sizes and counselor/student ratios need to be reduced.
3. ERJSHS needs to continue to work on parent participation levels.
4. ERJSHS needs to further refine structures to provide a personalized learning environment for all students.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Continue training on Schoology (A)
- Continue IB training for returning and new teachers (A)
- Mastery Grading Training for all teachers (B)
- Continue training/collaboration on CCSS and IB (B)
- IB training on project based curriculum (C)
- Continue vertical and horizontal collaboration across departments (C)
- Continue to develop and refine common IB MYP Units and grading (D)
- PD to discuss strategies to help student succeed on SBAC, AP exams, and DP assessments (D)
- Continue work on parent participation levels (E)
- Personalized Learning environment for all students (E)

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

- Continue training on Schoology (A)
- Continue IB training for returning and new teachers (A)
- Mastery Grading Training for all teachers (B)
- Continue training/collaboration on CCSS and IB (B)
- IB training on project based curriculum (C)
- Continue vertical and horizontal collaboration across departments (C)
- Continue to develop and refine common IB MYP Units and grading (D)
- PD to discuss strategies to help student succeed on SBAC, AP exams, and DP assessments (D)
- Continue work on parent participation levels (E)
- Personalized Learning environment for all students (E)

SELF-STUDY FINDINGS

A: ORGANIZATION: VISION & PURPOSE, GOVERNANCE, LEADERSHIP & STAFF AND RESOURCES

A1: Vision and Purpose Criterion

Eagle Rock High School's vision statement emphasizes a learning climate, which supports students academically by providing a rigorous standards-based curriculum, in a safe and well-maintained environment. By eliminating concerns about personal safety and needs, ERJSHS students are allowed to focus on learning and achievement without any unnecessary worries or distractions. The culturally diverse student population and its mirror to society plays an important role in the way that the ERJSHS's faculty approaches learning. This diversity creates a mutual intercultural respect and embrace of student differences. By doing so, students are afforded the opportunity to learn and work with one another and to become more culturally aware. Ultimately, ERJSHS expects all students to respect each other and to learn to communicate with one another

effectively. As International Baccalaureate World School ERJSHS's vision statement reflects the IB's mission emphasis on intercultural understanding and respect. Undoubtedly, effective communication is essential in enabling students to achieve at high levels. With the implementation of the IBMYP and IBDP, ERJSHS is working toward ensuring that all students learn via intercultural and worldwide issues in all subject areas.

ERJSHS's four SLO's also reflect the current academic and personal needs of its students and also to incorporate the IB scope. In order to promote academic and personal success there is a clear focus on student learning and achievement beyond the secondary educational setting. We are working toward further emphasizing the use of intercultural and global learning to improve student achievement, behavior and civic responsibility throughout all departments. The administrative team invites all teachers display the SLO's in their classroom, so students become familiar with them. The SLOs are complemented by the ROCK. The ROCK stands for Respect our School and Community, Optimize Effort, Challenge Learning, and Kindness Matters. The ROCK connected with our previous ESLRs and provided a bridge as we created our SLOs.

ERJSHS student population is made up of 58% Latino students. Nonetheless, all ethnic groups are integral in impacting any changes of the vision statement, especially as an IB World School. Diversity is our strength.

The Single Plan for Student Achievement (SPSA) and the SLOs are the living documents that guide our school. These documents change with the change of our needs based on data. When budgets are created and programs are implemented the SPSA and SLOs are used as justification. If these documents cannot justify the usage of specific resources then the plan must be updated based on new data or the resources may not be allocated. Decisions regarding resource allocations are made directly based on needs identified by areas in which students did not meet or at risk of not meeting proficiency targets.

A2: Governance Criterion

The School Site Council conducts a formal annual review of the SPSA. The review serves as a way to monitor the alignment of the Single Plan with the ERJSHS's vision and SLO's. The purpose of the SSC is to make decisions, which help support student achievement based on data. Any new policies created by school administrators are then delegated to appropriate staff members so that they may be enforced; all policies are made available in hardcopy and online. Student results are monitored annually by the SSC when reviewing the Single Plan, which also includes the Schoolwide Action Plan. Recommendations made by ELAC are considered by the SSC, which is the decision making body, and is comprised of 50% parents, community members and students and 50% faculty and staff. Since we are also a Local School Leadership Committee this body which meets once a month, will also review students progres like SCC does.

School administrators and program coordinators meet weekly to review and discuss the effectiveness of current programs, significant calendar events and distribution of resources. The ELAC and ILT meet monthly to review and discuss current issues regarding student achievement and to construct recommendations that are reviewed by the SSC and LSLC. The SSC and LSLC meet monthly to review any recommendations submitted by ELAC, ILT, and SWPBIS committees. All meetings are guided by agendas with key topics. All committees require a quorum with the exception of SWPBIS in order to conduct a recognized meeting and to vote on topics.

The school community is informed about the governing board's role via several methods of communication including: automated calls, digital marquee messages and Internet emails to parents and staff and Blackboard Connect automated calls to all stakeholders. We also use the message posting capability in Schoology to send electronic messages to all stakeholders. We are aware that the effectiveness of automated calls is affected by the accuracy of information stored in the My Integrated Student Information System (*MISIS*). Community members are invited to participate in SSC, ELAC, LSLC and initially by attending an annual informational meeting.

Then, a committee is formed, from which parent representatives are nominated and elected based on the committee's majority vote. Additionally, parent involvement is further increased by the presence of our on campus Parent Center. We also count with other parent groups such as ERMAC, Boosters Parents, IB steering committee, SEP and PTSA. Decisions made by the leadership groups are communicated to the faculty during weekly professional development meetings, after school faculty meetings and monthly department chair meetings. Agendas and Updates reflect the information being disseminated.

In order to ensure clarity of evaluation and monitoring, data is provided to all stakeholders to support any decisions. Data, such as the School Accountability Report Card, SBAC, LCAP targets and budgetary reports, is presented in various methods to ensure a clear understanding of its content, trends and its effect on student performance. All data is issued in hardcopy and email and is reviewed during committee meetings.

A3: Leadership: Empowerment and Continuous Planning and Monitoring Criterion

The SSC, ILT and administrative staff make sound decisions that focus on all students achieving the SLO's and academic standards by using student achievement data. By analyzing SBAC, CELDT, academic grades and other data, programs are created and funds allocated to support student achievement. Data analysis was used to inform various interventions funding or not funding that program:

- Saturday and after school adult classes
- ALEKs
- Mentoring of ELD students
- Occidental Tutors

The SPSA was written and is updated with the most current available student data. The SLOs are included and are part of the language of the SPSA to ensure the achievement of all students giving added attention to areas of critical need discovered by the data. There has been an increase in the institutionalized access of disaggregated data, specifically through the use of MyData, a

web-based data program available to all faculty members. Since the implementation of IB, unit plans have served as a tool to improve the achievement levels of underperforming ninth and tenth graders. Departments analyze and identify specific strands or subgroups in which students need additional support are identified and address through the development of IBMYP unit plans. We are still in the process of using and analyzing data to further improve the development of IBMYP common assessments. PD opportunities were allotted to support training with the sole purpose of reducing academic disparities between significant ethnic, socio economic and low performing subgroups. learning.

A4: Staff : Qualified and Professional development Criterion

Staff members at ERJSHS possess a variety of experience levels and a wealth of knowledge and expertise that enhance student learning and achievement. Our low turnover rate provides consistency in our staff, which adds to the stability of our programs. In regards to hiring new staff members, candidates are selected based on our needs and their expertise by a hiring committee. In the last six years we have had some turnover due to retirements.

In the Science department most teachers teach either life science classes or physical sciences and in some cases are even more specialized and teach only Biology. Professional development continues to be an important part in helping to, assess, analyze and adjust our progress, potential and our shortcomings, which is used to improve our instruction in order to better meet the needs of our students. By ensuring that all staff members are fully qualified to execute their responsibilities as IB educators, all students are held accountable and in turn are capable of achieving academic standards as well as the SLO's.

ERJSHS has been implementing a 4x2 schedule for the last 6 years except in 2016-2017 when we had a 7 period day. The 4x2 schedule allows students who have already fulfilled the A-G requirements the opportunity to take supplemental elective courses. It has also given students that need to make up credits the opportunity to recoup classes during the regular school day. Although the 4x2 block schedule allows for longer class periods, which allows for more in-depth lessons. The

longer blocks do however, allow for extended collaboration time for various. Parents and students reported that they prefer the 4x2 schedule to the 7 period day.

A5: Resource Criterion

All resources that ERJSHS has been used to provide the best academic program for students. We have invested our monies on teacher positions to support our IB programme. We also follow district policy, and funds are distributed according to these policies and through the school governing bodies representative of all stakeholders.

ERJSHS is 90th years old, but our school is well maintain to support the learning needs of our students. The greening project of the quad was a student driven project made possible by a grant. We also had volunteers that help revitalize the Horticulture area. Facilities remain adequate, safe and functional. As a result of severe cuts in custodial staffing, campus cleanliness has been affected. This, however, provides us the opportunity to promote civic responsibility, SLO's two, within our students by developing creative alternatives for student involvement like *Clean-Up The Rock day*. Currently, there are no pending issues, which could potentially inhibit the school's vision and purpose.

The current financial resources available have perhaps made the hiring process at the district level much more stringent than in years past. Generally, teachers that are extended an offer of employment are highly qualified and meet the NCLB requirements. Due to our program improvement status we have continuously

Allocation of all school resources is done so with reference to the SPSA, which includes our schools action plan, and SLO's. The SSC makes budget transfers and development decisions. Resources not mentioned in the SPSA cannot be purchased unless an update and justification is made to the plan. This enables the document to stay current with the changing of student needs to ensure the achievement of all students. All stakeholders are welcome and encouraged to participate in meetings regarding the budget. All committee and councils agendas and minutes are posted on the school's website. The various committees and councils review the SPSA annually and changes are made to ensure alignment with mission, vision, SLO's, and the needs of all students based on data.

Requests for supplemental instructional materials and equipment are made through the Title I office. Teachers have unlimited copy allowances on campus copy machines. Teachers are allocated approximately \$250 a year for Instructional materials to use. Additional materials and equipment are available upon request if funds are available and justification is made by reference to the SPSA and approved by the SSC.

Areas of Strength

- LIS authorization 2014-2025
- Stability in the Administration team
- Hiring Committee (all stakeholders represented)
- Communication with all stakeholders
- Clear and purposeful Schoolwide Learning Outcomes

Areas of Growth

- Continue training on Schoology
- Continue IB training for returning and new teachers

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

B2. Access to Curriculum Criterion

Student learning, accessed through standards-based curriculum, is at the heart of Eagle Rock's culture. Standards-based curriculum, collaboration, and professional Development is built into the Eagle Rock schedule. Eagle Rock's faculty as a whole and its individual departments have the opportunity to do various professional development as it stays current with educational research. The academic standards are congruent to the student learning outcomes, while ensuring college and career readiness.

All students at Eagle Rock belong to the IB MYP program (grades 7-10). For grades 11 and 12, they have access to what the school has to offer, ranging from Advanced Placement, the IB DP programme, to CTE classes. The planning process with students and articulation with the feeder schools allows students to make appropriate college and career ready choices. The collaboration between the staff, parents and students in developing an Individualized Graduation Plan for each student has been very effective.

Areas of Strength

- Alignment of departmental curriculum on ManageBac
- Access to curriculum by entire student population
- Planning process and allowing students to make appropriate college and career ready choices

Areas of Growth

- Mastery Grading Training for all teachers
- Continue training/collaboration on CCSS and IB

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

Students at ERJSHS are engage in challenging and relevant work. In an effort to address the Common Core State Standards, Schoolwide Learning Outcomes, IB MYP course objectives, IBDP course objectives and 21st century skills, departments are on a continuum of vertical and horizontal collaboration across departments.

Teachers are learning ways to redesign their practice to implement educational technology to support access and collaboration. Professional development has begun to train teachers and administrators to incorporate best practices that meet all students' learning needs. Our current initiative is a re-focus on standards-based grading for mastery learning. We have had professional development in different software applications and web based programs such as Mozi, Turn-it -in, Schoology, Google Classroom, Kahoot! In previous years ERJSHS used Aleks as a math web based program in all beginning math classes 7 to 10 grade.

Health and PE department

Students in health classes are creating learning platforms (google sites, wix etc...) using the skill standards from health science to create text sets and go through the design cycle to create a product to promote wellness in 6 different content areas. example found on

bit.ly/happiness_health

Special Education students are placed in the least restrictive environments (LRE), according to their IEP. Students receive core content instruction that is standards base for the students that are not part of the alternate curriculum. The alternate curriculum students are working towards a certificate and use the Uniques instructional program. In all cases, materials from the general education are utilized and adapted, with differentiated instruction occurring with support from the teacher. All special education students are also main stream to regular electives such as music, arts, language acquisition classes, and physical education base on their IEP. In some cases some special education students also are mainstream into a regular academic class. All resource students are in general education classes all day, but some of them also have a learning center period where they receive support from their case carrier teacher.

