

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

Downtown College Prep Charter

El Primero High School

**1402 Monterey Highway
San Jose, CA 95124**

San Jose Unified School District

April 23 - 26, 2017

Visiting Committee Members

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Chapter I: Student/Community Profile

Downtown College Prep El Primero High School serves a unique population of students. They recruit eighth grade students from the San Jose Unified who are Latino and in general have a GPA of 2.0 or below, but who express a desire to attend a four year college. Eighty percent of the students are eligible for free and reduced lunches. All are the first in the family to attend college. The school is located in a more difficult part of San Jose with all the inner city challenges. Next year they will receive their first class of 8th graders from a DCP El Camino Middle School.

El Primero was the first of the four DCP schools, celebrating seventeen years of operation. However, in the course of those seventeen years, this is the first time DCP El Primero has been able to secure a long-term facility. The foundation has leased a defunct lumber yard and is in the process of remodelling it to serve both the high school and middle school.

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. That starting class has now matriculated and grown to 140 eighth-grade students at DCP El Camino, and many of those students will enroll as ninth-graders in the fall of 2017. This will undoubtedly change the profile of the typical ninth-grader, as these students have already been acculturated to the DCP values and practices. However, they are still actively recruiting students that are underperforming in middle school.

Year	Data Needed	El Primero	LCAP Goal	Notes
15-16	CAASPP Spring 2016 Proficiency Rates-ELA	34%		
15-16	CAASPP Spring 2016 Proficiency Rates-Math	11%		
This is the first year results.				
13-14	AMAO I Results-13-14	72.3	baseline	
13-14	AMAO II Results-13-14	61.4	baseline	
15-16	AMAO I Results-14-15	61.8%		Goal is: 60.5
15-16	AMAO II Results-14-15	60.0%		Goal is 50.9
The AMAO results have exceeded the school's goals.				
14-15	% of Graduates who completed A-G courses - walked across stage (75% or higher)	91%	75%	

15-16	% of Graduates who completed A-G courses - walked across stage (75% or higher)	88.70%		
14-15	% of Graduates that enrolled in at least one AP course	65%	baseline	
15-16	% of Graduates that enrolled in at least one AP course	67.70%		42/63 (Calculated for diploma grantees only)
14-15	Avg GPA of rising seniors (class of 2015)	2.94	3	
15-16	Avg GPA of rising seniors (class of 2016)	2.98		
14-15	Graduation Rate - number of students that receive a DCP diploma divided by the number of seniors (70% or higher)	92%	70%	
15-16	Graduation Rate - number of students that receive a DCP diploma divided by the number of seniors (70% or higher)	80.80%		63/78
14-15	Suspension Rate (14-15): # of all students who were enrolled at any point during the year divided by the number of unduplicated students that were suspended	9.98%	Reduce by 10% as compared to 13-14 (15.03%)	40.24%
13-14	Suspension Rate 13-14	16.70%	baseline	
15-16	Suspension Rate (15-16): # of all students who were enrolled at any point during the year divided by the number of unduplicated students that were suspended	5.10%		
14-15	Expulsion Rate: # of all students who were enrolled at any point during the year divided by the number of unduplicated students that were	0.08%	Goal is less than 2%	STILL NEED; LCAP goal 2

	expelled (CALCULATE AT PERCENT)			
15-16	Expulsion Rate: # of all students who were enrolled at any point during the year divided by the number of unduplicated students that were expelled (CALCULATE AT PERCENT)	0.58%		
14-15	School Attendance Rate	94.53%	Goal is 95%	
15-16	School Attendance Rate	94.50%		
13-14	% of Students Classified as Truant in 13-14	39.29%	baseline	
14-15	% of Students Classified as Truant in 14-15	38.10%	Goals is less than the 13-14 rate	
15-16	% of Students Classified as Truant in 15-16	22.61%		
14-15	Dropout rate (PLEASE INCLUDE PERCENT)	1.29%	High Schools: 8% or lower Middle Schools: 1% or lower	
15-16	Dropout rate (PLEASE INCLUDE PERCENT)	0		
YouthTruth surveys are done twice per year to inform staff and admin.				
14-15	Average Composite Score for School Culture on YouthTruth	3.31		
	Overall Facility Rating from	Good	Good or	

	Facilities Inspection Tool		better	
15-16	Average Composite Score for School Culture on YouthTruth	3.84		

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, Digital Art
- G. Government, Economics
- H. World geography, Anthropology

Student Enrollment Data

Student Enrollment by Subgroup

	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Total Enrollment	378	334	422	430	399
Hispanic or Latino		93%	92%	91%	89%
English Language Learners		22%	19%	22%	30%
Low Income Students		89%	86%	86%	85%

Student Enrollment by Grade Level

	9th	10th	11th	12th	Total
2016-2017	127	86	87	78	378
2015-2016	71	92	91	80	334
2014-2015	107	107	106	102	422

2013-2014	98	136	119	77	430
2012-2013	137	121	81	60	399

Attendance Data

School Year	Total Enrollment	Average Daily Attendance	% ADA
2015 - 2016	334	308.14	92.3%
2014 - 2015	422	384.77	91.2%
2013 - 2014	430	405.25	94.2%

