



"Inspiring and mentoring students to recognize, respect and realize their potential."

Western Association of Schools and Colleges Self Study Report

Madera Unified School District

Eastin-Arcola High School

29551 Avenue 8
Madera, CA 93637
(559) 674-8841
www.madera.k12.ca.us/eahs

September 6, 2011



Accrediting Commission for Schools

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INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: May 6, 2011

School:	Eastin-Arcola High School		
Address:	29551 Avenue 8	Madera, CA	93637
	Number and Street	City and State	Zip Code
Mailing Address (if different):			
	Number and Street	City and State	Zip Code
Telephone #:	(559) 674-8841	Fax #:	(559) 674-2566
Email Address:	denno_j@madera.k12.ca.us		
Chief Administrator:	John P. Denno		
School District:	Madera Unified School District		
Enrollment:	258	Current Grade Span to be Reviewed:	10-12
County:	Madera		

Check any of the following that apply to your school:

- | | | |
|---|---|---|
| ☐ Comprehensive | ☐ Community Day School | ☒ Alternative Education/ Continuation |
| ☐ Independent Study | ☐ Charter School | ☐ Home Study |
| ☐ Online Distance Learning | ☐ Other: Explain: | |

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 4%, and the percentage of students utilizing the online delivery system 4%. Briefly describe: *Partial or whole course offerings are primarily provided and completed through a) enrollment in an elective "Credit Recovery" course where partial &/or entire online classes are assigned b) independently requested, assigned and completed by students c) as a supplement to CAHSEE support classes after administration of the CAHSEE in either October or March.*

Note: If enough space is not available on the following pages, please append additional sheets.

Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the “description” below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Eastin-Arcola High School is a continuation high school located in the Madera Unified School District with a current enrollment of 258 students. Consisting of four corridors of classrooms as well as a group of portables, Eastin-Arcola originally operated as a K-8 school campus until its closure at the conclusion of the 2007-08 school year. In addition to the student classrooms, Eastin-Arcola has a CalSafe day care program where parenting teens bring their children while they attend school. A Migrant Head Start program is run adjacent to the campus from May through November.

Eastin-Arcola is located on the southwest edge of Madera in the San Joaquin Valley, a long-standing rural agricultural community of approximately 61,000 citizens. Students attending EAHS live anywhere within the over 400 square miles of the Madera Unified School District boundaries, with the majority of students being bussed to and from school. During the month of June 2011 Madera County's unemployment rate was 15.2%, compared to the state's average of 12.1%. The foreclosure rates for Madera County in March of 2011 showed that 1 in every 123 houses was in foreclosure.

The 2007-08 school year would mark Eastin-Arcola's final year of operation as a K-8 school, as MUSD opened Parkwood Elementary, located within the city limits. In the spring of 2010, MUSD identified several additional budgetary reductions including the closure and subsequent merging of its two continuation high schools, Mountain Vista and Ripperdan, combining the schools on the Eastin-Arcola campus. Eastin-Arcola High School opened to serve high school students for the 2010-11 school year.

Eastin-Arcola High had the unique dilemma of being a new school and a school in Program Improvement status year 5, as both schools were unable to reach their growth targets in previous years. As a result, our school community has focused its collective resources into improving the CAHSEE proficiency rates of our 10th grade students. While both schools were in Program Improvement independently, the state required that the combined schools take on the PI status of the school furthest along in Program Improvement, Mountain Vista High School. For the 2011-12 school year, Eastin-Arcola enters Program Improvement Plus.

Enrollment by Grade and Ethnicity

Eastin-Arcola HS	Grade 10	Grade 11	Grade 12	Total Enrollment
SCHOOLWIDE	37	94	127	258
Hispanic/Latino	32 (86.4%)	82 (87.2%)	113 (88.9%)	227 (87.9%)
American Indian	1 (2.7%)	0	1 (0.78%)	2 (0.77%)
Pacific Islander	0	0	1 (0.78%)	1 (0.38%)
African American	0	1 (1%)	3 (2.3%)	4 (1.5%)
White, not Hispanic	4 (10.8%)	10 (10.6%)	7 (5.5%)	21 (8.1%)
Two or More Races, not Hispanic	0	0	1 (0.78%)	1 (0.38%)
Not Reported	0	1 (1%)	1 (0.78%)	2 (0.75%)

Migrant Education Students

	Grade 10	Grade 11	Grade 12	Total Enrollment
Hispanic/Latino	1 (2.7%)	3 (3.2%)	5 (3.9%)	9 (3.4%)

