# El Puente School

## Salinas Union High School District



## WASC Self-Study Report
## March 14 - 16, 2022

20 Sherwood Place
Salinas, California 93906

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# WASC Visiting Committee & School Self-Study Team

## WASC Visiting Committee

Ms. Pam Galano, Chair
Ms. Rose Bright
Ms. Blanca Soto
Mr. Patrick Timothy Sullivan

## WASC Self-Study Team

Mr. Bill Wagener
Mr. Claudio Montero
and the entire staff of El Puente School

## School Administration

Mr. Jonathan Green, Principal
Mr. Michael Hermosillo, Assistant Principal

## School Site Council Members

Mr. Bill Wagener, Chair
Mr. Paul Cooper, Vice-Chair
Ms. Tammie Wood, Secretary & Parent Representative

Mr. Richard Haro, Parent Representative

Mr. Thomas Haro, Student Representative
Mr. Rafael Hernandez, Student Representative
Ms. Megan Malik, Student Representative

Mr. David Gross, Teacher Representative
Mr. Paul Cooper, Teacher Representative
Mr. Rodney Atchley, Teacher Representative

Ms. Cheryl Darlington, Staff Representative
Ms. Cynthia Santiago, Staff Representative

Mr. Jonathan Green, Principal

# Preface

On Friday, March 13, 2020, teachers and staff of the Salinas Union High School District were notified that school would be closing due to the COVID-19 pandemic. El Puente School (EPS), like all those in the district, went into a distance learning mode that would continue until April 27, 2021: one year, one month, and 14 days after having initially closed.

The shift to distance learning became the school's top priority during the spring of 2020, resulting in major changes to the way in which we would deliver instruction. At the same time, the school was informed that its WASC accreditation visit would be postponed until the fall of 2021. Having learned how to teach in a remote environment, the EPS staff left for the summer, anticipating a return to in-person learning for the following school year.

Late in the summer of 2020, however, we were informed that the 2020-21 school year would begin remotely with no set date for a return to in-person classes. Teachers, counselors, administration, and support staff began to adapt our academic program, curriculum, and delivery of instruction to better serve students in our newly semi-permanent mode of distance learning.

The learning curve of doing a WASC self-study during remote learning was steep and posed a challenge that no one had experienced or expected. We began our self-study in the late fall of 2020. Our first task for certificated staff was to reflect on how each teacher focused on student learning in a distance learning environment. These reflective narratives were written over the winter break and into early January.

In late January 2021, EPS staff began to meet and collaborate every Wednesday to engage in a self-study process of all of the categories and sections found in Chapter 3. Each Wednesday collaboration session began as a whole group in a Google Meet to discuss the topic and set our expectations and objectives for the collaboration. We would then regroup into our Professional Learning Communities (PLCs) to process and write up our findings. Following each Wednesday collaborative session, EPS administration would send staff a short survey in which we were asked to assess to what extent we addressed that particular topic area: great, good, fair, or not at all. Classified support staff also participated in the self-survey regarding school culture and student support services.

The self-study process was ongoing and scheduled for every Wednesday throughout the Spring 2021 semester until all sections of all categories were addressed. During our spring break, we were notified that our WASC accreditation visit had once again been postponed until the spring of 2022. Following that notification, it was decided to continue on with our self-study to its completion in early May. It was also decided collaboratively to postpone the writing of Chapter 1, the Progress Report, and Chapter 2, the Student/Community profile, to prepare for the foreseen change in our program if school returned to in-person instruction in the fall of 2021.

In the summer of 2021, the school's assistant principal, Claudio Montero, retired, leaving a vacancy in that role. With little more than a month left before the start of the school year, the school district administration opted to restore the principal position at El Puente, hiring Jonathan Green, an Assistant Principal at North Salinas High School. Later in the year, the school district added a separate Assistant Principal position to be shared among El Puente and three other school sites, hiring former administrator Michael Hermosillo.

The WASC self-study process continued during the 2021-22 school year and was largely a continuation of the work that had started in the previous school year. The school now serves both in-person and online students in grades 7-12, drawing from best practices learned pre- and post-pandemic when the school focused entirely on one modality of instruction.

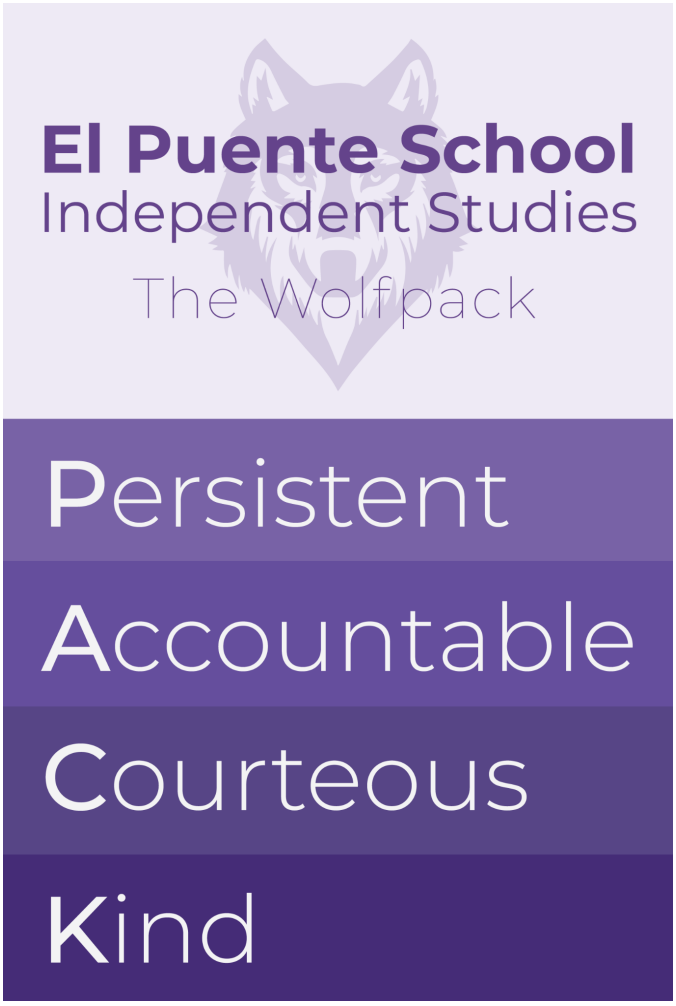
In completing the remainder of the self-study report, the school worked collaboratively under the organization of Principal Green and Assistant Principal Hermosillo to complete the Progress Report and Student/Community Profile. The Schoolwide Action Plan is based on numerous conversations that have happened in our staff meetings, Instructional Leadership Team meetings, School Site Council meetings, and results from the overall self-study process. It is closely aligned to the goals and expenditures of our Single Plan for Student Achievement, whose goals are informed by those of the Salinas Union High School District LCAP.