Through observation and evaluation of student work, teachers are able to determine which students are being challenged and meeting the SLO's, which students are struggling, and what adjustment might need to be made. Teachers by department look at student work twice per semester using the IB Criterion rubric. ERJSHS teachers also planned together the four IB units that are taught per year. Departments also meet during office hours and Professional Development to hold vertical and horizontal articulation and collaboration.

C2. Student Engagement Criterion

Teachers are using technology in the classroom in multiple ways to engage students and develop critical thinking skills. They also use multiple teaching strategies in the classroom such as Kagan Strategies, Google classroom, Schoology, Adaptive Schools training, IB learner profiles.

Area of Strength

- Four IB Units per year
- IB Personal Project for 10th grade
- Common Grading of student work using the IB rubric
- Teachers use of technology in the classroom
- Multiple opportunities for students to build connections with the real world
- Four CTE pathways

Areas of Growth

- IB training on project based curriculum
- Continue vertical and horizontal collaboration across departments

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

Eagle Rock Jr/Sr High School employs systematic processes that inform and create an understanding about student achievement and academic standards met. Eagle Rock Jr/Sr High School has been an International Baccalaureate school since May 2011 with both the Middle Years Program (MYP) and the Diploma Program (DP). The IB guiding.

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

Health and Physical education

PE department has added self assessments based off fitness pre and post assessments. Health department is currently using self reflection based on their experience with the design cycle on the learning platforms

bit.ly/happiness_health

D3. Schoolwide Assessment and Monitoring Process

Areas of Strength

- Communication with all stakeholders via ERJSHS website, Schoology website or Student Led Parent Conferences.
- Teachers' opportunities to collaborate in department during PD Tuesdays and office hours on Thursday - school year 2017-2018.
- Strong PTA, Alumni and Governance groups that assist in school evaluations and plans.
- Increased use of Connect-Ed system for school-to-home communication.
- School website redesigned and enhance this year for ease of communication.
- The district and school encourage the use of Parent-Connect to monitor student data, assignments and grades.

Areas of Growth

- Continue to developed and refine common IB MYP Units and grading.
- PD to discuss strategies to help student succeed on SBAC,AP exams, and DP assessments.

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

E1. Parent and Community Engagement Criterion

Eagle Rock Jr./Sr. High School consistently endeavors to engage parents and the larger community in school activities and functions and for the school to be actively engaged in community events in turn. Parents and community members are actively involved school governance through School Site Council (SSC), Local School Leadership Council (LSLC), English Learners Advisory Committee (ELAC), the IB Parent Steering Committee (IBPSC), the Special Education Advisory Committee (SPEAC), and the Magnet Advisory Committee (ERMAC). Parents and community members are also involved with the school through a variety of associated groups and clubs such as PTSA, Boosters, and the ERJSHS Alumni Association. The school communicates with parents and the community by numerous methods such as the ERJSHS website, Blackboard Connect, Schoology, LAUSD Passport, frequent meetings and conferences, Facebook, Instagram, and US Mail.

E2. School Environment Criterion

Eagle Rock Jr./Sr. High School consistently allocates fiscal, physical, and human resources to ensure that the school remains a safe, clean, and friendly place for students to learn. The school has developed a Safe School plan which is reviewed and updated annually. Emergency drills and procedures are practiced several times each school year and the school maintains a supply of emergency resources and supplies. Additionally, through the Single-Plan for Student Achievement, the school prioritizes academic and emotional support for students through the provision of an additional academic counselor, a College and Career Advisor, a part-time PSA, and a part-time PSW. The school also consistently messages positive support to students through campaigns such as the Sandy Hook Promise, Digital Citizenship and Kindness Matters. Students participate in clubs such as the Anti-Bullying Club, SAGA (Sexuality And Gender Acceptance), and Circle of Friends.

E3. Personal and Academic Student Support Criterion

The school's fiscal and personnel resources are used to address the needs of all students.

For teachers, the main focus is academics, but for students, extra and co-curricular activities sometimes take priority over academics. ERJSHS employs a part-time PSA, PSW, a full-time College and Career Advisor, and school psychologist to help students with issues that may impede learning. Some students who struggle in school, stay in school because of the other opportunities that the school has to offer. ERJSHS is consistent in attempting to address the needs of the whole student. ERJSHS students must complete A-G requirements in order to graduate, which are part of a standards-based curriculum. Struggling students have ample support to be successful. There are social, physical, and mental health services available to all students.

Areas of Strength

- Students have a variety of school and community-based support programs and activities to participate in both during and after school that support student achievement.
- There is a deep connection between parents, alumni, community, students, and staff at ERJSHS.
- Students have access to A-G and AP courses.
- Staff collaboration is regular and is focused on student achievement.
- ERJSHS offers a safe and clean environment despite sustained budget cuts.
- The various counseling programs are proactive in addressing student needs.
- An excellent athletic program and a variety of clubs and organizations positively affect school culture and spirit and help foster student achievement.
- ERJSHS offers various opportunities for parent involvement.
- The master schedule and teacher assignments are planned around student needs.

Areas of Growth

- Continue to work on parent participation levels.
- Further refine structures to provide a personalized learning environment for all students.

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

School-Wide Action Plan

MARCH 2018

Eagle Rock's mission as a learning community is to foster an environment that promotes the growth of self-motivated, self-sufficient, and directed learners who become contributing members of society using critical, creative and innovative problem-solving skills. The Action Plan described on the following pages is an effort on the part of the Eagle Rock Learning Community to support this mission by ensuring alignment of school-wide initiatives and District such as the Single Plan, LAUSD's mandated curriculum, instructional practices, structural initiatives, as well as the IB MYP pedagogy.

The Critical Academic Needs targeted by the faculty and staff in this progress report reflects the goals of access of academic excellence for all students. The Instructional Lead Team constitutes of staff, parents, students who met extensively prior to and during the writing of this progress report to revise the School-Wide Action Plan, which addresses the targeted growth areas, or Critical Academic Needs, and the WASC team recommendations.

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School Mission	ERJSHS is a diverse and inclusive learning community whose mission is to develop inquiring, knowledgeable, caring young people, who help create a better and more peaceful world through intercultural respect and understanding. To this end, the school works with communities and organizations to develop a challenging program of international education and rigorous assessment to make students college prepared and career ready. Students are encouraged to become compassionate lifelong learners who embrace diversity and understand that it provides valuable insight.
School Vision	The ERJSHS educational community is accountable for rigorous standards-based curricula in a safe, well-maintained learning environment, which provides a climate of respect for self and others. The school provides an environment, which promotes intercultural awareness, holistic learning, and effective communication.
SLOs	<p><u>Schoolwide Learning Outcomes</u></p> <p>Graduates of Eagle Rock High School:</p> <p><u>R</u>espect our school and community by demonstrating ethical, principled behavior, and civic responsibility on a personal, community and global level.</p> <p><u>O</u>ptimize effort to apply acquired knowledge and skills to create meaningful real-world change on personal, community, and global issues. □</p> <p><u>C</u>hallenge learning and communicate effectively in a variety of situations and forms by employing critical and creative thinking to problem solve in a variety of situations and evaluate the outcomes to modify future approaches□.</p> <p><u>K</u>indness matters in our global, local, and personal spheres.</p>
Long Term Goals	<ol style="list-style-type: none"> 1. CONTINUE TO INCREASE THE ACHIEVEMENT OF 9TH AND 10TH GRADERS 2. CONTINUE TO REDUCE THE ACADEMIC DISPARITIES BETWEEN SIGNIFICANT ETHNIC, SOCIOECONOMIC AND LOW PERFORMING SUBGROUPS 3. CONTINUAL PROFESSIONAL DEVELOPMENT FOR DATA DRIVEN INSTRUCTION AND DECISION MAKING 4. INCREASE THE ACHIEVEMENT OF ALL STUDENTS IN THE PHYSICAL SCIENCES AND MATHEMATICS

Critical Academic Need I: Continue to increase the achievement of 9th and 10th graders

School-wide Learning Outcome (SLO) - Communicate effectively in a variety of situations and forms; Employ critical and creative thinking to problem solve in a variety of situations and evaluate the outcomes to modify future approaches; Apply acquired knowledge and skills to create meaningful real-world change; Demonstrate ethical, principled behavior, and civic responsibility on a personal, community and global level.

Goal	By 2024, we will increase the number and rigor of the IB MYP units to engage and support instruction; increase collaboration on assessment of student work and early intervention strategies; identify and provide students with academic intervention.
Rationale	Students must be prepared for the rigor in the A-G requirements for college readiness, as well as for readiness in the multiple pathways.
Growth Target	We will increase the passing rate for core subjects for students in 9th and 10th grade.

Task:	Timeline	Resources	Persons Responsible	Measure	Review Date	Report to Stakeholders
1. Development and improvement on IB MYP Units	On going through 2024	Professional Development	IB Coord. Dept. Chairs	Increase to four IB MYP units; teacher evaluation of common assessments	Annually	LSSC, SSC, ELAC, ILT
2. Continue SSPT	On going through 2024	Counseling, Study Tech Teacher Parent	Assistant Principal Counselor Study Tech Coord.	Increase matriculation, Monthly SSPT meetings	Monthly	LSSC, SSC, ELAC, ILT
3. Interventions Tutoring support	On going through 2024	After school program professional development funds for tutoring/PD	LSSC, SSC Principal	Increase matriculation, Increase student academic success	Annually	LSSC, SSC, ELAC, ILT
4. Place greater emphasis on mastery grading	On going through 2024	Professional development	Departments Chairs Assistant Principal in charge of instruction	Professional Development Agenda; Managebac units	Annually	LSSC, SSC, ELAC, ILT

Critical Academic Need II: Continue to reduce the academic disparities between significant ethnic, socioeconomic and low performing students

School-wide Learning Outcome (SLO) - Communicate effectively in a variety of situations and forms; Employ critical and creative thinking to problem solve in a variety of situations and evaluate the outcomes to modify future approaches; Apply acquired knowledge and skills to create meaningful real-world change; Demonstrate ethical, principled behavior, and civic responsibility on a personal, community and global level.

Goal	By 2024, we will ensure the equity and access for all students in order to raise the achievement of all subgroups.
Rationale	Students must be engaged and supported both academically and emotionally in order to close the achievement GAP.
Growth Target	We will increase redesignation rate, classroom academic success, and increase our four-year graduation cohort rate.

Task:	Timeline	Resources	Persons Responsible	Measure	Review Date	Report to Stakeholders
1. Mentor support classes for ELD students	On going through 2024	Study Tech and language specific support	Assistant Principal	Increase of reclassification by 2%-3% Increase prov./adv. levels	Annually	LSSC, SSC, ELAC, AC, ILT, SSPT
2. Provide Training to equip parents with the skills necessary to understand the expectations of student progress and achievement.	On going through 2024	Parenting classes in computer lab on accessing grade reports, passport, schoology, A-G Reclassification	Parent Center Technology Coordinator College Counselor ELD Coord. Counselor	Increase attendance at parent meetings and participation in parent survey	On going Each spring	LSSC, SSC, ELAC, ILT
3. Develop scaffolded units that are culturally relevant and promote the adequate use of systematic pacing guides.	On going through 2024	Professional development	IB Coord. Dept. Chairs	Use the IB MYP areas of interaction to develop one unit throughout all grade levels and content areas	Annually	LSSC, SSC, ELAC, ILT
4. Place greater	On going	Professional	Department	Professional	Annually	LSSC, SSC,

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emphasis on mastery grading	through 2024	Development	Chairs Assistant Principal in charge of instruction	Development Agenda; Managebac units		ELAC, ILT
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Critical Academic Need III: Continual professional development for data driven instruction and decision making

School-wide Learning Outcome(SLO) - Communicate effectively in a variety of situations and forms; Employ critical and creative thinking to problem solve in a variety of situations and evaluate the outcomes to modify future approaches; Apply acquired knowledge and skills to create meaningful real-world change; Demonstrate ethical, principled behavior, and civic responsibility on a personal, community and global level.