Special Education Students

	Grade 10	Grade 11	Grade 12	Total Enrollment
Hispanic/Latino	1 (2.7%)	3 (3.2%)	13 (10%)	17 (6.6%)
American Indian	0	1 (1%)	1 (0.78%)	2 (0.77%)
White, not Hispanic	1 (2.7%)	2 (2.1%)	2 (1.57%)	5 (1.93%)

Socio-Economically Disadvantaged Students

	Grade 10	Grade 11	Grade 12	Total Enrollment
Hispanic/Latino	28 (75.7%)	77 (81.9%)	106 (83.4%)	211 (81.7%)
American Indian	1 (2.7%)	0	0	1 (0.38%)
African American	0	0	3 (2.36%)	3 (1.16%)
White, not Hispanic	4 (10.8%)	7 (7.45%)	2 (1.57%)	13 (5.03%)
Not Reported	0	1 (1%)	1 (0.78%)	2 (0.77%)

Results of CELDT for 2010 Administration (Data collected from Edusoft):

Number Tested	Beginning	Early Int.	Int.	Early Advanced	Advanced
122	1(1%)	15(12%)	66(54%)	35(29%)	5(4%)

California Standards Test 2010-2011 School Year (Data collected form Edusoft):

Subject Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
ELA 10th (67 Students tested)	18(27%)	13(19%)	31(46%)	3(4%)	2(3%)
ELA 11th (93 Students tested)	30(32%)	26(28%)	28(30%)	9(10%)	----
Algebra I (56 Students tested)	12(21%)	24(43%)	13(23%)	7(13%)	----
Geometry (33 Students tested)	10(30%)	17(52%)	6(18%)	-----	----
Integrated Math (63 Students tested)	22(35%)	27(43%)	11(17%)	3(5%)	----
US History (99 Students tested)	48(30%)	70(44%)	32(20%)	10(6%)	----
Biology (62 Students tested)	14(23%)	15(24%)	23(37%)	7(11%)	3(5%)
Integrated Science (76 students tested)	20(26%)	19(25%)	35(46%)	2(3%)	-----
World History (57 students tested)	18(32%)	16(28%)	11(19%)	9(16%)	3(5%)

California High School Exit Exam 10th Grade Comparison Data (data collected for Data Quest)

CAHSEE ELA 10th Graders	Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Percent Proficient
EAHS-2011	62	43	69%	19	31%	32%
RHS/Mountain Vista Combined	71	41	58%	30	42%	23%

CAHSEE Math 10th Graders	Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Percent Proficient
EAHS-2011	61	34	56%	27	44%	30%
RHS/Mountain Vista Combined 2010	74	42	57%	32	43%	23%

In sum, our data suggests that the teachers and administrators with whom we spoke see the current mission of continuation education quite differently from how it was originally conceived. These educators see their purpose as an obligation to provide diploma programs that reconnect students to learning, attend to student's academic and interpersonal needs, develop students' civic responsibility, and create pathways to post-secondary education or training.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions with one to two paragraphs. Please refer to the rubrics in the *WASC Initial Visit Procedures Manuals for California Public Schools* (www.acswasc.org/pdf_cde/InitialVisitProcedures_WASCCDE_manual.pdf) for areas to review prior to responding to the questions below.

Category A Organization

A1. Vision and Purpose Criterion: Does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels? Supported by the governing board and the central administration, to what extent is the school's purpose further defined by expected schoolwide learning results and the academic standards? Do the expected schoolwide learning results stress attainment of the academic standards?

In the spring of 2010, a steering committee was established to guide the vision and mission of Eastin-Arcola High School. Consisting of staff members representing both Mountain Vista and Ripperdan High Schools, the steering committee identified desired outcomes to direct the work of EAHS. A guiding principle that resonated throughout the structure established to support student learning was "failure is not an option." This foundational belief has become rooted in the organizational operations of Eastin-Arcola.

In the spring of 2011, stakeholder representatives gathered to facilitate a mission, vision and expected school-wide learning results. The collective input was synthesized into a draft mission, vision and ESLRs. Eastin-Arcola's mission, vision, and ESLRs reflect the school's purpose to inspire struggling high school students to reconnect to school culture and achieve their academic goals. The stakeholders at Eastin-Arcola recognize that the first step toward high achievement of academic standards is having students believe both that they are academically capable and that investment in learning is worth their time and effort. Prior to the 2011-12 school year, all stakeholders will revisit and firmly establish Eastin-Arcola's mission, vision and ESLR's.

As a part of Eastin-Arcola's on-going training and development through the Positive Behavioral Intervention and Supports (PBIS) model, the school has created a school motto: ROAR. The elements of ROAR were used to develop ESLRs that encapsulate the social, life skills, and academic goals that will lead to both high student achievement of academic standards and positive post secondary outcomes.

Mission Statement

"Preparing students for life by providing them with the skills and knowledge needed to access life-long learning in pursuit of post-secondary goals."

