DOWNTOWN COLLEGE PREP
SELF-STUDY REPORT

1402 Monterey Highway

San Jose, CA 95110

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ACS WASC/CDE Focus on Learning Accreditation Manual,

2017 Edition

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Preface

DCP El Primero has a long history of success and perseverance. In June 2016, 96% of the senior class committed to college, the majority of them at four-year universities. Meanwhile, the school was facing the most uncertain time since its founding in 2000. The 2016-2017 school year was pivotal for DCP El Primero for many reasons: a major facility transition, new administrative team, and a turnover in staff and student body that resulted in half of each being new to the school. These transitions have proved to be challenging, especially to the process of conducting our WASC self-study.

Founded in 2000 as the first charter school in Santa Clara County, DCP El Primero is the first of four DCP schools. In the course of those seventeen years, this is the first time DCP El Primero has been able to secure a long-term facility. From its inception, DCP experienced a "move" every couple of years until 2005 when the school was able to sign a ten-year lease with San Jose Unified School District for a former elementary school located on The Alameda near downtown San Jose. There, DCP was able to renovate the building and tailor it to the school's needs and mission, hopeful that the organization would be able to renew the lease over time.. However, a long-term agreement for that campus never materialized.

In the fall of 2014, San Jose Unified informed DCP's Executive Director that the district would not renew the lease and intended to move the school to an alternate facility across town. DCP stakeholders, led by DCP families, protested the district's decision. A protracted struggled ensued which involved numerous community gatherings,, appearances at district meetings nearly every week, and student-led protests.. While this event unified our community, it took its toll on us as well. Many families felt uncertain about the future of the school and opted to withdraw their students. Some teachers felt a similar strain and left as well. Overall, the time and energy devoted to fighting for our campus took away from the attention and planning we should have been devoting to school improvement.

In Fall 2015, DCP identified a property that, with considerable renovation, could serve as DCP's long-term campus: a former lumberyard on a 3.5 acre parcel. SJUSD purchased the property and leased it to DCP for 50 years. DCP fundraised $7.5M in philanthropy allowing it to move forward with financing $30M to pay for building improvements.

At the end of June 2016,, DCP vacated its previous facility and moved into 12 portables in the parking lot of our new/future school. This meant that teachers and staff dedicated a significant portion of the end of the school year to packing, purging, and preparing for the move. The stress of this move, added to the typical end-of-school-year stress, became too much for many teachers. They were frustrated with the situation, exhausted by the turmoil of the ongoing site struggle, and uncertain about the future facility. As a result, two teachers notified us before the end of the year that they would not be returning. Over the course of the summer, two more teachers let us know that they would not be returning for similar reasons, one giving notice just a few weeks before the start of the new school year. Finally, just before we were about to start our summer professional development, one of our veteran math teachers gave us notice as well.

This means we were left trying to fill four positions in a time of a teacher shortage (we had already filled one). I spent much of the summer attending recruiting fairs, combing through EdJoin, and reaching out to my network of educators in an attempt to find teacher candidates. Up until two days before school started, I was still interviewing and onboarding new-hires (ten in total), most of whom had never taught nor been through a teacher credential program. Nonetheless, we started school full staffed.

A good deal of the first two weeks of school was spent unpacking boxes, directing traffic in our new drop-off driveway, and figuring out how to coordinate moving 400 students through narrow passageways without any open space, field space, or common space for our community to gather. We now operate our high school on a site where we are co-located with one of our middle schools that houses nearly 500 fifth through eighth grade students. Their school is run by a different administrative team, but we all share an office, cafeteria, gymnasium, parking lot, and general "free space." Thus, we daily have to negotiate facility usage, student behavior and supervision, and general administration of the school, providing various ongoing challenges.

Additionally, the principal, Andria Plasencia, and assistant principal, Jordan Apgar, are both in their first years in these positions. And while both have years of experience in teaching and leading at DCP, neither has led a self-study before. Additionally, the WASC leadership team we had formed in the 2015-2016 school year experienced the loss of half its members, so we had to recruit new members. This task was difficult, as 12 out of 18 of our teachers are within their first two years in the profession. Nonetheless, we were able to identify four teachers who represent different academic departments and professional strengths to help us guide this process. They attended training and quickly developed a plan to pick up the work of leading the self-study by convening focus groups during staff meeting time, ensuring that we had the input of all teaching and certificated staff. We also enlisted the help of our Central Office staff, particularly the "Curriculum and Instruction Team," as well as our community members from neighboring businesses and organizations. Their feedback, analysis of data, and suggestions for next-steps are all reflected in our self study.

Through all of our transitions, we have emerged as a strong team who is wholeheartedly committed to a singular mission and clear vision: we are determined to assist first-generation students in getting accepted to four year colleges, and we believe that work can only be done by first building relationships and a strong academic culture. To do this work well, we have made professional development a priority, investing both time and money in this area.

We successfully onboarded our new staff members beginning in August, using two weeks of paid professional development time to introduce them to "the DCP way." Two days were spent going over the culture of DCP, all of which is built upon our foundational core values: *ganas, orgullo,* and *comunidad* (determination, pride, and community). Across the organization, over the course of three days, we gave the teachers the tools--figurative as well as literal--to establish culture in their classrooms, practice good classroom management, and begin designing their curriculum.

Then, we gathered all teachers across the organization, new and returning, and spent three days working on curriculum planning and instructional best practices. Finally, we took just the teachers from our site to the redwoods for a two-day retreat, focusing on team-building, establishing non-negotiable practices and procedures, and diving into the research on curriculum, instruction, and learning. We emerged from the woods feeling bonded, united, and ready for the school year to begin! And we are hopeful that by laying this foundation, we will be successful in retaining more teachers this year than we have historically.

In the fall of 2015, our staff began our WASC self-study work. The former principal, Lori Hartmann, prepared the "Mid-term Progress Report," and she engaged me in the process. After two visitors came out to meet with us in the spring of 2016, I then enlisted five teachers to help me work to revise our action plan, at the request of our visitors. We submitted the revised plan--along with a brief update of the progress we had made toward our goals--and we began the process of preparing for our full visit in March 2017.

However, half of our leadership team moved on from our school site at the end of the 2015-16 school year, so the work came to a standstill. We then embarked on the mission of packing up our old school site, moving to

our the new one, hiring and onboarding ten new teachers, and orienting nearly 200 new students. Finally, in the fall of this year (2016), we were able to form a new/revised leadership team and pick up our work on our self-study.

Despite the numerous and significant changes our school underwent, we have maintained--and even seen an increase in--parent engagement. We have our largest School Site Council, Parent Leadership Team, and ELAC groups we have had in the past three years. All of these parents are invested in and eager to contribute to school improvement. They happily contributed to our focus groups this fall, providing us with numerous questions and suggestions. We shared YouthTruth student survey data, CAASPP test scores, school budget, and facility plans with this group of constituents and had them analyze it with us.

Analysis of data:
We considered the following data about students and student achievement (see Appendix M)
- AP exam results
- CAASPP results
- CELDT results
- Demographic data
- Dropout/retention rates
- Graduation rates
- NWEA data
- Special honors/awards
- Suspension data
- UC/CSU eligibility

This is the same body of data analyzed by our admin team and staff as well. After this analysis, we then moved into the exploration of areas of focus for improvement, and we began developing an action plan for "next steps." We set aside ten scheduled professional development meeting times for teachers to do this work. In addition, the leadership team met for three days outside of school to work on the report for self-study, bringing everyone's analysis, narrative, and next steps together in a cohesive format. Below are the guiding principles and research we used to guide this work (as an organization, as well as a school site).

Learner Outcomes:
DCP's learning goals for all students center around the development of literacy, numeracy, creativity, and human values, which are demonstrated through proficiency with the Common Core State Standards, successful completion of the UC/CSU college admissions requirements, and mastery of the six Deeper Learning Competencies (Hewlett, 2010), all of which aligns with our school values (ganas, orgullo, comunidad):

Deeper Learning Competencies

Category	Skills
A. Content Knowledge *(ganas)*	1. Master core academic content 2. Acquire, apply and expand knowledge
B. Cognitive Strategies *(orgullo)*	3. Think critically and solve complex problems 4. Communicate effectively
C. Learning Behaviors *(comunidad)*	5. Work collaboratively 6. Learn how to learn

DCP's Core Pedagogical Beliefs:
Over the past two years, DCP's "curriculum and instruction" team has also been working with the site administrators to develop a clear understanding of the pedagogical beliefs we all agree ought to drive all of the work we do. All of these beliefs are grounded in the research of Vygotsky, Dewey, Graves, Freire, and Hammond. (Appendix M)
- Students should drive the learning

- Learning occurs most powerfully when we give students what they are ready for
- Students want to learn most when the learning is connected to students' lives, identities and cultural backgrounds, personal passions, and the real world
- Learning occurs through social interactions
- Culture is built through curriculum
- The relationship between the teacher and student is the foundation of the learning

We have worked with our teachers to socialize these beliefs, discuss their implications, and ensure they are reflected in our action plan. This worked started at our two-day retreat over the summer, carried through our new-teacher training, and has been an ongoing part of our weekly professional development.

Teachers have met on several minimum days to establish and refine their curriculum maps and create electronic gradebooks that reflect best practices in assessment. In addition, we have been analyzing the present data and writing the narrative for the self-study. Teachers were divided into teams to identify evidence and create our Schoolwide Action Plan. We appreciate that the action plan is a work in progress and should guide everything we do, from budgeting to planning professional development. The entire DCP organization is focusing on Component 3d of Danielson's Framework, which is Using Assessment in Instruction. We are also working on implementing the use of Cris Tovani's and Sam Bennett's "workshop model" to create time for conducting and tracking more formative assessments. The organization has contracted both of these experts to lead our teachers in this work, and site admin (especially principal, Andria Plasencia) has been following up in coaching sessions with teachers. Thus, much of our work is aligned with our organization's instructional goals.

Once the data were analyzed, our staff determined our strengths and more importantly areas for growth, which formed the basis for our Action Plan:

School Leadership (A) *Develop more robust parent involvement (ELAC, Parent Leadership Team, School Site Council)*

Curriculum (B) *Implement PLPs to help students navigate Student Learning Outcomes*

Instruction (C) *Implement interventions based on formative assessment data*

Assessment (D) *Implement mastery grading and curriculum mapping*

Culture (E) *Monitor longitudinal data regarding college persistence. Establish Cycle of Inquiry. Create a culture of learning that celebrates academic achievement.*

We will continue to seek feedback and input on our action plan from parents, students, and community members. We are forming WASC Focus Groups by each of the goals, which makes it likely that these smaller teams will marry the action plan with the tasks and come up with more specific tasks and timelines, revising our original action plan.

We have included parents as best we can, and intend to do much more. The principal and school operations manager have established ELAC and School Site Council groups, who, together with the Parent Leadership Team, have reviewed socio-emotional data, Chapter 4E on Student Culture, and our Schoolwide Action Plan. Most of these discussions take place at monthly Parent Coffee Chats and at Parent Leadership Team meetings. We struggle to translate much of this into English for our Spanish-only speaking parents, who form the bulk of our parent teams. However, they appreciate being involved and will provide the visiting team with honest feedback about why they have chosen to have their students attend EPHS.

Chapter 2 responds to the previous WASC Visiting Team's recommendations, as well as the suggestions made by our visitors who made the mid-term suggestions. We incorporated those into our Schoolwide Action Plan. Here is the timeline of our self-study:

December 2011

Last official WASC Visit to DCP El Primero High School (then named, "DCP Alameda"). Six-year accreditation granted with a mid-term visit scheduled.

March 2014
Mid-term WASC Visit to DCP El Primero High School (then named, "DCP Alameda"). Follow-up visit scheduled for 2016.

May 2015
Follow-up WASC Visit to DCP El Primero. Visiting team reviewed progress report and action plan and made recommendations for revision to action plan.

July-November 2015
EPHS WASC Leadership team met monthly to revise action plan and begin work on self-study.

November 2015
Analyze NWEA, Youthtruth, and WPA data at successive staff meetings. Determine implications and next steps. Solicited parent feedback for growth areas based on data from Youthtruth.

November 2015
Submitted revised WASC Action Plan and scheduled date for self-study submission and official visit for March 2017.

April 2016
Analyzed NWEA, Youthtruth, and WPA data at successive staff meetings. Determine implications and next steps. Solicited parent feedback for growth areas based on data from Youthtruth.

August 2016
Applied for WASC Substantive Change due to admin, staff, and facility changes.

October 2016
Reformed WASC Leadership team based on new staffing. Registered new team for webinar training in December 2016.

November 2016
WASC Substantive Change visit conducted to review request for extension.

November 2016
Notified that WASC would not be approving Substantive Change request for extension.

November 2016
Staff vision-casting meeting: *Who do we aspire to be?* Analysis of current educational research that supports our philosophy.

December 2016
Staff will meet in WASC focus groups and work on responding to and collecting evidence for prompts.

August 2015
Staff retreat: Learned and implemented Mastery Grading and proficiency scales. Brainstormed Student Learning Outcomes (SLOs) based on discussions and analysis of data from prior staff meetings. Parent Leadership Team analyzed Section E (School Culture) and provided input toward action plan.

January through February 2017
10 hours of PD time for staff to revise self-study and establish action plan and timeline. Solicit parent feedback on action plan.

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.

Profile

Downtown College Prep El Primero (DCP El Primero) is a public charter high school that exists for the sole purpose of preparing first generation college-bound students for college success. El Primero currently recruits students from local middle schools, and the average incoming student enters with a GPA below 2.0. In 2014, over 60% of incoming 9th graders entered El Primero performing at the 6th grade level or below in math, and nearly 50% were at 6th grade level or below in English language skills. We opened our own "feeder" middle school, DCP El Camino, in the fall of 2014. That starting class has now matriculated and grown to 140 eighth-grade students at DCP El Camino, and we anticipate enrolling many of these students as ninth-graders in the fall of 2017. This will undoubtedly change the profile of our typical ninth-grader, as these students have already been acculturated to the DCP values and practices. However, are still actively recruiting students that are underperforming in middle school.

School Mission and Values

Our Mission

DCP prepares first-generation students for college success. We believe every student has the potential to succeed. DCP has a singular goal for every student:

- **DCP graduates will enroll in and graduate from a four-year college.**

DCP recognizes that its students need a rigorous curriculum that builds college-ready skills and a school culture that develops their college aspirations. DCP's academic programs are designed to promote academic resilience and independence among students in order to prepare them for the challenge of college. In order to graduate from DCP students must:

- **Complete the University of California (UC) entrance requirements**
- **Be accepted to a four-year college**

Our Values

DCP work is deeply rooted in our Mission and Values. DCP's values of *ganas* (desire), *comunidad* (community) and *orgullo* (pride), help develop the intellectual rigor, emotional strength, personal discipline, and self-confidence our students need to achieve success. As a staff we are committed to:
- Supporting students and families along the journey to college
- The belief that all students can learn and grow
- Focused and continuous professional growth

Summary of Progress from 2015 mid-term visit:

This action plan was created with the idea that we will be rolling it out over the next three years. We chose this as our timeline due to recent changes in administration, staff, and enrollment (all of which made it difficult to make consistent progress over the past three years). We have also made an effort to revise our plan so that our goals are still somewhat vague and flexible, but our growth targets are more specific, this way we can more effectively focus our strategies and measure our progress. Below is a summary of our goals and the progress we made on each.

(See Appendix M for 2015 Revised Action Plan.)

1. **DCP will implement protocols to provide more inclusive shared leadership by all community stakeholders (staff, students, and parents) to improve buy-in and student learning.**

Progress made:
We have made significant progress in this area, meeting all of our growth targets around staff, student, and parent engagement. Staff feedback indicates they feel included in the decision-making processes of the school. Our focus in the Action Plan is therefore primarily on parents and students. The previous Action Plan did not include protocols to increase student involvement in the decision making process, so we added them after our mid-term visit. We remain focused on increasing staff retention, as this also facilitates an environment conducive to shared decision making. We have taken various steps to decrease teacher stress and address contributing factors for teacher turnover. Improving communication between admin and staff has been removed from the Action Plan as this no longer appears to be an area of concern, based on feedback in staff surveys and interviews. Providing Professional Development opportunities for staff was also removed from this section of the Action Plan, as it did not appear to address the goal of increasing shared leadership. Those action items are incorporated into Goal 2 regarding Data Collection and Analysis. Looking at enrollment, parent participation, and anecdotal evidence, parents feel more engaged, informed and empowered thanks to our efforts on this area of growth.

