

**SELF-STUDY VISITING COMMITTEE REPORT**

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

**EL PUENTE SCHOOL**

**20 Sherwood Place**

**Salinas, California 93906**

**Salinas Union High School District**

**March 14 - 16, 2022**

**Visiting Committee Members**

Pamela Galano, Chair  
Principal, Wilson High School

Blanca Soto  
IS Teacher, Wasco Union High School

Patrick Sullivan  
TOSA, Design Tech High School

Krista Woodward  
IS Teacher, Wilson High School

**NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.**

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
  - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
  - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
  - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
- 

## **Preface**

**Comment on the school's self-study process with respect to the expected outcomes of the self-study.**

A WASC leadership team, made up of the Principal and two teachers engaged in planning and guidance of the process. Meeting notes, interviews, show that all staff participated in regular WASC meetings to assist with development of the document. Subcommittees worked on individual sections of the WASC document and brought their work back to the larger group for feedback. Interviews with stakeholders show that the Self Study process was a broadly collaborative and intensive process. Newer teachers to the staff were able to read and review the report prior to the visit. The VC commends staff for its use of the Self Study process in a way that maximized the sharing of ideas - despite the changes in administration and postponement of this visit over multiple years. Reading the Self Study, it was apparent to the VC that a wide range of voices took part in the discussion and writing found in the report. This is further evidence of a healthy collaboration over a long period of time.

The SLO's have not been updated, but the VC understands that this was not a priority given the occurrences over the past three years. The staff and administration acknowledge that it will be reviewed and updated by the next self-study.

## **El Puente School Schoolwide Learner Outcomes**

**EPS Students will be self-directed learners who:**

- Set and achieve personal learning goals based upon an individual learning plan.
- Produce quality work.
- Choose career paths and educational goals which lead to productive lifestyles and meaningful citizenry.

**Effective communicators who:**

- Can demonstrate the use of oral language and literacy skills.
- Utilize technology and other media to enhance communication.
- Share information and responsibilities with others in order to attain common goals.
- Are active listeners.

**Organized learners who:**

- Manage their time effectively and efficiently.
- Are accountable for meeting timelines.
- Maintain a system of personal organization.

**Socially responsible citizens who:**

- Demonstrate accountability for actions.
- Cultivate cooperative interpersonal relationships, regardless of personal and cultural differences.
- Identify and utilize resources to make rational decisions.

**1. The involvement and collaboration of all staff and other stakeholders to support student achievement.**

The entire staff of El Puente School (EPS) was aware of and involved in the report at an appropriate capacity with respect to their time working at the school. New staff had less involvement in the actual crafting of the report but were still able to read, understand, and contribute feedback on the report. All stakeholders were not only familiar with the report but showed intimate knowledge of the parts most relevant to their role in the organization. EPS has actively worked to supplement the loss of CAASPP data with the STAR assessment from Renaissance learning 3 times a year. The self study was honest and showed a complex understanding of the different influences on student achievement in student learning outcomes, academic standards, and WASC/CDE criteria.

**2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**

The original Expected Student Learning Results (SLO's) from the last WASC visit continue to be used. The decision to maintain the same SLO's was based on the demographics of the students served at EPS. While work samples were based on the current SLO's, there was not a lot of clarity on whether EPS has evaluated the effectiveness of how students are accomplishing the SLO's.

**3. The gathering and analyzing of data about students and student achievement.**

During PLC time, EPS staff would gather to analyze student data used in the Focus on Learning (FOL) report. During the 19/20 and 20/21 school year, there was no CAASPP testing due to the pandemic. In spite of the lack of State assessment data in math and ELA, EPS used other various forms of local assessment data, such as Renaissance STAR, MYon in addition to the most recent ELPAC test scores to address student achievement in the areas of math and English.

**4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria.**

EPS assessed its entire school program and its impact on student learning, the relation of academic standards, and ACS WASC/CDE criteria. Staff was grouped into small focus groups to target the evaluation of the EPS program and surveyed to determine its effectiveness in each area/criterion. EPS staff determined their schoolwide learner outcomes (SLOs) were fine as is and did not need any revision.

**5. The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

Through discussions with the VC it was verified that the Schoolwide Action Plan is based on numerous conversations that have happened in EPS staff meetings, Instructional Leadership Team meetings, School Site Council meetings, and results from the previous self-study process. It is closely aligned to the goals informed by those of the Salinas Union High School District LCAP.

The EPS action plan consists of the following goals:

1. Increase student achievement in ELA and Mathematics, as measured by CAASPP and local assessments, and increase graduation rates.
2. Increase student literacy skills with the use of educational technology that supports teaching, learning, remediation, and collaboration among students and staff.
3. El Puente School will ensure parent and community engagement to promote safe, caring, and healthy learning environments for all students. Implement and evaluate our PBIS program, provide socio-emotional support services.

The current EPS Single Plan for Student Achievement (SPSA) goals, although aligned to the District's LCAP, could benefit from further depth in action steps and clarity in correlation, and through conversations it is noted that the SPSA will be updated and better aligned in the next iteration.

Four of EPS' previously identified critical learner needs are clearly reflected in the SPSA:

- Increase student achievement in ELA, as measured by CAASPP and local assessments. (SPSA Goal 1)
- Increase student achievement in math, as measured by CAASPP and local assessments. (SPSA Goal 1)
- Increase the graduation rate, as measured by DASS and local calculations. (SPSA Goal 1)
- Continue development and staff-wide use of educational technology that supports teaching, learning, and collaboration among students and staff. (SPSA Goal 2).

Three of the previous critical learner needs implicitly correlate to goals two and three, but the alignment between the goals were not all clearly evident:

- Continue developing Common Core instruction appropriate to the independent study learning model, including group instruction and assignments that require higher order thinking skills, where appropriate in all courses. (SPSA Goals 1 and 2)
- Increase student involvement and opportunities to create and strengthen the El Puente

community. (SPSA Goal 3)

- Continue development of a data-informed school culture, in which information on student learning and achievement is gathered, organized, analyzed and shared with stakeholders on a regular basis. (SPSA Goal 3)

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

El Puente School's self-study was an honest depiction of their recent years. There have been multiple administrative changes, the global pandemic, the addition of virtual students, and the expansion/rapid growth of the middle school program. A new principal was hired 5 days before school started, the counseling and intervention team was not fully staffed until December along with many teachers not hired until November or December. The stakeholders that were available to work on the report did, and those that were hired later were able to read, review, and understand the report before the VC visit. It is the observation of the VC that El Puente did a highly effective job of including all possible stakeholders in the development of this self-study.

## Chapter 1: Progress Report

- Synthesize any significant developments since the last full visit and their impact on student learning.
- Briefly describe the action plan/SPSA implementation process and how the school monitors progress.
- Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.
- Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

Since the last WASC visit in 2015, there has been a significant amount of turnover, specifically in administration. In the last two school years, El Puente High School has had three principals/administrators, Jonathan Green is the current principal. Additionally, due to the pandemic and passage of AB130, Independent Studies across the state were expanded to offer virtual learning for students/families that requested the placement. For El Puente this dramatically increased their enrollment for virtual students in grades 7-12, to the extent that approximately  $\frac{2}{3}$  of their students are virtual.