| Goal | District LCAP | EPS SPSA |
|---|---|---|
| 1 | The performance and opportunity gap will be eliminated: all students will graduate college/career ready. | Increase student achievement in ELA and Mathematics, as measured by CAASPP and local assessments, and increase graduation rate. |
| 2 | Recruit, hire, retain, and develop faculty, staff, and leaders that are qualified, high performing, diverse, and culturally competent. | Increase student literacy skills with the use of educational technology that supports teaching, learning, remediation, and collaboration among students and staff. |
| 3 | All students will be engaged in learning environments that are safe, caring, and healthy. | 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. |

## El Puente School Mission

*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.*

## El Puente School WolfPACK



# 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.

# Chapter I: Progress Report

A great deal has happened since the last WASC visit three years ago. The COVID-19 pandemic forced the entire school into an online environment for over a year with a brief foray into hybrid learning during the spring of 2021. During this time the school went through four different administrators and for a year was folded under the leadership of Mount Toro High School.

In addition to these changes, AB130 was passed in the summer of 2021, which affected independent studies in an important way. With the passage of this bill, comprehensive sites could no longer offer distance learning to students who were still uncomfortable returning to in-person learning. The only option left for those students was to enroll in an independent studies school like El Puente. As such, there was a surge in demand for enrollment at EPS, with little time to plan and fill staffing vacancies by the first day of school. The reverberations of this law were still felt at EPS well into the first semester. For example, the school did not fill all of its vacancies until November and did not clear its initial waitlist of students until December.

In the wake of these changes, the landscape at El Puente looks very different from the last full visit. Before the pandemic, EPS was mostly an in-person school primarily comprising juniors, seniors, and very few students in younger grades. It is now a larger school with over two-thirds of the student population online and a full offering of classes for both middle and high school. All graduation requirement classes are now offered for grades 7-12 at EPS, both online (high school and middle school) and in person (high school only).

The School Plan for Student Achievement at El Puente is developed via the School Site Council with oversight from the Special Projects Office. EPS is fortunate to have a very experienced and dedicated School Site Council that takes the development of the budget very seriously. Planned expenditures are discussed in detail as are additional changes made to the budget throughout the year. Outside of the School Site Council, the district and its schools hold various public input meetings to solicit feedback for the Local Control Accountability Plan (LCAP). The goals and broad objectives established in the SUHSD LCAP are mirrored in the El Puente SPSA.

Additionally, the SPSA has been written to include all of the major critical areas for follow-up identified by the last visiting WASC committee in 2019. Similar to the above commentary, much has changed since that last visit and steady progress has been made on all fronts.

## Critical Areas of Need as Identified in 2019

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

Competency in reading and writing is a key component to a student's success in an independent studies program, as most students spend only 70 minutes per day working with an instructor. After the WASC special visit in 2019, a schoolwide writing collaborative that began in 2017 continued in response to recommendations from the visiting committee. The site EL Specialist oversaw the group, and all teachers and students participated. Initial work began with an examination of the writing requirements in each content area as well as a discussion of what writing skills were needed to prepare students for district and state assessments. Given that the HiSET, ELPAC, and Smarter Balanced assessments all require persuasive or argumentative writing, it was decided that this would be the focus of the 2019-2020 collaborative. Each month a school-wide writing prompt was shared, along with writing frames and a common rubric for scoring. Teachers would administer the writing assessment, writing was scored in teams, and data was analyzed (link to evidence folder).

This writing collaborative continued through March of 2020, but ended due to the abrupt transition to online learning. It is our hope that it will be revived in 2022, as our students benefited greatly from the increased writing opportunities.


**Secret readers and incredible achievers: El Puente School is putting books in the hands of students**

**El Puente School**
**Salinas, CA**

The mission of El Puente School is to provide a self-paced independent-studies program that meets students at their level in order to successfully complete high school requirements and be prepared for life after graduation.

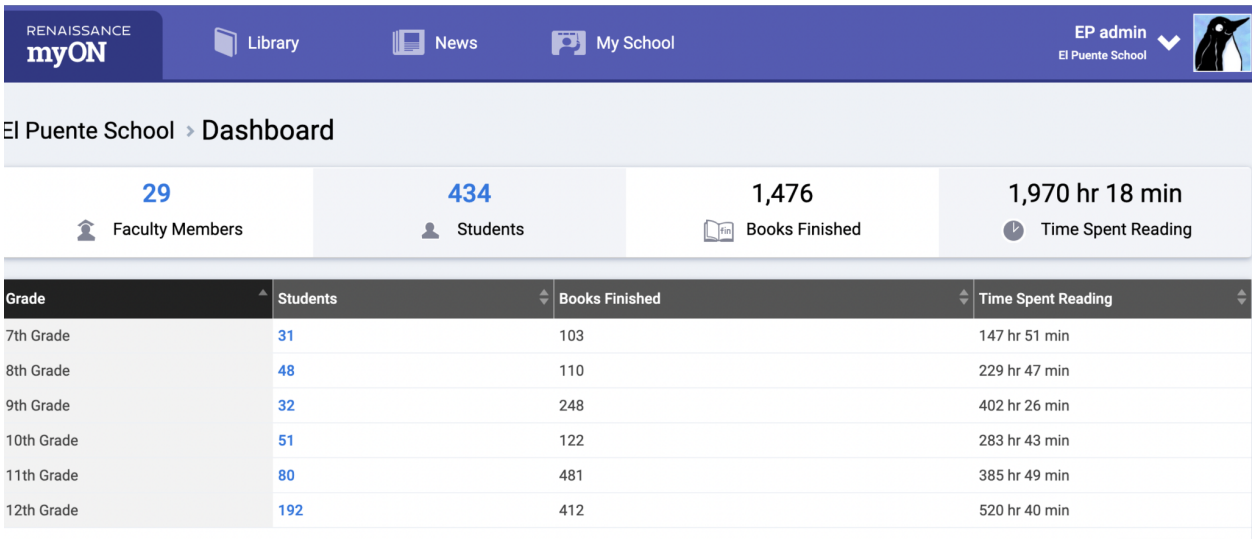
DOWNLOAD PDF

While our EPS ELD classes have always used the Renaissance STAR and Accelerated Reader programs, in 2019, EPS purchased and implemented the Renaissance myON Reader. This program provides a student-centered, personalized literacy environment that gives access to more than 6,000 enhanced digital books. myON allows for students to read books personally customized to their interests and reading level. The myON library, coupled with our 1:1 Chromebook program, was the perfect fit for our site. Initially the program was used with our English learners, and our site's success was highlighted in two Renaissance articles:.