Evidence:
- We formalized our School Site Council, English Learner Advisory Committee, and Parent Leadership Groups. Each group now meets monthly with regular attendance of 3-4, 8-10, and 10-15 parents respectively. Each body hears reports from the principal, sets agenda items based on interests/needs, reviews data, and helps develop a plan for next steps for school improvement.
- We have set up a school messaging system to automatically send email, text, and phone call updates to parents regarding attendance and announcements.
- We surveyed and interviewed staff members multiple times throughout the year around
- We have developed a "Teacher Compensation Council" and other topical committees.
- We administered and analyzed various staff surveys for feedback and input, conducted numerous one-on-one meetings between admin and teachers, created annual staff retreats as well as a "Sunshine Committee" for boosting staff morale.
- We created "teacher aide" roles for students as well as in-class tutors to support teachers with their workload.
- We adjusted the bell schedule to allow teachers more prep time--especially common prep time, and to build tutorial into the school day so we could remove "office hours" from the list of after-school obligations.
- We now provide stipends to teachers who help with clubs, sports, and other extracurricular activities.
- We now hold bi-annual parent conferences to communicate about student progress and college readiness.
- We offer parents workshops on the topics of college readiness and applications.
- We have developed more annual events for building community, including school potlucks, rallies, dances, student showcases, and initiatives such as the "Kindness Campaign."

2. **Downtown College Prep will establish consistent methods of data collection and utilization that will inform all decision-making to increase student learning, as evidenced by test scores, GPAs, and retention. (Further develop a school-wide systematic process to analyze and disaggregate data to ensure best practices, meeting of the standards, and higher academic achievement.)**

Progress made:
We met two out of three of our growth targets in this area: TeachBoost is used on a weekly (if not daily) basis by admin to communicate with teachers, and administrators have also been effectively sharing data with all

constituents every grading period. However, academic departments still need to work collecting, reflecting on, and sharing data. Some of this lack of progress is due to the turnover in staff (over half is new), and we will continue working toward our growth target this year as we train our new teachers.

Over the past three years, we have implemented our new observation and evaluation protocol, built around the Danielson Framework. We have also expanded our use of TeachBoost as a tool for observation, feedback, and coaching of teachers. As part of this new evaluation protocol, teachers are rated on their ability to analyze student data and make instructional decisions. While we have continued to make progress in communicating and giving feedback to all teachers around this area, their levels of understanding and utilization of data as a driver for student achievement continues to vary greatly. This remains an area of growth for our school, and an opportunity to leverage our Professional Development more effectively.

To this end, we have now included "analysis of student work" in our teacher evaluation process for 2016-2017, so it is the focus of admin-teacher check-ins and coaching conversations. The goal of this is to ensure that daily adjustments to curriculum and instruction are data driven. Additionally, monthly admin meetings attempt to use the same lense for decision-making, whether we are looking at student perception data, test scores, or grade distribution across schools and teachers.

As mentioned in our last report, we recently transitioned from SchoolCity to the Online Assessment Reporting System (OARS). Our intention is to use OARS as a centralized data warehouse for external data (CAHSEE, CELDT, etc.), as well as to create and house internal assessments. OARS should also provide access to a bank of testing materials for core academic classes, but we are currently under utilizing this feature for most courses. There have been some issues in that the test banks OARS provides are not sufficient for all courses.

As the DCP organization has expanded, our teachers have enjoyed the benefits of a larger community of colleagues. We have had several PD opportunities with our sister schools in which departments get together to give the same or similar assessment and then analyze and discuss the data together. We are in the process of developing a leadership / data team, and we now have an "Assessment Coordinator."

Evidence:
- Implemented revised Danielson Framework as a standard tool for measuring teacher growth/development.
- Implemented use of Teachboost (online platform) for all teacher observations, coaching sessions, and evaluations.
- Created and implemented organization-wide common writing assessments that are administered and scored twice a year. This is a Common-Core-aligned, Smarter-Balanced-type, benchmark assessment.
- Refined and administered placement tests for math and Spanish (for all incoming ninth-grade students).
- Required that "analysis of student work" and "analysis of student surveys" be part of admin-teacher coaching sessions and site-wide professional development at least once per semester.
- Made "data reporting" part of the weekly newsletter to staff and bi-annual presentation to parents, including discipline, attendance, student perception, and GPA data.
- Hired an "Assessment Coordinator" to oversee assessment and data for all four schools.

3. **Downtown College Prep will revise its discipline practices in grades 9-12 to reflect our mission: "<u>All</u> DCP graduates will enroll in and graduate from a four-year college." To meet this mission, we must provide our students with the necessary support to remain in school.**

Progress made:

First, we amended our goal slightly to truly address the "all" component by including a focus on revising our disciplinary practices and procedures. We wanted to ensure we were actually doing our best to serve and accommodate all students who come to us, not just the students who come to us school-ready, but also the students who still need teaching and coaching in appropriate school behavior and practices.

Thus, we revised our growth targets to include a goal of decreasing office referrals, suspensions, and truancy problems by roughly 10% each (closer to 20% for office referrals and truancy), and we have met all of those goals due to a shift toward restorative justice practice and positive incentive systems. We have also successfully increased the number of interventions we provide for students who are in the "top tier" of RTI (struggling with behavior as well as academics). This helped improve our graduation and dropout rates, as well as recruitment.

Evidence:
- Provided restorative justice training for admin, teachers, and parents
- Implemented PBIS and Restorative practices in disciplinary issues (instead of suspension or expulsion)
- Revised "behavior contracts" to be "behavior agreements" that include supports for student
- Implemented "mandatory office hours" in the 2014-15 and 2015-16 school years for students with non-passing grades
- Enlisted extra counseling services for students with social-emotional needs (Family Counseling Services, Safe School Campus Initiative, Washington United Youth Center, and Advent)
- Partnered with more tutoring services to provide in-class support for students and teachers
- Created individualized learning plans for students beyond those who have an IEP or 504
- Changed the bell schedule for 2016-17 to an alternating A-B schedule with six classes instead of five so students only have three classes a day, more opportunity to recover missed credits, and many have a "study hall" period built into the school day
- Included tutorial/office hours in the school day so more students are able to access tutors and one-on-one help from teachers
- Increased course offerings in the 2016-17 school year to bring back art, include theater, anthropology, and world geography
- Enroll students in Silicon Valley Career Technical Education classes to provide career training and an alternative path to graduation
- Provide online independent studies courses via Edgenuity so that students may recover credits for failed semesters without having to repeat an entire grade (keeping them on track for graduation)

4. Downtown College Prep will implement a standards-based, relevant curriculum with course-alike assessments for teachers to monitor students and provide instructional plans to meet or exceed AYP targets. In order to meet our mission, we need to ensure that students are prepared for the demands of university.

Progress made:
While we did not meet our growth targets in this area, we are making progress in successfully implementing standards-based, relevant curriculum with common assessments. Teachers create (and receive coaching on) their curriculum maps for each course to make them as aligned as possible to Common Core State Standards, Next Gen Standards, and UC course approval requirements. We have also significantly increased the amount and quantity of professional development for teachers specifically in the area of curriculum planning and instructional best practices. In addition, we have employed instructional coaches and created more opportunity for departmental and cross-curricular collaboration for teachers across the organization. The result has been more rigorous, engaging, real-world lessons and activities across all content areas. Thus, student engagement and academic performance has increased.

Evidence:
- Curriculum maps for each course
- A-G course approval list

- Professional development calendar (with weekly site-wide PD focuses and monthly departmental opportunities for collaboration)
- Monday "lunch and learn" sessions focused on pedagogy and best practices
- Organization-wide professional development monthly, beginning with two weeks in the summer
- Hiring of five instructional coaches, focusing on math and literacy
- WPA (organization-wide common assessment)
- Literacy framework
- Teacher evaluation process in Teachboost (including analysis of student work and curriculum map)

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

Profile:
Downtown College Prep El Primero High School is a public charter high school founded in 1999 that exists for the sole purpose of preparing first generation college-bound students for college success. Located on the Alma Site in San Jose, EPHS serves primarily low income, Latino, academically underperforming students who have a desire to graduate from a four-year university. EPHS serves families that are, or will be, dependent on the current and future financial contributions of their students. 80 percent of EPHS qualify for free or reduced lunch.

Across the Bridge Foundation serves as the overseeing school board for EPHS. This non-profit organization provides money and services for all Downtown College Prep school sites.

School History and Progress:
In 1999, San Jose Unified School District approved Downtown College Prep (DCP) as the first charter high school in Silicon Valley. A shared commitment to college success for underserved students and their families led to this historic and symbolic partnership. As DCP approaches is fourth charter approval, its commitment to its mission and service to San Jose Unified School District students and families is as great as ever.

The mission of DCP is to prepare first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion. DCP believes that all students, regardless of prior academic achievement, can and should be prepared for college success. Today, 96% of DCP students matriculate to college directly after high school, the majority of them to a four-year university. 60% of DCP graduates complete college compared with 9% of similar students nationwide. After 15 years, DCP continues to build a transformational learning community where students are pioneers in their family, neighborhood, and city.

Culture and Traditions:
Organizationally, DCP believes that culture and tradition build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community.

Mission-driven
DCP is guided by a singular, unambiguous mission: *to prepare first generations students for college success.* Whether a student has struggled for years or has had a history of success, the goal is the same.

Our Values and Traditions: Ganas, Comunidad & Orgullo
Since the founding of the original DCP in 2000, the values of *ganas* (desire), *comunidad* (community), and *orgullo* (pride) have guided the work of staff and students.

Ganas: *The will and desire to achieve your educational goals*
- **College Prep Classes**: All students are required to take and pass college preparatory, A-G classes in order to graduate.
- **Extended School Day**: Students at DCP are in school longer hours each day to give students more time in school to achieve academic excellence.

Orgullo: *Taking pride in the work you do in your actions as member of the DCP community*
- **The Handshake:** The traditional greeting at DCP is a firm and confident handshake. The handshake is a great way to show pride in your self.
- **The Uniform:** DCP students must wear uniforms to schools. The uniform improves student safety, promotes school unity, and most importantly helps develop a sense of pride.

Comunidad: *Actively contributing to a stronger, healthier community*

- **The Clap:** A slow clap that builds to a faster stronger clap until everyone is engaged starts every assembly of parents, students or staff and then it dies down and this signals the start of the meeting. The clap is an old UFW and civil rights movement tradition started by a former Principal.
- **Weekly Assemblies:** Every week the entire student body and staff assemble to meet as a community. During assemblies a variety of presentations, lectures, music performances, dance, student performance and student recognition can be seen.
- **Parents, Staff, and Students:** We know that in order to achieve our mission, parents, students, and staff must all work together. We rely on the leadership of parents to create healthy community. We help students to lead each other.
- **Clubs, Field Trips, & Sports:** ARHS currently offers a variety of extra-curricular activities to support students in pursuit of outside interests including sports teams, yearbook, leadership/ASB, and other clubs of interest.

Our History:
The timeline below shows DCP's young and vibrant history starting from our school's charter approval in 1999.

June 1999	Pilot Summer bridge program at San Jose State for sixth through eighth graders
December 1999	San Jose Unified Board of Trustees unanimously approves charter petition
September 2000	DCP opens with 104 ninth graders and six teachers with an opening ceremony at Cesar Chavez Park in downtown San Jose led by Father Mateo Sheedy and Mayor Ron Gonzales
September 2002	Due to expanded enrollment and lack of a permanent facility, DCP is forced to operate at three different sites--St. Paul's Church, Grace Baptist Church, and YWCA
October 2002	DCP moves to a single site at 355 W. San Fernando, a renovated fitness club
March 2004	First DCP students receive full scholarships to private schools, including Santa Clara University and Mount Holyoke
June 2004	First DCP graduation: 54 students prepare to be the first in their families to attend four-year college
August 2005	DCP records highest high school growth in STAR scores in Santa Clara County
December 2005	DCP moves to a new campus, a renovated SJUSD elementary school funded by a $4 million SJUSD facilities bond
February 2008	Santa Clara Unified School District unanimously approves charter for school in Alviso.
May 2008	20 percent of DCP's first graduating class (Class of 2004) received their Bachelor degrees. An additional 55 percent of DCP's first graduating class is on track to graduate from college Spring 2009.
August 2008	DCP-Alviso opens with 88 6th and 7th grade students.
August 2009	DCP Alameda had the highest percentage of graduating seniors go on to a California Public College out of all public high schools in Santa Clara County.
August 2011	DCP-Alum Rock opens with 180 6th and 7th grade students and becomes the highest achieving new middle school in California.
August 2014	DCP Middle School opens in San Jose Unified with grade 6. DCP Alameda is named one of the top high schools in California by U*S News & World Report.*
July 2014	DCP Alum Rock High School moves to its current location at Independence High.

August 2016   DCP El Primero and DCP El Camino begin the school year at their new, long-term site on Monterey Rd. (where they will have a 50-year lease).

August 2017   DCP El Primero and DCP El Camino will move into the new building at 1402 Monterey Rd.

New Leadership Team

In the summer of 2016, Andria Plasencia assumed the role of Principal of DCP EPHS and has overseen the transition to the new site and merging with the middle school. DCP EPHS moved to its current location in August 2016, currently located on the former site of Southern Lumber (lumber warehouse and store) in San Jose, CA. We have 127 ninth graders, 87 tenth graders, 87 eleventh graders, and 78 twelfth graders at the time of this report. We are also co-located with 499 middle school students from our feeder school, DCP El Camino, who is run by a different administrative team.

Andria had been serving as Assistant Principal at DCP El Primero High School and comes with ten years of experience in a variety of teaching and school leadership roles. Andria was hired as DCP EPHS's Assistant Principal in the fall of 2014, taking over mid-year for the previous AP who shifted roles and became the athletic director. Andria took the lead on restructuring our discipline process, focusing less on punishment and more on reparations. She attended workshops on the implementation of Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice. She led several PD workshops around implementing some of the practices of both philosophies/programs and school culture building in general. She has shifted much of this work to Jordan Apgar, the former history teacher and athletic coach who has now taken on the role of assistant principal as Andria has moved into the role of principal.

We have also restructured our support staff, adding a School Operations Manager (SOM), currently occupied by Teresa Pichardo, who joined our school from the Santa Clara County Office of Education. This position has removed much of the responsibility of the day to day operations of the school from the principal and assistant principal, enabling them to focus on parents, teachers, and most importantly, students. The SOM has also increased the effectiveness and productivity of the office manager. Additionally, we have shifted the responsibilities of our former Office Manager, Perla Alcaraz, and have her serving as our registrar.

Assisting Ms. Pichardo and serving as Bilingual Clerk is Jocelyn Trejo, who is transitioning from her previous position as lunch staff and support staff. Ms. Trejo provides excellent customer service to families and students.

In 2013-14, we also added a Director of Instructional Leadership, Maria Baeza. She has refined our observation and evaluation protocols, and assisted the Administrators in developing as coaches of teachers. Our Director of Instructional Leadership initiated and oversaw our transition into adopting the Danielson Framework as a model for observing and coaching teachers as well.

A Director of Literacy was hired in July 2013 to assist with literacy practices and the transition to Common Core State Standards. Whole-staff professional development began in August 2013 and continues monthly as departments realign units and assessments to meet the new standards.

The Reading Workshop model (RW) was implemented in all English 1 courses in 2010. Starting in the 2013-14 school year, RW extended into grade 10. Classroom libraries were established and students independently read books of interest at or above their grade level for 30 minutes a day. English teachers confer with students daily in small groups and one on one. The focus of these conferences are established based on individual learning plans for students and the CCSS. As students and teachers engage in teaching and learning in this way, student reading levels are adjusted accordingly.

In 2014-15, our Director of Literacy and English Teachers piloted an organization-wide literacy benchmark exam, the Writing and Reading Performance Assessment (WPA). This year, we will administer the WPA two times, score the writing as a staff, and spend a PD Day analyzing the data and determining its implications for our students across the curriculum.

This year (2016-17) we added several new courses, most of which are already A-G approved:
In the summer of 2015, the Director of Literacy led professional development for teachers in content areas to determine how the best practices of the workshop model work to support literacy across the curriculum. Specifically, they learned how to individually conference with students to determine their understanding, and how to keep track of student progress.

Course Offerings
EPHS has historically offered all of the same core classes students need for college acceptance. These are listed below:
A. World History, US History, AP US History
B. English 1, English 2, English 3, and ERWC (English 4)
C. Algebra 1, Geometry, Algebra 2, Pre-Calculus, AP Calculus
D. Biology, Chemistry, Physics
E. Spanish 1 and Spanish 1 for Native Speakers (NS), Spanish 1 and Spanish 1 for Non-Native Speakers, and AP Spanish Language
F. Dance, Art
G. Government, Economics

This year, we have added:

A. World Geography (not yet approved)
B. (no new courses)
C. (no new courses)
D. (no new courses)
E. (no new courses)
F. Theater, Digital Media Arts (revision of our art course)
G. Anthropology, Latin American Studies, Law/Criminal Justice

Next year, we intend to add:

A. Psychology
B. AP English Language
C. Statistics
D. AP Biology, Environmental Science, Earth/Integrated Science
E. AP Spanish Literature
F. Advanced Theater and/or Art courses
G. AP Government, AP Economics

Common Core State Standards
To deepen teacher understanding of our literacy and numeracy in every classroom, DCP EPHS is working on creating curriculum maps aligned with Common Core State standards this year. We will also spend a significant amount of time at our next summer retreat delving into the nuances between content and skills for the subject areas that have not yet established CCSS.