Vision Statement

"Inspiring and mentoring students to recognize, respect, and realize their potential."

E.S.L.R.'s

Expected School wide Learning Results drive the curriculum at Eastin-Arcola High School.

- Eastin-Arcola High School graduates will be expected to R.O.A.R.:

Expected Schoolwide Learning Results	Measurement Indicators
RESPECT -Respect self, others, property and environment.	• SWIS (referral tracking system) Data • Attendance Data • ROAR Student Recognition Lists
ORGANIZATION –Organize time, obligations, and goal attainment through preparation and planning.	• Grade/ Credit Data • Common Formative Assessment Data • Intervention/Grade Recovery • Credit Recovery Tracking • Credit Eligible Graduation Rates
AWARENESS -Aware of how our decisions and actions impact others and influence our ability to meet goals and expectations.	• Advisory Surveys • Development and monitoring of individualized learning plans • SWIS Data • Attendance Data • ROAR Student Recognition Lists • Common Formative Assessment Data
RESPONSIBILITY –Responsibility for all obligations including our obligation to live up to our potential.	• Grade/Credit Data • Common Formative Assessment Data • District Performance Data • CAHSEE pass/proficiency rates • CELDT Results • Reclassification Data • Mock Interview Rubric Scores • CST Data

A2. Governance Criterion: Does the governing board (a) 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; (b) delegate implementation of these policies to the professional staff; and (c) monitor results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

Madera Unified School District has adopted local school policies that direct and support the mission and purpose of Eastin-Arcola High School. The local graduation requirement policy requires all MUSD graduates to successfully complete 230 credits, possess a 2.0 grade point average as well as successfully completing on the California High School Exit Exam.

The adopted grading policy is required of all secondary schools and encourages academic achievement versus successful completion of work alone. Monitoring of student achievement is multi-layered with Common Formative Assessment administration and evaluation, District Progress Assessments that are not graded, however used to monitor student progress toward essential standards in all core curriculums, and on-going feedback from the Chief Academic Officers and through district-wide collaborations. MUSD also has elected to implement Alternative Governance Boards for Program Improvement schools, which serve as accountability for implementation of initiatives aligned with the Essential Program Components.

Eastin-Arcola's School Site Council, with input from an English Learner Advisory Committee, develops and monitors the Single Plan for Student Achievement which requires review and approval from the Madera Unified Board of Trustees.

A3. Leadership and Staff Criterion: Based on student achievement data, to what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

EAHS has established an organizational structure dependent upon the on-going evaluation of student achievement data. The Single Plan for Student Achievement is annually reviewed and developed to meet the needs of our students. Weekly department meetings are focused upon the collaborative effort to identify learning goals based on essential standards, shared strategies and common evaluation of student achievement.

Our three-week grading terms are concurrent with our Tuesday through Friday intervention program. The thirty-minute intervention block enables departments to identify students who are struggling academically as indicated by non-proficient performance on three-week common formative assessments. These students are required to attend an intervention for the three-week period to receive additional instruction and opportunities to demonstrate mastery of the standards.

During the 2010-11 school year, EAHS staff participated in the Big Read, evaluating student essays in preparation of the census CAHSEE administration. In 2011-12, additional local data will be generated and reviewed to evaluate student achievement in preparation for the CELDT as well as the CAHSEE.

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?

Each year, EAHS structures several means to evaluate, monitor and refine the single schoolwide action plan. School Site Council, English Language Advisory Committees, and Curricular Departments review state achievement data to determine how to best use resources to meet student needs. During the fall and spring semesters, WASC Focus on Learning committees convene to review and revise the Self Study. Individual departments use weekly collaboration time on Mondays to provide on-going monitoring of student achievement as well as conducting cycles of inquiry to refine and recommend strategies and tactics for meeting student needs.

During each three-week term, department heads meet in our Instructional Leadership Team meetings to monitor implementation of initiatives, and conduct cycles of inquiry of school-wide student achievement data. School Leadership meets during each term to discuss input from other collaborative teams, provide accountability for implementation of the action plan, and discuss any necessary revisions to the overall plan.

Describe the process used to make educational decisions and to initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

2010-11 was the baseline year for Eastin-Arcola High School. The process for decision-making was primarily determined during the initial preparation for the opening of the new school during the Eastin-Arcola High School Steering Committee meetings.

The current process has been clarified to enable shared leadership initiated during department collaboration and brought to the Instructional Leadership Team meetings. The ILT's recommendations are reviewed by the site Leadership Team for reporting to community stakeholders or immediate implementation into the site plan.

Recommendations that are not aligned with the District Instructional Action Plan are subject to review from district administration and the Alternative Governance Board.