- https://www.renaissance.com/success/ca-salinas-el-puente-school/
- https://www.weareteachers.com/help-readers/

As we pivoted to online learning, the district followed our lead, and myON was purchased for all SUHSD sites. EPS's ELD Support classes have continued to use myON to give students the time and space to develop reading fluency skills. Our English classes also began utilizing the myON book project feature, and our science

and social science classes utilized advisory time during virtual learning for myON reading. Currently, myON reading time is also given to students during some intervention periods. Additionally, to encourage all students to read, EPS runs quarterly reading challenges in which the students who have read the most win gift cards purchased with funds  donated by staff members. Students have read 1476 books so far this year and have logged 1,970 hours of reading on top of their normal academic reading load.




| Grade | Students | Books Finished | Time Spent Reading |
|---|---|---|---|
| 7th Grade | 31 | 103 | 147 hr 51 min |
| 8th Grade | 48 | 110 | 229 hr 47 min |
| 9th Grade | 32 | 248 | 402 hr 26 min |
| 10th Grade | 51 | 122 | 283 hr 43 min |
| 11th Grade | 80 | 481 | 385 hr 49 min |
| 12th Grade | 192 | 412 | 520 hr 40 min |

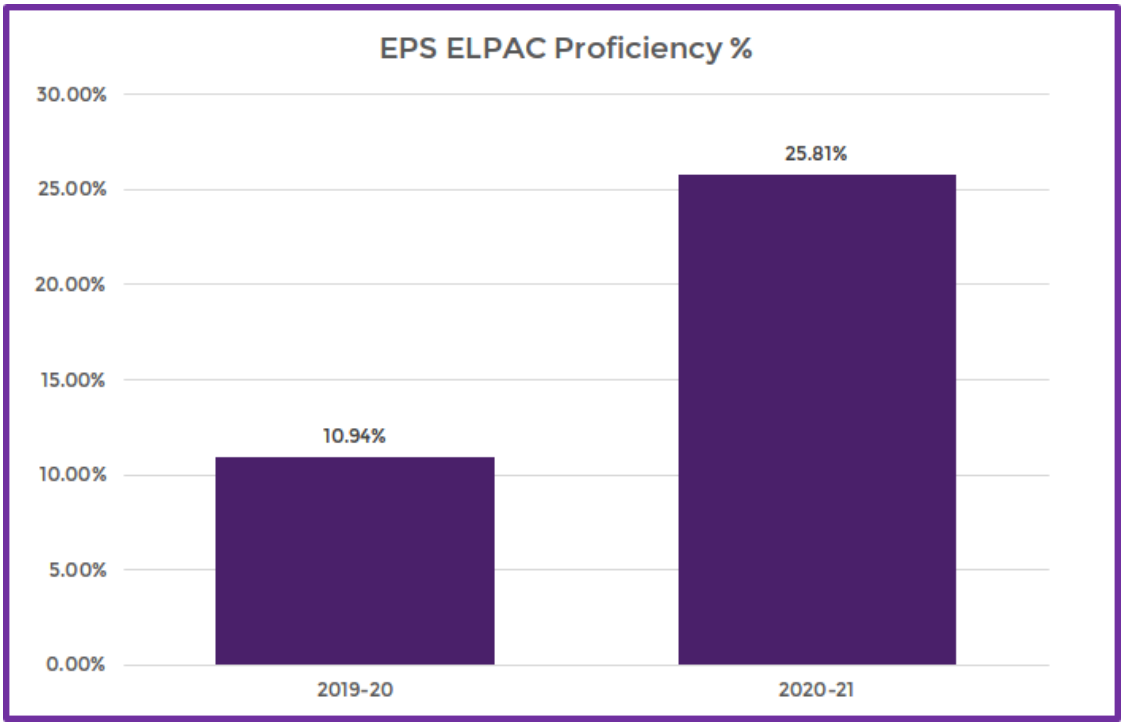
Pre-pandemic, EPS allowed students to earn community service hours for reading to/with family or community members using the myON program. This effort was a great way for students to fulfill their community service requirements while increasing family and community literacy. In addition, the EPS ELD classroom now houses a growing student library. Our hope is to open the library schoolwide in the near future. Our daycare has been stocked with infant/toddler board books, and small book fairs are held where students can come and fill a book bag to bring home.