AP Results, 2015-2016

	Scor ed 5	Sco red 4	Sco red 3	Sco red 2	Sco red 1	Total tested	Average Score
Calculus AB	1	0	0	2	19	22	1.3
Spanish Lang	10	11	5	2	0	28	4.0
US History	0	1	5	6	15	27	1.7

AP Results, 2014-2015

	Scor ed 5	Sco red 4	Sco red 3	Sco red 2	Sco red 1	Total tested	Average Score
Calculus AB	0	0	0	0	19	19	1
Spanish Lang	13	16	6	0	0	35	4.2
US	0	0	5	7	14	26	1.7

History							
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ACT Summary 2017

Total number of students	71
Highest score	28
Lowest score	11
Average score	16.9

ACT Summary 2016

Total number of students	67
Highest score	29
Lowest score	10
Average score	17.7

ACT Summary 2015

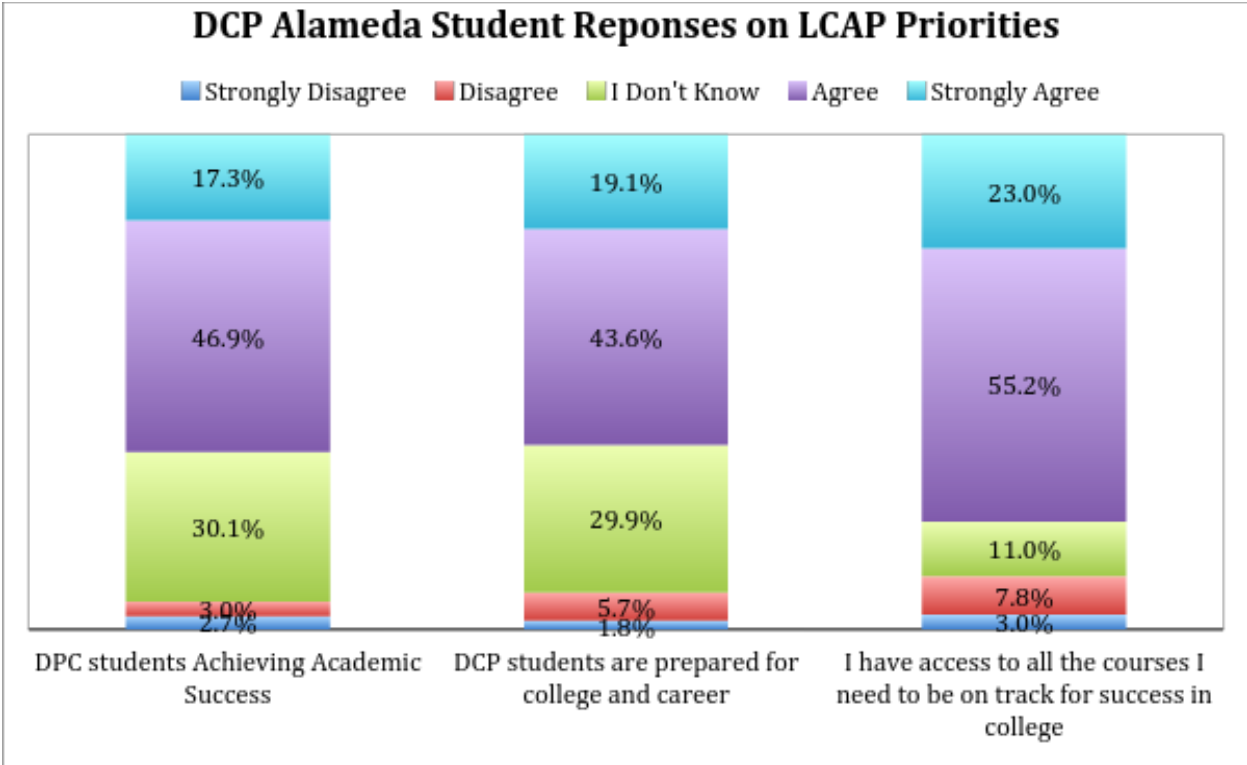
Total number of students	96
Highest score	28
Lowest score	11
Average score	16.8

When San Jose Unified refused to renew the lease the school had on a building they had occupied for 10 years, the parents and staff began to attend meetings to protest the decision. After 2 years of meetings EPHS moved to a campus of modular buildings on a parking lot of the property on which they have a 50 year lease. This uncertainty caused parents to withdraw their students and teachers to seek other employment. Thus total student enrollment dropped and a new cohort of teachers were hired to start the school year in 2016.

Surveys done using YouthTruth gave the following results:

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.



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.)

Teacher Credential Data

Teachers with credentials	11
Teachers with emergency permits	6
Teachers with waivers	2
First-year teachers	9
Average years of experience	4

Chapter II: Progress Report

Since the last self-study:

The 2016-2017 school year was pivotal for El Primero for many reasons, particularly due to a new facility, new administrative team, and a turnover in staff and student body that resulted in half of each being brand-new. These transitions have proved to be challenging, especially to the process of conducting the WASC self-study.

