

**A-1 To what extent does the school have a clearly stated vision or purpose based on its student needs, and current educational research and the belief that all students can achieve high levels.**

WHAT IS IN PLACE:

The vision statement for Esperanza High School is “*Where Excellence is a Tradition.*” To complement this vision statement, Esperanza High School has a clearly written mission statement that is displayed in classrooms and included in student planners and handbooks. It is similar to WASC’s beliefs that all students be prepared upon graduation for postgraduate success by achieving the standards. All stakeholders, including staff, parents, students, and community members, contributed towards the development of the mission statement, educational goals, and the ESLRs. Our school’s statement and educational goals are aligned with the Placentia-Yorba Linda Unified School District’s mission statement and *Guiding Principles*. Esperanza High School has merged the various documents to produce a blended, coherent vision with the district and board goals. Based upon the superintendent’s *Guiding Principles* we combined our ESLRs with benchmarks for attainment, samples of standards from the state standards, state frameworks or national standards, as well as citing the standards for the *California State Teaching Profession*. Each year the Leadership Team reviews and discusses the goals, mission statement, and expected school-wide learning results with members of their departments. A recent example of this collaboration is the following addition to our mission statement: *To promote a desire for life-long learning through standards-based instruction and enrichment.*

832 API!

Esperanza ESLRs  
Aztecs are A.B.L.E.!  
are aligned with  
standards and  
District Guiding  
Principles

The process of ensuring excellence is supported by ongoing instructional support through the fully-funded BTSA program, B-CLAD, CLAD, AB 395, *CTEL* training, staff development based upon current educational research (Science Safety, Rubric Training, Writing and Reading Workshops, Differentiated Instruction), and individual teachers’ involvement in their local, state, and national educational organizations.

Departments outside of the Core Areas and Performing/Fine Arts use the state frameworks, the continuums, or National Standards. In the Single Plan for Student Achievement (SPSA) an annual inventory is taken of what is currently in place at Esperanza. All stakeholders are highly aware and very well versed in the standards. Some students in the Focus Groups indicated that not all students are overtly aware of the standards but believe that their teachers are providing the necessary instruction based upon the outcome of our high API/STAR testing results. Many graduates return to report that they were very well prepared to enter colleges and universities. Many graduates also report that they were very well prepared to enter the workforce. At our annual academic awards ceremonies many parents with students currently attending EHS report great support for the efforts and results at Esperanza. Focus Groups suggested that we combine our vision statement, our mission statement, our educational goals, and ESLRs to come up with a more succinct goal.

<b>Evidence</b>	<b>Location</b>
EHS Mission Statement, Educational Goals	Each teacher's room, counseling office, attendance office, library, principal's office, PYLUSD
Alignment of district guiding principles/EHS ESLRs/California standards/Standards for the Teaching Profession	Appendix, Department Chairs
Staff, Parent, Student Annual Surveys	Elwood (E-1)
EHS Website	Website
Parent and Graduate Comments	Individual teachers, administration
BTSA Reports	Plahy (ESC Center-offsite)
STAR Testing Results	Chapter 1 of the WASC Report
Common Assessments	Each teacher, combined findings-department chairs
Professional Development Days	Appendix
CLAD/AB 395 certificated teachers	Personnel Office
Local, State, National Educational Organization memberships	Individual Teachers

The Expected Schoolwide Learning Results (ESLRs) were developed in 2000 by all stakeholders. The ESLRs were developed in conjunction with the school’s mission statement and educational goals. The ESLRs were further developed with benchmarks. To monitor attainment of the ESLRs (a critical area for improvement), the Assessment Action Plan Committee developed an annual *ESLR Survey* given each spring. Since our last WASC visit we have compiled data through the survey providing evidence that our ESLRs are attained over four years by graduates by at least 90%.

<b>Evidence</b>	<b>Location</b>
ESLR Survey	Appendix, WASC Coordinator’s evidence locker

After examining the WASC rubrics, EHS feels that the Mission Statement and ESLRs do drive, directly or indirectly, the goals, activities, planning, system processes, staff development, time and resource allocation, and program development.

Goals are set at the beginning of the year based on previous year test results and the need for improvement, district goals, and the Stahl Bill.

Activities are aligned to our Mission Statement and ESLRs. Activities such as Red Ribbon Week, Every 15 Minutes, and Breaking Down the Walls (a program for eliminating stereotypes and prejudices), are aligned to our Mission Statement, Educational Goals, and ESLRs.

Planning of instruction is based upon attainment of the standards at a proficient level by all students, as is stated in our Mission Statement.

EHS chooses to define “system processes” as all the steps taken to implement and ensure that all students have the opportunity to reach their highest potential thereby fulfilling the goals of the Mission Statement and the ESLRs.

Staff development determined by teacher input based upon the need or desire to improve instruction and/or safety. These needs come from STAR test results and/or staff, parent, student surveys, and student data.

Upon evaluation of this section we can say that program development aligned with EHS’s Mission Statement, Educational Goals, and ESLRs.

<b>Evidence</b>	<b>Location</b>
Focus Group Minutes	WASC Coordinator (Elwood) evidence locker
Professional Development Committee	Assistant Principal's (Jimenez) office

WHAT HAS BEEN STARTED:

A clearly stated vision passed down through almost three decades and rich in tradition is as relevant now as it was thirty years ago. Our EHS Mission Statement is in place and reviewed annually by all stakeholders. The Mission Statement and Educational Goals are visible and stakeholders are committed to them. We believe that they reflect research-based knowledge about teaching and learning. Most educators have updated their knowledge with courses, conferences, and workshops, and are providing ongoing opportunities for professional development offered by our district Professional Development Academy. Teachers have incorporated standards into their course outlines and have created standards-based lesson plans. Our vision, goals, and ESLRs are driven by state and national standards, district *Guiding Principles*, graduation requirements, college entrance requirements, student interest and needs, and our belief that all students are to be given the opportunity to reach their greatest potential through learning at Esperanza High School. With this belief in mind, after careful evaluation of data, student work, and parent and student input; the faculty and staff feel that the “child in the middle” needs to be focused on more as well as all students becoming proficient in Literacy and Numeracy.