Goal	Use data analysis to reflect on previous year performance, inform future instruction and lesson planning, identify subgroups at risk of not meeting performance goals, and inform professional development.
Rationale	Data analysis is a measurable mark of performance and we need to continually reflect on instructional practices individually, by department and whole school for professional growth.
Growth Target	Incorporate data analysis through professional development including student work, lesson study, quarterly assessments, periodic assessment and IB unit assessment

Task:	Timeline	Resources	Persons Responsible	Measure	Review Date	Report to Stakeholders
1.Institutionalize and provide ongoing training and time for faculty to analyze data both summative and formative, to identify trends and apply to instruction	On going through 2024	Professional development On my Data	Assistant Principal Dept. Chairs	PD Agenda Teachers Collaboration using data	continuously	LSSC, SSC, ELAC, ILT
2. Apply data analysis of both summative and formative assessment to develop and adjust lessons to better meet the needs of all students	On going through 2024	PD	Faculty, Dept. Chair Assistant Principal in charge of instruction	PD increased calibration in IB units and assessment rigor, academic marks, and graduation rates	continuously	LSSC, SSC, ELAC, ILT
3.create time for and emphasize the importance of teacher	On going through 2024	Professional Development	Faculty, Dept. Chairs, Assistant Principal in	Professional Development, increased calibration of	Continuously	LSSC, SSC, ELAC, ILT

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

collaboration on best practices, sharing student work and developing interdisciplinary lessons and common formative and summative assessments			charge of instruction	IB units and rigor, academic marks, mastery grading, graduation rates		
4.Incorporate SLO: Communicate effectively in a variety of situations and forms.	On going through 2024	Professional Development Restructure weekly bulletin to include specific examples	Faculty, Dept. Chair Assistant Principal in charge of instruction	Professional Development Agenda Mangebac Units	Continuously	LSSC, SSC, ELAC, ILT
5.Establish a schoolwide definition of academic rigor and employ identified aspects of rigor within core content standards, and interdisciplinary lessons	On going through 2024	Professional Development Calibration of student assessments	Faculty, Dept. Chair Assistant Principal in charge of instruction	Professional Development Agenda Mangebac Units	Continuously	LSSC, SSC, ELAC, ILT
6.Strengthen vertical and horizontal alignment in core classes, as well as correlate core content with electives.	On going through 2024	Professional Development	Faculty, Dept. Chair Assistant Principal in charge of instruction	Professional Development Agenda Mangebac Units	Continuously	LSSC, SSC, ELAC, ILT

Critical Academic Need IV: Increase the achievement of all students in the physical science and mathematics

School-wide Learning Outcome(SLO) - Communicate effectively in a variety of situations and forms; Employ critical and creative thinking to problem solve in a variety of situations and evaluate the outcomes to modify future approaches; Apply acquired knowledge and skills to create meaningful real-world change; Demonstrate ethical, principled behavior, and civic responsibility on a personal, community and global level.

Goal	To increase the skills necessary for success in science and mathematics
Rationale	Due to the correlation between low math and physical science scores, and focusing on the relationship of shared skills, we hope to simultaneously increase the achievement for all.
Growth Target	Increased prescision with calibration of students work through managebac and IB unit designs.

Task:	Timeline	Resources	Persons Responsible	Measure	Review Date	Report to Stakeholders
1. Continue to develop and strengthen common units and assessment	On going through 2024	Professional development	Math & Science Departments	Professional Development Agenda; Managebac units	Annually	LSSC, SSC, ELAC, ILT
2. Place a greater emphasis on evaluating the effectiveness of classroom strategies and modify instructions to improve student performance by using formative assessment data.	On going through 2024	Professional development	Math & Science Departments	Professional Development Agenda; Managebac units	Annually	LSSC, SSC, ELAC, ILT
3. Place greater emphasis on mastery grading	On going through 2024	Professional development	Math & Science Departments	Professional Development Agenda; Managebac units	Annually	LSSC, SSC, ELAC, ILT

Appendices:

A. Local Control and Accountability Plan (LCAP):

<https://elcap.lacoe.edu/lcap2017/view.pl?mL130fr>

B. Parent, Student, and Faculty/Staff Surveys:

http://reportcardsurvey.lausd.net/surveys/linker?school_type_code=EJ&cost_center_code=1861401&school_year=2016&location=INDIVIDUAL&grade_level=HIGH SCHOOL&district=&school_name=Eagle+Rock&partner=&descr=Eagle+Rock+High+School&language=EN&prop=TCIBCfwDEq8ZVcVy%2B845cmjEOCtnQngVISEUc%2B5MvswgVMpNQihYChXSu8LHkJ7r1zjjlZslYyDj%0D%0AO2LE4ngCJhDfz4QOxp8AqMyhe7phnbqwSdq33%2BSoRQwkngUzl2glJqgc%2BfbLxXFVnkAcWRtE0hv%0D%0AHySbLkAH8Z6gYVzeOwkt%2FYcC4EbHRQ%3D%3D

C. The most recent California Healthy Kids Survey (2013-15)

http://surveydata.wested.org/resources/Biennial_State_1315.pdf

D. Master schedule



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule – FALL 2017

Total Faculty: 93.5 (73.5, 19 SpEd, 1 ROP)

SUBJECT: Language and Literature (n=13)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Clark	205	C	Magnet Honors English 10	Magnet IB English 12	Magnet Honors English 10	C	Magnet Honors English 10	Magnet Honors English 10	Magnet IB English 12
Crowther	201	English 10 (w/ SH) / (w/ RSP)	Honors English 10	C	Honors English 10	C	English 10	American Lit	Honors English 10
Elizondo	209	English 8 (w/ RSP)	C	Honors English 8	Honors English 8	English 7 (w/ RSP)	C	English 8 (w/ RSP)	Honors English 7
Gravino	301	Design 10 th Grade	AP English Language	AP English Lit (12 th)	C College Class on MW	AP English Lit (12 th)	Magnet AP English Language	Magnet AP English Lit (12 th)	C College Class on MW
Hicks	216	C	Screen Writing	<u>NEW</u> Honors English 7	Magnet Honors English 7	C	Screen Writing	Magnet Honors English 7	Magnet Honors English 7
Jovanelly	203	C	LTEL classes Lit & Lang ADV ELD	English 9 (w/ RSP)	English 9	English 9 (w/ SH)	English 9	C	English 9 (w/ RSP)

Malmed	220	C	Magnet Humanities 12	Magnet IB English 11	Magnet TOK 11	C	Magnet TOK 11	Magnet IB English 11	Journalism
Martinez, E	318	C	Magnet Humanities 12	Honors Expos Comp	Honors Expos Comp	C	ERWC	ERWC (w/ RSP)	AP English Language
Ortiz, B	206	Magnet Honors English 9	Honors English 9	Magnet Honors English 9	C College Class on TTH	Honors English 9	ELD 3 /4	Magnet Honors English 9	C College Class on TTH
Russell	B24	Modern Literature (w/ RSP)	Modern Literature	C	Design 10 th Grade	English 10 (w/ RSP)	C	English 10	Design 10 th Grade
Seo Powell	B3	Honors American Lit	C	Contempo Comp (w/ SH)	Contempo Comp (w/ RSP)	Honors Expos Comp	Honors American Lit	C	Contempo Comp (w/ RSP)
Torrez	B18	C	ELD 1 / 2 block	English 7 (w/ RSP)	English 7	C	ELD 1 / 2 block	English 7 (w/ SH)	DESIGN 7
Youngblood- Jarman (aux)	218	English 8	Magnet Honors English 8	Yearbook (aux)	Yearbook	English 8 (w/ SH)	Magnet Honors English 8	C	Magnet Honors English 8

As of Tuesday, September 5th @ 10:17am



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule – FALL 2017

SUBJECT: Mathematics (n=11.5)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Aguilar (aux)	B34	Magnet Math 7	Magnet Acc Alg (8 th)	Magnet Acc Alg (8 th)	C	Magnet Math 7	Magnet Acc Math 7	NEW Math 7 (aux)	Soccer/ Adv Cond in SPRING
Fawaz	B29	Honors PreCalc	Geometry (w/ RSP)	C	Magnet Math 8	Math 8	Geometry	Geometry	C
Flatley	B27	Magnet IB 12	C	Magnet IB11 / AP Calc	Magnet IB11 / AP Calc	AP Stats	Magnet IB 12	C	AP Stats
Fuentes	B14	Math 8	Algebra 1	Algebra 1 (w/ SH)	C	C	Design 9	Design 9	Math 8 (w/ RSP)
Lachica	S3A	C	Math 8 (w/ RSP)	Math 8 (w/ SH)	Math 7 (w/ SH)	Math 7	Design 8	Design 8	C
Lascano	B15	Algebra 1	Trans to College Math	Trans to College Math (w/ RSP)	C	C	Trans to College Math (w/ RSP)	Algebra 2	Algebra 2

Manrique	S3B	Magnet STEM 3 (in S7B / S7C)	SCO	C	Geometry (w/ RSP)	Magnet Algebra 2	C	Algebra 2 (w/ SH)	Algebra 2
Nuno	S7C/ S7B/ 208					Magnet STEM 2	Magnet IB 12 + Statistics	Robotics	AP Comp Sci
Rodriguez	324	AP Calculus	Math 7 (w/ RSP)	AP Calculus	C	Math 7	Math 7 (w/ RSP)	C	Acc Alg (8 th)
Si	B26	Algebra 1 (w/ RSP)	C	Magnet Honors Adv Math	Magnet Algebra 1	Algebra 1	C	Magnet Honors Adv Math	Magnet Algebra 1
WGamage	B1	C	Algebra 2 (w/ RSP)	Geometry (w/ SH)	Geometry (w/ SH)	C	Algebra 2 (w/ RSP)	Algebra 1	Geometry (w/ RSP)
Zerfu	B22	Magnet Geometry	Magnet Geometry	C	Honors PreCalc w/ IB 11	Magnet Geometry	Algebra 1 (w/ RSP)	C	Honors PreCalc

As of Tuesday, September 5th @ 10:17am



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule -- FALL 2017

SUBJECT: Science (n=10) -- VERSION #2

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Khatchaturian (aux)	204	C	Magnet Honors Science 8	Honors Physiology (from SK line)	Science 8 (w/ SH)	AP Chemistry (from SK line) (aux)	Magnet Honors Science 8	Science 8 (from SK line)	Magnet Honors Science 8
De Leon	303	C	Adv Physical Science	Honors Chemistry	Adv Physical Science	C	Chemistry	Adv Physical Science	Volleyball
Gallegos	308	Honors Science 8	SCO	C	Magnet Honors Chemistry	Magnet IB 11	Honors Chemistry	Magnet IB12	C
John	302	Design 10 th Grade	Design 8	C	Design 8 w/ Vergara	Chemistry (w/ SH)	C	Chemistry (w/ SH)	Chemistry
Watson	304	AP Env Science (from NB line)	Science 8	C	Honors Physiology	Honors Science 8 (from NB line)	Honors Physiology	C	Science 8
Kobaissi (aux)	305	H Sci 7/ Health (aux)	Biology	Biology	Biology (w/ SH)	C	Biology	Biology	Honors Biology
Malec (aux)	300	<u>NEW</u> H Sci 7/ Health (aux)	AP Biology	Sci 7/ Health (w/ SH)	Sci 7/ Health	C	Sci 7/ Health	AP Biology	Sci 7/ Health

Martinez, R	208	9 th Health <i>(Flip w/ Lat Am Studies – McGuire)</i>	9 th Health <i>(Flip w/ Lat Am Studies- P.Martinez)</i>	C	Cross Country	9 th Health <i>(Flip w/ Lat Am Studies- Sanchez)</i>	C	AD	AD
Ramos Lopez	310	Physics	Honors Physics	C	Honors Physics	AP Physics / IB 11	Physics	IB12	C
Yee (aux)	306	Magnet Sci 7/ Health	Honors Biology (aux)	Magnet Honors Biology	Magnet Sci 7/ Health	Magnet Honors Biology	C	Magnet Honors Biology	Magnet Sci 7/ Health
Pierce	B16	9 th Gr Health (flip w/ Simonian) Rm B16	9 th Gr Health (flip w/ Simonian) Rm B16	Sgym	C	Health 12 (flip w/ Christ) Rm B16	Health 12 (flip w/ Christ) Rm B16	Sgym	C

As of Tuesday, September 5th @ 10:17am



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule - FALL 2017

SUBJECT: Individuals & Societies (n=12)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Avila (aux)	322	Econ	Honors US History	Honors US History	C	Econ	Govt	Govt	Govt (aux)
Cea (aux)	B5	US History (w/ SH)	C	Govt	Honors US History	7 th MedMod	Magnet Design 9 (aux) C	AP Govt	7 th MedMod
Cohen	B20/ S7C	C	Magnet AP Govt	Video 1 (in S7C)	Magnet STEM 4 (in S7C)	Magnet AP Govt	Magnet STEM 1 (in S7C)	Video 1 (in S7C)	C
Espanta	B28	AP US History	AP US History	Magnet AP US History	C	Magnet Honors US 8 th	C	Magnet Honors US 8 th	Magnet Honors US 8 th
Jacobson	B13	AP Psychology	C	AP Psychology	AP Psychology	AP Psychology	AP Psychology	C	Tennis
Lee (aux)	B2	Magnet 7 th MedMod	NEW 7 th MedMod (aux)	Design 7 (from Hicks)	Magnet 7 th MedMod	C	AP World	AP World	Magnet 7 th MedMod
Lopez, Jesus	B33	US 8 th (w/ SH)	Honors US 8 th	C	Wrestling	World History (w/ SH)	US 8 th	World History	C