A4. Qualified Staff Criterion: 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?

Eastin-Arcola High School's staff is 100% highly qualified. Several teachers have gained 32 HQT status through the VPSS certification process which is specific for alternative education settings. All EAHS teachers receive professional development through site and district level trainings inclusive of coaching support for the implementation of Explicit Direct Instructional strategies.

Site activities, supported by district academic coaches, included curricular mapping based upon the CST blueprints. Our collaborative teams continually review and refine the instructional planning and lessons to address student academic needs as determined by student performance data.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

Does not apply.

Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

See attachment.

Describe any use made of regularly employed instructional assistants.

Upon opening in the fall of 2010, EAHS had one full time and two part-time Special Education Instructional Aides. For the 2011-12 school year, Eastin-Arcola will have one six-hour Special Education Instructional Aide working primarily with our Reading Lab Class. Each of the two Special Education teachers will provide one period of collaborative instruction.

Describe any regular use made of community volunteers.

Eastin-Arcola High School is continually reaching out to community resources to support the academic, post-secondary and social-emotional needs of our students. Community volunteers provide extended learning opportunities through the Teach One to Lead One program, which assists students in developing leadership traits, self-identity and moral character.

A partnership with Madera County Behavioral Health Services enables Madera Unified School District to refer students for substance abuse counseling and some social-emotional services. Additionally Madera County Behavioral Health staff members are available and are used to provide presentations to EAHS students. Lessons include sex education and relationships.

Madera Unified School District requires each high school graduate to successfully complete Occupational Employment training including a Mock Interview. Members of the community, many from the business sector, volunteer to serve as interviewers for this process.

A strong relationship is established with the Madera Center Community College exists, specifically with Dan Riviera who assists and facilitates Eastin-Arcola students transitioning from high school to the community college. This includes a campus tour and Reg-to-Go, an early registration opportunity for alternative education students.

The local chapter of Dollars for Scholars coordinates donations and sponsors a scholarship night exclusive for alternative education students of Madera Unified.

The Madera Chamber of Commerce conducts an annual Salute to Education, recognizing an educator from each site selected by their peers for excellence, a business partner for each school and a Friend of Education. During the 2010-11 school year, Eastin-Arcola High School recognized Tom Pilloud and his local business, Cool Hand Luke's restaurant for the contributions for recognizing students during the year as well as volunteering at and sponsoring our Senior Picnic.

EAHS is also fortunate for the volunteer efforts of Juan Avitia, an EAHS teacher, who arranges for students to visit local colleges and participate in leadership activities within the community.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

As of October 1, 2010, the average student-teacher ratio at Eastin-Arcola High School is 17.2 to 1.

Describe the staff evaluation process.

New unit members shall be evaluated as often as is constructive and no less than once each semester, not later than December 1st of any school year. If the evaluation rating is “needs improvement” or “unsatisfactory” a second evaluation shall be completed not later than March 1 of that year. Probationary unit members shall be evaluated as often as is constructive and not less than once each year. Permanent unit members shall be evaluated as often as is constructive and not less than once every two years. All formal evaluations for new/probationary/permanent unit members shall be completed on the negotiated evaluation forms and given to the unit member at least 30 days prior to the end of the school year for the unit member being evaluated. Any timeline addressed in the evaluation section may be extended with concurrence of both parties. Any unit member, who submits an irrevocable letter of intent to retire for that particular year, will not be evaluated by site administration.

For the Eastin-Arcola’s first year, the administration made an effort to conduct formal evaluations of all teachers. This effort allowed the administrators to build the foundation for instructional leadership at Eastin-Arcola. One focus of our school improvement efforts is ensuring that students are provided good first instruction using researched based strategies. Feedback from evaluations were centered around improved use of Explicit Direct Instruction strategies.

A5. Ongoing Professional Development Criterion: How does the school ensure that the leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

Eastin-Arcola High School is fully included in all professional development conducted by Madera Unified School District. Core curriculum teachers are required to participate in trainings such as AB 471 when new curriculum materials are adopted. All secondary English Language Arts and Mathematics teachers have been and continue to receive training in DataWorks Explicit Direct Instruction with on-going support by district academic coaches.

Site and district curricular teams collaborate to develop common pacing, curriculum guides and assessments for specific curriculums.

EAHS also has a team entering the second year with the first cohort of Positive Behavior Interventions and Supports through the Fresno County Office of Education; part of a three year commitment. Our Behavioral Response to Intervention is a school wide initiative with ongoing professional development.

Most of the staff has attended one or more Professional Learning Community conferences and continues to monitor and strengthen our professional learning community on campus. As a result of these experiences we continue to refine our Academic Response to Interventions strategies, which much of our collaborative work is centered upon.