<b>Evidence</b>	<b>Location</b>
Mission Statement, Educational Goals, ESLRs	Student Planning Guide, Faculty Handbook, classrooms, offices
Course outlines	Individual Teachers, EHS teacher websites
Lesson plans/reflections/observations	Individual Teachers/Assistant Principals' Notes
Classroom Observations Summary	WASC Coordinator (Elwood) evidence locker
Professional Growth	Professional Development Academy (PDA)

ON THE HORIZON:

- The stakeholders will continue to emphasize and publicize the Mission Statement and ESLRs
- The faculty will continue to design and teach standards-based lesson and administer and evaluate common assessments with emphasis on maintaining current quality while paying special attention to students not proficient
- Simplifying the Vision and Mission statements, Educational Goals and ESLRs would make them easier for all, including students, to understand

*To what extent is the school’s purpose supported by the governing board and central administration, and further defined by expected schoolwide learning results and the academic standards?*

WHAT IS IN PLACE:

The Esperanza High School staff, students, and parents are full partners in the development of school’s purpose and expected schoolwide learning results which incorporate the academic standards. The Board of Education, the district office and EHS staff, students and parents are full partners in the implementation of the school’s purpose as defined by the ESLRs and academic standards. Moreover, the school’s purpose is aligned with the Superintendent’s *Guiding Principles* and District Goals. These *Guiding Principles* and *Goals* have been aligned with our ESLRs, ESLR benchmarks, examples of academic standards, and the *Standards for the California Teaching Profession*. Additionally, all departments have aligned their standards with Esperanza’s ESLRs during the last six years as part of our Action Plan. Thus, the Board of Education and district office fully support the school’s purpose. The ESLRs and the California content Standards are reflected in the school’s purpose and further define our school’s vision.

<b>Evidence</b>	<b>Location</b>
ESLRs-Aztecs are A.B.L.E.	EHS Website, posted in all classrooms and office, handout in student summer mailers, Student Planning Guide, faculty handbooks
Content Standards for all courses offered at EHS	EHS website Each teacher has access to a copy of their department course offering
Alignment of Standards and ESLRs	Appendix, Department Chairs

School Board Member, Jan Wagner, who has and is attending the Focus Group meetings, voiced the Board's support of the high school's Mission Statement and ESLRs. Dr. Smith, Superintendent, and his staff, confirm

School Board Member, Jan Wagner, served with us on a Focus Group Committee.

district support and participation at the site's request through weekly meetings with the principal and assistant principal of curriculum. The superintendent further demonstrates support and commitment to school sites by conducting monthly meetings of teacher representatives from each school and monthly parent meetings with a representative from each school. The Action Plan, in conjunction with the Single Plan for Student Achievement, is updated annually and submitted to the board.

<b>Evidence</b>	<b>Location</b>
Board Minutes	PYLUSD website
Minutes from Principal, Assistant Principal, Teachers Advisory Committee, Parents' Advisory Committee	Principal's office (Flynn), Assistant Principal's office (Jimenez), Nordwick (P-54), Steve Sofka (parent)

WHAT HAS BEEN STARTED:

The ESLRs have been formulated by a collaboration of all stakeholders, supported by the School Board and district administration, and aligned with the standards and our curriculum. The standards tested on the STAR, STAR test results, and a knowledgeable staff drive instructional activities which are aligned with our Mission, Goals, and ESLRs. Teachers demonstrate that the standards are being taught in their lesson plans and common assessments. The evidence of attainment is demonstrated in our API scores.

<b>Evidence</b>	<b>Location</b>
ESLR process	Focus on Learning: Leadership
Mission Statement, Educational Goals, ESLRs	Student Planning Guide, Faculty Handbook, classrooms, offices
Lesson plans/reflections/observations	Individual Teachers/Assistant Principals' Notes
Classroom Observations Summary	WASC Coordinator (Elwood) evidence locker
School Profile	Chapter 1

ON THE HORIZON:

- The stakeholders will continue to emphasize and publicize the standards
- The faculty will continue to design, implement, and evaluate common assessments based upon proficient attainment of the standards by all students
- Esperanza, the Board, and the district office will continue their strong relationship of support and trust

***A-2 To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?***

**WHAT IS IN PLACE:**

The school has a highly functioning governance structure, with clear lines of authority and responsibility. (See flow-chart). The governing board is elected by the general population. We have had the support of the governing board for many years. Both the faculty and staff, as well as our parents, show continued confidence in our board by having re-elected its members many times. The recent passing of the bond issue for structures and a new high school show the support of the district and its constituents. Esperanza’s vision, mission, educational goals and ESLRs are consistent with the superintendent’s *Guiding Principles* and are supported by the board and district policies. There is participation of central office personnel and the board in carrying out the vision and expected schoolwide learning results of the school. Jan Wagner, school board member, was actively involved in the development process of our ESLRs. The district office and the board are available to advise and support in any process.

<b>Evidence</b>	<b>Location</b>
Governance Structure	Appendix
Bond Issues	PYLUSD District Office
Guiding Principles	Superintendent’s Office, Appendix
ESLR Development Minutes	WASC Coordinator’s evidence locker

Support for district goals and site expectations for student learning are facilitated through weekly meetings between the district office, board members and site administrators. The district Curriculum Council meets quarterly. This is comprised of the Director of Educational Services, the Assistant Principal of Curriculum or Principal and an elected teacher representative from every school. The committee meets with the Director of Educational Services to propose, discuss, and accept additions, changes, and updates to curriculum and texts. Additionally, the superintendent has monthly meetings with his Teacher Advisory Council and also with his Parent Advisory Council.

These groups are composed of elected representatives from each school and provide the opportunity for both groups to communicate needs and receive important information. ELAC and DELAC are also other means of communication and support. The superintendent sends out a summary of school board meetings by email to all staff members.

<b>Evidence</b>	<b>Location</b>
Principal/Assistant Principals' Minutes	Principals office, assistant principals' offices
Curriculum Council Minutes	Assistant Principal's Office (Jimenez)
Teacher Advisory Committee Minutes	Nordwick (P-54)
Parent Advisory Committee Minutes	Parent-Steve Sofka
ELAC/DELAC Minutes	ELD Coordinator (Elwood E-1)

The district, board, and school leaders work cooperatively to ensure that student achievement of the expected schoolwide learning results and academic standards are the focus of the school's efforts. For example, Assistant Superintendent of Educational Services, Jeanine Cash along with Director of Educational Services, Jim Moore recently produced and disseminated documents and lessons aligning the essential standards in the Core areas with the STAR test, CAHSEE, CELDT test and the High Stakes Testing Skills identified by employers. This will be further enhanced by district wide training spearheaded by Candy Plahy (BTSA and Staff Development Coordinator). At Esperanza, steps were taken last year to provide all teachers with the released questions and degree of emphasis for STAR and CAHSEE in preparation for STAR testing.