For ten years DCP El Primero used a school site leased from San Jose Unified School District. The lease was not renewed by SJUSD and the school had to find another site. A defunct lumber yard was purchased, but it needed a total remodel to use it as a school. In June of 2016 the entire staff packed up the school and put it in storage. In August 12 portables were moved onto the parking lot of the lumber yard. School opened with ½ of the staff and teachers new. One week professional development prepared the new staff for the ethos of El Primero. The office portable houses both the high and the adjoining junior high school administrative teams.

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 the community to gather. They 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 share an office, cafeteria, gymnasium, parking lot, and general “free space.” Daily negotiations facility usage, student behavior and supervision, and general administration of the school, providing various ongoing challenges. Surveys show that the school has communicated the purpose of the school to both parents and students. The parents receive a newsletter each month emphasizing the school’s three priorities.

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

Met growth targets around staff, student, and parent engagement. Staff feedback indicates they feel included in the decision-making processes of the school. Including teachers and staff in process to focus on increasing staff retention

- Formalized 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.
- Set up a school messaging system.
- As a result of teacher surveys changes have been made to schedule, workload and compensation. Time is given at meetings to celebrate unity.
- EPHS offers to parents workshops on the topics of college readiness and applications.

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.)

- 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.
- Expanded the 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. One-half of the staff are first year teachers/interns making this an ongoing need.

- To this end, they have now included “analysis of student work” in 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.
- Online Assessment Reporting (OARS) is used to retain testing data. It also provides benchmark testing which is being explored at this time. (This has changed to Intellect and is not available this year.)
- 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.
- 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: “All EPHS 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.

Revised 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 they have met all of those goals due to a shift toward restorative justice practice and positive incentive systems. Increased the number of interventions provided for students who are in the “top tier” of RTI (struggling with behavior as well as academics).

- Revised “behavior contracts” to be “behavior agreements” that include supports for students.
- Enlisted extra counseling services for students with social-emotional needs (Family Counseling Services, Safe School Campus Initiative, Washington United Youth Center, and Advent)
- 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
- 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.

Did not meet 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. Significantly increased the amount and quantity of professional development for teachers specifically in the area of curriculum planning and instructional best practices.

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.

Chapter III: Self-Study Process

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.

Our Values

EPHS work is deeply rooted in our Mission and Values. EPHS'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 in order to achieve success in college. 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

Learner Outcomes:

EPHS'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

<i>Category</i>	<i>Skills</i>
<i>A. Content Knowledge (ganas)</i>	<ol style="list-style-type: none"> 1. <i>Master core academic content</i> 2. <i>Acquire, apply and expand knowledge</i>
<i>B. Cognitive Strategies (orgullo)</i>	<ol style="list-style-type: none"> 1. <i>Think critically and solve complex problems</i> 2. <i>Communicate effectively</i>

<i>C. Learning Behaviors (comunidad)</i>	<ol style="list-style-type: none"> 1. <i>Work collaboratively</i> 2. <i>Learn how to learn</i>
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The school has developed core pedagogical beliefs that guide the teaching and are emphasized in all aspects of the school. They are:

- 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 community building emphasis for the school.

The WASC self study was started by the former principal in the fall of 2015. Surveys were completed, parent groups were organized, team members attended training and writing commenced. Then the school was told they would have to move in the Spring of 2016. Work on the report stopped while everyone prepared to end the school year and pack the entire school for summer storage. As a result of the uncertainty ½ of the staff left for other jobs and the principal was moved to the head office. The vice principal was appointed principal. All but one of the original leadership team was no longer with the school. Because the administrators were faced with the task of replacing ½ of the teaching staff and moving into portables no more work was done on the report.

In November of 2016 a Substantive Change Report was filed with WASC along with a request to postpone the visit to October 2017 when the remodeled building would be finished and the visit would reflect the new school. The request was denied so the principal assembled a new WASC leadership team and immediately resumed work on the report. There is no room on the campus for the WASC team to meet so a business ½ block down the street offered their conference room for the team to use during the visit. The entire situation is difficult.

The schoolwide learner outcomes are spelled out in many places at the school including parent information in newsletters and on-site meetings. However there is only anecdotal attempt to measure the achievement of the SLOs. The classes that have curriculum maps have integrated the SLOs in the map.

Student achievement data is shared with stakeholders however there is not a systematic way to use the disaggregated data to inform classroom instruction or modification to remediate. The exception is the math classes that use the MDTP (Math Diagnostic Placement Test) and NWEA to place students and to monitor progress throughout the year.

The school has an action plan with goals and persons responsibility. Most of these are short term plans and do not include long range planning. The Board and District personnel are responsible

to establish long-range objective with the input of the school. With the new building and the merging of the high school with the middle school both groups will be able to focus on future plans with input from the school staff and teachers.

For some amazing reason students who are underperforming when they enter El Primero as freshman are graduating with acceptances to 2 and 4 year colleges. They plan to matriculate at those colleges and remain until they have the desired degrees. Many have scholarships and financial aid to make their transition to college possible. This is the mystery of El Primero that rewards the efforts of all stakeholders to make college possible for the first students in families to attend and graduate.