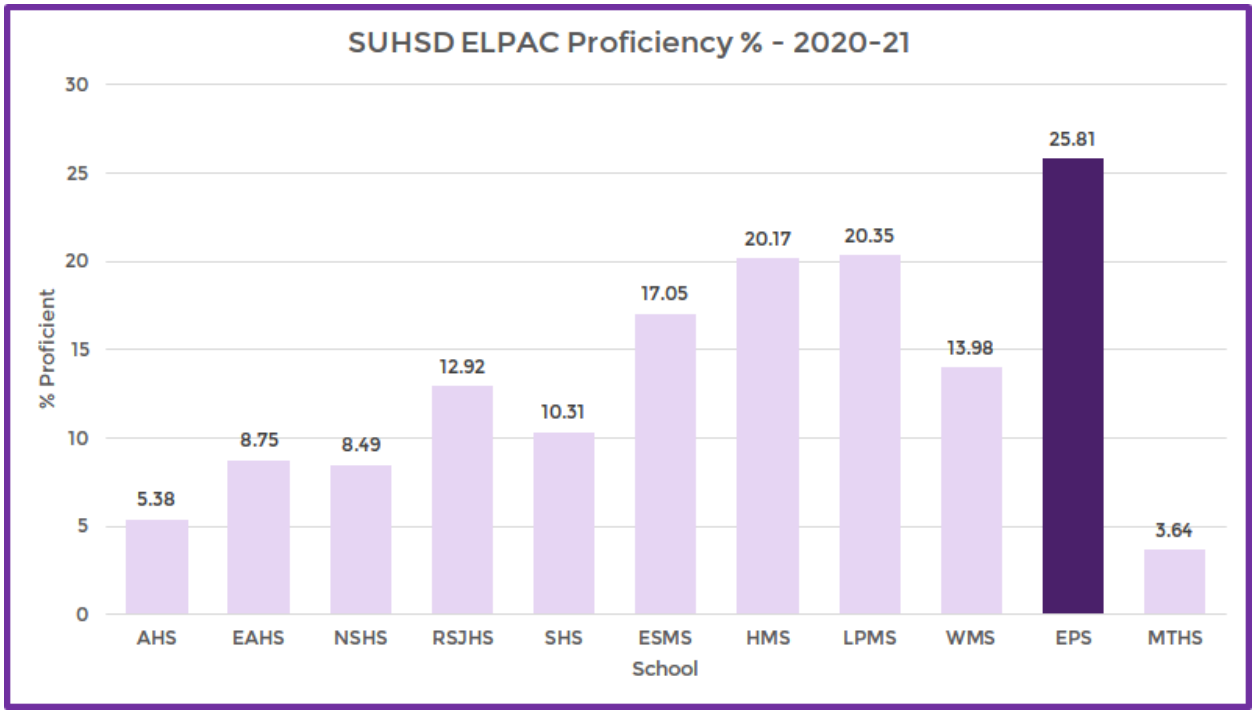
Our ELD team, which consists of a classroom teacher and a new online teacher, have been working together to accelerate students' growth in reading and writing. In addition to the district's English 3D curriculum, students are using Writable and NoRedInk to improve their writing skills, and Newsela and Raz Plus - ELL Edition to advance their reading skills. Raz Plus allows students to access leveled text through an interactive learning portal designed to keep them motivated and engaged. Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading. Students then take a corresponding eQuiz, complete with an extended answer response, to test comprehension and determine future instruction needs. Once a student has read ten or more of the leveled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text. This program allows us to meet students where they are, even at

very low lexiles. It is not uncommon for students entering our program to be at a second or third grade reading level. Diagnostic tools normally used for emerging readers, such as running records, are available on the Raz Plus program and are highly useful in remediating students at the lowest levels.

Lastly, the ELD team (previously just one teacher) continues to administer the ELPAC assessment with the support of our two English language paraeducators. Doing this testing without outside district staff means that students are already comfortable with the test proctors, we can control the testing environment, and we can schedule the testing based on the varied schedules of our students.

While CAASPP results from 2019-20 and 2020-21 are not available due to Smarter Balanced testing cancellations, ELPAC test results from 2020-21 were recently released. El Puente's rate of proficient students went from 10.94% in 2019-20 to 25.81% in 2020-21. This figure now represents the highest rate of proficiency within the district.





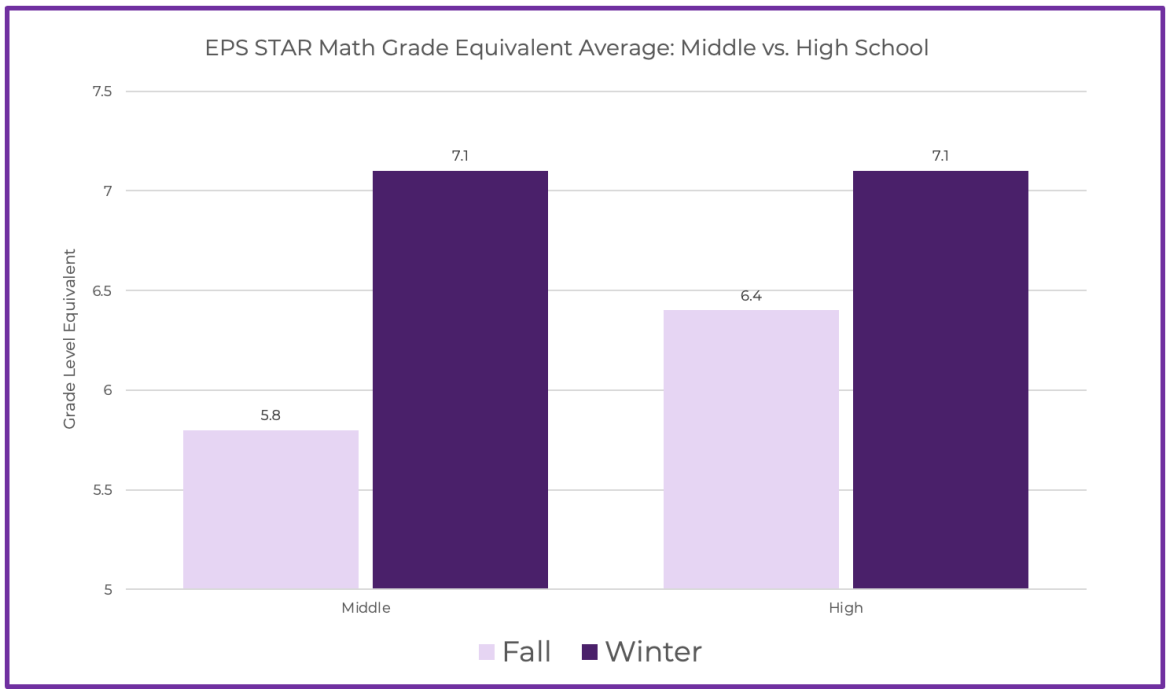

**2. Increase student achievement in math, as measured by CAASPP and local assessments.**

Due to the suspension of Smarter Balanced testing (SBAC), EPS has been unable to measure the increase in CAASPP scores for its students. Even if it were readily available, this measure would be difficult to use in gauging the success of math instruction at the high school level, given that students only take the math test in the 11th grade. Up until this school year, EPS enrollment was overwhelmingly 12th graders who took the SBAC test at their feeder school, so only a few juniors take the test each year. Now that the school's composition has changed, there will be more juniors taking the SBAC tests while enrolled at EPS. Additionally, with the addition of a middle school online program, there will be SBAC testing for 7th and 8th graders, allowing us for the first time to track longitudinal progress from 7th to 8th grade in the following school year.