Due to the change in administration and the pandemic, the self-study report and visit had been postponed and rescheduled multiple times. Despite this there has been significant growth in improving the critical areas of follow up from 2019. Student growth and graduation has continued to be a focus at EPS regardless of the leadership and the staff has been very consistent during all of this turnover. It was discussed that the current SPSA does not fully align with the critical areas of need from 2019, and there is understanding that the next iteration of the SPSA goals will fully align based on this report and the district's updated LCAP goals - which are currently in progress of being updated. EPS has a committed School Site Council that reviews and approves the SPSA and the VC was able to communicate with the parents from the SSC during the visit to confirm their involvement.

In 2019 there were 7 identified areas of need. In the self study report EPS thoroughly reviewed and explained their progress in all areas and were clear in their evaluation process. Below is a summary from the VC observations, evidence review, and discussions with stakeholders.

### **1. Increase student achievement in ELA, as measured by CAASPP and local assessments.**

CAASPP testing was halted in 2020 and 2021 due to the pandemic and the district pivoted to using Renaissance STAR. This was a welcome change at EPS to provide assessments 3 times yearly to have current and relevant data for their students enrolled - likewise to have recent assessment data when students enroll at EPS. Due to the lack of CAASPP data to evaluate, other data points were utilized, such as the STAR assessment. Additionally, myON is a reading resource that is greatly used throughout the EPS campus for all grade levels and all students enrolled. The reading challenges and encouragement for a love for reading has been established to increase student achievement in ELA without doing so directly through an ELA course.

ELPAC test results from 2020-21 show that EPS's rate of proficient students went from 10.94% in 2019-20 to 25.81% in 2020-21. This data point shows the growth of the EL learners enrolled at EPS and was the highest proficiency data throughout the district (as shared by EPS).

### **2. Increase student achievement in math, as measured by CAASPP and local assessments.**

As stated above, the CAASPP testing was suspended and STAR assessments were

instated instead. Common local assessments used by the comprehensive high schools are not a viable option due to the possibility that students may take the assessments at El Puente before their counterparts and test security might become compromised. However, in a short amount of time there was growth seen within the STAR assessments in math from their first administration to their second. This shows great promise as a data point to use for evaluating student achievement in math.

Additionally, math teachers are working towards ways to evolve their teaching of the standards and offerings of math support and intervention periods. The master schedule is a work in progress with plans for evolvement in the upcoming school year.

### **3. Continue development and staff-wide use of educational technology that supports teaching, learning, and collaboration among students and staff.**

This was an area of growth in 2019, but was expressly pushed to the forefront when all staff went virtual in the Spring of 2020. This catapulted the learning curve necessary for all staff to become proficient in technology. It began with the nuts and bolts of technology and the needs and has been continually evolving as staff become more and more comfortable with technology. The hiring of additional staff that are remote and only online has supported cross-collaboration with staff in learning new tools and strategies. The loss of the dedicated Ed Tech Coach slowed some progress and this would be a needed addition to the staff as they continue to serve over  $\frac{2}{3}$  of their students virtually.

EPS has purchased tech tools that have greatly improved their communication abilities with students and families, such as: Talking Points, SimpleText, Language Line, GoGuardian, DTEN hardware/software, and using video conferencing tools like Google Meet and Zoom. These tools have clearly supported the teaching and learning for all students and has supported the collaboration between the staff. Staff meetings are all virtual to ensure that all staff, remote or in person, can participate during their shared prep period.

### **4. Continue developing Common Core instruction appropriate to the independent study learning model, including group instruction and assignments that require higher order thinking skills, where appropriate in all courses.**

The district has fully adopted all curriculum to be inline with the Common Core standards and EPS works to adapt these textbooks and standards to their 30-day model of independent instruction. This requires teachers to be diligent and proficient in differentiating instruction and assignments for students whose reading levels and English proficiency are below grade level. This area of need is constantly evolving as the district adopts new curriculum yearly and will always be a focus.

### **5. Increase the graduation rate, as measured by DASS and local calculations.**

In the self study report, EPS shared that graduation rates are a measurement that doesn't best capture the progress that students are making after enrolling at EPS. Through discussions it was heard that their academic growth and credit completion are better indicators of students' success. However, graduation rates continue to be a measurement used by the district and various stakeholders to determine success of a school. EPS graduation rates are in the 50% range and the school qualifies for the CSI (Comprehensive School Improvement) funding from the state to work towards increasing graduation rates. The VC agrees that graduation rates should be used as one data point that is regularly reviewed, along with other local calculations.

A local calculation that is used are the credits earned by the students while enrolled at EPS. The staff use a credits per day calculation to determine if the students are on track. The staff also began an intervention program, the Lone Wolf, to provide additional support to students and the data is tracked in PiQNIC for all staff to see and keep track of student progress. Thus far this has been a valuable tool and intervention program to support students on their pathway to graduation or high school completion (via the HiSET). This will continue to be an area of focus and growth for EPS.

#### **6. Increase student involvement and opportunities to create and strengthen the El Puente community.**

Due to the pandemic a lot of the planned student involvement and opportunities were not able to come to fruition. However, this year there are increasing opportunities to build community. The ASB student group is strong and involved with creating social opportunities with students. There are daily announcements and weekly trivia challenges where many students and staff participate to earn prizes. There are reading competitions school wide and student of the month celebrations and recognition events. The purchase of the DTEN screens for each room helps students and staff see the latest announcements and accomplishments of students around the school. It's also a streamlined and simple way for everyone to be included in the updates of the school.

The implementation of communication tools have shown to be highly effective with families and the parent survey verified that they felt strongly communicated with from the school and staff. The loss of the community liaison has been felt and it is recommended that this position be staffed again to fully promote the blossoming community at EPS for the students, staff, and families.

#### **7. Continue development of a data-informed school culture, in which information on student learning and achievement is gathered, organized, analyzed and shared with stakeholders on a regular basis.**

Data is used very well at EPS. The use of the yellow sheets with the students to know and understand their pathway to graduation with the credits has proven to be greatly effective. The use of PIQNIC to keep track of interventions and data is crucial to tracking students that could normally fall through the cracks. Synergy is the Student Information System that keeps most data and information about students and all staff have access to this platform. Staff regularly come together to review the data and assessment results (through STAR, myON, etc) and then use that information to make immediate improvements as necessary and possible. The HiSET program uses practice tests regularly to assess student readiness for the test and to predict student success. The information is shared regularly at SSC meetings and in staff meetings and PLC meetings. Students are regularly updated with their yellow sheet and progress in credits towards graduation. EL students work through the Accelerated Reading program and use myON to read high-interest books to gain proficiency in English. There is a great library in a classroom on campus that all students have access to. Additionally, intervention periods are provided to give students extra support and time with teachers - this was started due to the review of data that students needed more to be successful.

Overall, data is used often and in real-time to provide necessary support to students.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students**

**and drive school improvement.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

EPS's self study report was an honest reflection and showed growth over the years despite the pandemic, administrative changes, and programmatic growth with the virtual learning necessity. The staff are committed to constantly evolving and changing to meet the needs of their diverse student population. The report shows that they are willing to try new things to meet the student needs and put the students' needs in front of their own. The VC believes they are highly effective in the reflection process and using data and information to grow in a positive direction.

## Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school’s vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

El Puente School (EPS) is an independent study school of choice within the Salinas Union High School District. EPS is located in the Salinas Valley of Monterey County, California. Salinas, with a population of 163,542, is known for its large agriculture industry. Salinas is also recognized as the emerging AgTech Capital of the nation and a global hub for agricultural technology. Its close proximity to Silicon Valley and large number of agricultural employers provide an ideal location for developing high tech agricultural innovations.

75% of the city’s population is Hispanic or Latino, with 70.2% of the population speaking a language other than English at home. 85% of the student population at El Puente is Hispanic and 32.2 % of EPS students are considered English learners. 16.7% of the city’s population lives below the poverty line. Many students and their families live in poverty, which is demonstrated by the 89.1% of EPS students receiving free or reduced price lunch compared with 59.9% of the state. The Salinas Union High School District (SUHSD) currently has four middle schools and five comprehensive high schools.

In the 2021-22 school year, the school added an online program in response to AB130, and is now offering both in-person and online independent studies for grades 7-12. Before 2021-22, the middle school program was limited to a single classroom intended for middle school students who were achieving very limited success at their home school. Of the current 375 students, 75 are enrolled in the middle school program while 300 are in grades 9-12. Programmatically, 204 students are online, 124 are in-person, and 47 are enrolled in the HiSET program. Approximately  $\frac{2}{3}$  of the students enrolled are virtual students. The programs within EPS are: In-Person Diploma, Online Diploma, and the HiSET high-school diploma equivalency program.

Staff at El Puente include 26 certificated and 16 classified employees. Of the teaching staff, there are 13 general education teachers, two English Language Development teachers, two Educational Specialists, and three HiSET instructors. The staff has changed since 2019 in the following ways:

- One additional FTE to teach history/social science
- One additional math/Edmentum FTE
- Two new intervention specialists
- Loss of full-time community liaison
- Loss of full-time EL Specialist
- Loss of full-time EL Clerk
- Loss of full-time Educational Technology Coach

- Three changes in site administration
- Addition of five teachers who work remotely and only serve online students

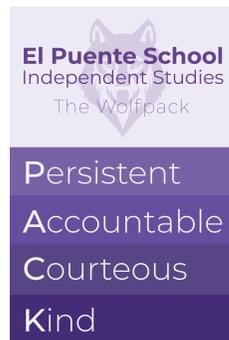
Teachers are contractually limited to caseloads of no more than 35 students.

Additionally, EPS offers a number of trained professionals to help students with various socioemotional issues:

- One full-time counselor
- Two full-time intervention specialists
- A shared community liaison
- A dedicated Harmony at Home counselor
- A shared school psychologist
- A shared migrant counselor
- A shared Monterey County Behavioral Health Specialist
- A shared ROP counselor
- A shared Community Health Services counselor
- A shared social worker, new as of 2021-22

\*Shared positions are split among El Puente, Mount Toro, and Carr Lake - the three alternative schools offered through the district and housed on the same larger campus.

EPS Mission Statement: EPS students will learn to be self-directed learners, effective communicators, organized learners, and socially responsible citizens. They will participate in a high quality, rigorous independent studies curriculum that gives students the opportunity to learn on their own schedule. Students are expected to finish a course within 30 school days.



PBIS Expectations:

SLO's were shared in the above section.

Data through the CA Dashboard were from the 2018-2019 school year due to pandemic and DASS data reporting. Therefore the data provided does not necessarily reflect the current student population with the virtual and in person students. Graduation rates continue to hover around 50% and is a challenging metric due to the pandemic and current change in graduation requirements through AB104. College/Career Preparedness rates are low but this can be attributed to the difficulty for small alternative sites to meet the requirements, such as AP exams, IB exams, CTE pathways, and being proficient in CAASPP testing. Which also highlights the difficulty of using CAASPP testing as data points for students that are credit deficient upon enrollment and multiple grade levels behind in their foundational skills/knowledge. ELPAC

proficiency and scores show that students are achieving at higher rates in this program than other schools in the district.

School site assessments are through the STAR math and reading assessments. The data so far shows promising results in using these data sources to support student achievement. Attendance shows a correlation between students attending in person and work completion. This remains a focus for all El Puente staff with their students. Student and parent survey results show that the staff and community are caring, positive, and strong communicators.

Throughout the self-study report it was clear that the school has changed significantly since the last visit. Teachers commented that it's been a different school each year, yet their persistence to support students never waived. Changes were noted in enrollment, learning modalities, and administration. Due to the constant changes it has been hard to find consistent and relevant data to show trends and meaningful insight from the previous visit. With that being said, the identified major student learning needs are summarized below:

1. Reading and math levels remain below grade level and further intervention is needed.
2. Student attendance and work completion continue to be a focus and need.
3. Students are highly socioeconomically disadvantaged and enter the school with significant credit deficiencies - getting students enrolled earlier in their school careers would be of benefit.

## Chapter 3: Quality of the School’s Program

Based on the school’s self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school’s effectiveness in addressing each of the *criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
  - Highlight the areas of strength (if any)
  - Highlight the growth areas for continuous improvement (if any)
  - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

**Note:** When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

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

#### A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

#### Visiting Committee Comments

EPS has a clear, coherent vision/mission that is directly correlated to their SLO’s: EPS students will learn to be *self-directed learners, effective communicators, organized learners, and socially responsible citizens*. They will participate in a high quality, rigorous independent studies curriculum that gives students the opportunity to learn on their own schedule. Students are expected to finish a course within 30 school days.

The mission and vision statements support and acknowledge the needs of each student. El Puente is a school that strives to prepare students for life after high school by providing a rigorous, standards-based curriculum utilizing alternative instructional strategies.

There is an effective process in place to ensure involvement of all stakeholders in the development and refinement of the vision, mission, and schoolwide learner outcomes.

Students and parents are involved in the crafting of the school district's LCAP via live virtual meetings, School Site Council meetings, and written bilingual surveys. The school has leveraged hosting regular school-wide virtual meetings that are delivered in both English and Spanish to increase access and attendance. EPS has also used social media platforms, emails, and phone calls to engage and provide information and resources to participate in the school community. The EPS school site council meets regularly to manage the budget and discuss the school plan. Teacher and parent participants reported that the school site council is a productive and positive environment where much is accomplished.

According to the staff survey for these three criteria, over 75% of the staff felt that El Puente was making a good or great effort in these areas.

EPS has had difficulty in the past with the perception of the school from the perspective of students and school staff within the district. Some have preconceived notions of the school as a negative environment and not somewhere that they would recommend attending. EPS is working to make connections with the comprehensive schools in order to better control the narrative and present a more honest depiction of the program environment and its offerings. Site counselors from the comprehensive schools have come to visit the school to get a better understanding of the school's potential to serve different students. EPS plans to continue this outreach and actively tell the story of their school community through outreach.

***Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

The staff has a clear vision and purpose to support the high achievement of all students. However, the SLO's and mission statement have not been revisited or reviewed recently and this could be of benefit given the changing demographic of students. It's important in the evaluation of the effectiveness of the school and student success.

## **A2. Governance Criterion**

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

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

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add

any additional reflections based on the criterion.