Describe the ongoing professional development at the school? How is it initiated?

The Eastin-Arcola staff continues to develop professionally through site training and collaborative activities aligned with our District Instructional Action Plan. These strategies and tactics are focused upon Explicit Direct Instruction, Professional Learning Communities, and Response to Intervention. The site based professional development is orchestrated by site leadership and implemented during weekly curriculum team meetings as well as monthly staff meetings. Our professional development needs are continually assessed by data collection from instructional focus walks and collaborative surveys.

A6. Resources Criterion: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?

As with most educational institutions, resources are extremely limited, however the utilization of time has been revisited and revamped to directly increase support for student achievement. Eastin-Arcola High School teachers have elected to include an Advisory period into the instructional day to provide guidance, monitoring, and motivation for each EAHS student. Additionally, the instructional day includes thirty minutes of supervision during which teachers can volunteer to teach an academic intervention or. effective during the 2011-12 school year, an enrichment opportunity to address the essential questions of “what do we do when students don’t learn” and “what do we do when students do learn.”

With support from the Madera Unified School District administration, EAHS is staffed with a smaller student to teacher ratio formula to enable small group instruction and more frequent individualized instruction. Likewise our support staff minimizes the clerical responsibilities that are often characteristic of alternative education settings.

Eastin-Arcola is fortunate to have extensive access to technology and technological resources. Each classroom is equipped with interactive whiteboards, student computers, and an online learning program by PLATO Learning. The facilities were modernized in 2008, and are exceptionally well maintained. Upon opening in the fall of 2010, facility modifications were appropriately made to accommodate high school age students as well as the instructional needs of the required courses including science labs.

MUSD ensures that Eastin-Arcola receives adequate categorical funding to support student achievement which is currently utilized to provide an Intervention Specialist and a 46% Teacher on Special Assignment to serve as an instructional coach.

Major Achievements/Accomplishments: Develop a list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

- School wide implementation of instructional strategies
- began establishment of PLC
- schoolwide clarity of goals
- progress towards meeting AGB recommendations
- advisory to meeting student needs
- use of time to meeting collaboration
- advisory and intervention
- academic RTI
- behavioral RTI.

Major School Needs: Develop a list of major school needs, focusing on student achievement.

- Student government
- systematic accountability
- setting goals as a site
- more effective communication
- professional development for data analysis

Category B

Standards-based Student Learning: Curriculum

B1. Standards-Based Curriculum Criterion: How does the school ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

In the spring of 2010, founding staff for Eastin-Arcola formed a Steering Committee which centered the planning upon a philosophy of “failure is not an option,” while maintaining a high degree of rigor for student learning. Outcomes of this discussion resulted in the adoption of a “no ‘D’” policy which also supports student in attaining a 2.0 grade point average. A three-week grading term was established to maintain student feedback and motivation. Each three-week term is concluded by a common formative assessment aligned to the California State Standards.

MUSD ensures all EAHS students have access to state approved instructional materials to support the course offerings. Special Education students are mainstreamed for most if not all of the instructional day. Our English Learner students are supported by an English Language Development course aligned with the district wide ELD sequencing.

B2. Student Access Criterion: How does the school ensure that all students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

With the staff’s initiative to embed an Advisory class into the instructional day, students develop relationships with adults and create a smaller learning environment where students are more closely monitored. The smaller student to teacher ratio ensures easier identification of struggling students both academically and socially.

Students who do not demonstrate mastery during a three-week term are required to attend an intervention to remediate their academic grade and recover credits. PLATO, our online learning software serves as an intervention curriculum, supplemental support, and independent instruction for self-paced learning for the purpose of credit recovery.

EAHS students also are prepared for post-secondary life through the OE II (Occupational Education training) requirement. For teen parents, a child care program is offered on-site enabling students to attend regular classes as well as providing guidance and instruction in child development and parenting.

A full time counselor and intervention specialist enable EAHS to better monitor and serve the at-risk population attending.

B3. Graduation Criterion: How does the school ensure that upon completion of the high school program, students will be able to meet all the requirements of graduation? List (or attach) the graduation requirements of the school.

There are several types of requirements that must be met before a student may earn a high school diploma from Madera Unified School District. These requirements are the same for EAHS students as they are for Madera High, Madera South and Furman students.

A. Subject Area Requirements include:

1. Completion of Algebra I
2. Credit Requirements
3. Mock Interview – (OE2)
4. Grade Point Average
5. California High Sch. Exit Exam

B. Completion of Algebra I (minimum of 10 credits in Algebra I)

C. Credit Requirements

▪ English	*30 credits
▪ Mathematics	*20 credits
▪ Physical Education	20 credits
▪ Social Science	30 credits
▪ Science	20 credits
▪ Arts or For. Lang.	10 credits
▪ Electives	<u>100 credits</u>
▪ TOTAL	<u>230 credits</u>

*Class of 2013 is required to earn 40 English Credits & 30 Math Credits.