While the school district also employs common formative assessments for math courses, the district has been unwilling to release those tests to EPS students outside of the comprehensive schools' traditional testing windows (the end of the semester). This has ostensibly been done to avoid damaging test integrity, as EPS students who finish their math class in September could hypothetically take pictures of the exam questions and give them to other students. This is a problem shared by our other alternative education school, Mount Toro High School, which also does not follow the traditional semester program. Efforts to create variations for alternative education have not yet yielded results.

One bright spot in the collection of math data, however, has been the district's

decision to administer the STAR Math test in each grade level at least three times a year. The purchase of this program was made to address the shortcomings of the aforementioned common assessments. So far in the 2021-22 school year, El Puente has shown significant growth from the first administration (August 2021) to the second administration (December 2021-January 2022), especially at the middle school level. Additionally, the district has purchased and trained teachers on Freckle math as a supplementary tool to increase math foundational skills.

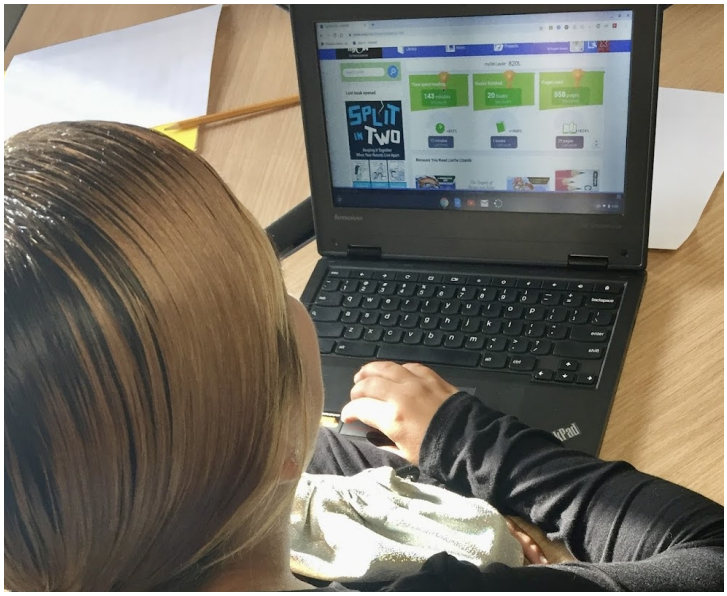



The above data shows tremendous growth in the 2020-21 school year, having nearly increased the grade level equivalent for the entire school in only one semester. Nevertheless, EPS students overall are still below grade level, especially in the high school grades where the math grade level ability averages that of a 7th grader. We can therefore forecast that CAASPP results will likely reflect the same: strong increases year over year, however still below grade level proficiency.

Given all of the changes in the school's composition, current year STAR Math levels remain the best measure of progress made in this target area. In this regard, we are very satisfied with the growth achieved in just a few months and will continue to monitor it. Our high school math teacher has mapped the supplemental curriculum, Khan Academy, with SBAC level questions so that the content taught in Math 1, 2, and 3 is closely aligned with the standards by which students are measured. Our Edmentum teacher, who holds a math credential, also provides intensive support to students who take online math courses. For English Learners, a fourth period consumer math class is offered to give targeted math instruction. Lastly, our new middle school math teacher uses her intervention period to give middle school students double the amount of daily instruction, from 70 minutes to 140 minutes per day.

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

Educational technology was a clear area of growth for the school, given that all teachers have been immersed in online instruction since the spring of 2020. During the pandemic, the initial focus was on learning the nuts and bolts of using video instruction through Google Meet and Zoom as well as mastering digital delivery of assignments through Google Classroom. Most teachers were already familiar with the Google Classroom learning management system due to the asynchronous nature of independent study instruction. Nevertheless, teachers, with the help of the district Educational Technology team, were able to hone their digital instruction skills and continue developing them through the 2020-21 school year that was nearly 100% remote. (District EdTechTube support site)




Collaboratively, the hybrid composition of the school has made educational technology tools such as video conferencing a daily staple. With some staff members online and some in person, staff meetings are held digitally to make sure that all of the staff can be together. For continued coronavirus protections, all 504 meetings, IEPs, and Student Support Team (SST) meetings are conducted remotely as well. This has had the added advantage of making it easier for students and parents to attend because they do not have to find transportation to El Puente School.

Lastly, the school has invested heavily into educational technology during the 2021-22 school year. The school has purchased DTEN D7 videoconferencing screens, recently installed in January, to allow for easier hybrid instruction as well as to make presenting online and in-person content much more fluid. From a software perspective, the school has purchased TalkingPoints and SimpleText, two tools that allow for SMS messages to be sent from the school to parents and students. SimpleText acts as a customer service center in which parents can text a single number and multiple staff members can respond to queries or concerns. TalkingPoints automatically allows for teachers to send translated messages to their entire classes or to individuals. In addition to the purchase of LanguageLine, a live phone-call translation service, EPS has made significant progress in bridging the gap between school and home. This has been especially important with so many students being online and harder to reach than when in person. Internally, the staff uses Kami to help track our master agreements and other important documents.

**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.**

Common Core curriculum has been a priority of the district since the last WASC visit in 2019. For math, SUHSD adopted Math Visions Project, a ground-up curriculum that was written in the wake of Common Core adoption in California. That curriculum focuses strongly on critical thinking and complex tasks rather than the "drill and kill" nature of traditional math texts. For English, the district adopted a new ELA curriculum, Springboard, another new Common Core-aligned text developed by the College Board. It focuses heavily on a digital textbook component where students interact more deeply with nonfiction and fiction texts. Last school year, social studies classes began using texts published by TCI, also new books whose focus is entirely on building critical thinking skills rather than memorizing facts. Lastly, SUHSD moved away from traditional science classes to an integrated approach, rolling out Next Generation Science courses at the 7th, 8th, 9th, and 10th grade levels. A textbook adoption process for NGS courses is presently underway.



Locally, EPS teachers know that texts are not a complete curriculum and, given the nature of our student population, adaptation is needed in all cases. EPS teachers are charged with taking curriculum maps and textbooks that are designed for a year-long comprehensive environment and molding them to our 30-day independent studies model. 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. Since the last WASC visit, all core areas of instruction have received new Common Core-aligned materials, and teachers have subsequently adjusted instruction to reflect the Common Core emphasis on higher order thinking.