<b>Evidence</b>	<b>Location</b>
PYLUSD Essential Standards Documents	Teachers, Department Chairs, Assistant principal's Office (Jimenez), District Office (Cash, Moore)
Released Essential Standards Questions	All Core Teachers

WHAT HAS BEEN STARTED:

The school’s vision, mission, educational goals and ESLRs are consistent with the superintendent’s *Guiding Principles* and supported by the board and district policies. There is participation of district office personnel and the board in carrying out the vision and expected schoolwide learning results. The district office and the board are available to advise and support in any process.

<b>Evidence</b>	<b>Location</b>
Superintendent’s <i>Guiding Principles</i> aligned with EHS ESLRs and state standards	Appendix

ON THE HORIZON:

- To continue the support and communication of the district office and the board at the site level

*To what extent does the governing board delegate implementation of these policies to the professional staff?*

WHAT IS IN PLACE:

Authority and responsibility are allocated in a way that promotes effective function of staff at all levels. There is on-going parent participation in the school’s governance on such committees as Parent Advisory Committee to the Superintendent, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, WASC Focus Groups, WASC Action Plan Groups, and PTSA. Students also have input and voting privileges on the SSC and PTSA. Many committees including parents and students are formed when the need arises. Committees in the recent past have consisted of Dress Code Committee, School and Safety Committee, Criteria for Top Academic Students, Honesty (Cheating) Policy, and ESLR Development.

<b>Evidence</b>	<b>Location</b>
Parent Advisory Committee Minutes	Steve Sofka-parent
School Site Council Minutes	Website, Elwood (E-1)
ELAC/DELAC Minutes	Elwood (E-1)
Focus Group Minutes	WASC Coordinator's evidence locker
PTSA Minutes	PTSA Secretary
Dress Code Committee	Assistant Principal's office (Maes)
School and Safety Committee	Assistant Principal's office (Maes)
Top Academic Students	Principal's office (Flynn)
Honesty Policy	Assistant Principal's office (Jimenez)
ESLR Development	WASC Coordinator's evidence locker

Complaint and conflict resolution policies and procedures are in place. The *Uniform Complaint Procedure* and *Greene Act* are documents which are reviewed before the SSC, ELAC, and DELAC annually.

Decisions are made collaboratively and support the implementation of standards-based education and every student achieving the standards. Duties of the SSC and ELAC include review of the WASC Action Plan and input, approval, and monitoring the Single Plan for Student Achievement (SPSA).

<b>Evidence</b>	<b>Location</b>
School Site Council Minutes	Website, Elwood (E-1)
ELAC/DELAC Minutes	Elwood (E-1)

The principal serves as the manager of the school and shares district and school goals and policy. The school leadership team and the principal maintain effective communication within the school and the school community, and with the Board of Education which meets every other Tuesday. School leaders are involved to facilitate mutual support and commitment to the school's ESLRs for every student to achieve the standards.

<b>Evidence</b>	<b>Location</b>
School Board Minutes	PYLUSD website, district office

WHAT HAS BEEN STARTED:

The school’s leadership, comprised of members from all stakeholders, participates in a formalized governance system that represents and involves all educational shareholders in the school community. Decisions are made collaboratively and support the implementation of a standards-based education and every student achieving the standards.

<b>Evidence</b>	<b>Location</b>
SSC, ELAC, DELAC, PTSA Minutes	With each organization

ON THE HORIZON:

- Continued collaboration with the district to improve student proficiency

*To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?*

WHAT IS IN PLACE:

The *Single Plan for Student Achievement* and its relationship to the Local Educational Agency are effectively monitored. Annually, Director of Student Assessment prepares and presents an in-depth review of student data for the district office as well as for the site. Upon presentation of this data the superintendent forms his goals for the year, and the principal and his team form their goals for the year. In conjunction with Esperanza’s *Action Plan* and the *Single Plan for Student Achievement*, a “re-focus” on goals is agreed upon. It is rare that the goals of the superintendent differ from the goals chosen at Esperanza for the year. The goals and steps for attainment in the SPSA are the goals of our *Action Plan*. By design, Esperanza chooses to blend these two documents.

Goals and the action steps are the same for the SPSA as for WASC Action Plan.
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After writing the SPSA, the Categorical Program Specialist of SPSA gives input and guidance. The document is then presented to the Leadership Team which has the responsibility of presenting it to the entire staff. At the same time, the SPSA Report, along with the WASC Action Plan update is presented to the School Site Council and ELAC. Upon agreement of the goals of the SPSA/WASC Action Plan, the document is given to the district categorical specialist who presents it to the Board of Education. There is an end of the year monitoring document submitted to the district office who presents it to the board. Even though the faculty participates in development of the SPSA by writing the WASC Action Plan which is embedded in the SPSA and receives annual copies of the WASC Action Plan and the SPSA, the faculty does need to become more aware of this process.

<b>Evidence</b>	<b>Location</b>
Annual Evaluation of Student Data	District Office (O'Rourke)
WASC Action Plan	Website, Elwood (E-1)
SPSA	Assistant Principal's Office (Jimenez), Elwood (E-1)
SPSA Notes	District Office (Davidson)

WHAT HAS BEEN STARTED:

Means of monitoring results of the Single Plan for Student Achievement and its relationship to the Local Educational Agency are effectively carried out. Student data is carefully prepared and reviewed by all stakeholders.

ON THE HORIZON:

Even though the faculty participates in the development of the SPSA by writing the WASC Action Plan which is embedded in the SPSA and receives annual copies of the WASC Action Plan and the SPSA, the faculty needs to become more aware of this somewhat new process.

***A-3 To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academics standards?***

**WHAT IS IN PLACE:**

Currently Esperanza High School has both formal and informal avenues through which the leadership and staff make and initiate decisions/activities that focus on all students achieving the expected schoolwide learning results and academics standards. Esperanza has in place a Leadership Team, Vocational Advisory Committee, School Site Council, ELAC, DELAC, PTSA, ASB, Curricular Departments, Focus Group, Action Plan Groups, Parents’ Advisory Committee to the Superintendent, Teachers’ Advisory Committee to the Superintendent, a tech committee, and an open door policy in regards to the site administration, all of which facilitates the school’s culture, vision and policies. Through the principal’s weekly updates, daily announcement, and email communication between all stakeholders, the dissemination of information to all stakeholders is effective. All decisions, professional development, and goals and objectives are based on student data and the obtainment of the standards and the ESLRs. To show that students have obtained the standards, the STAR test results guide our decisions. To show that students have achieved the ESLRs annual ESLR surveys are given. Evidence shows that 90% of our students, after four years, fulfill the benchmarks and indicators that demonstrate that the ESLRs have been achieved. Our students are A.B.L.E.