All Spanish assessment and grading are based on the four strands in CCSS:
Writing, Reading, Speaking, and Language. Introductory Spanish courses began implementing the Reader's Workshop model in 2015-16, as students read books in Spanish that were aligned with their reading levels.

EPHS has been implementing the CCSSM from its adaptation, including the Eight Mathematical Practices. Transitioning from middle school school, students are challenged to use and expand their skills with the mathematical practices in order to aid their discovery-based conceptual understanding of the standards of each course. Although we have kept the traditional course sequence in math (as decided on an organizational-wide level), EPHS is implementing the CCSS and preparing students for assessments such as SBAC, ELM, SAT, and the ACT as well as strategically choosing optional acceleration points to enable students to take AP Calculus if they choose that track.

Blended Learning

EPHS's Blended Learning Program has changed to a 1:1 Chromebook model as we seek to close the digital divide and prepare our students for the Silicon Valley workforce. Students have access to their own Chromebook in every class (although they are not yet able to take the devices home with them). Our students have 90-minute classes daily, with the exception of special testing schedules. Students use their individual Chromebooks in Advisory class for college and career guidance as well as in their core courses.

Students engage in technology in a variety of ways, including but not limited to:

❏ Google Classroom
❏ Google Documents (Forms and Spreadsheets)
❏ Project-based learning
❏ Math XL
❏ Desmos (Graphing)
❏ Khan Academy
❏ Road Trip Nation (Career Advisory Program)
❏ News ELA (Non-fiction Literacy)
❏ Albert.io (Study skills and Advisory)
❏ Conjugemos (Spanish)
❏ Duolingo (English and Spanish)
❏ EdModo
❏ Kahoot
❏ Phet (Virtual Labs)

Our school strives to help students develop 21st-Century skills through use of devices, apps, online platforms, and guided lessons in digital citizenship. We also use technology as a means of differentiating lessons and activities for students.

Every Teacher a College Counselor

Another unique feature at EPHS is the emphasis placed on the teacher to be a college and academic counselor. DCP conducted a College Success Report in 2013 and learned from alumni that teachers were the most influential adults in their college journey.

While at most high schools, teachers teach five periods of content, at DCP they teach four periods of content and one period of Advisory. It is an expectation that they prepare for Advisory and execute lessons and coaching of individual students on the journey of self-identity and college-going identity. The teacher is the primary contact for parents in academics, with the goal of establishing a strong relationship with the families of their advisees. By the time these students are applying for colleges and financial aid, their Advisor will ideally know them well enough to provide the resources and support the families need.

Meaningful Experiences

One of our three major tenets at DCP, in addition to academic rigor and college coaching, is providing meaningful experiences for students to help them establish their identity. Especially for first generation college

students, providing opportunities from extracurricular activities to community service, to outdoor experiences, will allow them to determine how they see themselves.

To that end, DCP EPHS provides opportunities such as:

- ❏ *Family Conferences* two times a year (connect with parents closely, explain promotion requirements and status, discuss/develop school-home connection, help with summer and college planning)
- ❏ *Advisor as Counselor* and first point of contact
- ❏ *College Information Parent Nights* monthly (DCP Scholarship, A-G Education, Summer Internships and Enrichment Programs, etc.)
  School-wide themes, challenges, and events monthly (rallies, competitions, contests, assemblies, videos, and activities to strengthen school values and build culture)
- ❏ Providing *Meaningful Experiences* in addition to typical field trips or community service (guest speakers, field trips, student showcases for parents and middle-schoolers)
- ❏ All students in grades 10-11 took the PSAT in 2014 and 2015, and juniors participated in ACT prep both years as well. This year all students in grades 9-11 will take a version of the PSAT, and juniors will once again receive ACT preparation.

Student and Parent Leadership
EPHS has focused on increasing student and parent leadership at the site and district levels. The Parent Leadership Team (PLT) continues to evolve. Its current membership consists of about twelve committed parents who attend meetings regularly, but up to 30 different parents have attended at some point this year. In 2015-2016, the PLT met monthly on Thursday evenings to review facility changes, extracurricular programs, community service, fundraisers, and student socio-emotional data to develop and implement solutions. For this current year, PLT hopes to plan academic and community celebrations.

Student Performance of At-Risk Students
Repeating a Grade
Due to our rigorous promotion standards, EPHS typically has a much higher number of students asked to repeat a grade, as compared to a traditional public high school. We do have a few students who have "creative schedules" that allow them to remain on track for college eligibility without having to repeat a grade. For example, we have sophomores taking English 1 and English 2 simultaneously. Additionally, we have some students supplementing their schedule by taking online courses through the Edgenuity platform for credit recovery.

Historically, DCP's repeating students at the El Primero campus have been at tremendous risk of continuing to fail. To address this at EPHS, we are targeting our repeating students and their families with an aggressive information campaign to make sure they understand their situation and provide them with frequent progress updates and information about the academic supports available to students. Five students left ARHS last year, instead of repeating a grade.

Tutoring
We receive free math tutors from a local non-profit called Elevate Tutoring. This non-profit seeks to close the Algebra 1 college access gap for students of low socioeconomic status. These college students are well-trained and provide support in our math classes, study halls, and office hours. Santa Clara University provides similar support.

Special Education Students
DCP's college prep program is exceptionally challenging for our students with special needs. This will continue to be an area of concern due to the level of rigor required for A-G approved classes. At DCP, all of our classes are A-G approved, with the exception of Verbal Reasoning. Currently, approximately 10 percent

of our students receive special education services.

Since our WASC visit last spring, ARHS has added an additional half-time Paraprofessional to support the success of our Special Education students, bringing our total to 1.5 RSP staff. Our RSP staff can be found primarily in classrooms and routinely pull students out for small group instruction on an as-needed basis.

DCP maintains a full inclusion model of special education with two full-time resource teachers who push into classrooms to provide support for students and occasionally pull students out for extra accommodations. We are also using the RTI model, although it is new to many of our staff, and many of our students are currently in Tier 1 because they are at-risk emotionally and/or academically.

To that end, we provide:
- ❏ Embedded "office hours" (built into the school schedule to provide extra academic support)
- ❏ Girls' and boys' mentoring groups (SSCI, Advent, Washington United Youth Center)
- ❏ One part-time 1-on-1 social-emotional counselor
- ❏ Student Support Services overseen by the Assistant Principal (individual check-ins, peer mediation, restorative justice circles, and additional student support)
- ❏ Small group and 1-on-1 academic tutoring through Elevate Tutoring and Santa Clara University

Schoolwide Learner Outcomes:
EPHS students are independent learners who can collaborate with others. They can acquire, apply, and expand their knowledge of the world. Upon graduation EPHS students will demonstrate the following:

Students demonstrate *ganas* (desire, determination, and grit to see tasks through)

Students demonstrate *orgullo* (pride in the work they do, the school they are a part of, the place they come from, and the goals they have)

Students demonstrate *comunidad* (a sense of and commitment to their community, both locally and globally)

Students demonstrate *literacy* in: *college knowledge, social and cultural awareness, language and numeracy, and technology*

School Performance Indicators (based on state standards/priorities defined by LCFF):
- **Goal 1:** Students have access to state-adopted standards aligned curriculum, materials, and technology and are enrolled in courses taught by appropriately credentialed teachers (standards 1, 2, 7)
- **Goal 2:** Students will be on track to being academically prepared for college success (standards 4, 7, 8)
- **Goals 3:** School environment is safe and welcoming (standards 1, 6)
- **Goal 4:** Parents and students are engaged in a culture of college success (standards 3, 5)

Student Voice Data Summary – *YouthTruth* Feedback for Teachers Survey
YouthTruth was developed in 2008 by The Center for Effective Philanthropy, in collaboration with the Bill & Melinda Gates Foundation. Over the years, *YouthTruth* has surveyed over 400,000 students across districts and networks nationwide. Participating schools include a diverse range of traditional, charter, STEM, comprehensive, alternative, and early college schools.

YouthTruth harnesses student perceptions to help educators accelerate improvements in their schools and classrooms. Through their validated survey instruments and tailored advisory services, *YouthTruth* partners with schools, districts, states, and educational organizations to enhance learning for all students.

In 2014-15 DCP piloted two *YouthTruth* surveys: the Overall School Experience Survey and the Feedback for Teachers Survey with the goal of learning more about the student experience within the classroom as well as our school culture. After reviewing the data from both of the surveys, it was determined that the Feedback for Teachers Survey gave us comprehensive data and we have continued to administer this survey every Fall and Spring. The *YouthTruth* Feedback for Teachers Survey has been included in DCP's evaluation system since the 2015-16 school year and lives within our *Student Voice* measure.

The *YouthTruth School Report* summarizes the perceptions of students based on answers to questions on the following themes:
- Student Engagement
- Academic Rigor and Expectations
- Relevance
- Custom Relevance
- Instructional Methods
- Personal Relationships
- Classroom Culture

The following tables show a comparison of Positive Ratings* from one survey administration to the next.

Fall 2015 – Spring 2016 – Fall 2016 Comparison

Measure	Fall 2015 Positive Ratings	Spring 2016 Positive Ratings	Change	Fall 2016 Positive Ratings	Change
Student Engagement	75%	71%	-4	77%	+6
Academic Rigor & Expectations	78%	72%	-6	81%	+9
Relevance	60%	67%	+7	71%	+5
Custom Relevance	66%	69%	+3	77%	+8
Instructional Methods	74%	76%	+2	80%	+4
Personal Relationship	77%	78%	+1	82%	+4
Classroom Culture	64%	67%	+3	72%	+5

Parent Survey Data: Summary for El Primero (previously Alameda)

Students Identified the Following Priorities: (in order)
1. Ensure that students have access to a variety of classes.
2. Improve student readiness for college and career.
3. Programs to increase student achievement on state tests.

DCP Alameda Student Reponses on LCAP Priorities

■ Strongly Disagree   ■ Disagree   ■ I Don't Know   ■ Agree   ■ Strongly Agree

	DPC students Achieving Academic Success	DCP students are prepared for college and career	I have access to all the courses I need to be on track for success in college
Strongly Agree	17.3%	19.1%	23.0%
Agree	46.9%	43.6%	55.2%
I Don't Know	30.1%	29.9%	11.0%
Disagree	3.9%	5.7%	7.8%
Strongly Disagree	2.7%	1.8%	3.0%
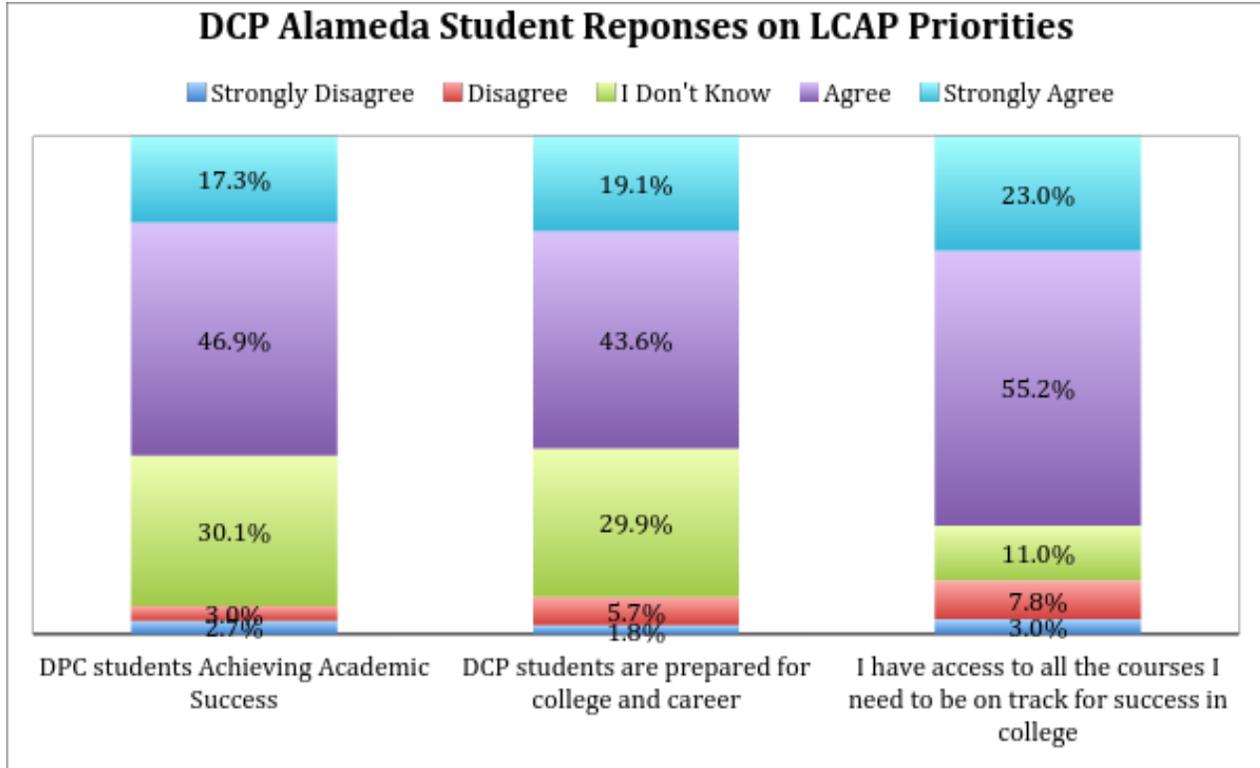
Parents Identified the Following Priorities: (in order)
1. Programs to increase student achievement on state tests.*
2. Ensure that all classes are challenging and use the appropriate curriculum.
3. Improve student readiness for college and career.*
4. Ensure that students have access to a variety of classes. * (Note: Only 0.4% difference separated priority 3 & 4 on parent surveys.)

* Also identified by students as a top priority.

Conclusions:
Parent and student survey data generally indicate positive perceptions of current DCP performance in all of the identified priority areas. Instead of identifying areas of concern, the priority areas reinforce the mission of DCP. All of the areas suggest a continued emphasis on college and career success.

In order to be well-prepared for college, students must have access to the necessary course work and have demonstrated academic competencies on standardized tests.

The survey and performance data suggests that while our students continue to outperform their counterparts and comprehensive high schools (and even most similar charter schools), we still have progress to make toward our LCAP goals and our overall mission to prepare all students to thrive at a four-year university. We are trending in the right direction for attendance, suspension, and expulsion rates. However, we have noted a stagnation or even dip in GPA and graduation data, and we predict this trend will continue for this year's senior cohort, especially regarding college acceptance. There are many factors contributing to this, some student-related and some staff-related. As a leadership team, our initial points of concern at this stage of the analysis stem from the trends we are seeing in the demographic and performance data:
● Our graduation rates have dipped slightly, and we are projecting that trend will continue along with a dip in test scores based on what we know about the current cohort of seniors.

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- Our students need to be more competitive candidates when applying to colleges and scholarships, which means we need to provide more opportunities for them (more variety of course offerings, stronger curriculum tied to real-world learning, career training, college readiness, enrichment activities or placements, extracurricular activities, and service learning).
- Our Special Ed population is trending upward, as is our retention of that demographic of our student body.
- We have faced a high turnover problem with staff and students alike. Although this has stabilized a bit this year, we want to develop systems/plans to ensure we are meaningfully addressing the issue.
- In general, we are concerned about the rigor, standards-alignment, and research-based development of our curriculum and instruction, especially given the shifting demographic of our teachers (trending toward first-year, non-credentialed).

Based on these trends and predicted areas of critical student learning needs, we have the following questions to pose to our focus groups:
- What can we do to attract and retain highly qualified educators to DCP?
- To what degree are we providing meaningful, effective, data driven interventions and supports for our struggling students?
- To what degree will we be able to continue serving our SPED population sufficiently?
- What more will we need to do to train our teachers to develop rigorous, standards-based, research-based curriculum?
- What are our student learning outcomes and how is our programming and curriculum mapped to them (or how can we do this work)?