Chapter IV: Quality of the School's Program

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

A1. Vision and Purpose Criterion

Downtown College Prep El Primero High School has clearly defined mission statement and schoolwide learner outcomes. These have been in place for years and express the purpose for the existence of the school. They summarize it with:

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)

These values are communicated to the staff, community, parents and most of all to the students. Teachers emphasize the values in their lessons and relations within and outside of the classroom. They are publicized in multiple locations on campus and are always included in newsletters mailed home to parents.

Vision needed to implement these goals is not clearly defined however the community supports the school thru donations, fund raisers, presentations on campus and other means.

The regular review process is not in place at this time.

The LCAP goals are filed as required and are communicated with staff, board and district personnel. They are reviewed and action items are generated to aid the school in reaching the goals. Standards are in line with other charter schools with similar demographics.

A2. Governance Criterion

The Across the Bridge Board of Directors is governed by the Charter and its by-laws. 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, and reviews and approves the LCAPs and school budgets. These meetings occur while teachers, administrators and families are unable to attend, usually in the middle of a school day.

Job descriptions are clearly spelled out in the charter and the Board delegates responsibility for day to day operations to the administrators of the organization and the on site administrators.

EPHS is currently defining the use of technology in the classroom as part of the curriculum. Chromebooks are available for student use with appropriate filters in place.

Teachers report that they do not understand the function of the Board or its relationship to the things that happen at the school or in the classroom.

Parents participate in each of the following:

- School Site Council (3 parents, teachers, students monthly)

- ELAC (about 20 parents and admin monthly)
- Parent Leadership Team (about 20 parents monthly)
- Leadership and ASB meet multiple times per month

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. There is a regular report to the board concerning student achievement. Annual audits are received and reviewed by the Board.

DCP has clear complaint policies that are communicated to employees in the Employee Handbook and to families in the Student & Family Handbook. Not all understand the procedures. Complaints are communicated to the appropriate personnel. Restorative justice is used to settle complaints with adults just as it is with the students.

SSC meets and oversees the LCAP goals and sets the action items. They receive reports from the staff as to progress toward accomplishing those goals. Parents and staff serve on this council.

A3. Leadership: Continuous Planning and Monitoring Criterion

This is a major area of growth, as they communicate in a more reactive way to issues that arise, but do not have cycles of continuous improvement and strategic planning that involve teachers as well as analysis of data. It is unclear how student achievement is monitored or how innovations are implemented or evaluated. Advisory Council was formed to include teachers in decision-making process.

Teacher's use e-mail or telephone to communicate internally and Google Drive for planning. A well defined grievance process is in place. It is not well understood by the constituents. As complaints (which are few) come into the school they are referred to the process. Parents report that they are pleased with the results and how their need was addressed by the staff.

Scheduled and delivered differentiated teacher/staff programs for professional development and find and pay for outside workshops for teachers and staff to attend for professional experience. This is on a teacher need basis and is not a schoolwide, monitored, systematic PD that includes all teachers. Because the staff is at so many different levels of teaching practice this was necessary for this year. Plans are to standardize and implement across the board staff development that involves all staff.

The Budget/HR Director receives the requests for additional funds from the school administrators who receive requests from teachers, and with the collaboration of the organization's administrators makes decisions on the allocation of funds. LCAP needs are always addressed in budget. 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.

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.

DCP has a five year plan that was begun in 2013 and is due for review and updating this year. The new plan will be prepared by the organization and reviewed by staff, administrators at the sites and Across the Bridge Board. Implementation will be done by the organization staff.

A4. Staff: Qualified and Professional Development Criterion

Nine of the teachers were hired to replace those who chose to leave the school amid the chaos or who moved to other areas. Nine are first year teachers several without credentials or any teacher training. Six are on emergency credentials and 2 have wavers. Just preparing these new teachers to life in the classroom was a large task. PD at the beginning of the year gave them the basics of the DCP ethos and then school started. They continue to be supported by coaches and administration. PD is ongoing at early released common collaborative time on Wednesdays. These new teachers have enrolled in credentialing programs and feel so well supported by the school that they plan to return for year number two. Plans are to have extensive PD during the summer as funds permit.

The humanities cohort working with Tovani and Bennett receives a great deal PD. There is a plan to expand the cohort this summer with 10 days of intensive training in teacher as guide in the Workshop Model.

Teachers receive a handbook when they are hired. 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.

Analysis of data to demonstrate the effectiveness of PD is not in place yet.

A5. Resources Criterion

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 the 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.

The organization staff actively supports the teachers and administrators at EPHS with budget, PD, coaching, developing new opportunities for students to expand their high school experience, tutorial planning and assessment guidance. Audits are conducted regularly and the organization is in compliance on all mandates.

A defunct lumber yard is being remodelled as a state of the art school with unique space allocation that compliments the Workshop Model style of teaching. This facility will house the

middle school as well as the high school and will allow the student population to grow to 600 high school students. It is scheduled to be completed in August 2017 in time for school to start.

A6. Resources Criterion [Charter Schools only]

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), 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. The school has been solvent for 17 years and the CFO carefully monitors funds.

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.

The Principals 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. SSC is involved in the process. 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.