From a group instruction perspective, changes have been made at the master schedule level to minimize multi-level classes and hybrid classes. Currently, 11 periods contain two classes and one period contains three; 23 periods, on the other hand, contain only one course. This allows for less differentiation and more time focused on group instruction. An intervention period is offered by all but four teachers, allowing additional time for whole-group discussions.

With the COVID interruptions as well as distance learning being the main modality of instruction, the progress that had been made immediately following the 2019 WASC visit slowed down as teachers learned new ways of delivering lessons. Online instruction has made group learning a challenge; however, online strategies such as breakout rooms have permitted those efforts to continue. As we discover our new normal, Common Core standards and critical thinking remain at the forefront of our instruction.

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

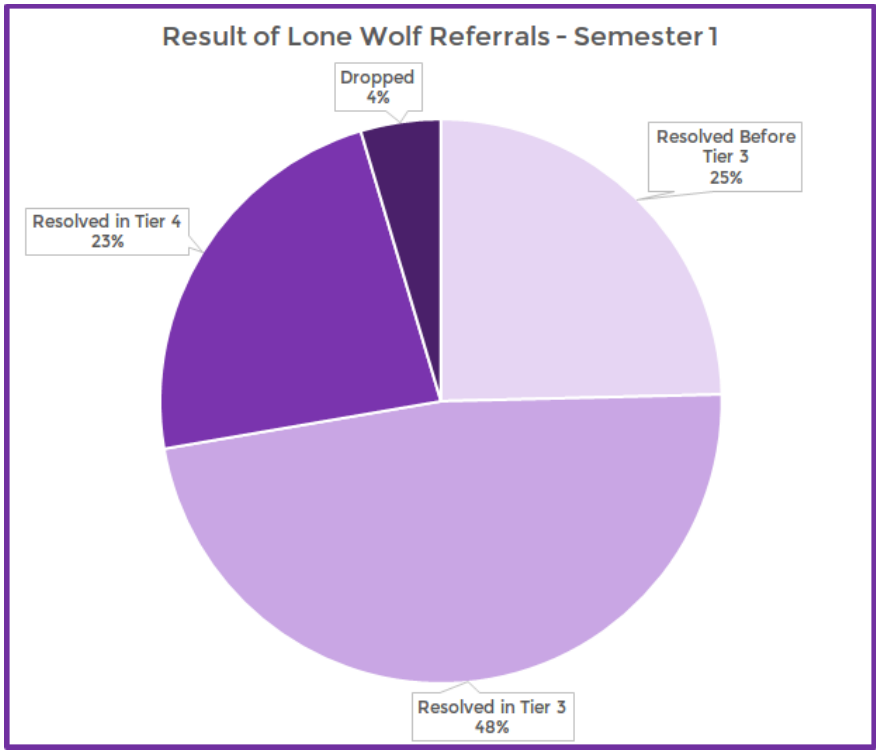
The latest graduation report comes from 2018-19 school year data with El Puente having a 47.4% graduation rate, an 11.1% increase from the previous year. Since then, the California School Dashboard has been suspended and no new data has been released by the state. As with many schools in California, the pandemic had a significant impact on student learning and instruction, with growth difficult to track from year to year. The Salinas Union High School District has also waived various graduation requirements since 2018-19, making local data comparisons even more difficult.

The pandemic still plays a significant role in the graduation landscape for the 2021-22 school year. While the school district had previously waived GPA requirements and community service requirements, the school board is also waiving the 90% minimum attendance requirement this year due to COVID-19 quarantines. The state also passed Assembly Bill 104, which allows for students to graduate with only the minimum state requirements. As of this writing, El Puente has had 71 students apply for this waiver, more than any other school in the district.

Due to these realities, we do not believe that the graduation rate is a good indicator of our success in making forward progress with student learning, especially considering that at the beginning of the 2021-22 school year, the average senior at EPS came in 51.5 credits behind—nearly an entire year of credits. Juniors were 29.1 credits behind and sophomores were 9.9 credits behind. Instead, we are focusing on the metric of “credits per day.” This allows us to measure how well students are doing in moving at an acceptable pace toward graduation. Given that there are 180 school days in the year and each student is expected to complete 60 credits, the on-track student should complete 0.33 credits per day. When last collected, EPS students had completed 0.22 credits per day. When further looking at the data, this average was skewed by a small number of students who were completing almost zero credits.

As a result, EPS and its intervention team have launched the “Lone Wolf” program, which allows teachers to alert us when students are falling behind. Students are counseled through a four-tier process that eventually leads to a student being returned to their home school if we cannot remedy their progress. So far, Lone Wolf has had a positive success rate in getting students back on track. Of all of the students referred to the intervention team, only 20% needed Tier 3 intervention. 20% of those needed a Tier 4 intervention, and only 4% of students were returned to their feeder school. Staff are made aware of the progress of a referral through a task

management software called PIQNIC as well as a shared spreadsheet.




For students that have begun to falter or need additional academic support, EPS is launching a Wolfpack Advisory pilot program this spring where students will be assigned to a personal advisor to help coach them through any difficulties they may be facing. This program is specifically designed to address the “middle of the road” student who is neither drowning nor thriving and may just need a small boost to get them back on track.

Overall, these programs are designed to use real-time data to make sure that EPS students stay on target. We continue to refine our processes and data collection to make sure we are taking actions that have measurable results long before our state dashboard indicators are released.

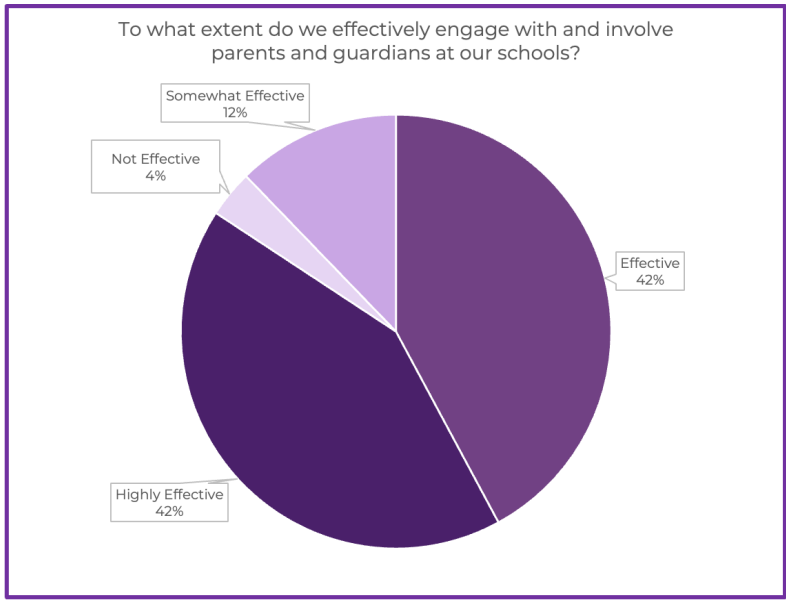
**6. Increase student involvement and opportunities to create and strengthen the El Puente community.**