Chapter III: Self-Study Findings

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
While we know we collect data (demographic, attendance, test scores, LCAP), and our mission is clear and directly addresses the needs of our students, we are concerned about how frequently data is reviewed and vision is adjusted. For example, recent grade distribution reflects freshmen failure (over half the class in math and literacy especially), yet we don't have a plan in place to address those needs. Again, the mission is clear, but the vision for achieving this mission is not reflected in current school-wide student learning objectives. Courses, programs, and support systems are therefore not mapped to these learning objectives in a meaningful way that ensures all students needs are being met (whether for intervention, remediation, acceleration, or enrichment).	Placement tests CELDT CAASPP Demographic Data LCAP Grade Distribution Course offerings (master schedule) Curriculum maps

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
Vision, mission and learner outcomes are communicated to staff, but a process for refinement and development is not observed.	Calendar of professional development, including new teacher training

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
1) Donors financially support our mission of 1st Generation Students to and through College. 2) Alumni speak of vision and mission to fundraisers and raised over a hundred thousand dollars. 3) Admin participate Leadership Team Meetings with parents 4) Monthly Classroom and School newsletters are shared to parents 5) Our website was created to communicate to the community which shares our vision, mission and student learner outcomes. Also includes statistical data.	LCAP data 1) Business Community 2) Teacher, Alumni and Parent Testimony 3) Ongoing Monthly Parent Meetings 4) Parent Communication 5) Website Communication

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
1. The role of the ABF Board of Directors is clearly set forth in the ABF's by-laws as well as in each school's Charter. 2. The ABF Board consists of directors from a variety of professional and academic backgrounds. DCP has also contracted with additional service providers and DCP set up a supporting organization in response to the critical need for stable facilities with expertise in construction, real estate acquisition and financing. 3. DCP's Executive Director or a designee acts as the conduit between the Board and the Charter School administration. The Board meets monthly and reviews reports on academic achievement, facilities, staffing, etc. and reviews and approves the LCAPs and school budgets. 4. The Board also has several subcommittees, which collaborate with Charter School staff and community members around particular mission-critical initiatives. 5. The roles of the Executive Director and the School Principal are set forth in the Charter. 6. The Board delegates its duties to the executive team (Executive Director, Chief Achievement Officer, Chief Operating Officer and Controller) with the exception of budget approval or revision, LCAP approval, approval of the fiscal and performance audits and of policies.	By-Laws Charter Board Biographies Sample Board Meeting Agendas LCAP Presentations to Board from David? Audited Financial Statements Executive Team Job Descriptions & Bios Principal Job Description

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
1. DCP has a still developing new technology proposal, review & approval process for exploring and adding new instructional technologies. 2. The governing board has adopted a clear and effective Student Use of Technology Policy and Acceptable Use Agreement, which is published as part of the student handbook. 3. At El Primero, we use Go Guardian as the web filter for Chromebooks to block adult content, pornography, nudity and other offensive categories. We do not permit any "workaround" or authentication. 4. Any request for a change to either block or unblock a site goes through a process involving the Central Office leadership.	Tech Proposals policy and process Student Use of Technology Policy E-Rate CIPA Compliance Certification

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
Teachers feel very removed from operations of the board members and some staff from our central office, as there are few/no opportunities for interaction in training, professional development, or staff meetings.	PD and meeting agendas (new teacher training to now)
Teachers do understand the roles and responsibilities of teachers but not so much with the central office staff (particularly the directors).	Staff handbook (org chart)

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff, students are engaged in the governance of 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
Parent participation was high during site fight, but has dropped off since. Parents do still participate in each of the following: 1) School Site Council (3 parents, teachers, students monthly) 2) ELAC (about 20 parents and admin monthly) 3) Parent Leadership Team (about 20 parents monthly) 4) Leadership and ASB meet multiple times per month	1) SSC minutes/agendas 2) ELAC minutes/agendas 3) PLT minutes/agendas 4) ASB and Leadership agendas and minutes

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
The DCP board conducts an annual review and approval of the LCAP, including a review of LCAP goals and outcomes (linked to the Eight State Priorities) and a review of student performance. The board also receives an annual report regarding DCP college-going key metrics from the Director of College Success. These indicators include the percentage of seniors completing A-G courses, percent of students that apply to UC/CSU, percent of students that attend UC/CSU, and average ACT score and GPA of senior class. In addition, there is a standing item on DCP Board meeting agendas for the Chief Achievement Officer to report on the academic program. DCP also conducts an annual, independent audit, and those results are reviewed annually by the DCP board.	DCP Board Agendas

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
DCP has clear complaint policies that are communicated to employees in the Employee Handbook and to families in the	Employee Handbook (see complaint policy)

Student & Family Handbook. Some stakeholders are aware of the policies and related complaint processes, and some parents and some staff members are still not familiar with the complaint process. The DCP Board of Directors has also designated Compliance Officers to receive and investigate complaints and to ensure DCP's compliance with law. The Executive Director provides annual written notification of DCP's Complaint Procedures to all constituents and makes available copies of DCP's Complaint Procedures free of charge by publishing them in the handbooks. However, there needs to be more socialization and visibility of the policies and related processes.	Parent/Student Handbook Announcements during staff orientation in August

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
We feel this is a major area of growth, as we communicate in a more reactive way to issues that arise, but we do not have cycles of continuous improvement and strategic planning that involve teachers as well as analysis of data.	None

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
1) Unstructured time, no objectives and only conferring occurs during this College Readiness Course. No curriculum alignment. Monitoring does not occur since there is no "Advisory Lead." 2) GPA Calculators determine college readiness and college bound students based on A-G courses.	1) Advisory curriculum maps/lesson plans 2) Graduation data/reports

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
1) Compensation Council formed to include teachers in decision making. Teachers lead the group related to teacher compensation. 2) Staff Surveys ask for staff input and feedback 3) Teacher/admin committees formed to address issues that arise 4) Advisory Council formed to include teachers in decision-making 6) Could do more to include staff in decision-making process, beginning with sharing and analyzing data	1) Teacher Comp Agendas 2) Year-end teacher surveys from David Herrera; Wednesday surveys from last year 3) Meeting minutes for bell schedule input, uniform input, tardies, etc. 4) Agendas and minutes from "Advisory Council"

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
Teacher's use e-mail or telephone to communicate internally, Google Drive for planning, and a system (through Admin) to resolve differences. To assist with conflict resolution, DCP also has internal complaint procedures as published in the Employee Handbook. HR department and managers work together to resolve any differences as needed.	Lobo Logs SPED emails Collaboration time (PD) Employee Handbook

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
Qualifications: DCP does extensive searches and thorough interviewing processes that include site visits and panel interviews with various DCP stakeholders. We have also benchmarked teacher salaries and improved benefits in order to be more competitive with surrounding Districts and charter schools. This past year, when we were not able to find credentialed teachers for some of our positions, we started the process of finding candidates that we needed to get emergency permits for following California Commision on Teacher Credentialing (CTC) guidelines. To support the teachers, we have increased the number of instructional coaches in content areas such as Math and English. **Preparation & Training:** Directors, site admin, and teachers collaborate to have frequent professional development that includes curriculum and instruction, classroom management strategies, and operational strategies. Another essential area of focus for professional development at DCP is the teaching and studying of strategies for relating and working alongside one another and how to resolve conflicts that may threaten DCP's culture.	Charter PD Calendar HR data on credentials and experience Instructional coaches list Teacher job description PD Overview

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
1) We have scheduled and delivered differentiated teacher/staff programs for professional development 2) We find and pay for outside workshops for teachers and staff to attend for professional experience 3) Teachers could benefit from more preparation	1) Tovani and Bennett cohort 2) AP conferences, Stanford World Language Project, CSU and UC conferences, AP conference, food/health training for lunch staff

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
Teachers receive a handbook when they are on boarded. However, there is no defined roll-out process nor accountability/follow-up beyond that (teachers rate clarity as a "5" on a scale of 1-10). Teacher feel unclear on policies.	1. Staff handbook, summer PD 2. Student handbook

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
The cohort working with Cris Tovani and Sam Bennett receives a great deal professional development (humanities), and the math teachers have a solid coaching plan in place	PD calendars and agendas Workshops attended PowerSchool training

this year. More is needed for other departments/teachers. The operations staff feels supported and well trained by director of operations.	Lunch training

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
Teachers implementing Edgenuity received training on software (Summer School).	

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
1) Teachers are formally and informally evaluated throughout the school year, but they desire more frequent observations and evaluations. 2) Teachers are also evaluated based on student voice, and they feel it would be more beneficial to survey students more frequently	1) TeachBoost Evidence, check-in calendars 2) YouthTruth calendar and survey data

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
Teachers are directed to the Edgenuity Director/Help line to solve problems or ask questions.	

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
Teachers are not familiar with the LCAP data nor SPSA (plan), other than those who serve on the School Site Council.	School Site Council agendas, budget, and admin meeting agendas
Teachers have a say in allocating funds to meet students' needs via submitting budgets annually.	Budgets

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 develop an annual budget before the school year. But administration does not have an actual balance on a regular basis. DCP's Central Office Accounting department consists of a full-time Controller, a Senior Accountant, and an Accounts Payable/Cash Management Clerk. The Accounting department's primary responsibilities are to establish and implement policies and procedures in order to maintain strong internal controls throughout the organization, provide accurate financial data, and prepare reliable financial reports.	

The Accounting department works closely with each school sites School Operations Manager and their staff to ensure the safe handling of assets and compliance with policies and procedures. Independent auditors evaluate DCP's internal controls annually.	

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
This year the school is in a transitional facility while the long-term new facility is under construction, which has created challenges to maintaining the learning environment: 1. Our food services seem inadequate this year to meet the educational health needs of our students. 2. Student behavior/interaction struggles at the start of the year due to lack of outdoor space, play space, sitting/eating space. 3. Only about 135 students (out of 375) eat daily.	Food service data Referral/discipline data

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
There is not a policy for how often textbooks or other instructional materials can be updated or renewed. DCP provides student devices in almost every classroom, classroom technology such as projectors & Apple TVs as well as teacher laptops. Technology replacements or new purchases are made every Summer through Central Office.	

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
1. We have a hiring process, including attending job fairs, and we invest in online search engines such as Edjoin. 2. Professional Development is offered to all staff throughout the school year, we have contracted with the Silicon Valley New Teacher Project, and we have employed instructional coaches for English and math. 3. Admin has regular check ins with staff to provide ongoing nurturing, professional development, coaching & guidance. 4. Admin do regular informal and formal observations. 5. We could do more to build up a connection and pipeline with university credentialing programs (particularly Santa Clara University, San Jose State, National University, and Saint Mary's College).	Edjoin postings Job Fair attendance PD Calendar Department Budgets Admin check-in logs Admin observations are recorded on TeachBoost

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
As a school of choice with a clear mission to serve students who will be the first in their families to go to college, DCP resources focus on our target student and mission of college-completion. The LCAP development process supports the Eight State Priorities while also supporting the DCP mission, as evidenced by the LCAP goal 2) Students will be on track to being academically prepared for college success and 4) Parents and students are engaged in a culture of college success.	LCAP Documentation

A6.   Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
The admin team (site and CMO level) frequently request input from stakeholders via surveys and invite them to meetings: Board of Directors meetings (monthly); Central Office (regularly); School Site Council (monthly); Staff (occasionally or when needed for projects); Parents (occasionally in monthly parent meetings)	Board agendas (and possibly other agendas from SSC, staff meetings, parent meetings)

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
We have internal and external audits at the central office level, but do not currently have systems in place for site-level audits (other than randomly by the principal/admin). **Budget and Finance** In compliance with *Education Code §47604.33,* DCP prepares and submits the following reports each year to their Authorizing Agent and the Santa Clara County Office of Education: Adopted Budget (by June 30), Unaudited Actuals (by September 15), 1st Interim (by December 15), and 2nd Interim (by March 15). Report formats include: Signed Certification, Multi-Year Projections with supporting Assumptions, Attendance Summary, Local Control Funding Formula (LCFF) calculations, Balance Sheets, Cash-flow Projections, Debt Multi-Year Commitment Schedule.	Auditing calendar and paperwork

Audit An annual independent audit is required by *Education Code §47605(m).* In addition, DCP is required to submit copies of the annual independent audit report each fiscal year to their Authorizing Agent, the Santa Clara County Office of Education (SCCOE), the State Controller, and the California Department of Education (CDE) by December 15. For each of the past 9 years, DCP has had no findings in their Audit Report.	

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
There could be more oversight to assure that personnel follow fiscal policies and procedures, since the budget process only goes through the Principal. DCP's Accounting Manual contains policies, procedures and internal controls that are in compliance with Generally Accepted Accounting Principles (GAAP), state laws, and ethical standards. Services related to vendor payments, payroll processing, bank reconciliations, deposits, withdrawals, access to funds, and most contractual obligations are provided by the organization's Central Office staff. The Central Office staff works closely with the school site employees to follow documented policies and procedures to ensure proper approvals are in place and assets are protected. Independent auditors evaluate DCP's internal controls annually.	Budget proposal emails and spreadsheets

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
We have a process in place to create our budget, but not to monitor it (other than principal). DCP has a "bottoms-up" approach to budgeting that involves school site leaders and departments. The process begins with the Accounting department providing budget templates, prior year budget to actual comparisons, and current year to date budget to actual comparisons to Principals and other key stakeholders. The Principals will involve the staff and parent community in establishing budget priorities and discussing how to best allocate fiscal resources. The Principals then provide a draft budget to Management. The Finance Committee is responsible for recommending adoption of the budget to the full Board. During the year, the Finance Committee monitors the budget against actual spending through reports provided by Management. Any under or over spending is analyzed and its impact on the overall budget and cash position is explained. The Finance Committee and the Management team keep the Board informed and aware of the financial status of the school and the organization as a whole.	Budget proposal emails and spreadsheets

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
Compensation is not yet comparable to similar district positions; however, it will be after the rollout of the new compensation plan. Also, DCP does offer professional development stipends.	Salary schedule Stipend chart

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
None	None

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
Executive Director and recruitment and PR team have a method for informing public of needs	Executive Director's event calendar (fundraising meetings, events, etc.) DCP website and newsletters

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)

While communication, transparency, and collaboration were areas of growth in the last report, but much progress has been made in this area. However, we want to make sure we are maintaining this practice as we go forward and work on areas. Staff also feels generally supported in professional development and included in decision-making; however, we still need to develop a better plan for continuous school improvement. We also need to continue working on teacher recruitment, development, and retention.

Prioritize the strengths and areas for growth for Category A.

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

- Progress has been made regarding communication and transparency as well as decision-making. Teachers feel very supported by administrators, which is a huge area of growth.
- Vision, mission and learner outcomes are communicated to staff.
- Vision, mission are clear and all constituents know them.
- We are interested in school improvement.

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

- Decisions are not research-based (evidence-based) or tied to a long-term strategic plan regarding organization, governance, budget, planning, and allocation of resources. We have random acts of improvement--not 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.
- Grade distribution reflects freshmen failure (over half the class in math and literacy especially); kids needs are not being met (need for stronger, more intentional freshman and new-student induction, as well as more support classes for freshmen)
- Lack of teacher pipelines/induction/training/support (EPHS needs to develop a plan for recruiting, onboarding, developing, and supervising teachers)
- Parents participate in each of the following, but participation could (and should) be higher, not just tied to a specific incident or need (like the site fight)
- Need to develop more accountability for implementation (especially for allocation of funds)

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 effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
1. El Primero organizes staff professional development every Wednesday. During these meetings admin shares excerpts from current educational research, including the text *What Do They Really Know?*, by Cris Tovani. PD meetings have also included presentations by the organization's College Success Team, to develop advisory curriculum based on the American School Counselor Association Students Standards, as well as the College Board Schools Advisory Program Goals. Professional development meetings also include the sharing of best practices around student engagement and restorative justice techniques. At least once a month, departments are given time to meet and discuss alignment, common rubrics, best practices, etc. 2. DCP has partnered with educational researchers, Cris Tovani and Sam Bennett, who visit every other month. Their professional development program includes classroom observations, model teaching, reflections, discussions, supported planning time, and reading/analysis of current educational research. DCP has organized a "cohort" of humanities teachers grades 5-12 to ensure our students are receiving vertically aligned, research-based curriculum. 3. This year, DCP provided extensive summer professional development for new and returning teachers, including time to read research to support	PD calendars/agendas Instructional Coaches list Budget for professional development Master schedule Budget for professional development UC/CSU workshops/curriculum DCP Pedagogical Framework Albert.io - Spanish, APUSH (differentiation) ERWC Curriculum

our learning target outcomes and plan units for the first semester, understand culture and norms that are valued within the organization, practice implementing the workshop model within classes at DCP, understand restorative justice models and the implementation of DCP culture within the curriculum.

4. This year, El Primero has hired two part time instructional coaches (math and English). Both coaches work under the guidance of the organization's Director of Instructional Development, who has developed a researched-based pedagogical framework, as well as strategic priorities for the organization. The coaches support teachers toward our DCP pedagogy, which greatly values student-centered, workshop-based learning in all classrooms.

5. All Math teachers attended the CMC North conference annually for the past few years.

6. Teachers teaching AP courses attend annual AP trainings, and admin attends AP main conference.

7. The Advisory program is driven by the goal of preparing students to thrive in a 4-year university. The college success team and a senior advisor also attended the CSU conference in Oakland this year to ensure that the students are getting the latest educational research around the CSU college application process.

8. The college guidance counselors attend workshops and trainings (both locally and nationally) on an annual basis to ensure that students and staff are receiving the current information about college guidance policies and practices. The College Guidance Counselor meets with 12th grade teacher advisors on a weekly basis to review curriculum, best practices, and data. Additionally, teachers are invited to attend CSU and UC workshops to learn about strategies and understand student college readiness data.

9. Albert.io. is an interactive differentiated online resource for APUSH students to engage with stimulus based questions to help students prepare for the AP exam. Adopted by APUSH in 2015 and AP Spanish in 2016.

10. The Expository Reading and Writing Course (ERWC) is modified from time to time by the creators of the program to ensure the latest educational research in the curricular fields of study. The ERWC online resources include teacher and student learning

modules, discussion boards, shared teacher resources, student writing samples, related articles, and instructional videos all of which enhance the student learning experience. Grades 11 and 12 English teachers are using this curriculum (12th grade since 2013).	