Martinez, P	323	Honors World History	Latin Am <i>(Flip w/Health- R.Martinez)</i>	Design 10 th Grade	C College Class on MW	US History	AP Govt Magnet Design 9 (from Cea)	US History	C College Class on MW
McGuire	321	Latin Am <i>(w/ SH) (Flip w/ Health – R.Martinez)</i>	Magnet IB 11	Magnet AP World (from Ms. Lee)	C	Magnet AP World	Magnet IB 11	C	Magnet AP World
Sanchez	B25	C	Design 7	World History <i>(w/ SH)</i>	Design 7	Latin Am <i>(Flip w/Health- R.Martinez)</i>	C	Design 7	World History
Villegas <i>(aux)</i>	320	Magnet IB 12	7 th MedMod	Magnet DESIGN 7 <i>(aux)</i>	Honors 7 th MedMod	7 th MedMod <i>(w/ SH)</i>	C	JCO	Magnet IB 12
Young	B11	C	Design 8	US 8 th	Design 8	US History	C	Honors US 8 th	US 8 th

As of Tuesday, September 5th @ 10:17am



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule – FALL 2017

SUBJECT: PE (n=5)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Frauchiger	Pool	7 th Beg PE	7 th Beg PE	C	Water Polo/ Swim	PE 8 th Int PE	PE 8 th Int PE	7 th Beg PE	C
Redford (aux)	S1/ SGym/ Quad	7 th Beg PE Room S1	7 th Beg PE Room S1	PE 8 th Int PE (aux) Room S1	7 th Beg PE / PE 8 th Int PE Sgym	C	PE 8 th Int PE Room S1	7 th Beg PE Room S1	Cheer/ Drill QUAD
Dunbar	Sgym	PE 9 th 10 th Gr PE	C	PE 9 th	Boys' Bball	10 th Gr PE	PE 9 th	PE 9 th	C
Pandullo	Sgym	10 th Gr PE	10 th Gr PE	10 th Gr PE	C	PE 8 th Int PE	C	PE 8 th Int PE	Girls' Bball
Pierce	B16/ Sgym	9 th Gr Health Rm B16	9 th Gr Health Rm B16	10 th Gr PE Sgym	C	Health 12 (flip w/ Christ) Rm B16	Health 12 (flip w/ Christ) Rm B16	10 th Gr PE Sgym	C



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule - FALL 2017

FALL / WINTER ATHLETICS:

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
				Field (share)	Football <i>Moran</i>			Quad	Drill / Cheer <i>Redford</i>
				Field (share)	Cross Country <i>Martinez,R</i>			SGym (share)	Volleyball <i>DeLeon</i>
				Pool	Water Polo/Swim <i>Frauchiger</i>			Courts	Tennis <i>Jacobson</i>
				Room S1	Wrestling <i>Lopez,J</i>			Field (share)	Boys/Girls Soccer <i>Aguilar</i>
				SGym (share w/ PE)	Boys Bball <i>Dunbar</i>			SGym (share)	Girls Bball <i>Pandullo</i>



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule - FALL 2017

SUBJECT: Language Acquisition (n=3)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Petkova	312	French 2 MS / HS	French 1 MS/ HS	French 2 MS	C	French 2 HS / Honors French 2 IB 12	French 1 MS/ HS	JCO	C
Bodner	311	Study Hall (Col & Car II)	C	French 3	Design 9	C	French 4 AP French Study Hall (Col & Car II) MAX @ 15	French 3	Design 9
Daher-Romans	316	Magnet IB 11 Arabic Ab initio	C	Design 9 th w/ La Riva	Design 9 th	C	Design 9 th	Arabic MS/ HS Study Hall (Col & Car II) MAX @ 15	Magnet IB 11 Arabic Ab initio
Turnblom						Honors Italian 2 IB 12			



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule – FALL 2017

SUBJECT: Language Acquisition (n=6)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Franco	211	C	AP Span Lang	Magnet Honors Spanish 4	Magnet Honors Span3	C	Magnet Honors Spanish 4	AP Span Lang	Magnet Honors Span3
Galdamez (aux)	313	Spanish 2 (HS)	Spanish 2 (HS)	Magnet DESIGN 7 (aux)	Span 1 (HS)	Spanish 2 (HS)	C	Span 1 (HS)	Spanish 2 (HS)
Gomez	314	C	Spanish 4	Spanish 4	Span 2 MS	Span 2 MS	Span 2 MS	C	Span 2 MS
Levitsky (aux)	214	C	MS Span1	Magnet Span 2 MS	Magnet Span 2 MS	Magnet MS Span1	Magnet MS Span1	Magnet MS Span1	Span 1 (HS) (aux)
Mendoza	212	Honors Span3 Study Hall (Col & Car II) MAX @ 15	C	Honors Span3	AP Spanish Literature	Honors Span3	Honors Spanish 4	Spanish Speakers 1/ Dual Immer 7 th grade	C
Vasquez	213	C	Span 3	MS Span1	Span 3	Spanish Speakers 2/ Dual Immer 8 th grade	MS Span1	C	MS Span1



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule – FALL 2017

SUBJECT: Visual Arts (n=5)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Kaufman (aux)	215	Gen Art MS	Painting	C	Painting	Magnet Gen Art MS	Painting	Painting	Painting (aux)
Kelley	202	C	American Image HS	Amer Image MS	Sculpture HS	C	Gen Art MS	Gen Art MS	Sculpture HS
Murphy	200	Drawing	Drawing	Drawing	C	Drawing	C	Adv Art MS	Adv Art MS
Oliveros (aux)	217	AP studio Art (aux)	Magnet IB 11	Magnet IB 12	Photo	C	Magnet IB 12	Magnet IB 11	Photo
Soto	S3C	Photo	Cart Anim MS	Cart Anim MS	C	Photo	C	Cartoon Animation HS	Cartoon Animation HS



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule - FALL 2017

SUBJECT: Performing Arts (n=4 + 1 ROP)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Kissam	118/120	Theater Lab MS	C	Theater Ensemble	Theater Company	C	Theater Lab MS	Film Studies	Stage 3
Turnblom	M2	Choir 2 MS and Choir 1 MS	Chorus	Vocal Ensemble	C	Italian IB 12 (Rm 201)	NEW DESIGN 7 th Gr	C	Glee Club
Silverman	M1	Adv Orch	Music Lab / Instruments MS/ HS	C	Music Lab / Instruments MS/ HS	Adv Band MS/ HS	C	Music Lab / Instruments MS/ HS	Band MS/ HS
Okada, E	B17 and S2	Magnet Design 8 Room B17	Dance (Middle School) MAX @ 40 Room S2	C	Magnet Design 8 Room B17	Magnet Design 8 Room B17	Dance (High School) MAX @ 40 Room S2	Dance (High School) MAX @ 40 Room S2	C
Walters (ROP)	S5	C	Video 3 (Prod & Theory) (w/ Hicks) (Receives "F" credit)	Stage 1	Performing Artist Debate (Receives "F" credit)	Stage 1	Performing Artist (w/ Hicks) (Receives "F" credit)	Performing Artist (Receives "F" credit)	Video 1



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule – FALL 2017

SUBJECT: TECH (n=3)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		STEM 3 Manrique S7B/S7C			STEM 4 Cohen S7C	STEM 2 Nuno S4	STEM 1 Cohen S7C	Robotics Nuno in Rm 208	AP Comp Nuno in Rm 208
Christ (aux)	H1	Study Hall (Col & Car II)	SDC	SDC	C	Career Awareness (flip w/ Health – 12th Pierce)	Career Awareness (flip w/ Health- 12th Pierce) (aux)	Horticulture	SDC
Laird	S6	C	Study Hall (Col & Car II)	Graphic Arts 2 / 3	Graphic Arts 1 Screen Design	Design 9 Graphic Arts 1 Screen Design	Design 9	C	Graphic Arts 1 Screen Design
Simonian	207	Magnet 9 th Intro Comp (flip w/ Health- Pierce)	Magnet 9 th Intro Comp (flip w/ Health- Pierce)	DESIGN 7th Gr 8614 w/ Delery	C	Magnet Design 10 w/ Delery	Magnet Design 10 th Gr	Design 10 th Gr	C
				Video 1 Cohen in Room S7C				Video 1 Cohen in Room S7C	
				Stage 1 Walters in S5		Stage 1 Walters in S5			Video 1 Walters in S5



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule – FALL 2017

SUBJECT: DESIGN

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
7th Grade			Design 7 Sanchez – B25	Magnet Design 7 Villegas -320 Magnet Design 7 Galdamez 313 Magnet Design 7 Lee- B2 Design 7 w/ Delery Simonian – 207	Design 7 Sanchez – B25		NEW Design 7 Turnblom – M2	Design 7 Sanchez – B25	Design 7 Torrez – B18
8th Grade		Magnet Design 8 Okada-B17	Design 8 Young – B11 Design 8 John - 302		Magnet Design 8 Okada-B17 Design 8 Young – B11 Design 8 w/ Vergara John - 302	Magnet Design 8 Okada-B17	Design 8 Lachica – S3A	Design 8 Lachica – S3A	



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule - FALL 2017

SUBJECT: DESIGN

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
9th Grade				Design 9 Daher-316 w/ La Riva	Design 9 Bodner-311 Design 9 Daher-316	Design 9 Laird - S6	Magnet Design 9 P. Martinez - Rm 323 Magnet Design 9 Daher-316 Design 9 Fuentes-B14 Design 9 Laird - S6	Design 9 Fuentes-B14	Design 9 Bodner-311
10th Grade		Design 10 John - 302 Design 10 Gravino -301	Mag Design 10 Bollman- 120	Design 10 P. Martinez - 323	Design 10 Russell-B24	Mag Design 10 w/ Delery Simonian - 207 Design 10 Olsen - Lib	Mag Design 10 Simonian - 207	Design 10 Simonian - 207	Design 10 Russell-B24



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule -- FALL 2017

SUBJECT: SpEd ... RSP (n=6)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Mackenzie (7 th Grade) N=21	B31	C	Math 7	English 7	Learning Center	English 7	Math 7	C	Learning Center
Bernal (8 th Grade) N=24	B31	English 8	Math 8	Learning Center	C	C	Learning Center	English 8	Math 8
Piper (9 th Grade) N=24	B31	Algebra 1	Learning Center	English 9	C	Learning Center	Algebra 1	C	English 9
Montemayor (10 th Grade) N=29	B32	English 10	Geometry	C	Learning Center	English 10	C	Learning Center	Geometry
Estrada (11 th Grade) N=23	B32	Learning Center	Algebra 2	C	English 11	Algebra 2	Learning Center	C	English 11
Dignadice (12 th Grade) N=24	B32	English 12 Mod Lit	Learning Center	Trans to College Math	C	C	Trans to College Math	English 12 ERWC	Learning Center



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule -- FALL 2017

SUBJECT: SpEd ... SDC VERSION # 2 (n=7)

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
La Riva	219	Health (flip w/ Life Skills)	C	Design 9 (w/ Daher-Romans)	English 9	C	Lit & Lang (High School)	English 10	Expos Comp
Lopez, J	B12	Life Skills (flip w/ Health)	Geometry	C	Geometry	Dev Math	NEW Lit & Lang (High School)	C	Algebra 1
Pontrelli	317	World History HS	Algebra 1	C	World History HS	C	US History (HS)	Govt/ Econ	US History (HS)
Vergara	B19	Math 7	Math 8	C	Design 8 (w/ John)	Dev Math	Science 8	C	Sci/ Health 7
Delery	309	US History 8 th	WHG: Med Mod 7th	Design 7 w/ Simonian	C	Design 10 w/ Simonian	English 7	C	English 8
Carbajal	B21	American Lit	C	American Lit	English 9	Lit for Success (MiddleSchool)	Strat Lit HS (High School)	Lit for Success (MiddleSchool)	C
Christ	H1	---	SDC Biology	SDC ICS 2	----	---	---	----	SDC Biology (need to move)
Ruiz, A	B4	C	ICS 3	In classrooms	In classrooms	Social Skills HS and MS	Social Skills HS and MS	In classrooms	C
NEW LINE Alleviate big #s ???		Life Skills/ Health	ICS 3	ICS 2	C	C	Strat Lit	English 10	Biology



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule – FALL 2017

SUBJECT: SpEd ... Alt Curriculum (n=6)

As of Tuesday, September 5th @ 10:17am

Name	Room #	1	2	3	4	5	6	7	8
Zubiate (Gr 7-8) ED	319	English Various Grades	C Students in elective or PE	Math Various Grades	Career Aware/ ELD AltCurr	Sci Various Grades	C Students in elective or PE	Math Lab / Lit for Success	Soc Stud Various Grades
Caesar (10-12) MR/ID 2	B23	Prac Science	C Students in electives	Career Aware/ ELD AltCurr	Prac Social Studies	C Students in Adapt PE	Prac English	Prac Math	Math Lab / Lit for Success
Gil (7 – 9) MR/ID 1	219A	Prac Science	Prac Math	C Students in electives	Prac Social Studies	C Students in Adapt PE	Prac English	Career Aware/ ELD AltCurr	Math Lab / Lit for Success
McLaughlin (11-12) AutA 3	B30A	C Students in Adapt PE	Prac English	Math Lab / Lit for Success	Prac Science	Prac Social Studies	C Students in electives	Prac Math	Career Aware/ ELD AltCurr
Ortiz, A (9-10) AutA 2	B6	C Students in Adapt PE	Prac Social Studies	Math Lab / Lit for Success	Prac Science	Prac Math	Prac English	C Students in electives	Career Aware/ ELD AltCurr
Smith (7-8) AutA 1	B30B	C Students in Adapt PE	Prac Social Studies	Math Lab / Lit for Success /	Prac Science	Career Aware/ ELD AltCurr	Prac English	Prac Math	C Students in electives
ADAPTED PE		Adap PE				Adap PE			



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule - FALL 2017

STUDY HALL

As of Tuesday, September 5th @ 10:17am

ONLY FOR SENIORS AND/ JUNIORS who are on-track with their A-G grad requirements AND have Parents' permission to be in the class...