<b>Evidence</b>	<b>Location</b>
Leadership Team Minutes	Principal’s Office
Vocational Ed Advisory Committee Minutes	Walters (724)
School Site Council Minutes	Elwood (E-1)
ELAC/DELAC Minutes	Elwood (E-1)
PTSA Minutes	PTSA Secretary
ASB Minutes	Activities Director’s Office
Department Minutes	Department Chair, principal
Focus Group Meeting Minutes	WASC Coordinator’s evidence locker
Action Plan Meetings Minutes	WASC Coordinator’s evidence locker
Parent Advisory Committee Minutes	Steve Sofka-parent
Teacher Advisory Committee Minutes	Nordwick (P-54), both faculty lounges
Principal’s Weekly Updates	Principal’s Office
Daily Announcements	Assistant Principal’s Administrative Assistant

In August, in order to make decisions and initiate activities, the Leadership Team meets with the principal and his administration team to go over the student data and to work on goals for the year. Current curriculum data information is given to the teachers by the district curriculum specialist, the site administrators and the WASC Coordinator in September and October. Teachers evaluate the data schoolwide, departmentally, and individually. In October, teachers receive individual student academic information at Late Start Professional Development Days. With Aeries software, teachers can more easily access student information on test scores and previous grades. Teachers then further analyze the individual student data and plan lessons accordingly. By November, the entire staff has had input into the Single Plan for Student Achievement and annual goals and procedures for meeting those goals are in place. These goals and procedures are a blend of our Schoolwide Action Plan, WASC Action Plan, and annual goals based on student performance. Teachers and staff initiate interventions in their classrooms using various strategies to provide support for those students whose STAR testing results place them below proficient. Among the intervention strategies are tutoring offered by the individual teachers and tutoring offered in the library before and after school by peers. We continue to strive to improve learning for all students to achieve the standards and expected schoolwide learning results. While 70% of our students are proficient in English/Language Arts and 61% are proficient in math, there is still a need to provide research based strategies and interventions for students not at the proficient level. At the semesters, teachers work collaboratively on Common Assessments and then the evaluation of the common assessment both departmentally and by grade level groups with the intention of modifying curriculum as needed. In addition to the common assessments to assert the obtainment of the standards, many Esperanza teachers practice on released content-area exam questions. Esperanza also participates in a two-week test preparation prior to the STAR test. Teachers discuss individual scores with their students.

70% of Esperanza's students are proficient in English/Language Arts.
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Teachers are made aware of the “bubble kids” (those students five points above proficient that may slip and those students five points below proficient that may do better with encouragement) and emphasize the importance of the student doing well. Third period teachers showed test-taking strategies and a clever video production by the PAL class on the benefits of doing well on STAR testing. On the day of the test, students are rewarded with STAR Bucks that can win them “thank you” prizes. The following year the ASB rewards the students who have gone up a level or maintained proficient or advanced with a STAR Card. These efforts are reflected in the excellent results on the STAR test and have the added benefit of better preparing the student for the daily rigors of the day.

Based on these student results as well as student work and performance, Esperanza makes decisions and initiates activities that focus on students achieving the standards.

Parents receive academic information from their students and from the information disseminated both via mail and on the EHS Website. Monthly Late Start/Professional Development Days, Monthly Leadership Meetings, and Quarterly Staff Meetings are held. These meetings serve to disseminate the information concerning the day-to-day operations of the school as well as department, district, and state level issues. The counseling department sponsors numerous information meetings for parents and students, such as 8<sup>th</sup> Grade Parent Night, College Night, Pathways to the Future, FAFSA Night, Community College Night, and Sophomore Counseling.

Since our last WASC Accreditation, technology has become increasingly important to the intra-school communication.

61% of Esperanza's students are proficient in Math.
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The school leadership has been central to this conversion. Our use of electronic communications is becoming increasingly sophisticated and user friendly. Types of electronic communication include: district wide use of email, maintaining district approved teacher web sites for parent/student communication, increased student usage of computers due to portable lap-tops and computer labs, and use of Aeries for grades and attendance. Communication to parents and students also occurs via the internet, “PACE” phone messages (a phone message is sent to all parents on the same evening), mail, student handouts, and summer registration packets. The PTSA sends a quarterly newsletter that includes the Academic Dispatch written by the counseling department.

A student and staff bulletin is created daily for information regarding activities, events, and deadlines. The bulletin is read daily to the entire student body third period. Most teachers also post the bulletin for students to access. Some students expressed a concern that they could not hear the bulletin due to other students in the room talking or the quality of the broadcasts.

By February, we will have implemented the AERIES software by which parents, through individual passwords, can access their students' grades and assignments. We will need on-going support and training to better enhance our communication with parents about grades. All of these examples drive discussion, ideas, suggestions, decisions, and activities to address this criterion.

<b>Evidence</b>	<b>Location</b>
All Student achievement data, updated school profile	District office (O'Rourke), Principal's office, WASC Coordinator (E-1)
SPSA	Assistant Principal's Office (Jimenez), WASC Coordinator (E-1)
BTSA 100/200 Reports	ESC-offsite (Plahy)
Common Assessments	Department Documents
District email	District Outlook
EHS Website	Website
EHS Teacher websites	EHS website
Lap top and computer lab usage	Library (Kosulandich)
Summer Mailer	Assistant Principal (Marshall)
AERIES software	District office

Team building and the celebration of excellence includes staff meetings, department meetings, Late Start Professional Development Days, staff awards, Staff Club activities, Year-end Breakfast, and PTSA appreciation days.

<b>Evidence</b>	<b>Location</b>
Activities	Observation

The review and revision of administrative and educational policies and procedures are systematic. Ideas and input from all members of the school community are sought and valued.

The school community is involved in all major decisions and actions related to common goals if they so choose. The principal and/or his administrative team typically present a policy or procedure to the Leadership Team who then discusses the issue with their department members. The department chairs report back the wishes of the department and then the change or a vote on that change takes place. Meanwhile, the administration is gathering input from such groups as PTSA, ASB, or SSC. The mission statement, educational goals, and the ESLRs are reviewed annually. Program improvement is addressed in the paragraphs above.

The *Student Planning Guide* is revised annually and the ESLRs are included so that all students, parents, and teachers can reference them. This guide is also available on the EHS Web site. Teachers are provided an annual *Faculty Handbook and Update*. Students are provided with a *Student Handbook* at the beginning of each year that outlines all policies and procedures. During freshmen orientation the principal, the assistant principals, the counselors and the activity director lead all incoming freshmen through the policies and procedures of this handbook.