D. Mock Interview (OEII)

Students must successfully complete the Occupational Education II requirement. This consists of preparing a career portfolio and participating in the Mock Interview program.

E. Grade Point Average

Graduates must have a cumulative 2.0 G.P.A. in order to receive a high school diploma from MUSD.

F. CAHSEE

All students who receive a high school diploma must pass the California High School Exit Exam. These are state standards tests in Language Arts and Mathematics

Through our Advisory classes, student progress toward graduation is monitored and communicated. Each week students are required to print a progress report and every three weeks a report card is mailed home. Our counselor and intervention specialist facilitate this guidance as well as offer additional services independently through student conferences.

EAHS students are supported in their efforts for successful completion of the California High School Exit Examination through strategic scheduling of CAHSEE Math and CAHSEE ELA support classes.

Major Achievements/Accomplishments: Develop a list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

- CFA's
- School-wide EDI implementation/training
- Advisory
- Intervention implemented
- ROAR program
- WASC process participation with other schools
- Effective campus security in common areas.

Major School Needs: Develop a list of major school needs, focusing on student achievement.

- Greater discipline enforcement
- Further develop partnership with community (post-secondary, etc.)
- Attendance improvement
- Parent involvement
- Better articulation with feeder schools
- PE facility and curriculum
- Development and Use of a individualized learning plan

Category C

Standards-based Student Learning: Instruction

C1. Challenging Learning Experiences Criterion: To achieve the academic standards and the expected schoolwide learning results, how does the school ensure that all students are involved in challenging learning experiences?

Each student enrolling in EAHS is enrolled in a grade level appropriate English Language Arts and Social Science course as well as a sequence appropriate Mathematics and Science class. To address any learning gaps, students are concurrently enrolled in support classes to address their academic needs. Instruction is standards-based in all courses as determined by district curriculum pacing guides and site-based decisions in curricular mapping.

Our staff continues to receive instruction and support in research-based instructional techniques that enhance student engagement through Explicit Direct Instruction. Staff will continue to receive on-going coaching and feedback in regards to EDI implementation. In addition to this, departments continually assess student learning through Common Formative Assessments and use this data to drive instructional decisions. All curriculum have current district adopted standards-based textbooks and supplemental materials.

C2. Strategies and Resources Criterion: How does the school ensure that all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

To ensure that each teacher uses strategies and resources to actively engage students with higher order thinking and success at high levels, training is provided on-site and through the district as well as part of selected trainings and conferences (what kind of training?). Our regular collaboration is centered upon continuous improvement of student achievement, which regularly facilitates high expectations for all. The curricular teams analyze and discuss common weaknesses in student knowledge through the use of common formative assessments.

Our Big Read activity brings the whole staff into the discussion of writing standards and expectations to increase their familiarity so similar expectations can be supported cross-curricular.

For those students who require additional opportunities to demonstrate proficient levels of learning, we require their attendance in intervention classes.

EAHS staff utilizes technology as a means of engaging students in learning. Use of Promethean boards in conjunction with presentations, video and audio enables multiple means of delivering instruction. The use of technology enables students to also engage curriculum electronically and possibly remotely with PLATO Online Learning.

Major Achievements/Accomplishments: Develop a list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

- Development of intervention program
- Whole-staff training on EDI strategies
- Level of technology in every classroom (Promethean, computers, etc.)
- CAHSEE prep (advisory, Big Read)
- College-placement assistance
- Recognition programs (posters, rallies, etc.)

Major School Needs: Develop a list of major school needs, focusing on student achievement.

- Consistent incorporation of technology into curriculum
- Time for student projects
- Physical education is ignored (requests for textbooks)
- More options for elective classes
- Consistent discipline policy
- Student-teacher ratio is a concern

Category D

Standards-based Student Learning: Assessment and Accountability

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

Eastin-Arcola uses a variety of professionally acceptable processes to collect, disaggregate, analyze and report performance data to the entire shareholder community. The school has a three-week grading cycle that is designed to provide students and parents with regular feedback in regards to student performance. Teachers are required to post grades on the district web grading system Standard Score. Students and parents are provided with log-in information that allows them to see specific grades on Common Formative Assessments, quizzes, projects, daily assignments, and tests. At the conclusion of the three-week grading cycle, parents are mailed home progress reports. When students earn a letter grade of “C” or better they have earned 1.25 credits in that subject area.