**A2.1. Understanding the Role of the Governing Board and District Administration:** The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.2. Relationship between Governing Board and School:** The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

**A2.3. Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

### Visiting Committee Comments

The Salinas Union High School District's (SUHSD) website has a welcome notice that specifies the roles of the Board:

*The Board of Trustees is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major roles, which include:*

- *Establishing a long-term vision for the District*
- *Establishing and maintaining a basic organizational structure for the District, including employment of the Superintendent, adoption of policies, curriculum, the District budget and collective bargaining agreements*
- *Ensuring accountability to the local community, including personnel, programmatic and fiscal accountability and service as a judicial and appeals body as needed*
- *Providing community leadership and advocacy at the local, state and national levels on behalf of children, District programs and public education*

When the pandemic started and forced all districts into virtual meetings, SUHSD decided to live stream all meetings for greater accessibility. To increase wider geographical access, the Board decided to host board meetings at different school sites.

Board policies, minutes and agendas, can be accessed through the SUHSD website.

It's not uncommon for student representatives from schools across the District to present to the Board of Trustees, including students from EPS.

EPS acknowledges that there seems to be a lack of understanding in this criterion. According to survey results, 57.1% of the staff felt fair about their understanding while 7.1% felt they had no understanding at all. Conversely, EPS feels that not all stakeholders are fully aware of the alternative education services EPS has to offer. During the school closure, information regarding changes in instructional delivery was irregular. The result of this knowledge resulted in the reduction of some essential support services and resources from EPS since the last WASC full visit.

Universal Complaint Procedures (UCP) are displayed prominently in each classroom and in common spaces.

### **Governance that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective   Effective   **Somewhat Effective**  
Ineffective

**Narrative Rationale:**

From the staff survey this was scored the lowest, there needs to be more connection of El Puente staff, students, and families to the district governance. The district decisions regarding administration of EPS is improving with the appointment of the new principal, however the past couple of years showed disjointed support which could have affected the high achievement of all students.

**A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

**A3.2. School Action Plan/SPSA Correlated to Student Learning:** The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

**A3.3. Collective Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.4. Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

**Visiting Committee Comments**

EPS has a small staff that is very committed to student success. Common prep periods allow the staff to meet for PLC's, reflect and share ideas, concerns, and ways to improve the student experience. The EPS staff is working towards re-implementing the circle of inquiry process they were using pre-pandemic.

Renaissance STAR Reading data was used to modify and refine instruction across the curriculum to include more reading opportunities for students in myON.

The School Plan for Student Achievement is aligned to the District's LCAP goal which is designed from significant stakeholder feedback. EPS will soon be incorporating additional goals based on recommendations from the district's differentiated assistance.

Due to the small number of staff, EPS is a very collaborative environment where most schoolwide decisions are made as a group collectively, rather than via a small group of site union leadership. The school has an instructional leadership team (ILT) consisting of four certificated staff members. This team helps shape some of the site decisions made in the areas of intervention. This is not a new development for the school, but it has had changes of membership in the recent years, primarily due to the change of administration yearly. The 2021-22 school

year is composed of different staff than the years prior. It was shared, via the WASC leadership team, that the 2018-2020 years had consistent membership and that team transitioned to being the WASC leadership team starting in the 2020-2021 school year.

EPS has very effective existing structures for internal communication, planning, and resolving differences. EPS' daily schedule, with teachers sharing a prep period at the end of the day is a strong asset for the school. The common prep allows for weekly PLC meetings and allows for teachers to communicate in person daily. Weekly updates are emailed to staff with pertinent information about upcoming events and initiatives. In addition, Mr. Green has streamlined many of the communication processes with students, parents and staff.

**Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

EPS has great structure in place to support continuous school improvement through a common prep period, collaborative staff, and PLC meetings. Data is infused throughout the school through various platforms.

#### **A4. Staff: Qualified and Professional Development Criterion**

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A4.1. Qualifications and Preparation of Staff:** The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

#### **Visiting Committee Comments**

EPS has 26 credentialed staff members that average 15 years of experience, the highest in

the District. Staff are credentialed in their subject areas and many with advanced degrees and are tenured with multiple years of teaching experience.

EPS administration is supportive of staff attending relevant conferences and has provided opportunities for such. Inclusive, the School Site Council (SSC) allocates monies in their budget to support and fund professional development.

Given the small size of the school and learning format, teachers are able to adjust and modify instructional strategies to suit the needs of their students.

The Human Resource (HR) office sends site administrators a list of teachers to be evaluated during the school year. Once the list is received, the site administrator will meet with the teacher to plan set smart-goals to be observed. Evaluations are based over two observations in one school year. Probationary teachers will be evaluated yearly until they are tenured. Once certificated staff is tenured, they are evaluated every other year, given they receive satisfactory evaluations. If a teacher is tenured, has over 5 years of experience and satisfactory evaluation, they may elect to be evaluated every three years.

#### **A4.5. Communication and Understanding of School Policies and Procedures**

**Staff: *Qualified and Professional Development that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

District offered PD is supportive in the development of staff to support the high achievement of students. Staff shared through stakeholder meetings that they share PD findings with each other and have plans for further development as the pandemic wanes. Staff are open to learning new structures to better meet the needs of their students, such as the myON platform.

#### **A5. Resources Criterion**

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 program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A5.1. Resource Allocation Decisions:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

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

**A5.4. Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology,

manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

#### Visiting Committee Comments

EPS resources are allocated according to goals and actions in LCAP and SPSA. The staff has brought on some creative digital and physical resources to support staff and students; especially during hybrid and remote learning.

Both the principal and assistant principal regularly seek input from the staff and School Site Council to create the Single Plan for Student Achievement (SPSA) and budget. The School Plan and budget are discussed and approved by an active School Site Council.

The facilities at EPS provide a safe, comfortable learning environment for El Puente students. EPS shares a facility with the Adult Education School, Transition Program and Parent Education Center. There's a separate building referred to as "the village". Within the village, there a teen-parent daycare facility available to students from El Puente and the neighboring continuation school Mt. Toro.

EPS adheres to District policies for acquiring and maintaining adequate materials and equipment. Textbook adoptions are conducted as needed and adhere to a formal process in which the texts evaluated. Technology equipment and support could be enhanced, especially for those teaching remotely.

#### **Resources that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

#### **Narrative Rationale:**

EPS has shown that they have a high number of effective resources and support for implementation. When EPS has shown a need for resources/supplies they have not been denied support from the district. There is creative use of technology to support the staff, students, and community.

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

#### **Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

1. El Puente is a safe, alternative education school for students who, for a number of reasons, have been unsuccessful at their comprehensive sites.
2. The staff at EPS is highly experienced and collaborative.
3. EPS staff exudes collegiality and it's not uncommon for them to share their expertise with one another.
4. Use of data to modify and enhance reading instruction.
5. Site leadership supportive of professional development.

6. Collaborative approach to budgeting and long-term planning.

**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

1. Increase awareness of the opportunity and expectations of the independent study path offered by El Puente School, both at comprehensive schools and with district leadership.
2. Institute a procedure for training newly hired staff specific to learning in an independent study environment.
3. Increase the development of local assessment measures to determine student success on a more granular level and timely basis.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Stakeholder Meeting Outcomes
  - Focus Groups A-E
  - Student Group
  - SSC Members
  - Staff Members
- Staff Survey Results
- Classroom observations
- Abundance of technology use in the classroom by students and teachers.
- SUHS District Website
- EPS Website
- Warm & welcoming atmosphere. All staff model Courteous and Kind and it exudes to the students.