Compensation is not yet comparable to similar district positions; however, it will be after the rollout of the new compensation plan.

A7. Resources Criterion [Charter Schools only]

Downtown College Prep is in compliance with all state laws and accepted accounting practices. The Across the Bridge Foundation has contracted with the SJUSD to remodel the new school. This bond will be repaid with funds from the State of CA designated for schools that serve the population identified by DCP.

Recruitment is done at the local middle schools in San Jose Unified School District. Young people who will be the first in the family to attend college, but who are not performing at grade level are the target audience. There are ample numbers of young people who fit the criteria that no formal recruiting is necessary. This year with the DCP Middle School on the same campus 8th graders will be encouraged to move to the high school so as to not interrupt their path to college.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- 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 and stakeholders.
- The staff is dedicated to the ethos of the school that supports first generation college bound Latinos with A-G courses as well as extensive guidance in what it takes to be a college student.
- Admin, staff and organization personnel are committed to professional development that will enhance the teaching competence of all teachers.

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

- 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.
- Lack of teacher pipelines/induction/training/support (EPHS needs to develop a plan for recruiting, onboarding, developing, and supervising teachers) This also must include incentives to teachers to remain at the school for multiple years.
- Extensive training in the use of data to inform instruction and to remediate struggling learners. Analysis of data to determine the cause of student failures and to modify curriculum and provide differentiated instruction.
- Improve parent involvement in their students experience at school using Powerschool to monitor progress and including participation at events and meetings.

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

Self-Study

Focus Group Organization

Parent meeting

Conferencing with teachers, admin and district staff

Student interviews

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

EPHS clearly and consistently discusses its core values of *ganas*, *orgullo*, and *comunidad*. The self-study identifies these core values and literacy as schoolwide learner outcomes; however, no indicators or measures of these outcomes are identified.

EPHS requires each teacher to submit a curriculum map prior to each school year; curriculum maps are to include objectives and correlated standards, overarching themes for units, approximate dates, and assessments; curriculum maps do not identify connection between objectives and schoolwide learner outcomes. There is no required template for curriculum maps. For 2016-2017, several less experienced or inexperienced teachers were hired shortly before school began and were not able to create their own curriculum maps. Few were provided with previously submitted curriculum maps where available. The English department has worked to vertically align their curriculum maps; English 2, 3, and 4 are well-aligned, and the English 4 teacher is working with the English 1 teacher, who is new to the school this year, to ensure alignment. The math coach has created unit plans for all math classes; however, math teachers who are new to the school have had some difficulty implementing them due to lack of specific content knowledge. Alignment of curriculum maps in other departments is unclear. Teachers have received some professional development on mapping curriculum from consultants this year. In addition, the English 4 teacher has given a professional development presentation on teaching literacy across the curriculum.

EPHS has adopted CPM math materials school-wide but does not have institutionally adopted materials for other content areas. DCP has no regular textbook adoption process. Individual teachers research and select materials and request them from the principal, who requests them from the DCP central office. Teachers are given a high degree of autonomy with curriculum. However, teacher turnover leads to a lack of consistency and congruence between grades and subjects.

EPHS offers all classes necessary for students to satisfy UC/CSU A-G requirements. All courses offered go through the A-G submission process, and almost all courses offered for academic credit have been A-G approved; only P.E. and World Geography, ninth grade electives, are not A-G approved. Edgenuity online classes for credit recovery are also A-G approved; however, students have had minimal success completing and passing these classes. While student survey data indicates that 81% of students positively rated the school in academic rigor and expectations in fall of 2016, several students in the student focus group stated that the feel classes are too easy. 100% of 2015 graduates satisfied A-G requirements; 87% of 2014 graduates satisfied A-G requirements.

EPHS currently offers three AP classes, US History, Calculus, and Spanish Language. All students may choose to enroll in AP classes. The AP Calculus class uses an AP-aligned textbook supplemented with College Board materials.

The Advisory program is driven by the goal of preparing students to thrive in a 4-year university.

The school needs to develop grade appropriate curriculum to achieve this goal. Benchmarks need to be developed and data made available to measure the effectiveness of the program.

B2. Access to Curriculum Criterion

All teachers at EPHS act as college counselors through the school's advisory program. Teachers and administrators have expressed the need for a vertically aligned, mapped curriculum to support teachers in advisory. DCP's Director of College Success provides resources for teachers; however, as he does not have a classroom teaching background, teachers are often uncertain how to translate these resources into implementable lessons. This year, students have an advisory period three days per week; next year, the school plans to resume a daily advisory period.

Some teachers have created individual learning plans for students; however, individual learning plans are not required, and most teachers do not create them. Some classes are supported by RSP teachers and college students who serve as tutors. Students with IEPs primarily receive pull-out support due to facility limitations. For 2017-2018, administration plans to implement a fully collaborative/co-teaching model as the new facility provides space adjacent to classrooms for one-on-one and small group instruction.

This year EPHS is piloting student concurrent enrollment in classes at SVCTE, a facility serving multiple school districts in Santa Clara County, and plans to enroll more students in the upcoming year. SVCTE classes provide students options that EPHS cannot due to the school's small size. Few electives are available to the students. Their schedules must include the requisite college admission courses. With the increase in enrollment more electives will be offered.