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
1. All teachers are expected to submit their year long curriculum maps to administration before the start of the year. Most teachers, at the very least, include the essential questions, state standards and formative and summative assessments included for each unit over the course of the school year. 2. The "College Success Framework" was developed in 2014 to map out the services and strategic domains needed to develop college-going culture at DCP. The six major program areas included academic coursework, Advisory, counseling (socioemotional, college, and career), enrichment, and family engagement, and alumni services. Across these programs, we have adopted three strategic domains to incorporate into our programs: academic knowledge, college knowledge, and self-knowledge. This overarching framework allows us to build out a model that engages students across academic and non-academic experiences necessary for to build college-going mindsets. The Director of College Success also developed a College Success Learning Outcomes for grades 9-11 in 2015 that identifies learning outcomes by grade level based on research from researches such as David Conley, Mandy Savitz-Romer, and Suzanne M. Bouffard. A "College Success Student Assessment" was also created to help teachers understand the college-going mindsets	1. Curriculum Maps 2. College Success Framework 3. Submission of AP syllabi to College Board 4. GPA matrix/graduation requirements 5. Advisory framework 6. UC course approval submission/process 7. Science Labs

of their students across the three strategic domains. A self-assessment survey was created and administered for students to support teachers in their conferencing with students.

3. Each AP course is submitted for audit annually to the College Board, including syllabus submission.

4. All advisors are given Matrix GPA calculators for their advisees. Students are then strategically advised on their current progress towards promotion and satisfying the basic requirements of admittance to a 4 year university. They are also instructed as to what their ideal courses and grades should be moving forward.

5. The Advisory Curriculum Map was developed in 2016 to: 1) Provide teachers with curricular resources to support their advisory program; 2) Provide curriculum articulation across grade levels; 3) Align the curriculum to our College Success Framework; and 4) Align recommended lessons and activities with the American School Counselor Association (ASCA) National Standards to support school counselors in the academic, personal/social and career development for students. The college counselors have adopted the use of College Board School Advisory Session Guides, online curriculum mapped out by grade level that is aligned with ASCA standards and is sensitive to the needs of first-generation students. The Advisory Council was formed with a teacher lead, administrators, and college counselors to review the curriculum on a quarterly basis.

6. All courses we offer go through the UC A-G submission process. Teachers offering new courses are asked to complete the process, to ensure that their class is A-G approved. Almost all courses taken for academic credit have been A-G approved.

7. For the 2015-2016 School year, El Primero has provided both traditional and inquiry-based labs for Biology, Chemistry, and Physics including microscope labs, dissection, use of high school-appropriate Chemistry lab equipment, and PASCO equipment labs in Physics. Because of the school transition for the 2016-2017 year, there is not sufficient space to perform these experiments nor are the current classroom spaces approved for chemical storage. Labs have mostly been done virtually or through teacher-led demos instead of through student-guided labs.

Findings	Supporting Evidence
1. For Summer School 2016, we began using the Edgenuity online curriculum for content delivery (all A-G approved courses). Our sister school, DCP Alum Rock High School, had been using it during the previous school year, to supplement teacher curriculum. However, during Summer School, we used it as more of a "supervised Independent Studies" model, in which Edgenuity provided all of the content, and Summer School teachers provided guidance and academic support as needed. 2. While some students struggled with the online coursework and independent learning aspects of Edgenuity, others excelled, including some students that had been previously unsuccessful in more traditional learning environments. We decided to continue our experiment with Edgenuity for the 2016-2017 school year. During the second semester, we decided to have an administrator check in with students regularly to monitor their progress and provide assistance as needed. 3. Some English, Spanish, and Social Science teachers use the online program, Newsela, which provides a database of contemporary articles in a variety of topics. Each article in the is offered at several different lexile levels. This program has allowed teachers to provide reading differentiation while still holding all students accountable for knowing the content. Teachers are also able to get immediate, formative feedback from the program, as students are must complete a 4-question reading quiz post-reading. 4. Albert.io. is an interactive, differentiated online resource for students to engage with stimulus-based questions to prepare for the AP exam. Adopted by APUSH in 2015 and AP Spanish in 2016.	1. Summer school 2016 2. Edgenuity/independent studies courses 3. Newsela (online platform) 4. Albert.io (online program)

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.

<mark>**B1.3. Prompt**: *Evaluate the extent to which there is congruence or consistency between the actual*</mark>

concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
1. While all course curriculum maps include the academic standards that teachers plan to teach during each unit, El Primero staff must continue to work on incorporating schoolwide learner outcomes into curriculum. Additionally, nearly all teachers can continue to work on integrating the Common Core college and career readiness standards into curriculum maps.	Curriculum maps College Success framework and curriculum College placements ACT results AP test results CAASPP results Schoolwide learner outcomes English Department Vertical Alignment Summerbridge plan for incoming Freshmen
2.The Director of College Success and Director of Instructional Development collaborated in 2014-15 to develop tools that align college guidance and content area differentiated support for students. We created an Advisory Conferring tool that maps out the strategies to engage students in content area instruction with the academic, college, and socio-emotional mindsets in the advisory program. The tool has been used to ensure that we are using the same language of planning, conferencing, and student engagement.	
3. Based on data from college acceptances, ACT scores, AP test results, and CAASPP data, our students are performing better than many of their counterparts at other schools, but still are underachieving. Because of a lack of curriculum maps or internal standardized assessments that are mapped to learner outcomes, CCSS, or college/career-readiness standards, this is a huge area of growth for EPHS, as we could be doing more to ensure our students are prepared for success for entrance to college as well as success within college and beyond.	
4. While El Primero has made several attempts at developing schoolwide learner outcomes, we have not been successful in fully developing the outcomes, nor have we successfully implemented them on a school wide front. This remains a true area of growth.	
5. This year, the English department is working on aligning Common Core rubrics for formal writing assignments.	
6. "Summerbridge" is a 3-week transition program for incoming 9th grade students that is coordinated by the College Guidance Counselor, designed to prepare students to be part of the school community and develop academic	

mindsets. It included math and ELA assessment, team-building challenges, assemblies, and college visits.	

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
1. We are at the beginning stages of a partnership with the Silicon Valley Career Technical Education center (SVCTE), which allows us to offer CTE coursework that otherwise would be impossible for a school our size. Next year will be our first implementation with a true cohort of students. 2. PhET is a free and online interactive science and math lab resource produced by the University of Colorado. The Chemistry and Physics classes used these virtual labs extensively in the 2015-2016 and 2016-2017 school year especially with the given lack of science lab spaces. In addition to the students manipulating the variables, they have to either mathematically or through language skills explain the processes through guided labs. 3. As the same teacher has been teaching Physics and Precalc/AP Calc, there has been a lot of alignment of those courses. Precalc curriculum was arranged so that students learn the essential math they need for Physics before it comes up in Physics class. AP Calc is also aligned so that when students learn concepts in Physics, they learn the Math behind it in AP Calc, and then apply the concepts again in AP Calc. Many AP Calc concepts are taught in the context of Physics. 4. Over the course of the 2015-16 and 2014-2015 school years, the sophomore English course and World History course were greatly integrated. Students completed several joint projects, which included the reading of several historical novels and writing historical analysis essays. The courses also collaborated in an inquiry based research project, whereby students created their own research question, conducted independent research, wrote a report and	1. SVCTE courses 2. Phet labs 3. Physics/PC/AP Calc curriculum maps 4. English/History integration (Curriculum Maps)

presented their research to community members. With the move into the new building next year, we will have four team teaching classrooms to fill, and we are considering having these be cross-curricular.	

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
1. The Alumni Success Counselor supports the transition of every senior class starting in the spring of senior year through fall enrollment at a two or four year institution. This person partners with local community college support programs to ensure that students are testing in the right coursework and enrolling in support programs designed to support first-generation, low-income students. Every graduating class receives support through summer enrollment deadlines and course placements for fall enrollment. Every fall, the alumni counselor visits local alumni at San Jose State, San Jose City College, De Anza College, Evergreen Valley College, UC Merced, and CSU Stanislaus. The counselor collects persistence data from each alumni class from year one to year two to support college guidance counselors around matching students with the appropriate colleges and coursework. 2.In the 2014-15 academic year, DCP opened its second middle school, DCP El Camino Middle School, in San Jose Unified School District to increase the percentage of students feeding from a DCP academic model into the 9th-12th grades at DCP El Primero. This 2016-17 academic year, will be the first year the DCP El Camino will promote it's first 8th grade class. We expect that more than 80% of these 8th graders will feed into the 9th grade program at DCP El Primero. The administrators collaborate around common academic practices, campus visits, academic and enrichment activities, and coursework. 3. We are at the beginning stages of a partnership with the Silicon Valley Career Technical Education center (SVCTE), which allows us to offer CTE coursework that otherwise would be impossible for a school our size. Next year will be our first implementation with a true cohort of students. So far, our participating "test case" student is performing very well and providing us with a useful amount of data regarding her	1. Alumni counselor 2. DCP El Camino (middle school student pipeline) 3. SVCTE Courses 4. Math articulation meetings (curriculum alignment) 5. English articulation with MS 6. Math Placement Policy 7. College meetings about admission requirements 8. CSU/UC conferences for advisory teachers and college counselor

experience.

4. DCP's math departments arranges a time to meet to organize, support and receive feedback on curriculums. During this time we are also able to plan units, projects, and assignments ahead of time.   The Math Lead created curriculum guides that integrate vertically both internally, and with feeder schools, ensuring that all classes prepare students with the skills needed for college success.

5. DCP's middle school English teachers and El Primero's teachers held a meeting at the beginning of the school year to discuss each grade level's expectations, so that students will be adequately prepared to manage college prep coursework upon their arrival to the high school. Teachers Currently each site's teachers are working on creating a vertically aligned curriculum map (grades 5-12), to ensure we are providing students the most rigorous learning experiences possible.

6. A Math Placement Policy was implemented at the beginning of 2016-2017 (and a revision was adopted as of February 2017) that clarifies how students are placed into Math classes from 8th to 9th grades, and provides a summer acceleration path for eligible incoming 9th graders.

7. The College Guidance Counselor meets with all seniors at the beginning of the school year to determine eligibility status. The counselor explains what opportunities the student has based on the student's eligibility status. The counselor and the student review the GPA matrix to help student further understand eligibility status. The principal and counselor work collaboratively to notify the student if he/she is in danger of appealing graduation based on college eligibility status and A-G completion.

8. (See #10 in B1.1)

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
1. El Primero has expanded course offerings significantly this year to include Digital Art, Theater, Anthropology, Latin American Studies/Law and Criminal Justice, World Geography and AP Calculus. This, however, continues to be an area of growth for our school. Next year, we hope to offer Psychology, expand our AP offerings and potentially expand our Theater program. Our school will also continue to expand course offerings through our SVCTE partnership. It is through this partnership especially, that students will have the option to access more pre-technical training, and career exploration courses. 2. In our Senior level ERWC course, students have a career exploration unit, during which they learn about various careers, and the necessary factors one might consider in choosing a career. The unit culminates in a career research project, where students learn about the specifics of a career of their choosing. 3. During the second semester of every school year, administration creates a survey for all students to complete. The survey asks students what new courses they would like to see for the following year, what AP courses they would be interested in taking, and what electives interest them. Administration uses the data to adjust course offerings to best suit student interests. The surveys are also used to place students into classes that interest them most.	1. Master Schedule 2. ERWC (career exploration) 3. Surveys at end of year to ask for elective choices. 4. ACT prep class 5. College counseling 6. Alumni counseling 7. SVCTE courses 8. Acceleration plans for students entering 9th grade in Alg1 to take AP Calc 9. PSAT Preparation (9-11) 10. Retention/Promotion meetings 11. SPED/RSP (IEPs, 504s, modified grades/courses) 12. Graduation appeal process 13. College Counselor Parent 1-1 meetings 14. Enrichment Programs 15. AP courses "open enrollment"

4. ACT prep classes have been offered and taught by teachers since the 2013-2014 school year. The prep class also offers two full-length practice tests that occur on Saturday mornings before they take the ACT in April.

5. There are specific strategies that we implement to help students understand their academic standing and college options. This is the third year that we also implemented the PSAT for all grades 9-11. While we have not had a formal process for reviewing and understanding scores, students will receive focused guidance on how their scores reflect their college eligibility combined with the GPA. Lastly, we have continued our tradition of organizing grade-level-specific, multi-day college tours throughout California. This year we have also partnered with the Ivy League Project that helps underrepresented students experience East Coast schools.

6.The alumni counselor remains available to students through college completion, tracking persistence and academic challenges that students face that may influence whether they have to transfer out of an institution. We are looking to find additional programs at each institution to support our student's career exploration.

7. We are at the beginning stages of a partnership with the Silicon Valley Career Technical Education center (SVCTE), which allows us to offer CTE coursework that otherwise would be impossible for a school our size.

8. Our AP courses are (and will continue to be, even as we expand the offerings) "open enrollment."

10. After the first semester, a "Promotion Progress Report" is sent home to parents, indicating whether or not their student is on track to promoting to the next year. (These letters are in addition to the progress reports that are sent home every 6 weeks.) If they are not "on-track", the letter explains what steps must be made for the student to get back on track. Administration holds family meetings for students who are in danger of being held back. Administration goes over the various options for that student, and explains how each pathway will have an impact on the student's overall college eligibility. Administration, the student and their family members collectively come to a consensus during these meetings regarding the overall best pathway for that individual student.

11. DCP's Special Education program supports students with their exploration of college and/or career interests that they would like to pursue after high school, using an array of transitional assessments to help students develop their awareness of self and interest in college and potential careers. Students are active participants in their Individualized Education Plans (IEP). DCP has also developed partnerships with vocational schools, where some of our students with disabilities are pursuing vocational courses.

12. As a College Prep school, our graduation requirements are tied to the college entry requirements for California State Universities. An additional graduation requirement is that all students apply and be accepted to a 4 year university. Our program also provides the opportunity for students to request a Graduation Appeal, in the event that they are missing one or more graduation requirements. It is Downtown College Prep's mission to ensure that our students have the skills and opportunity to thrive at a university.

13. 12th grade students and their families receive a comprehensive postsecondary guidance program that includes monthly parent workshops, application guidance and support, and family decision meetings.

14. We hired a now full-time, Career Exploration Coordinator to support students at all of our campuses. The coordinator has expanded our partnerships with regional and national enrichment programs with the goal of providing students with career and academic exploration opportunities in the summer months. We will now begin extending this work down into the DCP middle schools.

Accessibility of All Students to Curriculum

B2.2. Indicator: A 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
1. While many of our classes provide real-world learning assignments or experiences (such as economics, law/criminal justice, physics, English), we could still do more to better train our teachers and guide their planning toward alignment with real-world applications and CCSS. 2. Many classes provide field-trip learning opportunities, but we could again do a more intentional job of planning this out across curricular areas, especially in consideration of student learning/graduation outcomes we are working to develop. 3. Mock Trial was offered as class for the 2013-2014, 2014-2015, and 2015-2016 school years, with the help of two lawyer coaches and a teacher coach. For the 2016-2017 year, scheduling constraints from the school move resulted in the team disbanding, but we are planning to bring it back. 4. All of our AP Courses are "open enrollment", allowing for all students to have access to the rigorous AP curriculum, regardless of previous academic history. 5. Our Career Exploration Coordinator works with advisors to identify students to participate in enrichment programs, and she identifies workshops, internships, and field trips that students may participate in. Teachers also work with the coordinator with trips related to their content area. This is a major strength we will continue expanding.	1. Curriculum Maps 2. Field Trips 3. Mock Trial 4. Open Enrollment for AP classes 5. Enrichment Programs (Kelly Neal)

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
1. Several students are enrolled in Edgenuity courses, to make up necessary coursework. All of these courses are A-G approved and allow students to recover credits at their own speed. We will continue expanding these offerings, but only as long as it is what's best for student learning.	1. Edgenuity is open to most repeating students and some accelerating (A-G approved)

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
1. This Fall, advisors met with student's parents to assess student's academic progress via family conferences. Advisors were able to create a relationship between parents, advisees and themselves early in the year to set expectations and methods of contact. This has been an area of growth previously, so we will continue to develop. 2. Two teachers piloted an ILP program with 9th graders last year, meeting with all students at least once each grading period to evaluate grades, revisit previous goals, and set new goals. This was interrupted due to movement of students and creation of a Math Lab in place of Advisory. 3. (See B2.1 #13) 4. The Special Education team is committed to ensuring students are leading conversations about their personal learning plans and their post-secondary goals, which is a recent development. We have also broadened our program to support students with exploring alternative opportunities to pursue after high school, so the IEP team supports the student in building a plan around what they wish to pursue after high school, whether that be community college, vocational school, the military, or even the workforce. 5. Students who demonstrate that they need support with regards to their behavior at school create "Behavior Agreements" during a meeting with Administration, during which admin expresses concerns with regards to the student's behavior, and the student expresses their perspective on supports they need. Parents are either present at the meeting, or are informed afterwards. Ultimately, the agreements serve to support students in their learning and help students maximize the time they spend in their classes. The agreement is the result of collaboration between all involved stakeholders.	1. Family conferences 2. Attempt at ILPs last year (Meyerson and Dagan did) 3. Meetings with parents and college counselor 4. SPED/RSP (IEPs, 504s) 5. Behavior Agreements 6. Promotion/Retention/Graduation contracts and meetings 7. Emphasis on Culture Building (activities, surveys, narratives, letters) at the beginning of the year 8. Senior family academy 9. Senior College Plan 10. GPA Matrix 11. Graduation Appeals

6. (See B2.1 #10)

7. Over the summer DCP trains all teachers on effective culture-building techniques, and teachers are encouraged to spend the first week of instruction building culture and establishing solid relationships with students. Teachers employ a variety of techniques including narrative writing, letter writing (to and from students) as well as student surveys. These techniques allow for teachers to collect meaningful data on students as individuals, and help the teacher understand student passions, interests and goals.