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		Study Hall (Col & Car II)							
		CHRIST Room H1							
		Study Hall (Col & Car II)	Study Hall (Col & Car II)				Study Hall (Col & Car II)		
		BODNER Room 311	LAIRD Room S6				BODNER Room 311 (MAX @ 15)		
		Study Hall (Col & Car II)						Study Hall (Col & Car II)	
		MENDOZA Room 212 (MAX @ 15)						DAHER- ROMANS Room 316 (MAX @ 15)	



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule – FALL 2017

IB DIPLOMA PROGRAMME

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
11th Grade Free 1 st and 8 th									
		Arabic Ab initio	Hist 11 #1 McGuire	Eng 11 # 1 Malmed	AP Calc Flatley <u>OR</u> H PreCalc with Zerfu	AP Chem 11 Gallegos	TOK #1 Malmed	Vis Art 11 #1 Oliveros	-----
		-----	Vis Art11 #2 Oliveros	AP Calc Flatley	TOK #2 Malmed	AP Physics 11 Ramos-Lopez	Hist 11 #2 McGuire	Eng 11 # 2 Malmed	Arabic Ab initio
12th Grade Free 4 th and 5 th									
		IB Math Flatley	Humanities #1 Malmed	IB Eng 12 #1 Clark	-----	Italian OR French	Vis Art 12 #1 Oliveros	IB Chem Gallegos	History 12 #1 Villegas
		History 12 #1 Villegas	Humanities # 2 E.Martinez	Vis Art 12 #2 Oliveros	Spanish	-----	IB Math Flatley <u>OR</u> IB Math Studies with Nuno	IB Physics Ramos-Lopez	IB Eng 12 #2 Clark



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule - FALL 2017

EL Learners

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
			ELD 1 ELD 2 (block) TORREZ				ELD 1 ELD 2 (block) TORREZ		
			LTEls JOVANELLY Lit &Lang Adv ELD (w/ core grade level class)				ELD 3 ELD 4 ORTIZ, B (w/ core grade level class)		
7th Grade				SH Sci 7 MALEC	SH Math 7 LACHICA	SH MedMod VILLEGAS		SH Eng 7 TORREZ	
8th Grade		SH US 8th LOPEZ		SH Math 8 LACHICA	SH Sci 8 BROMBACH	SH Eng 8 YOUNGBLOOD			
9th Grade		SH LatAmSt McGUIRE		SH Algebra FUENTES	SH Biology KOBAISSI	SH Eng 9 JOVANELLY			
10th Grade		SH Eng 10 CROWTHER		SH Geom SH World SANCHEZ	SH Geom WGAMAGE	SH World LOPEZ		SH Chem10 JOHN	
11th Grade		SH US Hist CEA		SH Eng 11 SEO POWELL		SH Chem11 JOHN		SH Alg 2 MANRIQUE	



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule - FALL 2017

LACC COLLEGE CLASSES - On Campus

As of Tuesday, September 5th @ 10:17am

FALL SEMESTER: Monday, August 28th - Friday, Dec 15th

Teacher	Room #	Period 1 / 5	Teacher	Room #	Period 4 / 8
(N=38)	S7C	Computer Science (CSIT 101) Mon / Wed/ Friday 8:00am – 9:30am	(N=40)	301	Admin of Justice Mon/ Wed 1:30pm – 3:00pm
(N=50)	AUD	Child Development 2 Tues / Thursday 8:00am – 9:30am	(N= 29)	206	Speech (Comm Studies 101) Tues / Thurs 1:30pm – 3:00pm
			(N=41)	323	Cinema 1 Mon/ Wed 1:30pm – 3:00pm



EAGLE ROCK Jr/ Sr HIGH SCHOOL

Master Schedule - FALL 2017

LEADERSHIP / SUPPORT CLASSES

As of Tuesday, September 5th @ 10:17am

Teacher	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		ASB Oswald / Lord Room S2				ASB Oswald / Lord Room S2			
			SCO Gallegos & Manrique					JCO Villegas Petkova	
Olsen	Library	Library Practice	Library Practice	Library Practice	Library Practice CONF	Library Practice <i>Design 10</i>	Library Practice	Library Practice CONF	Library Practice
Various	Various Offices / Teachers	Service	Service	Service	Service	Service	Service	Service	Service
Mena		Col Peer Counseling	Col Peer Counseling	CONF	Col Peer Counseling Work Experience	Col Peer Counseling	Col Peer Counseling	Col Peer Counseling	Col Peer Counseling Work Experience

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

E. Approved AP course list: <https://apcourseaudit.epiconline.org/ledge>

AP Course Audit - School Status

<https://apcourseaudit.epiconline.org/start/school/status/>

[View Eric Jacobson's Psychology Course Audit Form](#)

Syllabus # 1963069v1 Authorized

[View Eric Jacobson's Psychology Syllabus \(Opens in a new window\)](#)

Psychology

Eric Jacobson

Authorization Renewed [Download Eric Jacobson's Course Authorization Letter for Psychology](#)

[View Sevan Khatchaturian's Chemistry Course Audit Form](#)

Syllabus # 1963070v1 Authorized

[View Sevan Khatchaturian's Chemistry Syllabus \(Opens in a new window\)](#)

Chemistry

Sevan Khatchaturian

Authorization Renewed [Download Sevan Khatchaturian's Course Authorization Letter for Chemistry](#)

[View Brenda Malec's Biology Course Audit Form](#)

Syllabus # 2062067v1 Authorized

[View Brenda Malec's Biology Syllabus \(Opens in a new window\)](#)

Biology

Brenda Malec

Authorized [Download Brenda Malec's Course Authorization Letter for Biology](#)

[View Ernesto Martinez's English Language Course Audit Form](#)

Syllabus # 1963071v1 Authorized

[View Ernesto Martinez's English Language Syllabus \(Opens in a new window\)](#)

English Language and Composition

Ernesto Martinez

Authorization Renewed [Download Ernesto Martinez's Course Authorization Letter for English Language](#)

[View Brian Mcguire's World History Course Audit Form](#)

Syllabus # 1963073v1 Authorized

[View Brian Mcguire's World History Syllabus \(Opens in a new window\)](#)

World History

Brian Mcguire

Authorization Renewed [Download Brian Mcguire's Course Authorization Letter for World History](#)

[View Ana B Mendoza's Spanish Lit & Culture Course Audit Form](#)

Syllabus # 1963074v1 Authorized

[View Ana B Mendoza's Spanish Lit & Culture Syllabus \(Opens in a new window\)](#)

Spanish Literature and Culture

Ana B Mendoza

Authorization Renewed [Download Ana B Mendoza's Course Authorization Letter for Spanish Lit & Culture](#)

[View Roberto Nuno's Computer Science A Course Audit Form](#)

Syllabus # 1963075v1 Authorized

[View Roberto Nuno's Computer Science A Syllabus \(Opens in a new window\)](#)

Computer Science A

Roberto Nuno

Authorization Renewed [Download Roberto Nuno's Course Authorization Letter for Computer Science A](#)

[View Pablo Oliveros's Studio Art 2-D Course Audit Form](#)

Syllabus # 1963076v1 Authorized

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

AP Course Audit - School Status

<https://apcourseaudit.epiconline.org/start/school/status/>

[View Pablo Oliveros's Studio Art 2-D Syllabus \(Opens in a new window\)](#)

Studio Art: 2-D Design

Pablo Oliveros

Authorization Renewed [Download Pablo Oliveros's Course Authorization Letter for Studio Art 2-D](#)

[View Pablo Oliveros's Studio Art 3-D Course Audit Form](#)

Syllabus # 1963077v1 Authorized

[View Pablo Oliveros's Studio Art 3-D Syllabus \(Opens in a new window\)](#)

Studio Art: 3-D Design

Pablo Oliveros

Authorization Renewed [Download Pablo Oliveros's Course Authorization Letter for Studio Art 3-D](#)

[View Pablo Oliveros's Studio Art Drawing Course Audit Form](#)

Syllabus # 1963078v1 Authorized

[View Pablo Oliveros's Studio Art Drawing Syllabus \(Opens in a new window\)](#)

Studio Art: Drawing

Pablo Oliveros

Authorization Renewed [Download Pablo Oliveros's Course Authorization Letter for Studio Art Drawing](#)

[View Sara Ramos Lopez's Physics 1 Course Audit Form](#)

Syllabus # 1963079v1 Authorized

[View Sara Ramos Lopez's Physics 1 Syllabus \(Opens in a new window\)](#)

Physics 1

Sara Ramos Lopez

Authorization Renewed [Download Sara Ramos Lopez's Course Authorization Letter for Physics 1](#)

[View Eduardo Rodriguez's Calculus AB Course Audit Form](#)

Syllabus # 1963080v1 Authorized

[View Eduardo Rodriguez's Calculus AB Syllabus \(Opens in a new window\)](#)

Calculus AB

Eduardo Rodriguez

Authorization Renewed [Download Eduardo Rodriguez's Course Authorization Letter for Calculus AB](#)

[View La Juan Watson's Environmental Science Course Audit Form](#)

Syllabus # 2076220v1 Submitted

[View La Juan Watson's Environmental Science Syllabus \(Opens in a new window\)](#)

Environmental Science

 Remove La Juan Watson's Environmental Science Course

La Juan Watson

Waiting For Review

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Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

AP Course Audit - School Status

<https://apcourseaudit.epiconline.org/start/school/status/>

[View Pablo Oliveros's Studio Art 2-D Syllabus \(Opens in a new window\)](#)

Studio Art: 2-D Design

Pablo Oliveros

Authorization Renewed [Download Pablo Oliveros's Course Authorization Letter for Studio Art 2-D](#)

[View Pablo Oliveros's Studio Art 3-D Course Audit Form](#)

Syllabus # 1963077v1 Authorized

[View Pablo Oliveros's Studio Art 3-D Syllabus \(Opens in a new window\)](#)

Studio Art: 3-D Design

Pablo Oliveros

Authorization Renewed [Download Pablo Oliveros's Course Authorization Letter for Studio Art 3-D](#)

[View Pablo Oliveros's Studio Art Drawing Course Audit Form](#)

Syllabus # 1963078v1 Authorized

[View Pablo Oliveros's Studio Art Drawing Syllabus \(Opens in a new window\)](#)

Studio Art: Drawing

Pablo Oliveros

Authorization Renewed [Download Pablo Oliveros's Course Authorization Letter for Studio Art Drawing](#)

[View Sara Ramos Lopez's Physics 1 Course Audit Form](#)

Syllabus # 1963079v1 Authorized

[View Sara Ramos Lopez's Physics 1 Syllabus \(Opens in a new window\)](#)

Physics 1

Sara Ramos Lopez

Authorization Renewed [Download Sara Ramos Lopez's Course Authorization Letter for Physics 1](#)

[View Eduardo Rodriguez's Calculus AB Course Audit Form](#)

Syllabus # 1963080v1 Authorized

[View Eduardo Rodriguez's Calculus AB Syllabus \(Opens in a new window\)](#)

Calculus AB

Eduardo Rodriguez

Authorization Renewed [Download Eduardo Rodriguez's Course Authorization Letter for Calculus AB](#)

[View La Juan Watson's Environmental Science Course Audit Form](#)

Syllabus # 2076220v1 Submitted

[View La Juan Watson's Environmental Science Syllabus \(Opens in a new window\)](#)

Environmental Science

 Remove La Juan Watson's Environmental Science Course

La Juan Watson

Waiting For Review

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F. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/957/>