<b>Evidence</b>	<b>Location</b>
Leadership Team Minutes	Principal's Office
SSC Minutes	Elwood (E-1)
ELAC Minutes	Elwood (E-1)
Planning Guide	Counseling Office

**WHAT HAS BEEN STARTED:**

After our last WASC and *Focus on Learning* process we were provided eight Late Start Days providing us with ninety minutes for implementation of academic activities that focus on all students achieving the expected schoolwide learning results and academics standards based upon student achievement data. The teachers are doing a great job in the classroom as is evidenced by API scores, SAT scores, AP scores, GPAs, as well as other student data.

Our athletic and fine arts programs and all of their activities are also superior. Their multiple awards are listed in *Aztec*

There are 8 Late Start Days for Staff Development

*Highlights.*

Even when they compete and participate, release lists must be tied to our ESLRs and the state standards. We are extremely proud of additional programs and activities such as *Career Day* with one hundred guests and the entire student body, *Every 15 Minutes*-an every other year drinking and drug awareness program, *Breaking Down the Walls*-an every other year program for eliminating stereotypes, *Red Ribbon Week*, and athletic and academic assemblies, all provided by the school for our students.

<b>Evidence</b>	<b>Location</b>
Student data results	WASC School Profile and data
Career Day	Elwood (E-1)
Every 15 Minutes	Activities Office (Kaylor)
Breaking Down the Walls	Activities Office (Hayashi)
Red Ribbon Week	PAL Room (Maeder)
Academic and Athletic Assemblies	Activities Office (Kaylor)

ON THE HORIZON:

- Continued excellence in the classroom
- Maintaining effective, proven programs
- Continue evaluation of student achievement data
- Continue, implement and organize interventions for students not performing at the proficient level
- Full implementation and support of Aeries software

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

**WHAT IS IN PLACE:**

The single schoolwide action plan, in our district, is called the *Single Plan for Student Achievement (SPSA)*. At Esperanza, the goals and actions of the WASC Action Plan are the same as those of the SPSA. The procedure for development of the plan is as follows: in August, the Leadership Team meets with the principal and his administration team to go over the student data and to work on goals for the year. Current student achievement data is given to the teachers by the district curriculum specialist, the site administrators and the WASC Coordinator in September and October. Teachers evaluate the data schoolwide, departmentally, and individually. In October, teachers receive individual student academic information. Teachers further analyze the individual student data and plan lessons accordingly. By November, the entire staff has had input into the *Single Plan for Student Achievement* and annual goals and procedures for meeting those goals are in place. These goals and procedures are a blend of our *WASC Schoolwide Action Plan*. In conjunction with the year-end *WASC Schoolwide Action Plan* update, updated by the chairs from each Action Plan Committee and the November SPSA report, the SPSA report is prepared and sent to the program specialist at the district office for review and input. The assistant principal and the WASC Coordinator meet with the district specialist for discussion. After changes have been made, the report is submitted to the Leadership Team for input and approval. Meanwhile, the SPSA is submitted to the SSC and ELAC for additions and approval. Upon confirmation of all groups' approval, the document is submitted to the board for acceptance. During the school year, the Leadership Team, SSC, and ELAC discuss and are reminded of the goals of the document. At the end of the year, the WASC Coordinator provides an update as to the progress of the SPSA. This also serves as the year end report for the WASC Action Plan. Through this Focus Group, teachers learned more about the SPSA process.

There are many documents with which teachers must now know and be familiar. We plan to produce a flow chart/diagram showing the overlap of the many reports.

<b>Evidence</b>	<b>Location</b>
Leadership Team Minutes	Principal's Office
SSC Minutes	Elwood (E-1)
ELAC Minutes	Elwood (E-1)
PYLUSD Board Minutes	Principal's Office, District Office
SPSA Report and Documentation	Assistant Principal (Jimenez), WASC Coordinator (Elwood)
WASC Action Plan and Annual Report	WASC Coordinator's evidence locker

WHAT HAS BEEN STARTED:

The *Single Plan for Student Achievement, based on the WASC Action Plan*, is developed and monitored by the entire faculty with input from parents and students through evaluation of student data that focuses on students not performing at the proficient level as well as the individual needs of the students in the classroom. During the year there is a revisit to the report and a year-end summary of action taken place to meet the goals of the report. The WASC Action Plan serves as the basis for the SPSA.

<b>Evidence</b>	<b>Location</b>
SPSA Report and Documentation	Assistant Principal (Jimenez), WASC Coordinator (Elwood)
WASC Action Plan and Annual Report	WASC Coordinator's evidence locker

ON THE HORIZON:

- Continue to blend of the SPSA and WASC Action Plan that overlap in goals and objectives
- The faculty would like a simplified chart or diagram that could demonstrate the overlap of mandated reports to the faculty.

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

**WHAT IS IN PLACE:**

With respect to a “system of preparation” academic achievement is facilitated specifically in areas where teachers participate in standards-based professional growth opportunities (department meetings and on a limited scale, attendance at workshops). Support systems are in place for new teachers and veteran teachers. BTSA and PAR provide ongoing preparation and professional development for participating staff. Utilizing input from individual teachers, department chairs advise and collaborate in the creation of a master schedule that takes advantage of teacher strengths and qualifications. 124 of 126 teachers are teaching within their subject areas. EHS has 433

NCLB core classes of which 433 classes are compliant. 64 of 126 (50%) of our teachers are CLAD/AB 395 certified.

The faculty has more advanced degrees than other teachers in our district. Based on the student and parent surveys and

100% of Esperanza teachers are NLCB compliant.
50% of Esperanza teachers have CLAD / AB 395 certification.

ESLR surveys, the teaching staff is perceived to be knowledgeable in their subject areas. However, a need was noted for teachers to use more varied instructional strategies in order to convey their expertise to the students. Esperanza teachers implement and carry out standards-based instruction and are aware of the necessity for aligned curriculum and standards-based instruction. We use textbooks aligned with the standards and departments are involved in the textbook adoption process requiring in-put from all and agreement at our sister schools where applicable. Departmental discussions centered on quarterly common assessments are the basis for ongoing curriculum revision in order to meet the standards. The results have resulted in a steady increase in scores on the CST.

<b>Evidence</b>	<b>Location</b>
Conference and workshop requests	Principal's office
Department Minutes	Principal's office/department chairs
BTSA/PAR program	Plahy's office ESC
Focus group meeting minutes	WASC evidence locker (E-1)
Staff assignment to maximize expertise	Master Schedule, CBEDS
Schoolwide data/profile	Chapter 1
Quarterly Common Assessments	Individual Teachers, Assistant Principal (Jimenez)
Textbook Adoption Notes	Curriculum Council Minutes-Assistant Principal (Jimenez)
Student and Parent Surveys	WASC Coordinator's evidence locker
ESLR Surveys	WASC Coordinator's evidence locker

WHAT HAS BEEN STARTED:

With respect to “system of induction” which we choose to define as teachers beginning their careers, in the area of collegial strategies: EHS has a BTSA program, PAR program and, via WASC/Focus on Learning, we have shared successful strategies, we have made classroom visits, and we have participated in Gallery Walks (student work).