8. The senior family academy is held once a month for all 12th grade parents. Workshop themes include: college application overview, financial aid, transitions from high school to college, community college opportunities and student/parent recognition. We also have panels for participants to hear from alumni students, parents of alumni students, college representatives. As far as participation, 25-30 parents that participate at each meeting and 10-15 parents attend 5 or more meetings throughout the year long program, which could be improved.

9. The College Guidance Counselor has developed an online system to track student college admissions process. The "Senior College Plan" is a google document that provides easy access for students to work on their college admissions essays, track their deadline and passwords, and get feedback from the counselor. The plan helps students have conversations with their parents, advisors, teachers, and counselors around their college choices and ensures that everyone is on the same page around their goals and plans. We also use the Naviance college admissions tools at the end of the year to track student data, submit letters of recommendation, and report information.

10. The administrators have created a "GPA Matrix" to help students and parents understand the coursework necessary to graduate from DCP and be college eligible. The administrators meet with all students (and their parents) who are at risk of not graduating at the end of the summer to determine course placement, summer school, and repeating a year. These meetings and course tracking systems have allowed us to maintain a strong A-G course completion rate for our graduates.

11. Every year, DCP has a number of students who do not meet the minimum requirements to earn a high school diploma that includes: being admitted to a 4-year institution and completing the A-G coursework. While we honor the vocational and 2-year options that students have available, we have maintained the 4-year acceptance requirement as a well to encourage our students who are underrepresented at these institutions. Since the Class of 2015, we have created a "fast-track" system where we meet with the group of students who completed the minimum "A-G" coursework but did not get admitted to a 4-year college. Through individual and group meeting with these students, we explore alternative educational opportunities to find the path that best matches their interests. For students who failed one or more core A-G course, we organize a panel with an administrator, college guidance counselor, and Director of College Success where we review the student's academic progress to determine whether the student has earned a high school diploma. For the last two years, the principal has created an individualized plan for students to make up their missing coursework by one (or combination of) the following: enrolling in a community college course, staying in 12th grade and completing coursework in the summer and the fall, or looking for an alternative GED completion program. Most students elect the first two options. For the Class of 2016, of the 8 students who did not meet A-G requirements, all 8 completed their missing credits by the end of the summer.	

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
1. We have moved away from our traditional "drop-in" support for alumni. We hired a new Alumni Success Council who works with the Director of College Success to expand our services (with minimal impact on budget) in: parent engagement, mentorship, financial aid, career development, and enrollment/retention. 2. The college lab offers resources pertaining to college, career, scholarships, enrichment programs primarily catered	1. Alumni center (College Lab Report) 2. College Lab (College Lab Report) 3. SPED/RSP modified grad plans 4. College completion (6 year tracking) 5. Placement tests on site

to juniors and seniors. It hosts 6-8 college representatives each year from a range of schools, and it hosts college application workshops, parent meetings, and college decision meetings during the evenings and weekends.	for community colleges
3. The SpEd department works closely with the College Success team to identify and support students in completing all necessary documents and setting up counseling appointments with appropriate personnel from the Disability Support Program. As DCP has developed their SpEd program, we have seen an increase in retention of our students with disabilities (this includes both students with IEP's and 504's).	
4. The Alumni Counselor attempts to create a transition plan for seniors every year to ensure that we keep them engaged. We implement a combination of strategies to stay in touch with students, and we are partnered with Beyond12, an online platforms that aims to track and retain students. 60% of our alumni have completed college. Currently, our alumni persistence rate for the classes of 2010-2015 is 84%, which means we are keeping alumni engaged through their second year at higher rates that in our first several classes.	
5. The Alumni Success Counselor collaborates with all local community college admissions officers to ensure a smooth transition for students. Most campuses offer workshops on completing the admissions application on our campus, and some also organize course placement testing on our campus. We often coordinate trips to college events such as the Latino/a Conference at DeAnza and San Jose City College support program presentations. We allow students to apply to multiple campuses in order to guide them around selecting the "best fit" based on the following factor: size, academic calendar, distance from home, special program, support programs, and transfer options. Our partnerships with these institutions have made college more accessible for our students. 44% (34/78) of graduates from the Class of 2016 enrolled this academic year and 94% (32/34) of those enrolled successfully completed their first semester/quarter. We attribute this success to the careful guidance around selecting the best environment and support system for each student.	

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)

Overall, EPHS has been making progress in ensuring that practices in the classroom are research-based. This can be evidenced by the fact that we actively seek research based professional development for our staff members, including sending staff to conferences and partnering with Cris Tovani and Sam Bennett. EPHS has also made significant progress in making certain that our students have access to a diversity of courses, ranging from new electives such as Theater and Anthropology, to AP Calculus. With the hiring of our Career Exploration Coordinator, many of our students are participating in summer enrichment programs, including programs at Stanford, UC Santa Cruz and Santa Clara University. We also have a robust program to help upperclassmen meet eligibility criteria for college, take necessary exams/placement tests, apply to college, apply for financial aid and make informed decisions about college.

EPHS still has significant room for growth when it comes to establishing clear and consistently enforced schoolwide learner outcomes. This might be more attainable if we had regular collaboration and integration across disciplines. When departments are primarily working in isolation, establishing clear schoolwide learner outcomes is particularly challenging. Finally, we need to work on creating systems that allow for the onboarding of new community members (teachers, students, and parents alike). With high teacher turnover, consistency around establishing and maintaining a set of schoolwide learner outcomes, as well as maintaining cross departmental collaboration has proven to be challenging. More systems also need to be in place when it comes to passing on curriculum to new teachers. Again, due to a lack of systems in place, and a lack of sufficient time allocated to review and create curriculum, new staff members are often responsible for creating much of their curriculum as the year progresses.

Prioritize the strengths and areas for growth for Category B.

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

- In the last two years, EPHS has made efforts to accommodate a wider range of students, skill levels and student interests.
- Seniors and alumni have extensive support through the college lab and alumni center.
- In the last two years, the Career Exploration Coordinator has sought out numerous enrichment opportunities and partnerships for our students.
- This year EPHS has two instructional coaches, led by the Director of Instructional Development.

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

- Schoolwide learning objectives that include academic, college readiness, and career preparation (mention requirement for enrichment opportunities)
- Course curriculum maps/Unit Planning/Selection or development of curriculum that is standardized or set across teachers, classes, sites
- More collaboration across disciplines team
- EPHS should continue working on accommodating a wider range of students through the use of Edgenuity, SVCTE offerings, more electives and AP Course offerings.

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
The majority of students find curriculum relevant, especially in the upper grades.	Youth Truth Survey Data
Most students find curriculum rigorous	Youth Truth Survey Data
Lessons are aligned to content standards	Curriculum maps, posted learning targets, agendas, observation data
Learning targets are being followed in every class	Curriculum maps, posted learning targets, agendas, observation data
School-wide learning outcomes do not exist (or have not been revised and revisited since 2014), so content area curriculum maps and lesson plans do not name or measure these outcomes.	Curriculum maps
College and career-ready standards exist, but are not written in a language that is clear to staff and students, nor are the standards measurable.	Advisory/grade-level outcomes
Admin annually analyzes student demographic and performance data and adjust course offerings, SpEd assignments, budget, and intervention programs to address the shifting needs of students.	Demographic data CAASPP results GPA distribution Special Education Program Master schedule.

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Edgenuity is difficult for students to keep up with as true independent learning option (no scheduled check ins, follow ups with students)	2 of 26 students completed a semester course within a semester's time

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
Classes have objectives listed on board	Teacher Survey
Teachers use rubrics to communicate the learning objectives and expectations	Teacher Survey
Teachers are not using the graduation requirements or GPA matrix to communicate the learning expectations	Teacher Survey
Teachers do not consistently use worksheets or class materials to communicate standards and learning objectives to students	Teacher Survey
Students are not aware of grade-level nor content-specific standards, expectations, objectives (as many of these have not been revised or publicized for some time).	

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
All classes are equipped with Chromebooks	All classrooms have Chromebooks.
Teachers use a program that allows students to self-differentiate based on a myriad of factors. Newsela (which allows students to differentiate their lexile level) is used by 55% of teachers who responded to the survey. Half of the math department utilizes MathXL and Khan Academy, which allow for differences. In APUSH Albert.io is used in which students can be assigned easy, medium or difficult questions.	Teacher Survey Lesson Plans (APUSH, English, Pre-calculus, AP Calculus)
Workshop Model implemented	Teacher Survey

Teachers utilize RSP/SPED (IEPs, 504s, accommodations)	Teacher Survey, Curriculum maps, and Lesson Plans
Support and modified assignments for EL students exist in some classes	Curriculum maps /Lesson Plans. Math textbooks in Geometry bilingual.

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
Use of chromebooks in all classrooms	Teacher Survey
Most teachers utilize Professional Development strategies, specifically the workshop and conferring model	Teacher Survey
Most teachers are currently involved in on-going PD cohorts, credential programs, or induction programs that are centered on current instructional strategies	Teacher Assignments (see Appendix)
Most teachers use a form of current-event multimedia, specifically Student CNN News and/or NewsELA	Teacher Survey
All Math teachers have engaged in professional development focused around current math instruction and strategies	Budget
Almost all teachers use Google Classroom or Edmodo to help students access curriculum and lesson materials	Teacher Survey
Some teachers incorporate teacher observations as part of their own professional growth	Teacher Survey
All new teachers complete a four day new teacher training in addition to the all staff professional development days	100% of new teachers attended

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Teacher technology competencies are not assessed for Edgenuity.	

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
Based on peer observations: Most teachers, 16 out of 18, are implementing the workshop model (⅓ teacher instruction: ⅔ student work)	Lesson Plans and Agendas
Most teachers participate in professional development focused on the workshop model	Org-wide PD attendance
One of the school's strategic priorities is that 100% of teachers are implementing the workshop model in their classrooms	The DCP Framework
Most teachers assign culminating projects for most of their units that address multiple learning objectives	Teacher unit plans
Some teachers are recording their conferring conversations with students during the implementation of the workshop model	Teacher Files

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
Most teachers include a culminating project for their units that ask students to apply their knowledge/skills learned during that unit	Teacher Survey
The Math and Science departments have made it a goal to include discovery learning in their curriculum	Curriculum Maps and Lesson Plans
English, History, and Foreign Language departments include research projects/essays where students are focused on a self-selected topic of interest that is centered around the units' essential questions	Student work in evidence bins

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
Does not apply/Does not exist	

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
There are many examples of student work that demonstrate that students are able to think, reason, and problem solve, both individually and in groups, but assignments are not explicitly linked to CCSS.	Assignment Sheets, Rubrics and examples (in teacher evidence bins)
There are many examples of student discussions and debates demonstrating that students are able to think, reason, and problem solve, but these assignments are not intentionally planned across content areas.	Assignment Sheets, Rubrics and examples (in teacher evidence bins)
There are many examples of student inquiries related to investigation, which demonstrates that students are able to think, reason, and problem solve, but we have an opportunity to design curriculum in a more meaningful way to ensure this is happening across all classes within departments and across all departments.	Assignment Sheets, Rubrics and examples (in teacher evidence bins)

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
There are many examples of student work demonstrating that students use technology to assist them in achieving the academic standards, such as research papers and projects, presentations, and applying the knowledge and skills covered in the classroom. But again, we could assess our overall curriculum and find a need to plan out these assignments more intentionally to map to student learning outcomes and CCSS.	Assignment Sheets, Rubrics and examples (in teacher evidence bins)

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	Supporting Evidence
There are some examples of student work samples that demonstrate student use of materials and resources beyond the textbook (especially in history courses), but it is not consistent within content areas nor across content areas, so this is still an area of growth as teachers work on creating curriculum maps and assessments/assignments that are tied to real-world experiences.	Assignment Sheets, Rubrics and examples (in teacher evidence bins)
There are some examples of student work samples that demonstrate student access to activities and resources which link students to the real world, but it is not consistent within content areas nor across content areas, so this is still an area of growth as teachers work on creating curriculum maps and assessments/assignments that are tied to real-world experiences.	Assignment Sheets, Rubrics and examples (in teacher evidence bins)

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
Students have access to career-technical training opportunities that are also college-prep, and there is a plan for increasing enrollment next year.	SVCTE enrollment
Students are assisted in applying to summer enrichment programs that range in selectivity and academic rigor, to ensure access for all. We are working to develop this further	Career Coordinator Enrichment Opportunity Data
Only some curriculum includes a focus on careers and postsecondary research.	Curriculum Maps (especially advisory)

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.* (N/A at this time)

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)

Students are offered the opportunity to be involved in challenging and relevant learning experiences in many classes, but not all. While most students feel that their classes are relevant and challenging, not all courses are purposely designed to do that in every unit/lesson. Teachers have access to a variety of strategies and resources, but not all are able to make use of these as effectively possibly due to lack of teacher training and time constraints.

Prioritize the strengths and areas for growth for Category C.

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

- At least 50% of teachers are using multimedia tools to differentiate instruction for ELL and SPED.
- Teachers understand the importance of learning objectives and linking them to common core standards (where applicable).
- Over 70% of students find their classes relevant and rigorous.
- Many teachers are including authentic culminating projects in almost all units that ask students to apply their knowledge and skills learned

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

- Teachers need more time and support to plan out units in advance and specifically plan for differentiation ahead of time particularly in adopting the workshop model.
- There needs to be system of onboarding and providing support to new teachers to create/adopt robust curriculum.
- We do not have anything in place currently to evaluate the efficacy of instruction of the online curriculum we use.

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

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
DCP uses a variety of assessments to collect student performance data. It is our practice to disaggregate the data, particularly for our EL students and our students with special needs when we do an internal data analysis. Typically we do not disaggregate our data for ethnicity or socioeconomic status for internal analysis. This is because our student population is overwhelmingly Latino (consistently > 95%) and Low SES (typically ~90%). When comparing our student performance data with other programs, we do generally use these subpopulations for comparison, as they represent the bulk of our student population. DCP uses a variety of state, national, and local assessments to analyze student progress. 1. An Organization-Wide Assessment Calendar is utilized to track what assessments will be administered in an academic year. All stakeholders do not understand the reasoning behind why certain assessments are prioritized. This will need to be better communicated by the administration. 2. The Math Placement Policy was instituted in accordance with the CA Math Placement Act, but was not communicated well with students/admin. It has been revised for the 2017-2018 year.	1. Organization-wide Assessment Plan (Org-Wide Assessment Plan) 2. Math Placement Policy

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
The DCP Board holds an annual meeting where data is shared and analyzed by the Chief Achievement Officer. In addition, EPHS has monitoring visits from San Jose Unified School District (SJUSD) to assess achievement data and classroom learning. At that time, SJUSD will analyze student performance data to ensure rigorous instruction. Through use of Powerschool, parent log-ins and progress reports at every grading period (roughly 6 weeks), and our Student Handbook that defines graduation requirements, we can more personally guide specific students and parents into discussions about graduation expectations at our school. With regards to our parent population, we are only at the stage of informing at where our students are. We cannot inform progress relative to a growth target because those targets do not exist yet. This is done through SSC and PLT meetings. Powerschool is used by many teachers (in the advisor roles) to check grades and confer with students about their progress. A source of frustration for many of advisors is the inability to see student's historical grades; this data is only accessible in the admin log-in. OARS (now Illuminate) has been an assessment capturing tool EPHS has used since 2011. However, because of the transition to Illuminate, the tool has not been in use for this academic year. We have initiated alpha testing with Illuminate and will hopefully use more to capture assessment data, analyze and share out with stakeholders.	1. SSC and PLT minutes 2. Lobo Log 3. Powerschool 4. Student Handbook 5. Progress Reports every grading period 6. OARS/NWEA for Math Department

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
Although we have a number of tools to look at growth and progress (GPA matrix, College and Promotion Eligibility Reports, and Grade Distribution Spreadsheet), there is no current system or policy in place guide whether teachers are consistently using these tools or adjusting their actions based on this data. We have a need for accountability. Additionally, many teachers don't have an idea about what the student learner outcomes are. We are compliant in completing the goal setting and progress checks for IEP and 504 students. The Analysis of Student Work is included in the formal observation inquiry cycle teachers must complete with their administrator manager. This is done annually and usually towards the end of the year but probably should be done in the beginning of the year to practice helpful teaching practices. The Math Department is the only department who utilized a PD session to analyze student work and create action plans.	1. GPA matrix 2. College/Promotion Eligibility Reports 3. SPED/RSP (IEPs, 504s, goal setting and progress checks) 4. Grade distribution spreadsheet (across periods and across teachers and classes) 5. Analysis of Student Work

D1.4. 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
DCP is currently using the Edgenuity platform for online learning. The Edgenuity Teacher Interface has numerous "checkpoints" embedded in each course, in that the instructor must manually unlock the next activity. Prior to unlocking, the instructor must review the previous work completed by the student. While some of the assignments are automatically graded, others require the instructor to grade them. The essays are graded by a teacher, using a rubric supplied by Edgenuity. We are currently using online learning primarily for credit recovery, and less commonly for enrichment. Of the 18 students taking Edgenuity courses, only 4 are taking the	Edgenuity program

same class. This reduces concerns around academic integrity. The goal is for an instructor to meet with each student weekly to discuss course content and ensure that they are able to talk about the material with understanding. This year these check-ins have been happening weekly for a minority of these students. Most have had check-ins once every two or three weeks. We need to develop a clear process with regularly scheduled check-ins and policies with accountability measures as we move forward with implementation of online curriculum.	