Madera Unified School District uses a District Performance Assessment (DPA) to collect data about a school's progress toward state standards. These assessments are given 4-5 times a year in each of the core subjects and were designed around the CST blueprints. The data from these assessments are reviewed both at the site and district level. In addition, Eastin-Arcola reports this data to the Alternative Governance Board during each of the four meetings held throughout the school year. The Alternative Governance Board is made up of district personnel, a school board member, parents, and school administration.

Finally, assessment data, including CELDT, CAHSEE, CSTs, and DPA data are reported and analyzed during whole school staff meetings, department meetings, leadership meetings, School Site Council and advisory council meetings.

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

Within the three-week grading cycle, teachers administer Common Formative Assessments (CFAs). These assessments are designed by each department to determine student's mastery of the standards taught in that grading period. Students that have not demonstrated mastery due to lack of understanding are referred to intervention to get extra help. Parents are notified that students are placed in intervention via the Connect Ed parent contact system.

In addition to identifying students for Tier II academic intervention, the Common Formative Assessments are used by departments to determine the success of teaching strategies. Teachers discuss the results of these assessments to inform their instruction in regards to what standards need reteaching and what strategies produce the best results in terms of learning.

As well as the use of Common Formative Assessments, Eastin-Arcola uses other strategies to assess student learning and drive instruction. An example of this is how the school conducted a whole school writing assessment in the Spring of 2011. The entire staff looked at essay samples and scored them using a rubric. These results were used in Cycle of Inquiry by the English Department to plan instruction for the purpose of improving student scores on the March administration of the CAHSEE. Students were given their rubric scores and were provided feedback on what areas they needed to improve. This process was called “The Big Read”.

D3. Review of Student Progress Criterion: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

The districts main monitoring tool for assessment of student’s progress toward state standards is the District Performance Assessments (DPAs). The DPAs are given on specific dates several times during the school year. The data from these tests provides the district and school a snap-shot of student learning in terms of mastery of standards. Eastin-Arcola is also able to compare results with that of the two comprehensive high schools. The DPAs are not graded. The data from these assessments is intended to be the best prediction of CST performance. The DPA data has also been reviewed during the Alternative Governance Board meetings held four times during the school year.

At the site level, Eastin-Arcola staff, parents, and students rely on the data generated through Common Formative Assessments to determine whether or not a student is progressing toward mastery of the standards. While the DPAs provide an overall out look about the progress in an entire course, the CFAs provide data on specific standards taught during the three-week grading period. The results of the CFA also are used to determine which students need intervention. Students are enrolled in intervention for a three-week period. After instruction during the intervention, they are reassessed to determine if they have mastered the standards.

D4. Assessment of Student Achievement Criterion: Does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school’s program, its regular evaluation and improvement, and the allocation and usage of resources?

Eastin-Arcola has used its categorical funding resources to address student achievement. The Intervention Specialist is crucial to Eastin-Arcola’s ability to address student achievement. When students are not demonstrating mastery in academic standards, the Intervention Specialist ensures that the students the help they need to do so. For the 2011-2012 school year, the Intervention Specialist will be in charge of our Coordination of Service Team (COST) meetings. During COST, staff members will be suggesting specific action plans for struggling students.

Eastin-Arcola’s Alternative Governance Board (AGB) has identified improvement of student achievement for 10th grade students as a priority. Teachers in the areas of Math and English serving 10th grade students were providing training and interactive coaching to improve their ability to plan and implement Explicit Direct Instruction lessons. This training and coaching was provided over the course of the 2010-2011 school year.

At the conclusion of the school year, teachers from Math, Social Science, English, and Science were provided with planning time to develop common pacing and closely align the standards for the 2011-2012 year to the CST blueprints. Teachers developed common learning objectives with the goal of later development of specific EDI lessons. This planning was as a direct result of Eastin-Arcola's focus on allocating resources of time and money toward improvement of student achievement.

Major Achievements/Accomplishments: Develop a list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

- Use of three week grading cycle
- Common Formative Assessments Used to Identify Students for Intervention
- Common Pacing that emphasis CST blueprints
- Focus on Student Achievement of 10th Grade Students
- District Wide Performance Assessment that allows district comparisons throughout the year
- Recognition of students every three weeks in a school rally
- Recovery of grades through intervention
- Common planning time of departments
- Cycle of inquiries conducted using student data
- School wide emphasis of writing in preparation for CAHSEE
- Credit earned with a grade of "C" or better

Major School Needs: Develop a list of major school needs, focusing on student achievement.

- Improvement of alignment of CFA to rigor of CST
- District Performance Assessment data needs to disaggregated in way that can be used by teachers to inform instruction
- Departments wish to determine grading percentages
- Data is fragmented over several systems (Complete School, Edusoft, and Standard Score).
- Increased communication with community at large about student achievement and academic programs at Eastin-Arcola.