## CATEGORY B. CURRICULUM

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**B1.1. Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.2. Academic and College- and Career-Readiness Standards for Each Area:** The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.3. Congruence with Student Learner Outcomes and Standards:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.4. Integration Among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.5. Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

#### Visiting Committee Comments

It was observed that students are provided rigorous and relevant standards based curriculum. The schoolwide learner outcomes are supported with each student and evidence is gathered that supports the growth within the SLOs. Students show mastery of the academic standards to get credits. There is growth needed within the college and career-readiness standards beyond the graduation requirements; however the graduation requirements are being met with fidelity for each student.

It was proven that the school has continuously evolved their curriculum based on the current standard updates and educational research. The staff is very focused on supporting the students' needs to meet the academic standards.

The school, along with the district, has clearly defined the academic standards and college-and-career- readiness standards for each subject area. These standards meet or exceed the graduation requirements.

The staff show a great understanding of the actual concepts and skills taught along with the SLOs, standards and college-career readiness standards. The staff understand how they all intertwine and work together to make it seamless within all subject areas.

There are various opportunities for students to get further technical knowledge and learning and there is integration and alignment of these opportunities for all students to take advantage of.

It was observed that there was regular engagement with community partners, such as Sticks and Stones, and that they were strongly utilized resources for the students and families. There is regular engagement with local community colleges and technical schools and one staff

member works for both El Puente and Hartnell. Recent graduates stay connected with teachers and also talk with current students to encourage them to graduate. Students typically are very vocal about their experiences.

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

It is clear that the standards are rigorous and relevant and aligned with the district approved curriculum. Students are supported to achieve mastery in all the standards. The staff work to align the curriculum to district adopted texts and adapt them to the independent studies model.

## **B2. Equity and Access to Curriculum Criterion**

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**B2.1. Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

**B2.3. Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

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

### **Visiting Committee Comments**

Students have access to the entire school program; whether virtual or in person. They gain assistance through their teachers, counselors, and other staff members as necessary. The staff guide them to be prepared to achieve their academic, personal, and career goals.

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

It was witnessed that teachers and staff work closely with students to guide them to appropriate choices within the full range of their educational options. The school has opportunities for career exploration, preparation for postsecondary education, and technical training for all students.

Curriculum is accessible to all students through all courses and programs and teachers make real world applications regularly for students, such as in the Consumer Math course. The diverse enrollment of students is reflected in the course enrollment patterns, such as students needing additional days/weeks in the Math 1, 2, or 3 courses to complete credits with mastery.

Parents are required to participate in the intake process and are required to sign the Master Agreement (unless the student is 18). Parents are communicated with regularly in regards to student progress, course completion and enrollment, and with post high school planning. It was evident that the parents, students, and staff communicate well and collaboratively.

The campus has access to different staff and resources to facilitate student transitions to college, career, and other post high school options. Some examples of staff include concurrent staff with a local community college, a shared community liaison staff, a shared ROP staff, school counselors, intervention specialists, and teachers. These strategies to support students are reviewed to determine their effectiveness and are in progress to be strengthened.

***Equity and Access to Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

It is clear that students have access to all of the curriculum, whether by virtual or in-person participation. If EPS does not directly provide certain supports, the staff find or develop those supports to ensure that all students can achieve.

**CATEGORY B: CURRICULUM**

**Areas of Strength for Curriculum:**

1. El Puente teachers regularly attend the District steering committees. The El Puente curriculum and materials are created using guidelines set by the steering committees and are used throughout the District.
2. On an ongoing basis, El Puente teachers attend district professional development presentations (PDs) and summer institutes to learn effective ways to maintain the rigor of curriculum while engaging students in their learning.
3. El Puente teachers utilize several online programs to enhance the students' learning experience, including Nearpod, Flocabulary, NoRedInk, myON, Accelerated Reader, Star Reading, Star Math, Khan Academy, Newsela, and BrainPop.
4. El Puente collaborates with both the district's ROP program and Hartnell College, the local community college, on an ongoing basis to help students access a broader range of courses and

Career-Technical Pathways.

**Growth Areas for Continuous Improvement for Curriculum:**

1. Secure additional slots in ROP classes that take place at the MTROP center and at the comprehensive school sites.
2. Increase the number of electives and advanced courses available to students through the creation of additional certificated positions.
3. Increase student awareness of their progress toward graduation as well as the different career and college options available to them locally and nationally.
4. Increase the number of classes and strategies dedicated toward building foundational skills.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Stakeholder Meeting Outcomes
  - Focus Groups A-E
  - Student Group
  - SSC Members
  - Staff Members
- Staff Survey Results
- Classroom observations
- Enrollment and course review
- SUHS District Website
- EPS Website

## CATEGORY C. LEARNING AND TEACHING

### C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**C1.1. Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.2. Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

#### Visiting Committee Comments

It was observed that El Puente is equity-centered and focused on meeting the needs of the students at their current level and need. It was observed that staff work with students to improve student outcomes and that staff are also mindful of where students began academically and how much growth may be needed in order to meet district- and state- level standards - in particular in reading, writing, and math. Staff are highly effective at working with students to make progress toward these goals, if not altogether reaching them. Students are involved in relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college and career readiness standards. Students take ownership over their learning pathways as they become familiar with the “yellow card” that they use to track their credit earnings. They take ownership of their reading progress by using the MyOn tools.

All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work. For example, it was observed that in an NGS1 lesson, students were being challenged to complete an assignment with a focus on energy and in the context of systems. In interviews with students, they explained some of their projects and assignments that engaged them and promoted their academic growth.

Students knew the number of credits they had earned and what credits were remaining and in what subjects. This shows a great understanding of their expectations towards graduation. In the coursework, the students are clearly provided the expectations for learning and standards to master.

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

EPS staff often use real-world applications to make learning more relevant. Formative assessment is used to guide instruction. Faculty collaborate in evaluating writing across the curriculum. Edmentum online course instructors create detailed learning plans for students to

help them achieve their learning goals, acquire credits, and be on pace to graduate on time. Staff and administrators continue to address concerns around virtual engagement, especially as EPS possibly moves toward bringing more virtual students to the program. Staff acknowledge that many students come to EPS with low reading levels, and that although staff have worked hard to implement effective tools for growth in reading, many EPS students find it very challenging to meet A-G requirements and to be successful with the online curriculum.

## **C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**C2.1. Teachers as Facilitators of Learning:** Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

**C2.2. Creative and Critical Thinking:** All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.3. Application of Learning:** All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

### **Visiting Committee Comments**

It is evident that teachers seek out and utilize district-provided professional learning opportunities and then work together to implement new strategies for the betterment of their students and school community.

Teachers facilitate learning as coaches in several areas of curriculum and instruction. EPS teachers have coached peers on the use of new programs such as MyOn and Nearpod, and on the use of new technology in their classrooms and on campus. EPS teachers are current in their instructional content. They serve on district steering committees and utilize district resources and curriculum.

EPS students demonstrate creative and critical thinking in their instructional settings. Some examples are their engagement in NGS1 and NGS2 lessons and labs, their use of technology to facilitate their learning as well as produce materials that demonstrate their skills and knowledge of the subject matter.