B3. Preparation for Career and College Criterion

88% percent of the class of 2016 satisfied A-G requirements. 91% of the class of 2015 and 87% of the class of 2014 satisfied A-G requirements. However, staff report that most students require up to two years of remediation in college; therefore, some students are graduating college eligible but not college ready. The ERWC curriculum for twelfth grade is designed to support college readiness. There is no data available to correlate ERWC implementation with college readiness at EPHS.

EPHS requires students to be accepted to a four-year college or university to earn a high school diploma. However, an appeals process is available for students who are not accepted to a four-year college or university. The twelfth grade advisory curriculum supports students who are better served by community colleges as part of the appeals process, and an alumni counselor supports graduates.

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.

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.

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.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

- EPHS values a curriculum that enables all students to meet A-G requirements while offering a variety of choices.
- 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 students.
- This year EPHS has two instructional coaches, led by the Director of Instructional Development.

Key issues for Standards-Based Student Learning: Curriculum:

- EPHS does not have clearly measurable schoolwide learner outcomes that include academic, college readiness, and career preparation.
- EPHS does not have congruent, standards-based, vertically aligned curriculum in all departments that includes course curriculum maps/Unit Planning/Selection or development of curriculum that is standardized through all grade levels.
- More collaboration across disciplines team including other schools in the organization.
- EPHS should continue working on accommodating a wider range of students through the use of Edgenuity, SVCTE offerings, more electives and AP Course offerings.

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

- Self-study report
- Schoolwide learner outcomes
- Curriculum maps
- Curriculum focus group meeting
- Conference with admin, staff and students
- Meeting with parents and organization staff

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

One of the main instructional foci for the 2016-17 school year has been teacher implementation of the Workshop Model in classrooms. While there are many elements of the model, EPHS staff have focused on the following: (a) shifting the cognitive load onto students as opposed to the teacher, and (b) developing ‘authentic makes’, or assessments that allow students to demonstrate their understanding of the standards through the production of real-world, rigorous products as part of the assessment process.

While this has been an instructional focus during weekly professional development, the degree to which the level of challenge is reflected in the work varies by content area. For example, in the English classrooms, students produce essays of different genres. Students are given a rubric with certain elements and levels of performance aligned to the Common Core standards. While English teachers know where each student’s current level of performance lies, it is unclear whether or not students know their own level of performance.

During classroom visits it was observed that other content areas have struggled with having students engage in challenging work. One of the main reasons for this is that the minimum body of knowledge and skills that students must acquire through each course is not clear. Without a clear understanding of which standards are expected to be taught in each grade level and how those standards build on one another in terms of complexity, staff are limited in their ability to engage students in challenging work that allows them to practice and assesses their understanding of those standards. For example, in Biology class, there was a rubric for an Evolutionary Story of a Living Thing project, but the rubric was not aligned to Next Generation Science Standards (or any other set of professional standards).

The need to understand the standards for each grade level arose when analyzing two pieces of student work from Latin American history. On the one hand, the student work shows a strong emphasis has been placed on citing textual evidence. The student work samples, however, don’t show that students understand how to provide an analysis of evidence that connects why the evidence supports the claim. A stronger understanding and consideration for the standards and school-wide learning goals would improve student learning.

Math classrooms have focused on needs-based grouping as a way to differentiate instruction. The math coach has worked with each math teacher to learn how collect and analyze data in order to group students based on learning need. This was evident in an Algebra 1 class where the teacher worked with one group of students while students in the other two groups worked on an independent assignment chosen based the needs of the students in that group. No other department commented on practices to differentiate instruction.

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.

C2. Student Engagement Criterion

The degree to which teachers understand the content and instructional methods varies significantly across the school. A coach reported that one teacher is learning the content as they teach with the support of the coach. Most teachers know the content that they teach, but the school has not been clear on which content and skills are the minimum level of knowledge required for a student to exit that course. All teachers have been trained in the workshop model as a high-leverage instructional practice that shifts the cognitive load from the teacher to students. Based on observation data that the school leadership collected prior to visit, 16 of the 18 teachers implemented the workshop model. The visit occurred the first day back from spring break. During the visit, we observed 3 classes that used cooperative learning techniques. During the visit, direct instruction was the most frequently used instructional practice during the visit.

Technology is used in a variety of ways in the school. In math and Spanish classrooms teachers used Kahoot to give students practice with the skills that they were learning. In World History students were using Internet resources to find primary and secondary sources to learn about the concept under study. In Theater class students used the Internet to research the event or person that they will base their monologue or group performance off of.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

- Two strengths that DCP exhibited were: (a) using rubrics to communicate requirements for assignments, and (b) using technology to engage students.
- At least 50% of teachers are using multimedia tools to differentiate instruction for ELL and SPED.
- 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

Key issues for Standards-Based Student Learning: Instruction:

- After unpacking the Common Core standards and selecting student learning outcomes by grade level, DCP should re-design their rubrics to align with the Common Core/Next Generation standards and assign tasks that align to those rubrics.
- The school should consider the use of academic talk strategies (pair share, cooperative learning, debates) in order to have students do more of the heavy lifting in classrooms following the Workshop model.