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
Curriculum maps show a generalized goal of when major assessments will be occurring in the given semester. Only some maps show some summative projects or benchmark assessments; not all teachers submitted a curriculum map. Formative assessments are a part of the EPHS practices. Most teachers start with a "Do Now" or other beginning-of-class assignment to review the previous class concepts and check for understanding. A number of teachers like to use technology such as Kahoot to check for understanding as well as use writing prompts and journal entries to focus students on a given unit. From the survey, it seems that the veteran teachers are the ones who have a set repertoire of strategies as they were the only ones to answer the quick survey.	1. Curriculum Maps 2. Survey of Assessments 3. Conferring Data 2015-2016 4. Teacher Inquiry Cycle-Formal Assessment

The "Workshop" model and "Conferring" model are two expectations teachers are implementing at DCP. The data indicates that conferring is not yet a high priority for all teachers (or they are not yet comfortable with the models), so there is a need for more admin-teacher accountability and professional development centered on specific strategies. Each EPHS teacher goes through an annual formal observation where during their lesson, a form of formative or summative assessment is given and analyzed. This inquiry cycle is modeled after the BTSA Induction cycle of inquiry and references the Danielson Framework for Teaching standards. However, at this time, we do not have developed programmable goals and standards aligned with our teachers' teaching practices.	

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
We currently have students engaged in a variety of online courses through the Edgenuity program. There are a variety of assessments for each course. For example, an ELA or History course includes, graded assignments, quizzes, tests, essays, and exams. It may also include projects, such as drawing a political cartoon or creating a piece of propaganda.	Edgenuity Curriculum

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
As mentioned in D2.2, assessment analysis has not been a priority for teachers and as a result, very few teachers do regular practice of the Teacher Inquiry Cycle and even fewer utilize their professional learning communities to discuss and modify curriculum based on data from assessments.	

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
The Youthtruth Survey is given to students twice a year in order to for them to provide teachers and administrators with their feedback on relevancy of assessments and curriculum. Data is then sent back to the individual teacher and during a staff meeting, the findings are sorted and reviewed by the staff. While we do collect this data, analyzing and creating modifications have not been a priority for staff. Surveys and reflections within content classes are sporadically given (for the most part by veteran teachers). Often, the reflections and surveys are given after a unit or exam. For a few upper-grade classes, teachers have also asked students to reflect on their habits towards their mastery. Teachers who have done a survey or reflection find them to be helpful for both the instruction/curriculum, but also to address student habits of learning-this is evidenced by these teachers using more than one in a given academic year. There are systematic conversations with students and their advisors about expected level of performance and how to prepare for college, career, and high school learning skills. The interaction between students and teachers are effective degrees and this is most likely due to years of experience. Anecdotally interviewed, many first-year teachers feel overwhelmed because of lack of training. Administration also uses these tools to connect with students and their families; these meetings are usually because of behavioral issues and promotion/graduation concerns. These meetings and their outcomes are logged and sent to appropriate staff.	1. Youthtruth Survey 2. Student surveys and reflections (found in teachers' evidence boxes) 3. GPA Matrix, Advisory Announcements Slides

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
Executive Director and CAO share data when published and share with respect to how our students compare to other schools of the same demographic Teachers from other DCP schools, members of the DCP Central Office, and even members of the community are invited to judge student projects and participate on graduation appeal panels. DCP as an organization publicized our college-going data and key metrics to a wide range of stakeholders that include the business and industry community. Students are involved in monitoring their individual learning through conferring with advisors and teachers about their results (ACT, NWEA, exam scores, etc). Additionally, family conferences were held for the first time this year, and we will continue doing those to engage parents in the monitoring of student progress (in addition to logging into PowerSchool regularly, which we are still training parents to do).	1. Monthly board meetings 2. Promotion/Retention Meetings and Letters 3. Appeals Process 4. IEP Meetings, PLT meetings (limited) 5. ILP-attempts, Parent-Teacher Conferences

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

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
While we do administer these assessments regularly, we do not yet have a well-established plan for regular and ongoing analysis of curriculum, assessments, and student progress.	1. WPA 2. NWEA 3. MDTP (Math Diagnostic Testing Project) 4. ERWC 5. SBAC Interim Assessments 6. AP practice exams 7. AP questions in regular exams 8. CELDT

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
MDTP results (from an assessment given to students over summer) were used to place students into their 9th grade Math course. Fall NWEA results were used as the second chance for students to place into Geometry in 9th grade.	1. NWEA + MDTP test results → math pathways 2. WPA 3. Instructional coaches 4. Tovani Bennett cohort, Math team

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
Students are given their matrix GPA (to see if they are on track with their A-G requirements) after each semester. This conversation with their matrix GPA happens with their advisor, and occasionally with an administrator and parents as well, if the student is at-risk of being ineligible or off-track. Newer advisors do not know how to use the GPA matrix and many feel unfamiliar with graduation requirements and the appeals process. This means that there needs to be explicit teacher training on this since we have had teacher turnover. EPHS has a policy about how much final exams are represented in the final grade. Ninth grade classes can only make their finals worth 10% of the final grade; Tenth grade classes are 15% of the final grade; Eleventh grade classes are 20%; Twelfth grade classes are 25%. There is no consistent policy amongst grade levels around grading policies in other categories (namely classwork and homework). Perhaps there needs to be policy around standardizing grading policy in these categories as well as standard rubrics in certain disciplines or grade levels.	1. GPA Matrix and Promotion Meetings 2. Graduation Eligibility/Progress Meetings 3. Graduation Appeal Process 4. Grade level grading policy

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
Exam proctors are used based on availability and the grade level being tested. Teachers are told ahead of time during Professional Development (about a month before the test is administered) the logistics as well as the proctor instructions for the test. There are also administrators available to troubleshoot during these administrations. DCP has a specific, lockable room/closet where test documents are kept until administering the test and then before they are shipped (after testing). Teachers are required to pick up and drop off these tests (PSAT, CAASP, WPA). For final examinations, teachers are required to submit their	1. Lockable Cabinets 2. Final Exams on Google Drive

finals and modified finals (for SPED students) two weeks prior to finals week. These documents are submitted via Google Drive and notices are sent to administrators and the SPED teachers to check rigor as well as accommodations for the modified versions. In the 2015-2016 school year, there were problems with submitting these documents on Google Drive as it was noticed that students did have the ability to see these exams if they were "shared" to all DCP accounts (this is the automatic setting). From this incident, we changed our protocol to just share with the administration and RSP teachers rather than with the whole staff.	

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)
- **EPHS has an institutionalized program for administering standardized and benchmark assessments. We have the tools for data collection and dissemination, but we still need to work on informing and modifying curriculum based on assessments.**

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength
- **EPHS is on the path to effectively use of school-wide benchmark data (NWEA) to assess math skills and therefore place students in appropriate math courses.**
- **Administration has consistently conferred with students and their families, especially when graduation requirements are not met.**
- **There is consistency in implementation of assessments found on the assessment calendar across the school.**

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth
- **One of the biggest areas of growth involves our school-wide response to assessment data. As of present, our assessment data doesn't drive modifications in curriculum.**
- **Teacher training toward assessment needs to become more of a priority, specifically embedding PD with assessment analysis.**
- **There is a need to look more at online curriculum (Edgenuity or possible other resources).**
- **There needs to be a push towards standardizing assessments and rubrics, both within departments and across levels**

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
ELAC meets monthly where parents engage in discussions about the school facilitated by school administration (translation for non-English speaking parents is provided), and parents set their own agenda based on what they would like to discuss or learn more about. Guest speakers are often brought in (to discuss substance abuse prevention, immigration status and support, college and enrichment opportunities, etc.). College and Financial Aid night are held for parents to meet with our college counselor to discuss the path forward for our seniors including topics like ACT, A-G requirements, DCP graduation requirements, CSU v. UC v. private; applications and financial aid. The College Counselor is bilingual in Spanish and discusses the above in both English and Spanish. Cafecitos are a more casual get-together with parents and administration to discuss school plans and concerns and to recruit new families to our school (translation for non-English speaking parents is provided). Annual IEP meetings are held for parents of special needs students (translation for non-English speaking parents is provided).	-ELAC agendas -College and Financial Aid Night -PLT agendas -Cafecito (coffee chat) agendas -SSC agendas -PowerSchool -Back to School night

Parents are able to access PowerSchool via mobile and desktop/laptop computers to track their student's' grades. Back to School night is held in the fall and recruitment nights are held in the spring to engage parents in understanding the expectations and offerings of the school as well as student progress. Administration and faculty are on-hand to meet with parents and discuss their students (translation for non-English speaking parents is provided).	

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
We engage business and community resources through field trips, speaking engagements, and volunteers. This year, the principal has forged a number of community partnerships to bring in guest speakers, mentors, counseling, intervention programs, job opportunities, and other resources for our students. These include Catholic Charities, Safe School Campus Initiative (city program), the community prosecutor from the District Attorney's office, San Jose Giants, and many others. Alumni students speak to students at assembly as well as individual advisories and classes to share their college experiences. We've had alumni from Princeton and UC Riverside meet with our juniors this year. We have guest speakers from the financial services industry (State Farm, Wells Fargo Advisors, Bank of the West, PwC) address students in economics regarding topics like insurance, taxes, and banking. We worked with PwC last year on having their staff teach parts of financial literacy curriculum in economics. We had an instructor from West Valley College speak to government students on the history of gangs.	-Field Trips -Community partnerships -Community colleges and San Jose State representatives -Wishbone -College trip flyers -Costa Rica flyer

Regarding field trips, students went to: San Jose Rep to see a Broadway play; Santa Clara Hall of Justice to sit in on court cases and hear from court officers including social workers, probation officers, criminologists and prosecutors; Google where they meet with engineers and programmers; and the San Jose Computer History Museum.

Students also take trips to visit colleges. Our juniors go on a three-day trip to visit both public and private colleges. Our freshmen go on a day trip to visit Santa Clara University, our sophomores go on a two-day trip and our seniors go on a one-day trip. This year freshman-juniors will have a chance to visit colleges on the East coast in March through the Ivy League Project.

Students had a chance to participate in a trip to Costa Rica in summer of 2017.

Representatives from all local community colleges present to our seniors and are available for Q&A after their presentations

Students are provided with enrichment programs by participating in Wishbone. Wishbone helps passionate, low-income students attend after school and summer programs through charitable donations. We also have a relationship with Santa Clara University with its Summer Arts and Writing program where students participate in ceramics and writing classes taught by Santa Clara University faculty.

DCP students participate in a program with Juma. Juma offer stable employment opportunities, the chance to build workplace skills, save money for college, get connected to a network of support, and develop a plan for attaining a college degree.

We have relationship with Sacred Heart Community Center where we receive donations from them and our students volunteer at their toy drive. We also have a program with Sacred Heart that provides backpacks to our students.

DCP has a relationship with the Princess Project. The Princess Project promotes self-confidence and individual beauty by providing free prom dresses and accessories to high school teens that cannot otherwise afford them.

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
We have implemented a number of new policies, procedures, staff, and programs to improve/ensure the safety, cleanliness, and orderliness of our new campus.	-Job description for campus supervisor -Conflict intervention - restorative justice -Pass System: Study Hall, Off Campus, Hall Pass -P.D. on gangs by ADA Josue Fuentes
Staff is designated to constantly supervise students' in-class, out of class, before and after school, during passing period and lunch breaks including internal and street crosswalk supervision. Addition of campus supervisor for 2016-2017 is an improvement in safety relative to other years where the campus was larger and this staff position did not exist.	
Staff designated to supervise pickup and drop off as well as supervise the internal cross walk	
Staff hired in summer 2016 designated as "Campus supervisor" responsible for ensuring students are in-class, not leaving campus, checking hall/bathroom passes and encouraging students to return to class quickly if out of class.	
All teachers have a hall pass that students use when they are out .	
Addition of personnel to clean outside areas and bathrooms during the day. This is a new service in 2016-2017 to support cleanliness of facilities. Additionally, a cleaning crew cleans all rooms every night.	

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One entrance and exit during the day. Students must check-in and receive printed tardy passes that they wear. Also when students are out of class they are required to have a pass and teachers are supposed to have one student out of class at a time. Synchronized bells in all classes with appropriate amount of time between periods to allow students to get to and from class in an orderly manner.

Content blockers to prevent students from accessing inappropriate content. Wi-Fi disabled for non-DCP devices to prevent students from accessing inappropriate content. Student training on appropriate use of Internet sites.

Other safety programs include fire drills, lockdown drills, active shooter drives, earthquake drills and emergency supplies in each classroom.

DCP has a club for both LGBTQ+ (No Labels Club) as well as a club for Dreamers (undocumented students) and a club for girls' empowerment.

DCP adopted a restorative justice approach to conflict resolution to move from punishment to understanding and reparations.

There is a non-identified gender bathroom available for students who may be gender fluid or do not identify with a gender.

Students of concern were selected to participate in anti-gang initiative and staff received a briefing from the Santa Clara D.A.'s office on identifying gang colors, symbols and dress.

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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
Shining Star is a recognition awarded to a student during weekly staff meetings. Each teacher gets the opportunity to choose one	-Restorative justice -Dia de los muertos

student per academic year that they believe demonstrate all school values: pride, community, and desire. The student is brought to our staff meeting and the presenting teacher tells the student why they have chose	-Celebration -Advisory Challenges -Referrals of Awesomeness -Lobo of the Week -Shining Star -Ganas Gift -Crest of Communidad -Goblet of Ganas -Referrals (for behavior or counseling) -Graduation program -DCP Scholarship -DCP Alumni Scholarship

Every month admin decides one thing our students need to focus on and they make advisory challenges out of them to help students focus on the month goals: Nice in November, Determined in December, Joyful in January, Fitness February.

The Spanish department hosts a Festival of Salsa where students create their own salsas, taste one another's salsas, present their salsa to judges and winners are celebrated.

We honor student's heritage and ethnicity through Dia de los muertos celebrations and we also have held Mexican Day of Independence school dances. Last, we use "the clap" to open and close meeting and assemblies -- the clap is homage to the United Farm Workers.

At Assembly we celebrate those students who achieved Honor Roll we also provide certificates and bracelets in advisories to those students who have earned honor roll.
We provide students with Referrals of Awesomeness an 8x11 form that teachers can fill out to recognize students' academic or behavioral achievements.

We have an annual award night (DCP Value Award Night) where students are chosen by staff to receive awards associated with our school values - comunidad, orgullo, and ganas. Parents and family are invited to attend and the event is catered. Staff presents the awards, both in Spanish and English, to the recipients.

During graduation each year, scholarships are awarded to students.

DCP has a DCP Scholarship, founded in 2004, which seniors are eligible for. Seniors must have done at least 20 hours of community service, have a recommendation from a staff member, present an artifact from their academic career and participate in an interview with the DCP Scholarship committee. The DCP College Scholarship Fund was founded in 2004 by a dedicated group of community supporters and volunteers to help bridge the gap between financial aid and the actual cost of attending college. Scholarship funds are issued to the universities where DCP graduates attend to offset tuition and housing costs. Since 2004,

over $1,000,000 in scholarship funds have been awarded to DCP graduates. For behavior that does not meet the desired level, teachers may write a referral for that student via Google form. Teachers are able to identify what the situation was and what steps they took with the student before writing the referral. Also, teachers are able to choose when and where to have an additional conversation with the student after administration has spoken with the student.	