All students have access to and are engaged in career preparation activities. Students can take vocational education classes offered by the Regional Occupancy Program (ROP) and the Adult Ed Career/College Fair. They are consistently informed about upcoming workshops and opportunities through email communications and flyers posted at the site.

***Learning and Teaching: Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating:** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

This committed staff, with the support of their highly effective and resourceful principal, is working to foster a love of reading, a love of school, and an interest in their academic progress. Teachers and staff work to find new ways to engage students.

**CATEGORY C: LEARNING AND TEACHING**

**Areas of Strength for Continuous Improvement for Learning and Teaching:**

1. EPS is aligned with the district's curricula to meet A-G requirements.
2. The school uses online digital resources specifically for EPS students, and colleagues serve as tech coaches to all teachers.
3. Common prep time for collaboration, planning, and coaching
4. Teachers incorporate projects to allow students an opportunity to process concepts in a creative way
5. Consistent use of formative assessment to facilitate instructional moves
6. The transition to online learning has allowed teachers to increase the number of online apps and programs used in their teaching portfolio.

**Growth Areas for Continuous Improvement for Learning and Teaching:**

1. Staff indicated that career paths need to be enhanced and promoted, including trade school opportunities as well as opportunities in ROP and local community.
2. Restore the instructional coach position
3. Restore the educational technology coach position
4. Bring back advisory lessons designed to help students with wellness and mental health

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Stakeholder Meeting Outcomes
  - Focus Groups A-E
  - Student Group
  - SSC Members
  - Staff Members
- Staff Survey Results
- Classroom observations
- Student project examples, Google Classroom content and activities
- SUHS District Website
- EPS Website
- ROP courses taken by EPS students

## CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

### D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**D1.1. Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.2. Basis for Determination of Performance Levels:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3. Monitoring of Student Growth:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

**D1.4. Assessment of Program Areas:** In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.5. Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

#### Visiting Committee Comments

EPS have agreed upon the use of common curriculum and assessment materials, they have utilized and sometimes have developed and implemented their own common formative assessments to monitor student progress and to inform their next steps. The administrator and staff are highly reflective in their process of carrying out and monitoring the effectiveness of their programs and curricula. The administrator and staff are innovative and collaborative in their approach to addressing ongoing needs of their diverse school population.

Students and staff have access to reading and math STAR tests, which are administered at least three times a year and provide critical feedback on the learners' progress and help staff to determine needed interventions and next steps. EPS staff work to meet the individual needs of their students and they are very proactive about aligning their expectations with the comprehensive programs in the district. Students and staff also rely on student reading level data from the district-adopted MYON program. Staff highly encourage students to read from the MYON platform. Results from MYON and STAR reading data collection have shown great improvement in student reading ability.

EPS staff ensure alignment with the use of district-adopted curriculum. Staff use common prep periods to collaborate and calibrate lessons and assessments. For social studies, EPS relies on TCI for instruction and assessment; for math, EPS relies on the Math I and Math II district

coursework; for ELA, the EPS staff relies on Springboard and MYON; for science, EPS relies on NGS1 and NGS2 curriculum maps and pacing guides and plans to utilize the next district-adopted science curriculum and make needed adjustments to fit the independent study model. EPS staff had implemented a school-wide, cross-curricular writing collaborative. Staff designed the rubrics, lessons, and timelines for completion, which were aligned with SBAC expectations by grade level. EPS staff devised plans for effective scoring, using common rubrics, common anchor papers, and common spreadsheets for reporting out results.

Staff have access to students' MyOn data and STAR test scores to track reading and math progress, school-wide. Staff recently implemented a new check-in system called WolfPack Advisory. This program was implemented to ensure that no student gets lost in the system. During intervention class periods, designated staff check in with their students to assess strengths and needs, to provide guidance, as well as to assess whether there should be next step interventions. Some students also get referred to the Lone Wolf program. These are students who have been monitored and are not performing in or attending class. This system has proven to be effective in getting students reengaged in school.

Staff serve on district steering committees. Students and staff utilize the "yellow card" which helps students keep track of their acquired credits and helps them to plan for which credits to acquire next.

***Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

Staff are in the habit of making data-driven decisions and utilize effective tools in order to do it. They work to be consistent and cohesive in order to meet the needs of the whole student. EPS staff and administration evaluate their programs and identify areas of need. They work to fill those needs, whether it be site-designed or whether it be asking for district support. There would be benefit to having access to use the district common formative assessments.

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

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**D2.1. Demonstration of Student Achievement** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and

life.

### Visiting Committee Comments

EPS faculty are in the habit of using assessment to monitor student progress and make adjustments to fit students' needs and goals for achievement. Teachers engage with their students on an ongoing basis. They give students information and tools so that they can take ownership of their learning and growth.

Teachers utilize assessments from their district-adopted curriculum and rely on these assessments to drive their next instructional steps. Staff have also either created or adopted new forms of assessment to further track progress in areas where they've found need. For example, they've adopted the MyOn reading program which has high-interest, leveled books and assessments that track student reading progress. Teachers have not only used this particular tool to improve student reading levels, but they have also utilized the reading data to make instructional decisions about other programs such as HiSET prep. Staff designed and implemented tools and assessments to improve students' writing. They have used research-based approaches to the design, delivery, and the scoring and tracking of scores. Once EPS pivoted because of the pandemic, this activity was halted. Staff have made it a priority to return to this process, possibly by the end of 2022.

Teachers monitor student progress through the use of district-adopted materials as well as staff-developed programs. Teachers meet with their students either in person or virtually, to provide thorough feedback to their students. This includes dialogue around learning goals, graduation-requirement goals, college- and career- plans. Teachers monitor student performance and progress through a variety of tools, including GoGuardian, video conferencing, in-person conferencing, and Simple Text. These tools and schedules allow for immediate dialogue and feedback. Teachers rely on each other for support in areas where their students might need different supports. They facilitate meetings with counselors, intervention specialists, and other staff who provide specific guidance on programs such as dual enrollment, ROP, and community service requirements.

***Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective  
Ineffective

**Narrative Rationale:**

EPS staff make data driven decisions on a consistent basis and when they see a need for improvement in a certain area, they initiate new methods of standards-aligned assessment tools, such as the school-wide, cross-curricular writing collaborative. Staff use the data to inform their instructional decisions. However the goal to complete courses in 30 days should be further explored to ensure student success.