UNIVERSITY OF CALIFORNIA A-G Course List (/list/search)

Printed on: 01-30-2018 04:15 PM

UC/CSU - Approved Course List

Eagle Rock High School

College Board Code:

051580

Los Angeles Unified School District - Secondary Counseling

Course list for 2017-18

Updated as of Sep 13th, 2017

History / Social Science ("a") 2 years required Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.		
Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Government and Politics United States <i>Adopted from: The College Board Advanced Placement Program</i> Civics / American Government	AP GOVT & POL	★ UC Honors 📖 Classroom-based 📅 Half Year
AP United States History <i>Adopted from: The College Board Advanced Placement Program</i> U.S. History	AP US HIST AB	★ UC Honors 📖 Classroom-based 📅 Full Year
AP World History <i>Adopted from: The College Board Advanced Placement Program</i> World History / Cultures / Historical Geography	AP WLD HIST AB	★ UC Honors 📖 Classroom-based 📅 Full Year
H US History 20th Century AB U.S. History	H US HIST 20 AB	★ UC Honors 📖 Classroom-based 📅 Full Year

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/957/>

Title/Discipline	Transcript Abbreviation(s)	Course Details
History IB HL1 <i>Adopted from: International Baccalaureate Organization</i> World History / Cultures / Historical Geography	IB HISTORY HL1 AB	Classroom-based Full Year
History of the Americas IB HL2 <i>Adopted from: International Baccalaureate Organization</i> U.S. History	IB HS AMR H2 AB	★ UC Honors Classroom-based Full Year
Latin American Studies World History / Cultures / Historical Geography	LAT AM STU	Classroom-based Half Year
Principles of American Democracy Civics / American Government	PRIN AM DEMOCR	Classroom-based Half Year
US History 20th Century AB U.S. History	US HIST 20TH AB	Classroom-based Full Year
World History, Culture Geography: Mod World AB World History / Cultures / Historical Geography	WHG: MOD WLD AB	Classroom-based Full Year

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced English Language Development English as a Second Language (ESL) / English Language Development (ELD)	ADV ELD HS 2AB ADV ELD SH AB	Classroom-based Full Year
American Literature Composition English	AM LIT COMP	Classroom-based Half Year
AP English Language and Composition <i>Adopted from: The College Board Advanced Placement Program</i> English	AP ENG LANG AB	★ UC Honors Classroom-based Full Year
AP English Literature and Composition <i>Adopted from: The College Board Advanced Placement Program</i> English	AP ENG LIT AB	★ UC Honors Classroom-based Full Year

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

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Title/Discipline	Transcript Abbreviation(s)	Course Details
Contemporary Composition English	CONTEMP COMP	Classroom-based Half Year
CSU Expository Reading and Writing <i>Adopted from: California State University (CSU) Early Assessment Program (EAP)</i> English	ERWC AB	Classroom-based Full Year
English 10AB English	ENGLISH 10 AB H ENGLISH 10 AB	Classroom-based Full Year
English 9 AB English	ENGLISH 9 AB	Classroom-based Full Year
English IB HL1 <i>Adopted from: International Baccalaureate Organization</i> English	IB ENG HL 1AB IB ENG HL1 AB	★ UC Honors Classroom-based Full Year
English IB HL2 <i>Adopted from: International Baccalaureate Organization</i> English	IB ENGLISH HL 2AB	★ UC Honors Classroom-based Full Year
Expository Composition English	EXPOS COMP	Classroom-based Half Year
H American Literature Composition English	H AM LIT COMP	★ UC Honors Classroom-based Half Year
H Contemporary Composition English	H CONTEMP COMP	★ UC Honors Classroom-based Half Year
H English 9AB English	H ENGLISH 9 AB	Classroom-based Full Year
H Expository Composition English	H EXPOS COMP	Classroom-based Half Year
H Modern Literature English	H MODERN LIT	Classroom-based Half Year
Humanities AB English	H HUMANITIES AB HUMANITIES AB	Classroom-based Full Year

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/957/>

Title/Discipline	Transcript Abbreviation(s)	Course Details
Literacy and Language	L & L EL HS 2AB	Classroom-based
English as a Second Language (ESL) / English Language Development (ELD)	L & L EL SH AB	Full Year
Modern Literature English	MODERN LIT	Classroom-based Half Year

Mathematics ("c") 3 years required, 4 years recommended Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.		
Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Mathematics	ADV MATH	Classroom-based Full Year
Algebra 2AB Algebra II	ALGEBRA 2AB H ALGEBRA 2AB	Classroom-based Full Year
AP Calculus AB <i>Adopted from: The College Board Advanced Placement Program</i> Calculus	AP CALCULUS AB	★ UC Honors Classroom-based Full Year
AP Statistics <i>Adopted from: The College Board Advanced Placement Program</i> Statistics	AP STATISTICS AB	★ UC Honors Classroom-based Full Year
Common Core Algebra 1 Algebra I	ACC CC ALG 1 AB CC ALG 1	Classroom-based Full Year
Common Core Algebra 2 AB Algebra II	CC ALGEBRA 2AB H CC ALGEBRA 2AB	Classroom-based Full Year
Common Core Geometry AB Geometry	CC GEOMETRY AB	Classroom-based Full Year

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

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Title/Discipline	Transcript Abbreviation(s)	Course Details
H Advanced Math AB Advanced Mathematics	H ADV MATH AB	★ UC Honors 📖 Classroom-based 📅 Full Year
H PreCalculus AB Advanced Mathematics	H PRECALC AB	★ UC Honors 📖 Classroom-based 📅 Full Year
Mathematical Studies IB SL <i>Adopted from: International Baccalaureate Organization</i> Advanced Mathematics	IB MTH ST SL AB	📖 Classroom-based 📅 Full Year
Mathematics IB SL <i>Adopted from: International Baccalaureate Organization</i> Advanced Mathematics	IB MATH SL AB	📖 Classroom-based 📅 Full Year
PreCalculus Advanced Mathematics	PRECALC AB	📖 Classroom-based 📅 Full Year
Statistics and Probability AB Statistics	STAT & PROB AB	📖 Classroom-based 📅 Full Year
Transition to College Math and Statistics Statistics	TC MATH STAT AB	📖 Classroom-based 📅 Full Year

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, or integrated, or earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Biology <i>Adopted from: The College Board Advanced Placement Program</i> Biology / Life Sciences	AP BIO AB	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Chemistry <i>Adopted from: The College Board Advanced Placement Program</i> Chemistry	AP CHEMISTRY AB	★ UC Honors 📖 Classroom-based 📅 Full Year

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/957/>

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Physics 1 <i>Adopted from: The College Board Advanced Placement Program</i> Physics	AP PHYSICS 1AB	★ UC Honors 🏠 Classroom-based 📅 Full Year
Biology AB Biology / Life Sciences	BIOLOGY AB	🏠 Classroom-based 📅 Full Year
Chemistry AB Chemistry	CHEMISTRY AB	🏠 Classroom-based 📅 Full Year
Chemistry IB SL <i>Adopted from: International Baccalaureate Organization</i> Chemistry	IB CHEM SL AB	🏠 Classroom-based 📅 Full Year
H Biology AB Biology / Life Sciences	H BIOLOGY AB	🏠 Classroom-based 📅 Full Year
H Chemistry AB Chemistry	H CHEMISTRY AB	★ UC Honors 🏠 Classroom-based 📅 Full Year
H Physics AB Physics	H PHYSICS AB	★ UC Honors 🏠 Classroom-based 📅 Full Year
H Physiology A B Biology / Life Sciences	H PHYSIOLOGY AB	★ UC Honors 🏠 Classroom-based 📅 Full Year
Physics AB Physics	PHYSICS AB	🏠 Classroom-based 📅 Full Year
Physics IB SL <i>Adopted from: International Baccalaureate Organization</i> Physics	IB PHYSICS SL AB	★ UC Honors 🏠 Classroom-based 📅 Full Year
Zoology Biology / Life Sciences	ZOOLOGY	🏠 Classroom-based 📅 Half Year

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/957/>

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Spanish Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i> LOTE Level 4+	AP SPAN LNG AB	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Spanish Literature and Culture <i>Adopted from: The College Board Advanced Placement Program</i> LOTE Level 4+	AP SPAN LIT AB	★ UC Honors 📖 Classroom-based 📅 Full Year
Arabic 1AB LOTE Level 1	Arabic 1AB	📖 Classroom-based 📅 Full Year
French 1AB LOTE Level 1	FRENCH 1AB	📖 Classroom-based 📅 Full Year
French 2AB LOTE Level 2	FRENCH 2AB H FRENCH 2AB	📖 Classroom-based 📅 Full Year
French 3AB LOTE Level 3	French 3AB	📖 Classroom-based 📅 Full Year
French 4AB LOTE Level 4+	FRENCH 4AB	📖 Classroom-based 📅 Full Year
H French 3AB LOTE Level 3	H FRENCH 3AB	★ UC Honors 📖 Classroom-based 📅 Full Year
H French 4AB LOTE Level 4+	H FRENCH 4AB	★ UC Honors 📖 Classroom-based 📅 Full Year
H Spanish 3AB LOTE Level 3	H SPANISH 3AB	★ UC Honors 📖 Classroom-based 📅 Full Year
Italian 2AB LOTE Level 2	H ITALIAN 2AB	📖 Classroom-based 📅 Full Year
Spanish 1AB LOTE Level 1	H SPAN 1AB SPANISH 1AB	📖 Classroom-based 📅 Full Year
Spanish 2AB LOTE Level 2	H SPANISH 2AB SPANISH 2AB	📖 Classroom-based 📅 Full Year
Spanish 3AB LOTE Level 3	SPANISH 3AB	📖 Classroom-based 📅 Full Year
Spanish 4AB LOTE Level 4+	H SPAN 4 AB SPANISH 4AB	📖 Classroom-based 📅 Full Year

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/957/>

Title/Discipline	Transcript Abbreviation(s)	Course Details
Spanish for Spanish Speakers 1AB LOTE Level 2	SPAN SP 1AB	Classroom-based Full Year
Spanish for Spanish Speakers 2AB LOTE Level 3	SPAN SP 2AB	Classroom-based Full Year
Spanish IB HL1 <i>Adopted from: International Baccalaureate Organization</i> LOTE Level 4+	IB SPAN HL1 AB	★ UC Honors Classroom-based Full Year
Spanish IB HL2 <i>Adopted from: International Baccalaureate Organization</i> LOTE Level 4+	IB SPAN HL 2AB	★ UC Honors Classroom-based Full Year
Spanish IB SL <i>Adopted from: International Baccalaureate Organization</i> LOTE Level 4+	IB SPAN SL AB	★ UC Honors Classroom-based Full Year

Visual & Performing Arts ("F") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts). Two one-semester courses from the same discipline is also acceptable.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Band AB Music	ADV BAND AB	Classroom-based Full Year
Advanced Orchestra AB Music	AD ORCH AB	Classroom-based Full Year
AP Studio Art: 2-D Design <i>Adopted from: The College Board Advanced Placement Program</i> Visual Arts	AP ST ART 2D AB	★ UC Honors Classroom-based Full Year
AP Studio Art: 3-D Design <i>Adopted from: The College Board Advanced Placement Program</i> Visual Arts	AP ST ART 3D AB	★ UC Honors Classroom-based Full Year

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/957/>

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Studio Art: Drawing <i>Adopted from: The College Board Advanced Placement Program</i> Visual Arts	AP ST ART DR AB	★ UC Honors 📖 Classroom-based 📅 Full Year
Cartoon Animation AB Visual Arts	CART/ANIMAT AB	📖 Classroom-based 📅 Full Year
Choir AB Music	CHOIR SH AB	📖 Classroom-based 📅 Full Year
Chorus AB Music	CHORUS SH AB	📖 Classroom-based 📅 Full Year
Drawing AB Visual Arts	DRAWING AB	📖 Classroom-based 📅 Full Year
Filmmaking 1AB Theater	FILMMAKING 1AB	📖 Classroom-based 📅 Full Year
Instruments AB Music	INSTRUMENTS AB	📖 Classroom-based 📅 Full Year
Modern Dance SH IAB Dance	MOD DANC SH 1AB	📖 Classroom-based 📅 Full Year
Painting 1AB Visual Arts	PAINTING 1AB	📖 Classroom-based 📅 Full Year
Performing Artist Theater	PERFORM ARTIST	📖 Classroom-based 📅 Full Year
Photography 1A B Visual Arts	PHOTO 1AB	📖 Classroom-based 📅 Full Year
Sculpture 1AB Visual Arts	SCULPTURE 1AB	📖 Classroom-based 📅 Full Year
Theatre Company SH Theater	THEA CMPNY AB	📖 Classroom-based 📅 Full Year
Theatre Ensemble SH Theater	THEA ENSMB AB	📖 Classroom-based 📅 Full Year
Video Production 1: Delivering the Message Visual Arts	VID PRD 1AB DM	📖 Classroom-based 📅 Full Year
Video Production 2: Refining the Message Visual Arts	VID PRD 2AB RM	📖 Classroom-based 📅 Full Year