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
In our weekly staff meetings, staff is able to give "shout outs" to one another. Shout outs are thanks or recognition from staff to staff for both personal and professional achievements. Each week administration sends out a Lobo Log. The Lobo Log is an email sent to all staff the details what's in store the week ahead as events into the future. The message may also include reminders for expectations for staff and students. Each week the staff meets from 2:45-4:30pm for professional development. At the beginning of the school year, we held a multiple-day overnight retreat as a way to understand and agree on norms, procedures and expectations as well as bond as a new team. We also held a mini-retreat before February break. DCP hosts an annual organization-wide holiday party for staff and family that is catered and paid for by DCP. Staff serves as Admin on Duty providing valuable experience to those teachers who are interested in assuming more leadership responsibilities in their careers. We have School Site Council with staff, teacher and administration participation.	-Shout outs -Lobo Log -Wednesday's PD -Retreat -Holiday Party -Conferences -Admin on Duty -Notes from Admin! -Welcome package (Ops) -School Site Council

Consistency and quality of communication and collaboration among school's leadership, staff and stakeholders (including SPSA, LEA and extent of decision making)	
We have an annual review process and an associated rubric that's used for teacher evaluations. The process includes a pre-meeting on the lesson, observation on the lessons and a written evaluation including observation notes and evaluation based on the rubric.	

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. Business, industry, and the community enhance these.

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, the local school may provide these services. [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
At DCP El Primero all teachers are college counselors and grade level advisors attend CSU and UC counselor conferences.	-SVCTE -Mental health counseling past (2014-2016)
RSP teachers collaborate with general educators to support instructional strategies to effectively accommodate students with learning disabilities and differences.	-Individualized learning plan (2015) -Wishbone -Career - ERWC
DCP El Primero has provided students with free mental health counseling for students who self select or if teachers or administrators refer them (with the student's consent).	-EMQ/Families First -Bill Wilson Center -FAST (Family and Student Counseling)
Additional personal support services include free physicals for athletics, free uniforms for title I students, free school supplies (backpacks)and Valley Transportation Association (VTA) passes	

for students to allow them to get to school. Academic counseling is provided in advisories where advisory teachers meet with students and grade conference. Grading conferencing entails looking at students current grades in PowerSchool and helping students determine which assignments are missing, which missing assignments to prioritize and tactics to take to be more successful academically. We provide students with tutors from Elevate Tutoring (San Jose State University) who are available to meet with students on our campus after school or during class. Tutors are available from Monday, Tuesday and Thursday from 4-5pm and during certain classes. We also engage tutors from Santa Clara University, and pay for tutors from "Club Z," one day a week after school. Career exploration takes place senior year in the ERWC curriculum. Students explore career requirements, pay, as well as career opportunities (supply and demand)	

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

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
DCP provides students with accommodations access to a dedicated testing environment - the Lobo Lab. DCP provides incoming students with a Summer Bridge initiative to build culture and prep students for a college prep curriculum. Edgenuity is an online program utilized in the summer school	-Lobo Lab -Guided Studies -Summer Bridge -Edgenuity -Alternative learning (community college classes, SVCTE)

curriculum. Duolingo has been used in Spanish classes to allow for differentiation through the use of this online language-learning program. Newsela is used in several different classrooms including Spanish, English and Social Studies. Each Newsela text is offered at multiple tiers, for every student, no matter their level. Assessments—like Quizzes, Annotations and Writing Prompts—are available for every article at every level to help students improve critical thinking skills and to measure student progress in real time. Albert.io accelerates learning outcomes through interactive practice for over 200 academic subjects. Albert.io has been used in Spanish, APUSH and SAT prep. Students are able to undertake dual enrollment by also enrolling in community college classes. We have a SAT program available for students that meet twice a week after school to help prepare students for this college entrance exam. Khan Academy has been leveraged by both the Math and Social Sciences department to allow for differentiated learning.	-Khan Academy -Duolingo -Albert.io

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

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 under-performing 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
Academic RSP testing is conducted at parent's request. Teachers conduct grade conferencing with their students in Advisory. This includes reviewing data in PowerSchool to see what assignments students are missing and what assessments they may be able to re-take to improve their grade. Two times per semester, progress reports are mailed to students' home indicating what the students' grades are at that time. Students' parents/guardians also receive a letter along with the grades. The third letter that goes out in a semester is sent at the end of the semester and includes the student's final grade for that semester. We have a dedicated area, the Lobo Lab, reserved for use for testing by students with accommodations. Teachers write a pass for students and students can also decide whether they want to take advantage of the Lobo Lab or remain in-class for assessments. We give benchmark NWEA assessments throughout the year to track student progress.	-RSP testing at parent's request (Academic) -Progress report letter -Lobo Lab procedures -Powerschool -School Messenger -Title I - VTA, lunch, supplies, uniforms, shoes, glasses

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

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
DCP provides access to summer school for its students via an online learning platform, Edgenuity, which is self-paced.	-Edgenuity -Bell schedule

During finals, 9th and 10th grade students are allowed extended time on their finals.	-Promotion policy -The percentage of students who have taken summer school or re-took a class
Students are able to repeat classes in order to acquire the necessary A-G requirements to be eligible for graduation.	
Office hours have been incorporated into the daily bell schedule to allow students time to work on homework, group projects or to work 1:1 with their teachers. Office hours occur once per week. Similarly, students are enrolled in study hall during the school day as another means to get caught up or advance on classwork. Students are not tracked. SPED and ELL students are distributed across classes to avoid homogeneity.	

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
We provide a variety of club activities for students that meet weekly and are sponsored by faculty advisor.	
These clubs address a variety of student interests including prom, undocumented students and community service.	
Following are the students clubs:	
Card Club, Yearbook Club, Dance Club, No Labels Club (LGBTQ+), Girls Empowerment Club, Prom Committee, Choir Club, DCP Lobo's United (community service), Horror Club, Anime Club, Sports Club, Photo Club, Teen Wolf Club (Friday) Dream Club (Friday)	
DCP offers men's and women's league teams in soccer, volleyball (w only), basketball, cross country, flag football (m only) and track. DCP requires a GPA of 2.0 for involvement in athletics.	

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

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)

While DCP has done a great deal to ensure the safety, engagement, and support of students families, we still have room to grow in each of those areas to push our students toward higher expectations, opportunities, and success.

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

- DCP El Primero excels at providing students with opportunities for personal enrichment through its on-campus programs like clubs and the off-campus programs provided through partners. There is a wealth of opportunities afforded through both and there's dedicated supports for ensuring students take advantage out outside programs.
- DCP also does an exceptional job of supporting students who are struggling emotionally, behaviorally, or academically by providing supports to help those students.
- DCP has a strong culture of hard working, supportive, caring faculty and staff who are dedicated to DCP's mission.

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

- Increase parent participation. With many parents being second language learners as well as often having more than one job and both parents working, it is difficult to achieve the level of engagement that we desire with parent involvement.
- High expectations for students. DCP faces a challenge of meeting students where they are academically, which is often below grade level in English and math, while at the same time having a rigorous college-prep curriculum.
- Counseling services - mental health. Our facilities this year did not afford us the same opportunities we have provided students with in the past because of a lack of space. With the opening of the new campus, facilities will be available which will allow DCP to offer the emotional counseling so many of our students need. The new facility will allow for this.
- Smaller class sizes to provide better-personalized support. Similar to the above, due to facilities, we had some class sizes that were larger than desired. The new facility will address that and in those instances where class sizes are larger, teachers will be compensated for that increased load on a per student basis.

Prioritized Areas of Growth Needs:

A. _Governance:_ Teacher hiring, induction, development, and retention; continuous school improvement
B. _Curriculum:_ Student learning outcomes, curriculum maps, and richer course offerings
C. _Instruction:_ Teacher collaboration, curriculum development and assessment
D. _Assessment:_ Assessment plan (focus on analysis of data); common/standardized assessments
E. _Culture:_ Higher expectations (student learning outcomes, course offerings); parent engagement

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

We have found that overall, a major area of growth is the recruitment, induction, and preparation of teachers both in their content area and as an advisor. Student success is dependent on the quality of their teacher and the curriculum they design and deliver. Thus, we feel it is a critical area of growth to develop a plan for recruiting, inducting, and coaching new teachers.

We also found that even once teachers are inducted and prepared, there is still a need a for clearer communication around expectations, policies, and procedures. Student success is dependent upon consistency of curriculum planning, alignment to standards and within and across departments, assessments, and use of data. Therefore, we feel it is a critical area of growth to develop clearer standards and practices for curriculum planning as well as a teacher handbook or guide that outlines the expectations and policies for each of the following areas: overall learner outcomes, advisory, curriculum, instruction, assessment, culture; and has corresponding professional development/planning time.

Additionally, we have found that few people can articulate the student learning objectives for our school. They have not been revised since our last WASC visit in 2014, and few (if any) curriculum maps, lessons, clubs, activities, policies, or procedures are mapped to those objectives. This has a significant impact on learner needs, and standards and expectations are not clear and consistent, so we are not able to say that every graduate has learned, accomplished, or experienced that same thing. Consequently, we have a critical need to develop or revise clear student learning objectives that are aligned to state academic and college/career readiness standards, and design curriculum maps in a consistent way to align to those objectives.

Finally, we have found that while we have a number of tools in place for capturing and sharing student progress, we do not yet have a meaningful process for analyzing data and using it to inform decisions, whether at the teacher/classroom level or admin/school-wide level. So, we have identified this as a critical need, especially based on the demographic we are serving and the students' varying needs.

Chapter V: Schoolwide Action Plan

Action Plan Follow-Up:
- We intend to carry out this action plan by maintaining our Leadership Team and convening at the end of every grading period to collect and analyze data, monitor progress, and revise the action plan as necessary.
- We will engage all stakeholders at least every semester for input, and we will share data and findings with them as well.
- In addition, we have contracted with Innovate Public Schools consultants to train and guide site administrators in this work.

Goal #1: Develop a plan for recruiting, training, and retaining teachers.

Growth Target: 100% of teachers employed have credentials and desire to stay at DCP.

Tasks	People Responsible	Resources Needed	Measurement and Accountability
Improve compensation package and PR materials	Human Resources Teacher Council PR/Graphic Designer	Access to other comp packages (schools)	Competitive comp package Increased interest/applicants
Develop relationship and/or pipeline with credentialing programs	Libby James Andria Plasencia	Access/connections to university programs/personnel	Increased number of qualified applicants and teacher candidates
Develop a meaningful new-teacher training	Chief Achievement Officer Directors Principal	Professional Development Days on calendar Planning time	Participant survey YouthTruth results Curriculum maps
Create an induction program for new teachers	Chief Achievement Officer Libby James Maria Baeza Andria Plasencia	Curriculum (aligned with BTSA) Staff/budget	YouthTruth results Curriculum maps Admin observations and evaluations
Ongoing team building and professional development	Principal Assistant Principal	Professional Development Days on calendar Budget for retreat	Teacher survey data Teacher retention %

Goal #2: Develop clear policies and practices for teachers, articulated in a teacher handbook.

Growth Target: Classroom policies and practices are standardized across campus.

Tasks	People Responsible	Resources Needed	Measurement and Accountability
Survey teachers	Site admin Staff	Google Form Previous HR survey questions	100% survey completion by end of school year
Revise vision for curriculum, instruction, culture	Site admin	Staff survey results YouthTruth results Samples/models Time to collaborate	Clear vision statement completed by end of summer
Create teacher handbook/playbook	Site admin	Samples/models Innovate consultants	Completed handbook by end of next year
Complete/continue Restorative Justice training for all staff	Site admin	RJ curriculum	Completed training Decrease in referrals
Establish common policies for grading, setting up gradebook, and accepting work	Site admin Teachers SpEd staff	Samples/models Time to collaborate	Common policies in syllabi/gradebooks
Onboard/train all staff	Site admin	Time/budget for staff retreat Time for ongoing training/collaboration	Common practices observed by admin (observations and evaluations)
Peer training and observation	Teachers	Time for teachers to train and observe one another	PD days on calendar for peer training Log/documentation of peer observations

Goal #3: Develop/revise student learning objectives and ensure all curriculum maps and enrichment programs align to those objectives.

Growth Target: 100% of courses and programs reflect a link to the school-wide learning objectives; staff and students can articulate student learning objectives.

Tasks	People Responsible	Resources Needed	Measurement and Accountability
Review previous learning objectives (graduation standards)	Site admin Teacher committee	Previous standards Time to collaborate	Annotated copy of previous standards
Research state, national, and other standards/learning objectives	Site admin Teacher committee Edgar Chavez Libby James	Other standards Time to collaborate	Annotated copy of other standards
Revise/develop student learning objectives	Site admin Teacher committee Edgar Chavez Libby James	Copies of annotated previous and other standards Time to collaborate	Completed version of revised standards
Map curriculum to revised learning objectives	Site admin Department leads Teachers	Completed version of revised standards Time to collaborate	Course syllabi that reflect mapping to student learning objectives
Map advisory courses and curriculum to revised learning objectives	Site admin Edgar Chavez Grade-level leads	Completed version of revised standards Time to collaborate	Advisory curriculum maps that reflect mapping to student learning objectives
Map programs to revised learning objectives	Site admin Edgar Chavez Program directors	Completed version of revised standards Time to collaborate	Program lists and overviews that reflect mapping to student learning objectives
Onboard/train all staff	Site admin Department leads Grade-level leads	Time for ongoing training/collaboration	Staff and students can articulate student learning outcomes
Engage/inform the students	Teachers Student leaders	Revised standards Assembly time Advisory time	Students can articulate student learning outcomes

Goal #4: Develop standardized curriculum maps and common assessments aligned to standards and meet students' needs.

Growth Target: 100% of courses have clear curriculum maps that align to standards and common classes have common assessments.

Tasks	People Responsible	Resources Needed	Measurement and Accountability
Train/refresh teachers on Common Core State Standards (and/or other applicable standards)	Site admin Libby James Jeff Dagan Krystle Khalid	Common Core State Standards PD time to train/collaborate	Teacher quiz? Evidence of CCSS alignment in lesson plans
Train/refresh teachers on backward planning (UBD)	Site admin Cris Tovani Sam Bennett Libby James	Consultants (Tovani and Bennett) PD days on calendar	Completed curriculum maps that reflect backward planning (mapped to standards/objectives)
Review data and project revised course offerings for next year	Site admin David Herrera Libby James Lori Hartmann	UC A-G courses AP courses/curricula Time to collaborate Student data	Revised master schedule that addresses students' need for acceleration *and* remediation
Provide more course offerings for students	David Herrera Libby James Site Admin	UC A-G courses AP courses/curricula Budget Additional personnel	Revised course offerings that include more AP and elective courses
Create and share curriculum for common courses	Site admin Department leads Teachers	UC A-G courses AP courses/curricula Time to collaborate	Completed common curriculum maps and lesson plans
Create and share common rubrics and benchmarks	Site admin Department leads Teachers	UC A-G courses AP courses/curricula Time to collaborate Access to examples and standardized tests	Completed common curriculum rubrics and benchmarks
Create and share common assessments	Site admin Department leads Teachers	UC A-G courses AP courses/curricula Time to collaborate	Completed common assessments

Goal #5: Use data analysis to drive decision-making in the classroom as well as at the admin level.

Growth Target: Established data analysis cycles on the calendar for instructional as well as administrative purposes.

Tasks	People Responsible	Resources Needed	Measurement and Accountability
Hire data and assessment coordinator	Human Resources David Herrera	Recruitment and hiring protocol and resources	Position filled by end of school year
Establish a data team	Data coordinator Site admin	Incentive plan for participants Interested teachers	Team established by start of next school year
Determine which data we have, want, and need collected	Data coordinator Site admin Data team	All databases Time to collaborate	List, databases, and resources accessible by start of next year
Train admin on data analysis	Data coordinator Directors	Time to collaborate Access to databases	Admin can articulate plan for data analysis
Train teachers on data analysis (mostly of student work)	Site admin Data team Department leads	Time to collaborate Access to databases Student work	Teachers can articulate difference between formative and summative assessment
Train operational staff on data analysis	Site admin Director of Ops	Time to collaborate Access to databases	Ops staff can articulate plan for data analysis
Establish cycles of inquiry and data analysis	Site admin Data team Directors	Time to collaborate	Calendared dates for data analysis that correspond with decision-making (course submission, budget, truancy, etc.)

Appendices:

All files and documents that make up the Appendix can be found in this folder:
https://drive.google.com/drive/folders/0BwzQUC0XsqSZNnRWVHp1cGJzYXM?usp=sharing

    A. **Local Control and Accountability Plan (LCAP): provide link**
    B. **Results of student questionnaire/interviews**
    C. **Results of parent/community questionnaire/interviews**
    D. **The most recent California Healthy Kids Survey**
    E. **Master schedule**
    F. **Approved AP course list: https://apcourseaudit.epiconline.org/ledger/**
    G. **UC a–g approved course list: https://doorways.ucop.edu/list/app/home/**
    H. **Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**
    I. **California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information**
    J. **School accountability report card (SARC)**
    K. **CBEDS school information form**
    L. **Graduation requirements**
    M. **Any pertinent additional data (or have on exhibit during the visit)**
    N. **Budgetary information, including school budget**
    O. **Glossary of terms unique to the school**