### **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

#### **Areas of Strength for Assessment and Accountability:**

1. Consistent periodic math assessment (STAR test); three times a year
2. Consistent use of MYON reading and assessment tools
  - a. EPS was featured in two national online articles highlighting their successful reading program. [Success Story - California](#) and [We are Teachers Article](#)
3. HiSET program is driven by test results and teaching to standards. Diagnostic testing and ongoing formative assessment are used to determine test readiness for each student.
  - a. Other data such as reading level is being monitored to determine readiness for HiSET preparation and test

**Growth Areas for Continuous Improvement for Assessment and Accountability:**

1. Reinstate Writing Collaborative: writing and writing assessments across the curriculum
2. District is more inclusive of EPS staff on steering committees, in particular those that work on common formative assessments in all subject areas

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

1. Before the pandemic began, the Writing Collaborative was off to a great start. EPS staff had developed a common set of expectations for writing at various grade levels. Staff noticed an improvement in writing
2. Site administration has invested heavily into educational technology programs and hardware. STAR tests were purchased and are being utilized by teachers for math assessment so students and staff can track personal growth.
3. Staff tracked reading levels and assessment scores to find that students who are at a 7 or above reading level will have success on the [HiSET](#)
4. Stakeholder Meeting Outcomes
  - a. Focus Groups A-E
  - b. Student Group
  - c. SSC Members
  - d. Staff Members
5. Staff Survey Results
6. Classroom observations
7. Student project examples, Google Classroom content and activities
8. SUHS District Website
9. EPS Website
10. ROP courses taken by EPS students

## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

### **E1. Parent and Community Engagement Criterion**

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**E1.1. Parent Engagement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

#### **Visiting Committee Comments**

El Puente School (EPS) is a small school with a contractual student to teacher ratio of 35:1. Teachers having smaller caseloads of students than in the comprehensive schools allows EPS teachers to focus more attention on each student and provide differentiated instruction to target areas of need for student interventions. Teachers can closely monitor the progress of their students through educational technologies and in-person check-ins and then make contact with their families quickly and easily so that they can provide extra support, make interventions, and keep students accountable. Teachers have multiple avenues of communication with parents and can share both positive and negative feedback through the numerous resources to help them connect with families considering the cultural and language needs of all stakeholders. The school has invested in technology resources such as LanguageLine, TalkingPoints, SimpleText, Zoom, GoogleMeet, emails and phone calls to ensure many different platforms are available to access and engage the school's families.

El Puente uses a wide variety of strategies to encourage family and community involvement in the school. EPS currently has parent engagement in the school site council, LCAP meetings, ELAC meetings, and in planning school events for students. The small population of EPS allows for timely and efficient communication between school staff, parents, and students. The meetings are bilingual and virtual so that they can provide as much access as possible to stakeholders with different communication needs. Parents spoke positively about their interactions and experiences in those meetings and expressed confidence in the staff and administration's communication with students and families.

As a school of choice, EPS parents are required to request for the placement of their student as well as attend the orientation prior to the student's first day of school at EPS and sign the Master Agreement where the student's learning plan is formed. This process ensures that there is individualized contact between the family and the school. Although EPS has been able to effectively communicate with families, the pandemic has decreased the positive contacts with some families, especially with respect to in person activities, and EPS plans to examine ways to replace, if not reinstate, practices that celebrated student achievement while engaging families and soliciting their participation in their student's progress. EPS is also working to modify and

bolster communication practices with families of students who are in the online program, especially as it grows.

The EPS office staff makes frequent contact with families, and, in many cases, have established working relationships with them. Interventions specialists and the counselor are also in frequent contact with parents. EPS office and counseling staff report that they have numerous resources to help them connect with families considering the cultural and language needs of all stakeholders, and, like the teachers, they utilize resources such as LanguageLine, TalkingPoints, SimpleText, Zoom, GoogleMeet, emails and phone calls to ensure many different platforms are available to access and engage the school's families.

EPS has curated numerous opportunities to celebrate the successes of their students and award their achievements through honors and celebrations. Providing extrinsic motivations to students can help them see the positive impact of their actions as well as to reinforce the bonds of community and the notion that together the school can succeed. Students are not only recognized in public spaces like on the school sign marquee, on DTEN boards around campus, and in bulletin spaces, but they also can earn a pizza delivery to their family or some other reward to reinforce their positive behavior and progress.

EPS currently shares multiple FTE positions with other schools in the district. The school finds that the reinstatement of the full-time community liaison position, currently shared with Mt. Toro High School, could greatly influence the productivity of the counseling and intervention team and their ability to complete the numerous responsibilities they have in the student experience from beginning to end. EPS also plans to provide opportunities to teach parents tech literacy related to the school experience so they can more effectively access and participate in school meetings and other events. EPS will also work to restore in-person events once community health guidelines allow. EPS also is looking to host meetings at different feeder school locations to improve access to families geographically as well as to improve awareness of the EPS program and to build positive relationships with school site personnel and students at feeder schools.

***Parent and Community Engagement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

Parents are regularly communicated with in regards to student progress and student achievement. There can be benefits in including the parents and community more often in learning and engaging with El Puente. There can be more opportunities to empower and educate the parents through various events, such as the orientation process.

## **E2. School Culture and Environment Criterion**

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and

high expectations for all students?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**E2.1. Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.2. High Expectations/Concern for Students:** The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

### Visiting Committee Comments

The EPS staff is a group of veteran teachers and classified staff who take a student-centered approach to teaching and learning in order to effectively meet the needs of their students in an alternative educational setting. Through this student-centered approach, EPS has created an extremely calm, clean and ordered environment that provides a place for students that have been unsuccessful for a number of different reasons at the comprehensive school to change directions and complete their high school education requirements. Students are greeted by staff on entry to the building and comfortably use their school space as well as the shared spaces with the other programs in the center. There is an abundance of messaging on the walls in classrooms and other common areas of the building that provide academic information as well as other important information. Students report feeling safe and comfortable, and that there are staff members who they feel comfortable working with and supported by in their work. Many students are able to flourish at EPS, however some staff report that the 6 week requirement to finish a course can sometimes be too short and limit the effectiveness of their time with some students, especially in Math and English. EPS is looking to address this shortcoming, possibly by modifying the schedule to accommodate longer consistent engagement with teachers at different times of the school year.

The atmosphere at EPS clearly demonstrates a kind, caring environment for students to work with support and high expectations for achievement and personal growth. Students are clearly treated with warmth, kindness, and respect and that modeling is also clearly observed in the students' interactions with others. As a choice school, many students at EPS have left the comprehensive school because of the negative influences and experiences they encountered. Upon speaking with students, we found that there is a wealth of positive feelings, interactions, and accomplishments shared between the students and their teachers. Students shared numerous positive experiences, anecdotes, and accolades for their teacher's methods and focus with concern to teaching and learning. Students explained that the environment and their connection to specific teachers at EPS has played a large role in their academic as well as social-emotional improvements.

The small school community at EPS demonstrates an atmosphere of calm, trust, kindness,

respect, and productivity. The school reports there are very few disruptions or altercations and that their highly skilled campus safety team provide a vigilant watch over the campus. Teachers and administrators are readily available to provide for and support students in their needs, and students show a willingness to connect and receive support. Teachers report that, although the turnover in administration has been difficult over the past three years, they are extremely satisfied with their current administration and the trajectory of their program.

The school has cameras to record major entrances, exits, and hallways to help resolve any issues that may arise. Safety has become an area of concern for EPS because of the encroachment of homeless encampments. EPS continues to be vigilant in maintaining safety. Calls are made to Cal-Trans as well as other civil service agencies to maintain the security of the school. The school is currently examining if ID's might help increase safety. Furthermore, the school is working to create comfortable and welcoming spaces for students to use between classes as well as the creation of a site wellness center staffed with district employees who can provide services to students in need of mental health support.

***School Culture and Environment that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

It is evident that there is a strong, positive school culture and environment for all of the students. The staff work hard to ensure that students feel safe, physically and emotionally. The counseling and intervention staff have this as a high priority and follow up with students regularly, such as through the Lone Wolf and Wolfpack Advisory.