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

Self-Study report

Instruction Focus Group

Classroom observation

Conference with administrators/teachers

Review of materials presented by teachers in each classroom

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

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

EPHS uses a variety of assessments to collect student performance data that include both mandated standardized tests (CAASP, CELDT) as well as internal assessments provided for placement in Math (UC Mathematics Diagnostic Testing and NWEA). The Math Placement Policy was instituted and has been revised for 2017-18. Students complete an intake math assessment that determines their placement into Algebra 1, Geometry, or Foundational Math. Each year following, the NWEA Math test results given in October, along with teacher recommendation, determine possible acceleration options.

Grades are accessible to parents and students through Powerschool, wherein an app can be downloaded to a phone to receive attendance and grade notifications. Every six weeks, grades are formally reported and sent home and the principal shares out these results to the PLT. Parents also receive a briefing on the yearly CAASP and CELDT results as they become available in the PLT meetings. Powerschool is also used by teacher/advisors to check grades and confer with students about progress. The EPHS 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 to complete an annual audit.

The school is making a transition from OARS to Illuminate, therefore data has not been available to staff. Other tools allow teachers to look at growth, but there is no policy in place to aid teachers or set expectations in using the information to modify curriculum to meet the needs of their students. Although analysis of student work is part of the formal evaluation process it does not occur routinely in the classrooms. With a lack of articulated curriculum maps, the connection between standard and assessment isn't consistent across courses. In turn, data doesn't indicate students' clear areas of weakness as they pertain to the standards.

GPA Matrices are used to communicate and track course grades in a shared Google spreadsheet to overcome the access challenges in Powerschools. Teachers, students and counselors have regular access while the use of this data is inconsistent and unclear to many teachers.

The school is compliant in completing the goal setting and progress checks for IEP and 504 students.

Edgenuity is used for online learning with teacher monitoring progress. Most students using the online program are those who are credit deficient. This allows students to make up credits without repeating a course and interrupting their progress toward graduation. A few students are using the program to accelerate or add electives to their course load.

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

Curriculum maps are prepared for some courses of study, however they for the most part do not include benchmark testing and few formative assessments. Because one-half of the staff is new to the classroom they have not had time to develop these assessments nor analyze data provided from such testing. While maps from previous teachers were provided to new teachers, it is not clear that they were expected to follow them or that they had accountability in personalizing and aligning to their curriculum. Staff time is needed to develop programmable goals and standards aligned with teaching practices. Staff development time devoted to the Teacher Inquiry Cycle will allow teachers to use maps and assessments to modify curriculum to increase student achievement.

The school uses Youthtruth Surveys twice a year to provide teachers and administrators with data on the relevancy of assessments and curriculum. Although the data is shared little analysis is done to create modifications to the curriculum.

Reflections are sporadically a part of the teaching allowing students to reflect on their habits and mastery of goals. Some teachers use the data to modify curriculum or instruction strategies.

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

Executive Director and site Administrator share data when published with stakeholders about how 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. College-going data and key metrics are publicized to a wide range of stakeholders including business and industry community.

For the first time this year family/teacher conferences were held. They engaged the parents in monitoring student progress to supplement the use of Powerschool. (Powerschool training is ongoing for parents.)

Other than individual counseling data generated by testing is not used to analyzed curriculum, assessment results or student progress with the exception of math which uses the Math Diagnostic Testing Project to place students in the appropriate math class. Item analysis of the test results is not used in curriculum modification.

After each semester the advisor meets with students to evaluate their progress on A-G requirements track. Newer staff is not as well prepared to have these conversations with their students and will require additional inservice.

The school employees security for all testing materials. They have moved in two sheds to provide one on one testing for CELDT and other individual testing events. Testing security is a high priority for the administration. Finals and modified finals (for SPED students) are submitted 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.

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

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

- 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 at multiple points throughout a student's high school career.
- Administration has consistently conferred with students and their families, especially when graduation requirements are not met.
- There is consistency in implementation of standardized assessments found on the assessment calendar across the school.

Key issues for Standards-Based Student Learning: Assessment and Accountability:

- Assessment data is not used schoolwide to modify curriculum or instruction so student learning can be increased.
- Professional Development in assessment development including standardized benchmarks, rubrics, and summative assessments and analysis of the resulting data to modify curriculum and instruction.
- More consistent and regular parent training on Powerschool would improve parent engagement of their student's grades and attendance information.

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

Self-study report
 Focus Group meeting
 Classroom observation
 Some curriculum maps provided

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

E1. Parent and Community Engagement Criterion

EPHS involves parents formally through bi-annual conferences, monthly college workshops, ELAC, SSC, and the Parent Leadership Team. It also provides informal *cafecitos* to give parents access to staff. Parents have access to student information through PowerSchool. All meetings with parents are translated, and bilingual staff are available to communicate with Spanish-speaking parents. Parents are surveyed to collect data on their perceptions of school and student performance on an annual basis.