Category E

School Culture and Support for Student Personal and Academic Growth

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

Eastin-Arcola High School encourages parental and community involvement through several means to increase stakeholder awareness in the teaching and learning process. The English Learner Advisory Committee consists of community members, parents, staff and students whose role is to provide advisement to the needs of the community, families and students. Through the ELAC, the school communicates and educates participants of the operations, performance and activities of the school and district.

The School Site Council, a governing body, has oversight responsibilities of the categorical budget and Single Plan for Student Achievement. Council members are elected and include 2-3 parents, 4 staff members, 3 students and a site administrator. Decisions regarding categorical expenditures must be presented and approved by the SSC who has the responsibility to ensure the expenditures are aligned to improving student achievement. The SSC meets a minimum of four times per year.

An annual Title I meeting is held each fall to provide parents with information regarding the school's federal requirements and role in ensuring transparency for categorical expenditures and alignment to the Single Plan for Student achievement. Eastin-Arcola also has a School Safety Plan developed by a committee and presented to all stakeholders and approved by the School Site Council.

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

EAHS provides a safe and clean learning environment. The school is staffed with 1.75 custodians with one custodian scheduled prior to student arrival and one during the evening hours. The school was recently recognized as the cleanest campus by the district's maintenance department. District personnel maintain the grounds and decorative vegetation on a weekly basis as well as address any necessary maintenance work orders.

Eastin-Arcola has two full-time safety officers who provide supervision on campus as well as at bus loading zones on and off campus. Our safety officers monitor and intervene to correct inappropriate social behaviors including language, dress code and aggressive behaviors. Additionally, the school is outfitted with several security cameras for monitoring student movement and discouraging inappropriate behaviors. Staff and administration prioritize supervision as a necessary responsibility to encourage a safe learning environment.

Indicate the procedures that are used for general communication among staff, between staff and students, and between staff and parent, etc.

Communication among staff is frequently accomplished through electronic means, either e-mail or the school web site. Other means include department collaboration, site mailboxes, school-wide staff meetings and one on one conversations. Staff and student communication occurs one on one, through parent conferences, as part of our daily announcements, and electronically through our grade book e-mail interface.

Parent communication is conducted through ConnectEd, our phone message dialer, mailing, parent conferences, and phone calls.

E3. Student Academic Support Criterion: Do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Eastin-Arcola students who are Special Education or on a 504 plan receive an individualized learning plan. During the 2011-12 school year, COST (Coordination of Services Team) meetings will be held every six weeks for staff members to monitor their advisory students progress.

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

Our students have access to several personal support services and activities through the school programs, however not all access from within the community.

Major Achievements/Accomplishments: Develop a list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

- CAHSEE pass rate from March 2011
- Mock Interviews
- ROAR Rallies
- Interventions
- Merger (Ripperdan & Mountain Vista)

Major School Needs: Develop a list of major school needs, focusing on student achievement.

- Behavior plan
- School-wide intervention plan with defined criteria
- Access to internet – resource materials – current periodicals
- Library (establish)
- Extra or Co-curricular activities
- Career path exploration
- Volunteer / community opportunities
- Systematic plan for sophomore needs
 - CELDT
 - CAHSEE
 - Credit Recovery
- Strategic student placement at EAHS (Matrix)

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Develop a list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

- Effective campus security in common areas.
- School-wide training and implementation of research-based instructional strategies
- School-wide clarity of AYP targets and CST blueprints,
- Professional Learning Communities and common collaboration time
- Advisory
- Three week grading terms requiring “C’s” for credit and interventions for credit recovery.
- Level of technology in every classroom (Promethean, computers, etc.)
- Post-secondary preparation with Mock Interviews and college-placement assistance.
- Positive Behavior Interventions and Supports
- Common Formative Assessments Used to Identify Students for Intervention
- School-wide emphasis of CAHSEE
- Merger (Rippperdan & Mountain Vista)

Major School Needs: Develop a list of major school needs, focusing on student achievement.

- Consistency in discipline policy and enforcement
- Develop partnerships with parents and community for academic achievement and post-secondary.
- Systematic attendance monitoring and school response.
- Strengthen alignment with feeder schools for curriculum and proper student placement.
- Improvement of physical education curriculum.
- Individualized learning plans for each student in preparation for post-secondary.
- Student engagement through leadership, activities, athletics, a library and community service.
- Student access to career exploration through expanded elective offerings and projects.
- Staff development for CFA development and data analysis to inform instruction.
- Process and clarity of school goals.
- Refinement and clarity of academic and behavioral interventions.

Signed:

Position:

Please return your responses to:

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