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/957/>

Title/Discipline	Transcript Abbreviation(s)	Course Details
Visual Arts IB HL1 <i>Adopted from: International Baccalaureate Organization</i> Visual Arts	IB VIS ART HL AB	Classroom-based Full Year
Visual Arts IB SL <i>Adopted from: International Baccalaureate Organization</i> Visual Arts	IB VIS ART SL AB	★ UC Honors Classroom-based Full Year
Vocal Ensemble AB Music	VOC ENSEMBLE AB	Classroom-based Full Year

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Physical Science AB Laboratory Science – Physical Sciences	ADV PH SCI AB	Classroom-based Full Year
AP Computer Science A <i>Adopted from: The College Board Advanced Placement Program</i> Mathematics - Computer Science	AP COMP SC A AB	★ UC Honors Classroom-based Full Year
AP Psychology <i>Adopted from: The College Board Advanced Placement Program</i> History / Social Science	AP PSYCHOLOG AB	★ UC Honors Classroom-based Full Year
Computer Integrated Manufacturing <i>Adopted from: Project Lead the Way (PLTW)</i> Interdisciplinary	Computer Integrated Mfg (PLTW)	Classroom-based Full Year
Economics History / Social Science	ECONOMICS	Classroom-based Half Year
Engineering Development Interdisciplinary	ENGINEERING DEV	Classroom-based Full Year
H Economics History / Social Science	H ECONOMICS	★ UC Honors Classroom-based Half Year

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/957/>

Title/Discipline	Transcript Abbreviation(s)	Course Details
Introduction to Engineering Design <i>Adopted from: Project Lead the Way (PLTW)</i> Interdisciplinary	INTR ENG DES AB	Classroom-based Full Year
Journalism 1AB English	JOURN 1AB	Classroom-based Full Year
Journalism 2AB English	JOURNALISM 2AB	Classroom-based Full Year
Principles of Engineering <i>Adopted from: Project Lead the Way (PLTW)</i> Interdisciplinary	PRN ENGINEER AB	Classroom-based Full Year
Robotics Interdisciplinary	ROBOTICS SH AB	Classroom-based Full Year
Screen Printing and Design Interdisciplinary	SCREEN PRINT DES AB	Classroom-based Full Year
Stage Technology/3: Design Interdisciplinary	STAGE TECH 3	Classroom-based Full Year
Theory of Knowledge IB <i>Adopted from: International Baccalaureate Organization</i> History / Social Science	IB Theory AB	★ UC Honors Classroom-based Full Year

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A-G Guide (<http://www.ucop.edu/agguide/>) | Contact Us ([/agcourselist#/contact](#))

G. Additional details of school programs, e.g., college- and career-readiness programs, partnership academies, IB, dual enrollment

IB MYP authorization on May 11, 2011.

IB DP authorization on April 23, 2014.

CTE pathways expanded from one to four since our last Accreditation:

- o Marketing Sales & Service (Entrepreneurship)
- o Manufacturing & Product Development (Graphic Arts)
- o Health Science & Medical Technology (Patient Care)
- o Production & Managerial Arts (Video Production, Stage)

Dual enrollment with Los Angeles City College expanded from two to five courses since our last Accreditation:

- o Child Development
- o Physiology
- o Cinema
- o Political Science
- o Sociology

H. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information

Equity Report

<https://www.caschooldashboard.org/#/Details/19647331932540/3/EquityReport>

Student Group Report

<https://www.caschooldashboard.org/#/Details/19647331932540/3/StudentGroupReport>

Status and Change Report

<https://www.caschooldashboard.org/#/Details/19647331932540/3/Status>

I. School accountability report card (SARC)

<http://search.lausd.net/cgi-bin/fccgi.exe?w3exec=sarc20152016&which=8614>

J. CBEDS school information form

<https://www.cde.ca.gov/SchoolDirectory/details?cdscode=19647331932540>

K. Graduation requirements

To ensure all LAUSD graduates have the option to enroll directly into a university and be prepared for a career, the District has implemented a College and Career Readiness through A-G initiative. LAUSD has aligned its graduation requirements with the California State University (CSU) A-G requirements, beginning with the graduating class of 2016. Students must earn a grade of "D" or better in "A-G" courses, and meet California Department of Education Requirements as well as satisfying additional LAUSD requirements for graduation. We are making the high school diploma a document that gives students the choice to transition straight into a college or into a career.

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

<u>Subject</u>	<u>Requirements</u>	<u>Comments</u>
A. History/Social Science	1 year World History 1 year U.S. History	No Validation
B. English	4 years	No Validation
C. Math	3 years	Validation*
D. Laboratory Science	2 years	Validation*
E. Language Other Than English	2 years	Validation*
F. Visual & Performing Arts	1 year	No Validation
G. College Preparatory Elective	1 year	No Validation

Additional Requirements

Principles of American Democracy	1 semester
Economics	1 semester
Physical Education	2 years
Health	1 semester
Total Numerical Credits	210

Non-Course Requirements

Service Learning
Career Pathway

Students in the graduating classes of 2017 - 2020 must pass all courses with a grade of "D" or better.

Semester courses earn 5 credits. Yearlong courses earn 10 credits. Exams do not earn any credits.

*Validation may provide credit when a student has successfully completed advanced work (earning a grade of C or better) in an area of sequential knowledge.

<https://achieve.lausd.net/Page/2114>

L. Any pertinent additional data (or have on exhibit during the visit)

IB MYP Visit Report



Revisit Report

Date: 24 April 2017

School: Eagle Rock Junior High/Senior High

School code: 6464

Dear Laurie Bollmen-Little,

I have completed the review of the report from the revisit that was conducted 20-21 April 2017. My comments and reflections follow. There is no need for you to submit any additional documentation at this time. Keep this report as evidence that you have satisfied the matters to be addressed from your previous programme evaluation visit. We encourage you to continue implementing a strong Middle Years Programme as you move toward your next programme evaluation. The IBWS office will contact you as a reminder for the regularly scheduled programme evaluation visit.

Sincere Best

Ted Williams

Adrian Kearney



Director of IBWS

Standard A: *The school's educational beliefs and values reflect IB philosophy*

2: The governing body, administrative and pedagogical leadership and staff demonstrate a common understanding of IB philosophy.

Commendation: Conversations with the governing body, administrative and pedagogical leadership team and staff show a high degree of their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.

3: The school community demonstrates an understanding of, and commitment to the programme.

Commendation: Conversations with parents, students and other members of the school community demonstrate a strong understanding of the MYP.

6: The school promotes open communication based on understanding and respect.

Commendation: Interactions and communications with different stakeholders are open and frequent, through newsletters, meetings, publications, website, email, etc.

9: The school supports access for students to the IB programme(s) and philosophy.

a. The school strongly encourages participation for all students.

Commendation: Conversations with leadership and teachers confirm the school's efforts to make the MYP available to all students in the school including special needs students.

Standard B 1: *The school's leadership and administrative structures ensure the implementation of the IB programme(s)*

1: The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme.

Commendation: Conversations with the governing body show that it is aware of the implementation and development of the MYP at the school and has systems in place to keep the governing body informed about the ongoing implementation of the MYP.

2: The school has developed a governance and leadership structure that supports the implementation of the programme.

Commendations: Conversations with the governing body, pedagogical leadership team, coordinator and staff reflect the support given to teachers in the implementation of the MYP.

3: The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme.

Commendation: The support and guidance that the pedagogical leadership team, especially the MYP coordinator, has given and continues to give.

Standard B 2: *The school's resources and support structures ensure the implementation of the IB programme(s)*

3: The school ensures that teachers and administrators receive IB-recognized professional development.

Recommendation: The school should plan professional development opportunities for the language acquisition subject area teachers.

3a: The school complies with IB professional development requirement for the Middle Years Programme at authorization,

Commendation: The school has provided professional development beyond the requirements for evaluation.

8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

Commendation: The school has developed support for its students with learning and/or special educational needs and are a part of the MYP at the school.

12: The school allocates resources to implement the Middle Years Programme personal project for all students.

Commendation: The school has implemented the personal project in MYP year 5 and has made the personal project a capstone for the MYP.

Standard C1 Collaborative planning and reflection supports the implementation of the IB programme(s)

1: Collaborative planning and reflection address the requirements of the programme.

Recommendation: The school should ensure that interdisciplinary unit plans are developed collaboratively according to the MYP unit planning process and strengthen cross-curricular skills and deepen disciplinary understanding.

2: Collaborative planning and reflection take place regularly and systematically.

Recommendation: The school should develop the reflection of collaborative planning meetings.

Standard C2 The school's written curriculum reflects IB philosophy

1: The written curriculum is comprehensive and aligns with the requirements of the programme.

Commendation: Conversations with teachers confirm that the written curriculum addresses the local and state requirements in combination with the MYP requirements.

1b: The written curriculum includes approaches to learning chart for all years of the programme.

Recommendation: Teachers should further develop the planning of approaches to learning skills to include skills from all the 10 MYP approaches to learning skill clusters.

5: The written curriculum allows for meaningful student action in response to the students' own needs and the needs of others.

Recommendation: The school should further explore ways to allow for meaningful opportunities for student service in action to arise from the written curriculum in each year of the MYP.

8: The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Commendation: Teachers can explain how unit plans include learning experiences that provide reflection on human commonality, diversity and multiple perspectives.

Standard C3 Teaching and learning reflects IB philosophy

6: Teaching and learning addresses human commonality, diversity and multiple perspectives.

Commendation: Students are aware of human commonality, diversity and multiple perspectives.

8: All teachers responsible for language development of students.

Commendations: Learning experiences in subject groups such as math support language development of students.

Standard C 4 Assessment at the school reflects IB assessment philosophy

1: Assessment at the school aligns with the requirements of the programme(s).

Commendation: Conversations with teachers and the MYP coordinator show that the 2014 prescribed assessment criteria are being implemented for all subject groups.

5: The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Recommendation: The school should further develop its recording of student progress to include achievement levels according to the MYP assessment criteria.

9: The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Middle Years Programme community/personal project depending on the programme(s) offered.

Commendation: Conversations with the MYP coordinator and teachers, as well as school documentation on the personal project, indicate that procedures are in place for the standardizing assessment of the project, allocation and briefing of supervisors, providing clear timelines for students and teachers for the completion of the project, and ensuring students are prepared for the project.

M. Budgetary information, including school budget

Single Plan for Student Achievement

<https://spsa.lausd.net/ArchivePlan/ArchivePlanDoc.aspx?Costcenter=1861401&SchoolYear=2017>

Budget Summary

<http://lausdbudget.lausd.net/budgetsummary/budget/1861401%20School%20Budget%20Summary%202018%20FN0%20-%20201707.pdf>

N. Glossary of terms unique to the school

BIC Breakfast In the Classroom

DP Diploma Programme

IB International Baccalaureate

LIS Local Initiative School

LSLC Local School Leadership Council

MYP Middle Years Programme

ROCK Respect our School and Community, Optimize effort, Challenge Learning, Kindness Matters

SCO,JCO,SOCO,FCO class officers for each class (Senior Class Officers, Junior, Sophomore, Freshman)

O. Bell Schedule 2017-2018



Eagle Rock Junior/Senior High School

Bell Schedule 2017-2018

Regular Schedule GREEN/GRAY DAYS				Professional Dev. Tuesdays GREEN/GRAY DAYS				Minimum Day Schedule GREEN/GRAY DAYS			
First Bell	7:54			First Bell	7:54			First Bell	7:54		
Period 1/5	8:00	9:37	97	Period 1/5	8:00	9:18	78	Period 1/5	8:00	9:05	65
Passing	9:37	9:45	8	Passing	9:18	9:26	8	Passing	9:05	9:13	8
Period 2/6	9:45	11:10	85	Period 2/6	9:26	10:32	66	Period 2/6	9:13	10:06	53
Lunch	11:10	11:40	30	Lunch	10:32	11:02	30	Brunch	10:06	10:36	30
Passing	11:40	11:48	8	Passing	11:02	11:10	8	Passing	10:36	10:44	8
Period 3/7	11:48	1:13	85	Period 3/7	11:10	12:16	66	Period 3/7	10:44	11:37	53
Passing	1:13	1:21	8	Passing	12:16	12:24	8	Passing	11:37	11:45	8
Period 4/8	1:21	2:46	85	Period 4/8	12:24	1:30	66	Period 4/8	11:45	12:38	53
Green Day – Periods 1, 2, 3, 4 Gray Day – Periods 5, 6, 7, 8 ----- OFFICE HOURS: 2:46pm - 3:16pm (Except on PD Tuesdays/ Minimum Days)				(Prof Dev/Faculty Meetings take place from 1:40pm – 3:40pm) Professional Development is 14 Tuesdays from 8/22/17 through 3/20/18. Fall 2017: 8/22, 9/5, 9/19, 10/3, 10/17, 10/31, 11/28, 12/12 Spring 2018: 1/9, 1/23, 2/6, 2/20, 3/6, 3/20				Minimum Days: Fall 2017 – Sept 15, Oct 20, Dec 15 Spring 2018 – Feb 16, March 23, April 20, May 25, June 5, 6, and 7			