New teachers undergo on site orientation in respect to expectations, policies and philosophies as these relate to staff and students. The district offers the opportunity to receive clear credential certification concurrent with BTSA requirements. The program is for two years. A complete list of BTSA offerings is found in *Aztec Highlights*. To make these practices effective our principal was instrumental in presenting the district with a concept of eight Late Start Days per year. We have the opportunity to participate in professional development for ninety minutes on each of these Late Start Days. All teachers undergo annual orientation into school policies, procedures, and professional conduct and on an ongoing basis as new issues arise. The district communicates to all site teachers goals and objectives based upon the *Guiding Principles* that are to be implemented and pursued during the school year. At the beginning of the year, the district holds convocation for all teachers at which time data from the previous year and goals for the present are shared.

<b>Evidence</b>	<b>Location</b>
Student Observations	WASC Coordinator's evidence locker
Approved conference requests	Principal's office
BTSA Professional Development	Aztec Highlights
Department minutes	Principal's Office/department chairs
District annual objectives	Principal's Office
District Planning Notes for August Convocation	Principal's Office

With respect to a “system of ongoing professional development to facilitate greater achievement of the academic standards and ESLRs, although funding is limited, since we receive no title state funding, teachers attend (as the need or their interest mandates) offsite conferences and workshops, as well as continue to be released to read and grade AP exams. Teachers improve instruction by participating in their WASC “Focus on Learning” committee meetings. Through this participation, teachers experience and discuss the varied teaching philosophies, current research based strategies and lessons implemented by their colleagues. Teachers attend professional development that ensures recertification and ongoing training within their curricular areas. This attendance is supported and funded by department, administration, and/or district budget. Some teachers attend on their own time with their own money. Our schoolwide professional development has included: Aeries Training, Annual Schoolwide Data Analysis, Brain Research and Development, Departmental Common Assessment Development, Disaster Preparedness, Drug Awareness, Emotional Intelligences, a reading specialist, lap top training, Reading in the Content Area, Cross-curricular Sharing of Best Practices, Strengthening Student Reading and Writing, Understanding Processing Deficits and others. A complete list of Staff Development can be found in *Aztec Highlights*. Teachers have also attended conferences for their own professional growth. In preparation for a full evaluation of Esperanza for *Focus on Learning* teachers, during their conference periods, observed instructional lessons presented by their colleagues. These observations occurred both within and outside of the teacher’s curricular area. The district provided CLAD/AB 395 training and certification for all teachers that were in need of this additional training and who signed up.

Teachers have had the opportunity to attend more than 150 Professional Development opportunities in the last six years.
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Individual departments, specifically social science, English/Language Arts, and science, have been provided with release time to work on curriculum development and aligning curriculum into the standards. Teachers have both annual and ongoing input into the Professional Development Committee which plans and implements Late Start Staff Development Days. The principal annually solicits suggestions for the coming year's professional development.

<b>Evidence</b>	<b>Location</b>
Professional Development Opportunities	<i>Aztec Highlights</i> , Principal's Office
Late Start Committee Minutes	Assistant Principal's Office (Jimenez)

ON THE HORIZON:

The focus group would like to find ways to have different disciplines, and various departments of the school work together and observe each other to expand teaching strategies to meet the needs of all students. Professional Development could be planned over a longer period of time in order to see the continuation of theories, strategies and implementation of best practices. A key goal is to utilize the WASC process and data to develop growth in this area.

***A-5 To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?***

**WHAT IS IN PLACE:**

The culture of the school traditionally supports examination of STAR test scores, BTSA 100/200 reports, API, Quarterly Common Assessments, and student and parent surveys, which are analyzed by the administration, the Leadership Team, departments, and individual teachers in order to identify student needs, and to improve student learning by engaging students in a rigorous and challenging curriculum. Professional Development is then discussed, planned, and carried out in a variety of ways: Late Start Days, pre-school year in-Service Days, BTSA Academy, individual teacher/department conferences and conventions, and the district’s Professional Development Academy.

<b>Evidence</b>	<b>Location</b>
Schoolwide Profile	Chapter 1
Common Assessments	Principal’s office, notebooks
Parent and Student Surveys	WASC Coordinator’s evidence locker, appendix
Professional Development Committee Minutes	Assistant Principal’s (Jimenez) office

**WHAT HAS BEEN STARTED:**

Since the last WASC visit the district has implemented eight Late Start Days for staff development which has been most beneficial for improving student learning. These late start days occur one Wednesday each month for 90 minutes, involving staff members in staff development with a variety of topics. At the beginning of each year a committee composed of teachers outlines topics to be covered for the entire year based upon staff input solicited at the beginning and end of the year. The most recent topics covered as of this writing included: schoolwide writing and oral rubric training, reading across the curriculum, and aligning curriculum with standards and ESLRs to foster building knowledge, skills, and processes which facilitates student learning.

WASC investigation and development cross curricular meeting and sharing, Gallery Walk of student work, collaboration with other high schools and the middle schools demonstrate formal and informal interdisciplinary discussions regarding educational research. Disaster preparedness, drug awareness and training with our ROP Law Enforcement teacher, and crisis training with the district crisis counselor are examples of ongoing professional development to meet identified student needs.

<b>Evidence</b>	<b>Location</b>
Professional Development Committee Minutes	Assistant Principal's (Jimenez) office
Aztec Highlights	Appendix

During the five days preceding the start of the new school year, on-site staff and outside professional speakers in various areas of expertise are brought in to train, share, and discuss effective strategies with the staff at both the site and district level. Topics covered last year were: "Checking for Understanding," "Motivating Students," "Coaching and Motivation," "Schoolwide Writing and Oral Rubric Training," "Aeries Training," and "Focus Group Criteria Questions".

<b>Evidence</b>	<b>Location</b>
District/Professional Development Academy Planning Notes	ESC-off site, Plahy's office
Professional Development Committee Minutes	Assistant Principal's (Jimenez) office

The district also placed a major emphasis on CLAD/AB395 training during the past two years. Slightly over 50% of the EHS staff is now CLAD/AB395 certified. This past August, teachers were trained on the Aeries software (which will enable us to share data and more timely grades with our parents), individual departmental topics district wide, and "Schoolwide Data Analysis."