As has been mentioned previously, the COVID-19 pandemic has made student and community involvement a particularly difficult task to make inroads on. All of the expenditures that had originally been planned for these goals, such as college field trips, dances, and parent nights have been put on hold due to health regulations and district-imposed precautions. The loss of our experienced  intervention specialist and an extended leave of absence of our only counselor put a further damper on community building efforts during the fall of 2021.

Nevertheless, El Puente has hired two new intervention specialists and they have begun creating programming to build school culture, both for our shrinking in-person population and burgeoning online program. We have revived our Student of the Month celebrations, EL Student of the Month honors, and PBIS incentive programs to help highlight student successes. Our community liaison has started to highlight the early graduates of EPS on social media and on our website, and our principal hosts weekly trivia contests online where students can win a free pizza delivered by the principal to their home or classroom. Announcements have been shifted to an online format where students can access them at any time, while our ASB program has put on a pumpkin-decorating contest, costume contest, and other holiday-themed activities.



From a parent involvement standpoint, EPS has a very active School Site Council and, for the first time in three years, a parent representative at the District English Learner Advisory Committee (DELAC). Our ELAC and parent meetings are co-hosted virtually with Mount Toro High School on a monthly basis and are done in both Spanish and English. We have also launched a monthly parent newsletter to make sure that parents stay informed of the latest events happening at EPS. The implementation of TalkingPoints, SimpleText, and Language Line has also made our staff and teachers more accessible than ever for our hard working parent population. Based on survey results from this school year, 84% of parents rate our communication with them as effective or highly effective.

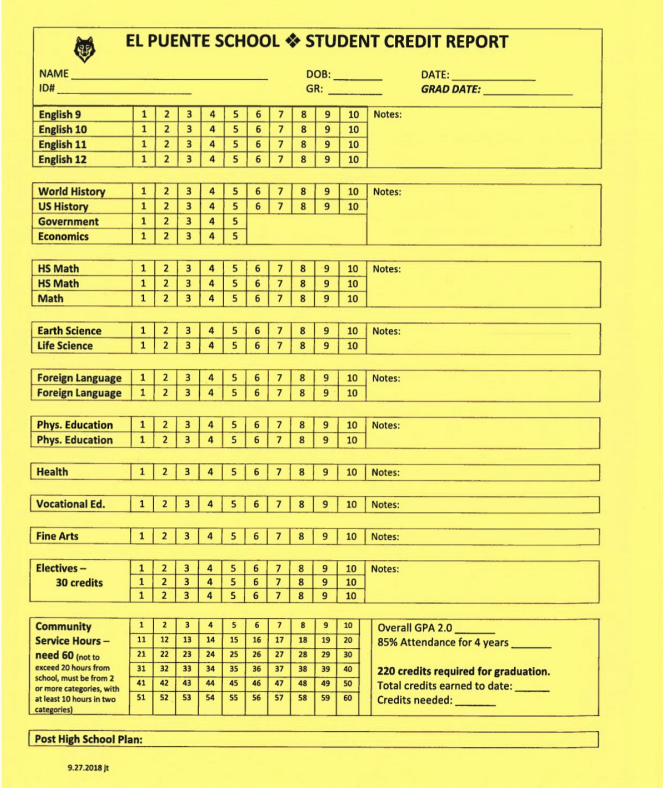


**7. Continue development of a data-informed school culture, in which information on student learning and achievement is gathered, organized, analyzed and shared with stakeholders on a regular basis.**

Data is at the heart of all instruction that occurs at El Puente. Because of the documentation requirements of independent study, all teachers consistently look at the work rate of students, their attendance rates, and the quality of their work. This information is shared with students via live interaction, Google Classroom, and our student portal, StudentVUE. Parents have similar access to real-time information via ParentVUE and also have the ability to communicate with teachers via text and ParentVUE internal messages.

When looking at students that are struggling, we use a task management software called PIQNIC that allows us to track each student through the Lone Wolf intervention process (see item 5 for more details). This management software allows us to mark the dates of interventions, results of interventions, and progress being made. Comments can be added in each step to add detail to the results of the different interventions being attempted. All intervention team members can see progress on the portal and easily step in when another is absent. Data collection is an important part of the Wolfpack Advisory program that is being piloted (also described further in item 5).

To provide positive feedback to students, EPS also employs the use of credit tracking sheets so that students can easily see their progress toward graduation. Teachers often fill out these sheets with the students so they can see how far they've come and what is left to complete. It is a simple yet powerful tool to help students understand how their past work has impacted their current situation. Students can also view this information via StudentVUE, which provides them with another graphical way to see graduation progress in detail.



**EL PUENTE SCHOOL ❖ STUDENT CREDIT REPORT**

NAME _____ DOB: _____ DATE: _____
ID# _____ GR: _____ ***GRAD DATE:*** _____

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| English 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| English 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| English 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| English 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| World History | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| US History | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Government | 1 | 2 | 3 | 4 | 5 | | | | | |
| Economics | 1 | 2 | 3 | 4 | 5 | | | | | |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| HS Math | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| HS Math | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Math | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Earth Science | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Life Science | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Foreign Language | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Foreign Language | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Phys. Education | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Phys. Education | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Health | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Vocational Ed. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Fine Arts | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Electives – 30 credits | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Notes:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Community Service Hours – need 60 (not to exceed 20 hours from school, must be from 2 or more categories, with at least 10 hours in two categories) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

Overall GPA 2.0 _____
85% Attendance for 4 years _____

**220 credits required for graduation.**
Total credits earned to date: _____
Credits needed: _____

**Post High School Plan:**

9.27.2018 jt

Our HiSET program also relies heavily on data for its success. In referring students to the program, for example, we have found that students below a 7.0 reading level on the STAR assessment typically have very low rates of work completion. This allows us to make sure we intake students who have strong chances of getting their high school equivalency certificate. We also know that the HiSET math test is the one that students struggle with the most. As a result, HiSET teachers offer dedicated mathematical support periods to help with this gap.