P. Professional Development



Eagle Rock Jr./Sr. High School Teacher PD Office Hours
(aligned with 14 PDD Tuesdays):

SPRING SEMESTER

***Inquiry question:** As I reflect on my progress during the Fall semester, how might I make adjustments to ensure college and career readiness **and** 100% culmination/graduation?*

Month	LAUSD Tuesday PDD & FM	ERHS Tuesday PD	Departmental Collaboration
January	1/9-Technology Workshops		1/11-none
		1/16- self care/mental health	1/18-department focus
	1/23-Reflect on Fall grades & mastery-based grading		1/25-none
		1/30- personal project mentees	
February			2/1- department focus
	2/6-IB MYP & DP Best Practices (Community Service, Service Learning, EE, etc)		2/8-none
		2/13-Overview of Testing Logistics & Implications	2/15- specialty groups*
	2/20-Positive Behavior Intervention & Supports		2/22-none
		2/27- personal project mentees	3/1- Unit 3 calibration
March <i>March 18-21 WASC visit</i>	3/6-Personal Project presentations & calibration		3/8-none
		3/13- Open House Prep	3/15- specialty groups*
	3/20-Survey of PDD and PD OH & reflection		3/22-none
April	4/3-School Report Card	4/5-department	
		4/10- self care/mental health	4/12-department
		4/17-best practices tech	4/19- specialty groups*
	4/24 Faculty Meeting		4/26- none
May		5/1- best practices tech	5/3-department
		5/8- best practices tech	5/10-department
		5/15-best practices grading	5/17-finals prep
	5/22 Faculty Meeting		5/24-none
		5/29- best practices grading	5/31- Unit 4 Calibration

*specialty groups: SWPBIS, WASC focus groups, IEP preparatory work, SSPT, IB DP EE, magnet, CTE, Design, Sheltered, Interdisciplinary, etc

JUNE 8-Pupil Free Day, 7:45am-8:15am potluck continental breakfast, 8:15am-10:15am PD + FM



Eagle Rock Jr./Sr. High School Teacher PD Office Hours (aligned with 14 PDD Tuesdays):

FALL SEMESTER

***Inquiry question:** In learning, implementing, and reflecting on LAUSD accountabilities and ERHS action plans, how might I support my short-term and long-term goals for all students?*

Month	LAUSD Tuesday PDD & FM	ERHS Tuesday PD	Departmental Collaboration
August	8/22-Positive Behavior Intervention & Supports and & LAUSD PD on Schoology** (due 9/15)		8/24-none
		8/29-Dean's Talk	8/31-department goals
September	9/5-WASC Focus Groups		9/7- none, except Magnet
		9/12- ERHS 90 th bday!	9/14-specialty groups*
	9/19- ELD Best Practices & LAUSD PD on ELPAC*** (due 10/6)		9/21- none
		9/26-personal project mentees	9/28- Technology tools
October <i>October 18 LDCentral principals' visit re. inquiry</i>	10/3-Personal Project		10/5-none
		10/10-self care/mental health	10/12- Unit 1 calibration
	10/17-WASC (due 11/17/17)		10/19-none
		10/24-personal project mentees	10/26- specialty groups*
	10/31- Technology Workshops & LAUSD PD on Graduation Requirements**** (due 11/3)		
November			11/2-none
		11/7- WASC	11/9- specialty groups*
		11/14- personal project mentees	11/16-department focus
	11/28- Respectful Treatment of All Persons & LAUSD PD on CLRP***** (due 3/6)		11/30-none
December		12/5- personal project mentees	12/7- Unit 2 calibration
		12/12-Survey of PDD and PD OH & reflection	12/14-none

*specialty groups: SWPBIS, WASC focus groups, IEP preparatory work, SSPT, IB DP EE, magnet, CTE, Design, Sheltered, Interdisciplinary, etc

** Schoology-To access the course please go to <http://lms.lausd.net> and use your LAUSD Single Sign On. Locate the "Courses" tab and select "LAUSD Schoology Gradebook: Secondary Training". ERHS' course code is F9W5X-8MWDP.

***<http://achieve.lausd.net/mmed#spn-content> Course Name: Unpacking the ELPAC Module for Teachers and Administrators"

****<http://achieve.lausd.net/mypln> Course Name: "2018-2019 Graduation Requirements"

*****<http://achieve.lausd.net/mypln> Course Name: "Culturally and Linguistically Responsive Pedagogy: Mindset and Skillset"

Q. Class Schedule Calendar 2017-2018



EAGLE ROCK JR-SR HIGH SCHOOL
CLASS SCHEDULE CALENDAR
2017 – 2018



August	14	PUPIL FREE DAY	THANKSGIVING RECESS November 20, 2017 – November 24, 2017	March	12	(44)		
August	15	Fall Opening (1)		March	13	(45)		
August	16	(2)		March	14	(46)		
August	17	(3)		March	15	(47)		
August	18	(4)		March	16	GRADES DUE! (48)		
August	21	(5)	November	27	(66)	March	19	(49)
August	22	Prof. Dev. #1(6)	November	28	Prof. Dev. #7 (67)	March	20	Prof. Dev. #14 (50)
August	23	(7)	November	29	(68)	March	21	(51)
August	24	(8)	November	30	(69)	March	22	(52)
August	25	(9)	December	1	(70)	March	23	Minimum Day (53)
August	28	(10)	December	4	(71)	SPRING RECESS March 26, 2018 – March 30, 2018		
August	29	(11)	December	5	(72)			
August	30	(12)	December	6	(73)			
August	31	(13)	December	7	(74)			
September	1	Admissions Day	December	8	(75)			
September	4	Labor Day	December	11	(76)	April	2	Unassigned Day
September	5	Prof. Dev. #2 (14)	December	12	Prof. Dev. #8 (77)	April	3	(54)
September	6	(15)	December	13	(78)	April	4	(55)
September	7	(16)	December	14	GRADES DUE! (79)	April	5	(56)
September	8	GRADES DUE! (17)	December	15	Minimum Day (80)	April	6	(57)
September	11	(18)	WINTER RECESS December 18, 2017 - January 5, 2018			April	9	(58)
September	12	(19)				April	10	(59)
September	13	(20)				April	11	(60)
September	14	(21)				April	12	(61)
September	15	Minimum Day (22)				April	13	(62)
September	18	(23)	January	8	Spring Opening (1)	April	16	(63)
September	19	Prof. Dev. #3 (24)	January	9	Prof. Dev. #9 (2)	April	17	(64)
September	20	(25)	January	10	(3)	April	18	(65)
September	21	Unassigned Day	January	11	(4)	April	19	(66)
September	22	(26)	January	12	(5)	April	20	Minimum Day (67)
September	25	(27)	January	15	MLK Jr. Day	April	23	(68)
September	26	(28)	January	16	(6)	April	24	(69)
September	27	(29)	January	17	(7)	April	25	(70)
September	28	(30)	January	18	(8)	April	26	(71)
September	29	(31)	January	19	(9)	April	27	GRADES DUE! (72)
October	2	(32)	January	22	(10)	April	30	(73)
October	3	Prof. Dev. #4 (33)	January	23	Prof. Dev. #10 (11)	May	1	(74)
October	4	(34)	January	24	(12)	May	2	(75)
October	5	(35)	January	25	(13)	May	3	(76)
October	6	(36)	January	26	(14)	May	4	(77)
October	9	(37)	January	29	(15)	May	7	(78)
October	10	(38)	January	30	(16)	May	8	(79)
October	11	(39)	January	31	(17)	May	9	(80)
October	12	(40)	February	1	(18)	May	10	(81)
October	13	GRADES DUE! (41)	February	2	(19)	May	11	(82)
October	16	(42)	February	5	(20)	May	14	(83)
October	17	Prof. Dev. #5 (43)	February	6	Prof. Dev. #11 (21)	May	15	(84)
October	18	(44)	February	7	(22)	May	16	(85)
October	19	(45)	February	8	(23)	May	17	(86)
October	20	Minimum Day (46)	February	9	GRADES DUE! (24)	May	18	(87)
October	23	(47)	February	12	(25)	May	21	(88)
October	24	(48)	February	13	(26)	May	22	(89)
October	25	(49)	February	14	(27)	May	23	(90)
October	26	(50)	February	15	(28)	May	24	(91)
October	27	(51)	February	16	Minimum Day (29)	May	25	Minimum Day (92)
October	30	(52)	February	19	Presidents' Day	May	28	Memorial Day
October	31	Prof. Dev. #6 (53)	February	20	Prof. Dev. #12 (30)	May	29	(93)
November	1	(54)	February	21	(31)	May	30	(94)
November	2	(55)	February	22	(32)	May	31	(95)
November	3	(56)	February	23	(33)	June	1	(96)
November	6	(57)	February	26	(34)	June	4	(97)
November	7	(58)	February	27	(35)	June	5	Minimum Day (98)
November	8	(59)	February	28	(36)	June	6	Minimum Day (99) 8th Grade Culmination GRADES DUE!
November	9	GRADES DUE! (60)	March	1	(37)	June	7	Minimum Day (100) Senior Graduation
November	10	Veterans' Day	March	2	(38)	June	8	PUPIL FREE DAY
November	13	(61)	March	5	(39)			
November	14	(62)	March	6	Prof. Dev. #13 (40)			
November	15	(63)	March	7	(41)			
November	16	(64)	March	8	(42)			
November	17	(65)	March	9	(43)			

2017- 2018 Faculty Meetings

**Faculty Meetings are subject to be changed or added based on need. **

August 22	October 17	January 9	March 6
September 5	October 31	January 23	March 20
September 19	November 28	February 6	
October 3	December 12	February 20	

Opening- Day = 8 Periods

Pupil Free Day

Holiday / No School

Green Day- Per 1, 2, 3, 4

Gray Day- Per 5, 6, 7, 8

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

Enrollment by Program

Program	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Gifted	774	827	889	885	846	815
Master Plan	231	207	169	150	147	142
Migrant Education	2	1	1	4	3	2
Special Education	225	207	275	268	260	295
Tittle I	2,843	2,656	2,608	2,438	2,378	2,347
Travel Program	738	738	738	738	738	738
Over All	2,843	2,656	2,608	2,438	2,378	2,347

Enrollment of Students with disabilities

Program	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
RSP	114	137	136	120	139	161
SDC	127	130	129	121	126	189

Enrollment by Gender

Gender	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Female	1,253	1,219	1,210	1,165	1,139	1,152
Male	1,484	1,423	1,392	1,306	1,250	1,222
Overall	2,747	2,642	2,602	2,471	2,389	2,374

Eagle Rock JR./SR. High School ACS WASC/CDE Self-Study Report

AP Exams 2016-2017

Test Name	enrolled	Enrolled & Tested	Tested not enrolled	# AP TEST	#1s	#2s	#3s	#4s	#5s	Qualifying Scores
Art:Studio ARt 2-D Design	23	13	12	25		3	14	6	2	22
Art:Studio Art 3-D Design	1									
Art:Studio Drawing	19	1	1	2			1	1		2
Biology	74	73		73	2	28	29	13	1	43
Calculus AB	162	136	1	137	91	29	11	5	1	17
Calculus AB Subscore grade			1	1					1	1
Calculus BC	1	1		1			1			1
Chemistry	74	20	2	22	12	8	1	1		2
Chinese Language & Culture	96	77	2	79	15	38	17	7	2	26
Computer Science A	13	8	1	9	3	3	2	1		3
English Lang & comp	96	77	2	79	15	38	17	7	2	26
English Lit & Comp	142	104	2	106	21	58	20	5	2	27
Govern & Politics US	175	163		163	137	19	6	1		7
Physics 1	38	33	1	34	6	9	13	5	1	19
Psychology	159	138	1	139	45	22	33	30	9	72
Spanish Language	62	55	5	60		6	19	29	9	54
Spanish Literature	25	21		21	1	8	8	4		12
Statistics	65	46	1	47	35	5	6	1		7
US History	70	64	5	69	27	24	16	1	1	18
World History	164	147	1	148	27	61	35	22	3	60
Total	1,363	1,100	39	1,139	422	321	233	130	33	396

IB Diploma Programme

Cohort	Year	Number of Students	Earned IB Diploma
1	2016	53	28
2	2017	45	15
3	2018	63	Inprocess (exams results come in
4	2019	53	Inprocess