<b>Evidence</b>	<b>Location</b>
CLAD/AB 395 Records	ESC-off site, Plahy's office
District/Professional Development Academy Planning Notes	ESC-off site, Plahy's office

BTSA provides a large number of training opportunities for new teachers with substitutes provided. Opportunities exist for teachers to receive professional development in a variety of subject areas. The BTSA Academy presented such topics as: Classroom Instruction that Works, Developing Rubrics for Authentic Assessment, Differential Instruction, Full Inclusion Workshop, Incorporating Depth and Complexity into Your Lessons, and many more.

<b>Evidence</b>	<b>Location</b>
BTSA Records	ESC-off site, Plahy’s office

Conferences and Conventions are also available to individual teachers. As mentioned before, Esperanza does not receive any title funding and therefore funds are limited to departmental money, GATE allocations, and assistance from our Professional Development Academy at the district level. The School Site Council approves funds spent through the GATE money. Honors and AP teachers attend AP Conferences. Some teachers are able to attend subject area conferences and then share with the entire department. The district’s Professional Development Academy has been very generous in providing training and release time for development of common assessments in social science, science, and language arts. They provided funding for our in-service in “Reading Across the Curriculum”.

While we are being offered many professional development opportunities, teachers feel that they would like to have a more “deliberate” and individual teacher/department needs approach to professional development. For example, “Reading Across the Curriculum,” (school site initiated), was very valuable and we utilized our own faculty members as trainers and we were supported with personnel and monetary resources by the district Professional Development Committee. While we recognize that reading is at the base of all learning, math teachers did not feel that an in-service on reading improvement was necessarily the best use of time.

<b>Evidence</b>	<b>Location</b>
Conference Records	Assistant Principal’s Secretary (Dunn)

The board, the district, and the school publicly recognize the importance of ongoing improvement and provide time and resources. It was our principal who was instrumental in developing the Late Start Days district wide. The board and the district are supportive of and have complete confidence in our Professional Development Academy/BTSA program. By visiting the professional development website ([www.pda.pylusd.org](http://www.pda.pylusd.org)) one can see the wide variety of professional offerings. The Academy is continually growing and expanding the offerings to further include more high school offerings.

<b>Evidence</b>	<b>Location</b>
District/Professional Development Academy Planning Notes	ESC-off site, Plahy’s office
Late Start Minutes/Evaluations	Assistant Principal’s (Jimenez) office

ON THE HORIZON:

We have an excellent opportunity for growth and development. Our new Action Plan for the coming six years addresses our critical academic needs and includes professional development to meet those needs. We will become more knowledgeable and understanding about student data and research, and ensuring, that all stakeholders are involved in the planning and implementation. We are confident that we can further meet the academic, social, and emotional needs of even more students.

*A-6 To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the programs (s) to support students in accomplishing the academic standards and the expected schoolwide learning results?*

WHAT IS IN PLACE:

Human Resources are Esperanza’s strongest asset. A highly trained and certificated staff teaches the students, and an expert classified staff supports all of their efforts. Material and physical resources are abundant, but like every large school, more facilities are desired. The opening of Yorba Linda High School in a few years will alleviate much of the crowded space being experienced by athletics and fine arts. Financial resources have been reduced as they have been across the state. The recent Discretionary Block Grant is being discussed before the School Site Council and approval will have taken place by the time of the visit. The majority of the block grant will go towards complete upgrading and screens for the entire faculty and counseling staff. Other items being requested are projection units, musical instruments, and support materials. Relationships with the district are characterized by a collaborative effort involving decision-making and the allocation of resources. Both the district and school staff collaboratively manage resources to enhance student learning.

<b>Evidence</b>	<b>Location</b>
Staff data	CBEDS, Schoolwide profile-Chapter
New high school planning notes	District office (Domene)
School budgets	Principal’s (Flynn) and Assistant Principal’s (Jimenez) office

WHAT HAS BEEN STARTED:

One hundred percent of the EHS teaching staff was identified under NCLB regulations as being highly qualified by the district with an average of nineteen years of teaching experience. One hundred and twenty-four teachers are fully credentialed, eighty-seven (69%) have Masters Degrees and thirty-one have Bachelors Degrees plus thirty units, there is one PhD, and a couple of teachers are Nationally Board Certified. Two teachers have emergency credentials, there is one University interns, and we have eighty-eight excellent, experienced classified staff members. EHS has been able to maintain a highly qualified staff due to a team effort in the hiring process that involves the input of administration, department chairs, and teachers. The district and the site administrators only interview fully credentialed candidates. The reputation of both the school and the community bring a high quality applicant to Esperanza. BTSA is also mandatory for new teachers.

Eighty-seven teachers (69%) have Masters Degree.
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<b>Evidence</b>	<b>Location</b>
Certificated and Classified Staff Data	CBEDS, Schoolwide profile-Chapter
Names of participants while hiring employees	Principal’s secretary-principal’s office
BTSA Academy	ESC (Off site)-Plahy
Parent and Student Surveys	WASC Coordinator’s evidence locker, appendix

Material and physical resources include a recently modernized campus and library funded by a large bond issue supported by the community. The library is implementing *Info tract*, leisure reading books, “Proquest”, a magazine, data bases, and Turnitin.com. There is seating available for 200 students, twenty-eight desk top computers, twenty-five lap tops and more than 25,000 books in circulation. The librarian is available and willing to work with those students who seek her help. Each freshmen language arts class spends a week in the library becoming acquainted with the academic resources available in the school. There is instruction on information such as literacy citation skills and the “research” process. Our C.S.F. and N.H.S chapters provide peer tutoring in all subjects before and after school.

An excellent school website ([esperanzahs.org](http://esperanzahs.org)) which is maintained in the technology classes provides students with many educational resources including the *Style Guide* for writing reports, schoolwide writing and oral rubrics, course descriptions, teacher web pages, and activities and sports calendars. The website also includes the Principal's notes, PTSA information, a library web page, and course outlines.

Copying facilities are adequate. With Aeries we have discovered that most of our technology does not adequately support the needs of the teachers. The Discretionary Block Grant should take care of this problem. Most classrooms have two large TV monitors, a VCR, a printer, and a computer. Most computers drive power point presentations and run DVDs. There is some frustration on the part of the teachers with their technology. While some teachers do not always implement all types of technology, when it is needed the faculty expects that all is in place. An example of this occurred during STAR testing when we wanted to share a "STAR Tips" DVD with all students. Not all teachers had the necessary capabilities. The site technology expert has been inventoried and prioritized needs to best allocate the Block Grant funds. Fundraising efforts by the Art Department purchased two new computers and grant money purchased a T-1 line to improve internet connectivity for the Science Department. The Carl Perkins Grant funded the Home Economics Department with two new computers, a printer, DVD players, and an LCD player as well as four convection ovens.