**E3. Personal, Social-Emotional, and Academic Student Support Criterion**

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**E3.1. Academic Support Strategies for Students:** School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

**E3.2. Multi-Tiered Support Strategies for Students:** School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Student Voice:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

#### Visiting Committee Comments

EPS takes a multi-tiered approach to teaching and learning in order to support the “whole” student with instructional support as well as social emotional support through the use of services such as Sticks & Stones, Harmony at Home, Monterey County behavioral health services, and Community Human Services.

EPS has developed and implemented numerous individualized academic support strategies for students through the personalization, organization and flexibility of the program, the use of an intervention team, and school wide systems, like the Lone Wolf program, to provide timely support to struggling students. Students reported that they were well informed about the expectations of their work completion and how it related to their overall progress toward graduation. One student explained that having their "yellow sheet" allowed them not only to track their progress toward matriculation, but also to help keep motivated by checking off credit requirements as they completed them. Teachers described using 1:1 interactions with students in class, communicating through email, and GoGuardian to help keep students on track and completing work in a timely manner. The Lone Wolf program has also helped to identify at risk students and go through a process that effectively helps them to get back on track. The principal reported that by using this process only a very small percentage of students have not been able to resolve the issues and had to return to the comprehensive school.

EPS has a major focus on building a school identity and amplifying student voices. Both the ASB and PBIS programs have created numerous activities, such as fundraisers, movie screenings, and field trips, have been created to engage students in extracurricular activities. They resumed this approach upon returning to in-person instruction in fall of 2021. These activities are meant to bolster student engagement as well as to maintain the welcoming and safe atmosphere that EPS has been able to create.

EPS has a mandatory orientation protocol for students prior to attending the school that allows them to share, clarify, and agree to the expectations of the school to both students and parents in order to make all aware of the school’s approach to supporting their students.

EPS leadership works together effectively to implement a number of alternative instructional options and personalized, multi-tiered approaches to support students. Through the use of the Renaissance STAR assessment, teachers have been able to advise and direct students to complete programs that are appropriate for their current academic skill and ability level.

EPS will continue to use the marquee as well as other areas of the school to highlight and recognize the achievements of their students. Furthermore, EPS plans to improve their access to sports and clubs at the feeder schools. Also, EPS also is working with students and parents to expand outreach to online students to bolster their access to community related events such as movie nights, dances, field trips, or volunteer days. EPS has begun to increase their engagement of families through the use of social media apps and plan to continue to grow those resources as

their initial attempts have shown promising results.

***Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

EPS provided evidence that they are meeting the needs of the students through the various platforms and interventions available. An example is the GoGuardian platform to work with students virtually that are not engaging and student/teacher 1:1 interactions in person.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):**

1. El Puente provides all students individualized and student-centered learning experiences that present ample opportunities to grow and succeed.
2. El Puente provides numerous support services for students and families to bolster communication and achievement both in and out of the classroom.
3. El Puente is a safe and supportive environment

**Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

1. Continue to enhance the school culture and sense of belonging through in-person events and online events to bring students together
2. Develop the ASB/PBIS program to engage students and highlight their successes to build confidence and pride in themselves and their school
3. Find a safe place for students to congregate while between classes, arriving early, or waiting to leave (rides, bus, etc).

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Stakeholder Meeting Outcomes
  - Focus Groups A-E
  - Student Group
  - SSC Members
  - Staff Members
- Staff Survey Results
- Classroom observations
- Student conversations

- SUHS District Website
- EPS Website
- Observations of the physical campus

## Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

### Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee summarized and identified the following specific schoolwide strengths and their rationale for the identification:

1. The VC recognizes that the school is a safe, nurturing, and positive learning environment for students that all have individualized needs that are supported for the students to be successful learners.
2. The VC commends the deep, long-term commitment from the staff and the resources provided by the governing board and district officers.
3. The VC is pleased to commend EPS' newest leadership for its inspirational and thoughtful guidance and collaboration with the stakeholders of this unique school.

### Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

### EPS List of Areas of Needs

1. Improve the awareness of, resources for, and transition to postsecondary options including community college, four-year universities, and careers. This includes increased access to Career Technical Education pathways offered via the MTROP.
2. Focus on the improvement of student foundational skills through individual and whole-school intervention strategies.
3. Build school culture and sense of belonging through the enhancement of PBIS, ASB, field trips, student celebrations, and other events that allow students to connect with one another and

with the school.

4. Continue to develop and refine intervention programs targeted to students who are struggling with finishing courses, completing work, or attending classes on a regular basis.
5. Improve student long-term planning so they are aware of what steps are needed to achieve their goals, both while in school and after graduation.
6. Work with district leadership and feeder schools so that they better understand the type of education and environment offered by El Puente and the types of students that can thrive here.
7. Restore staffing to prior levels to provide additional support to teachers, students, classified staff, and parents.

**In addition, the visiting committee has identified one additional concrete, specific growth area that needs to be addressed:**

1. Continue to streamline all goals between the SPSA, LCAP, and WASC to connect them with the SLO's and their mission statement.

This growth area will allow the school to connect all of their plans and goals to streamline their needs and resources towards the same efforts on their campus.

## Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
  - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
  - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
  - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
  - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The EPS action plan outlines three major areas of need:

1. Improve student readiness for college or career.
2. Increase student attendance, engagement, and credit attainment.
3. Improve school community culture and outreach

The VC's recommended additional School-wide Area of Need is listed here:

Continue to streamline all goals between the SPSA, LCAP, and WASC to connect them with the SLO's and their mission statement.

The action plan is not identical to the VC Area of Need, but there is convergence in their overall purpose. The action plan includes numerous sub-goals which support the main goals, and which are outlined carefully in the plan. Lines of responsibility are defined, and timelines established. The plan and its subtasks are indicated by the data and conclusions of the self study, as well as those of the VC report. Action items in the VR report tend to appear as subtasks within the EPS Self Study, but there should be little trouble planning so that the school's Action Plan and the VC Area of Need are both addressed in the coming few years.

EPS is well resourced, ably staffed and expertly led. It is evident to the VC that EPS is well equipped to follow through on its commitments outlined in its Action Plan. The VC repeatedly observed the collaborative drive to help students succeed that is deeply ingrained in EPS staff and leadership. The Visiting Committee is confident that EPS can carry out the goals it has defined for itself in its Self Study. The VC sees no apparent barriers to success for EPS and its plans to help students thrive.

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

The action plan will need to be re-evaluated overtime to ensure that goals are appropriate and being met and to amend the plan when appropriate. Many of the goals are still in the early stages of implementation and will likely change as they get deeper into the process.

**The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

The VC agrees that the schoolwide action plan will support in meeting the needs of the students to be successful. The action plan will need to be revisited as many items are in the beginning and inception stages of development and data will be used to evaluate their effectiveness - which can lead to modification.

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

The staff and administration is greatly committed to making El Puente a highly effective and supportive school for all students enrolled. The VC has great confidence in their ability to implement and monitor the action plan and newly created SPSA goals beginning in the 2022-2023 school year.

### Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)	X			
Governance (A2)			X	
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)	X			
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)	X			
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)	X			
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)	X			
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA	X			