EPHS has established relationships with business and community partners, including local community colleges and Santa Clara University, to provide support services such as mentorship, counseling, and intervention; job opportunities; and enrichment opportunities such as summer programs, field trips, and guest speakers. The school works with charitable organizations to meet students' material needs..

E2. School Environment Criterion

EPHS has increased custodial service and hired a campus supervisor to maintain facility cleanliness and order. Staff are assigned supervision duties to maintain order. Some staff and students report inconsistency in classroom behavior expectations and in classroom and schoolwide enforcement of behavior expectations. Specifically, some students stated that they can repeatedly violate behavior expectations (e.g. dress code) without meaningful or escalating consequences.

EPHS has high expectations of staff; however, monitoring of and accountability for these expectations is inconsistent. Staff appreciate frequent classroom visits from, and check-ins with, site administrators. Staff working with instructional coaches feel supported. Staff have regular opportunities to develop community with each other and collaborate to establish school culture. However, staff also express a desire for more curriculum and instruction-focused collaboration time. In particular, staff who are not part of the English or math departments feel isolated; not all have taken advantage of the opportunity to collaborate with DCP Alum Rock High School. Students have the opportunity to build relationships with teachers through the advisory program.

EPHS has high expectations of graduating students. However, some staff acknowledge that they struggle to maintain high academic expectations of younger students when confronted with gaps in students' skills. Less experienced teachers expressed desire for professional development in maintaining rigor while re-teaching foundational skills. Students understand and appreciate that their teachers care about them and their success. Students are recognized for progress and achievement in a variety of ways. College-going culture is implicit in the school's mission, vision, and student learning outcomes. Students' backgrounds are respected and appreciated. Staff identify areas for continued growth and seek resources to support their improvement.

E3. Personal and Academic Support Criterion

Students receive academic support and intervention through the advisory program, teacher office hours, and supplemental tutoring provided by outside organizations. Teachers use a variety of technological solutions to support differentiation in the classroom. RSP teachers provide additional collaborative support to students with IEPs. The college and alumni counselors support students, especially seniors, and graduates and their families with the college entry process

Students have access to a variety of interest-based activities and athletic programs. Business and community partnerships provide students with a wide range of support services and co-curricular opportunities.

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

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

- EPHS clearly communicates high expectations of graduating students and supports students in achieving these expectations.
- EPHS values students' families and provides many opportunities for family engagement.
- EPHS builds relationships with business and community partners to enhance students' educational experience.
- EPHS understands the importance of staff retention in fostering community.

Key issues for School Culture and Support for Student Personal and Academic Growth:

- Stakeholders have differing perspectives on the strength of academic and behavioral expectations of students.
- Staff, particularly outside of English and math, lack the collaboration with colleagues that they would experience in a larger department; they need time to collaborate with similar-subject colleagues and support in using this time to their mutual benefit.

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

- Culture Focus Group
- Conversations with staff, students, and families
- Self-study report
- Conference with student leadership and ad hoc student group

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. EPHS has a strong school culture between students and staff. It is clear that students and

staff are in community with one another, and demonstrate the three core values of the school on a regular basis.

2. EPHS has a strong plan to engage families and community stakeholders. They communicate with families in multiple ways, and utilize programs offered by community partners in order to offer more learning experiences to students.
3. EPHS has a strong emphasis on regular observation and feedback cycles. Teachers feel supported and administrators are in classrooms on a regular basis.
4. EPHS has a strong culture of hard working, supportive, caring faculty, administrators and staff who are dedicated to the school's mission and to the students and parents they serve.
5. EPHS is committed to expanding the opportunities for enrichment, internships, CTE training and student partnerships.
6. EPHS gives support to Special Education students to ensure modifications that lead to graduation for most students.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Provide PD for staff to write curriculum maps to align CCSS, course standards and SLO's for EVERY class to provide continuity to the curriculum and ensure students have common experience with continuous monitoring.
2. Create and administer regularly scheduled common assessments aligned to CCSS, course standards and SLO's for EVERY class to provide continuity in data collection. Provide PD for staff to analyze assessment data and use this data to drive modifications to curriculum and instruction.
3. Develop an organization-wide staff handbook of standardized classroom and administrative policies, including classroom management, PBIS, RJ, and discipline; and practices including instructional strategies, curriculum planning, assessment, and data analysis. Implement a system, integrated with current practices, of continuous monitoring for accountability and PD for support achieving expectations.

Chapter V: Ongoing School Improvement

The action plan is a skeleton. In the committee's opinion the major growth areas needed to be expanded to reflect the needs of the school at this time. After conference with the principal the action plan will be updated and expanded to include the added recommendations.

The Central Office has an important role to play in the success of the school action plan. Personnel are in place to assist the school as it moves forward with meeting the needs of the action items.

As the school develops curriculum maps and includes the student learner outcomes the students will have a more robust experience which will better prepare them for success in college.

The action plan has goals, persons responsible, timelines and measurable results. The improved action plan will be submitted by the administration in the next two weeks.

Change of staff at the central office or the admin at the school will impede the progress of the action plan because there are so few to carry on. This is a small school with big plans to grow which will generate new challenges. Staff retention is critical to school improvement.