All teachers have their own rooms with their prep period in that room with the exception of two teachers who share their room with one teacher on their prep period. In Home Economics, for best use of facilities, two teachers have agreed to exchange rooms at various periods. The library needs more computers and is proposing plans with the Discretionary Block Grant money.

Limited gym and classroom space affects the following programs: team sports, cheerleading, song and dance teams, band, color guard, orchestra, vocal music, art classes, and ASB activities.

We do boast of one of the only women's only weight room in the county. Originally created by our Women's Athletic Director, we have about ninety female off-season athletes utilizing the weight room each season.

Our female athletes have the same opportunities as their male counterparts to benefit from a sport specific weight-training program. Our equipment is extensive: an elliptical trainer, four bikes, two stair steppers, treadmill, several weight stack machines, four power racks, free weights, dumbbells, medicine balls, and the list goes on. The weight room also allows off campus coaches to work out with a certificated staff member two days a week and to use other training techniques on the other three days.

The school's plant is well maintained, and except for some complaints regarding student restrooms, is functional and attractive, free of graffiti and clean, thanks to the efforts of the custodians and grounds keeper, who take a special pride in their work and support the needs of all students. The school complies with the requirements of the Americans with Disabilities Act. The community shares much of the school after hours. Lighting on the soccer fields is evidence of the collaboration between the school and the community.

<b>Evidence</b>	<b>Location</b>
Measure Y Bond Issue	District Office-Domene
Library Lesson Plans	Library-Kosulandich
CSF and NHS tutoring sign in sheets	Library-Kosulandich
End of Year Report	Library-Kosulandich
Technology Survey	Tennant (P-55)
District Technology Plan	District Office (Blackney)
Department Budgets	Assistant Principal's Secretary's Office (Dunn)
Room utilization schedule	Principal's secretary (Welch)
Use of facilities	ASB office (Kaylor)
Daily Agenda	Assistant Principal's (Marshall) office
Focus Group Minutes	WASC Coordinator's evidence locker
Interviews and classified staff survey	WASC Coordinator's evidence locker

The district textbook adoption schedule is a five year set schedule, and we adopt books at the designated time. Money is available for current textbooks for all students as well as a classroom set of textbooks. There is also money for rebinding books when necessary. With the exception (by their choice) of one or two classes, all books are current, adopted and in use under district and state guidelines. There is a generous supply of updated textbooks, other resources, and reference materials for classrooms.

<b>Evidence</b>	<b>Location</b>
Curriculum Council Minutes	District Office (J. Moore)
School site budgets	Principal's office
Textbooks and resources	E/LA, "Book rooms", individual departmental supplies

EHS maintains its facilities in a responsible manner. The assistant principal in charge of plant facilities has regularly scheduled meetings with custodians and successfully interfaces with district maintenance. Focus Group members felt that the work order process for repairs was inconsistent and that there was a lack of follow-up. Upon discussion with the custodians some agreed that there is not a clear path from inception, to delegation of work, to accounting for work completed. By the time of the visit there will be a new swimming pool in place.

<b>Evidence</b>	<b>Location</b>
Daily Agenda	Assistant Principal (Marshall)
Focus Group Minutes	WASC Coordinator's evidence locker
Interviews and classified staff survey with custodians	WASC Coordinator's evidence locker

Financial resources are reduced. All department budgets have been reduced due to state cutbacks with concurrent increases in numbers of students and teachers.

ASB supports many of the ongoing programs to meet our ESLRs by budgeting \$18,000 towards the following: Breaking Down the Walls, Character Counts, Every 15 Minutes, Red Ribbon Week, and Renaissance Recognition for achievement.

Major allocation/purchases from the budget are used to support objectives of each of our areas of improvement as identified in our Action Plan (2000-2006)-Technology, Assessment, Reading, and Relevancy (TARR).

- Continuing financial support for teacher training/professional development time for "Reading Across the Curriculum" and common assessments of student progress on standards by department.
- 10<sup>th</sup> grade counseling funds are spent on parent, student, and counselor conferences for at-risk students and then expanded to other students as funds permit to develop Academic Education Plans.

- GATE funds are used to send teachers to Advanced Placement workshops to assist in the development of curriculum by subject. GATE funds purchased software and curriculum materials to enhance student achievement.
- EIA/LEP funds were spent on Rosetta Stone software and the expansion of newly adopted district wide ELD materials.

<b>Evidence</b>	<b>Location</b>
Schoolwide Budget	Principal’s Office
“Categorical” Budget	Assistant Principal’s office (Jimenez)
ASB Budget	ASB office (Kaylor)

ON THE HORIZON:

As of the WASC, visit we will have recently implemented Aeries software to better communicate with all stakeholders about student achievement. We will need continued support for this program as well as training to increase teacher knowledge and expertise about technology in the classroom. On the near horizon, we look forward to updated equipment and an integrated technology plan for improvement in our technology and its application. In a couple of years, we will have the new high school to support our population and to reduce crowded usage of performing venues. We are still uncertain as to what this change will bring but look forward to the change with Aztec determination and anticipation.

## *Areas of Strength*

- **The use of standardized data and department-wide quarterly common assessments to inform and drive decisions** concerning the allocation of resources, both physical and financial, toward student needs.
- **A highly-qualified staff** that is supported in its on-going goal of ensuring high levels of academic rigor and student achievement across the curriculum.
- **A dedicated staff**, some of whom take their own initiative for individual growth opportunities.
- **Pride** in our school campus.
- An abundance of **instructional supplies and current and sufficient text books.**
- An **effective and expanding BTSA and PAR** program.
- The district, the Professional Development Committee, BTSA, and the EHS principal for implementing and supporting **Eight Late Start Days allocated for professional development** based upon improving identified student learning needs and access to professional development in spite of limited funds.
- Wide participation in **professional organizations.**
- An assessment to monitor the **degree of attainment of the ESLRs.**
- **Active and supportive parents and community.**
- **Great students!**

## *Areas for Growth*

- Additional **training in and application of the new student data system (Aeries) combined with updated technology.**
- Continued **focus on interventions, instructional strategies, and new curricular offerings** to address the needs of the under-achieving and non-college-bound students.
- Refinement of the process for **follow through on maintenance/work order** requests.
- The need for a **long range professional development plan that is cohesive** over time.