For students with disabilities and 504 plans, progress toward goals, STAR reading assessment results, CAASPP testing results, and ELPAC testing results are reviewed by the team at yearly meetings. This data is reviewed by our educational specialists to ensure that these students are making adequate progress on their goals and if not, that they receive necessary additional services.

English learners are also the focus of data collection and review to ensure success. The STAR Reading test, as well as the Scholastic Reading Inventory, now administered three times a year, provide an important window into student growth. myON reading tools, along with Newsela, allow for students to have access to texts that are appropriate for their reading levels so that they are challenged without being sidelined by text complexity. Our EL team consistently examines these pieces of data to decide which students need 1:1 support and which can work independently. The sharing of data between classrooms also means that ELD Support classes can assist English learners with other classwork they may be struggling with.

Lastly, the intervention periods were a programmatic decision designed to make sure students had extra access to instruction when needed. Teachers are able to look at the individual progress of students and determine what additional interventions are necessary. This may involve chunking the intervention into two “halves” for two different groups needing the same thing, or it might mean dedicating time to one-on-one sessions for students needing more acute assistance.

Overall, the transition to online learning has made the collection, discussion, and distribution of data a part of daily life at EPS. We have strived to look at real-time data to make small corrections while using summative data to make more programmatic decisions. The lack of state reporting mechanisms has impacted the ability to look at long term trends; however, the addition of STAR testing should somewhat alleviate this.

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

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.



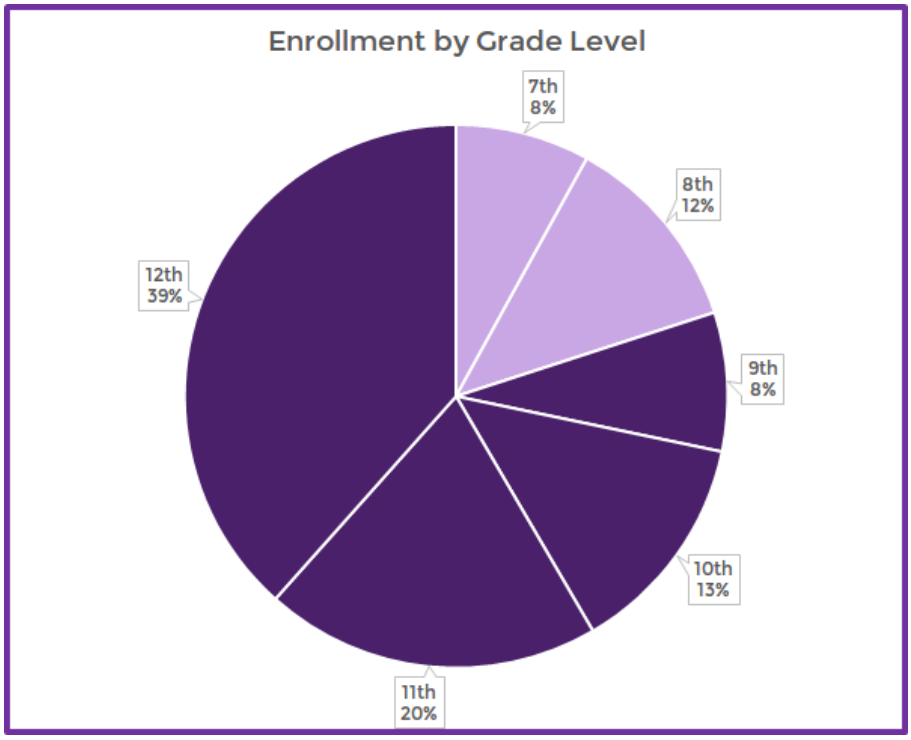

75% of the city's population is Hispanic or Latino, with 70.2% of the population speaking a language other than English at home. 85% of the student population at El Puente is Hispanic and 32.2 % of EPS students are considered English learners. 16.7% of the city's population lives below the poverty line. 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.

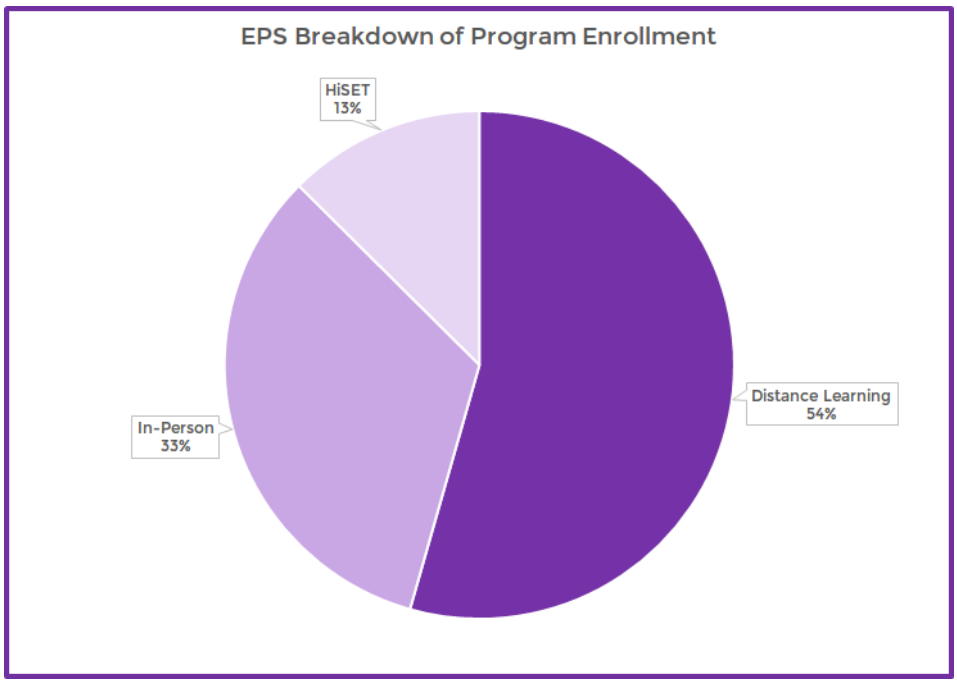
The Salinas Union High School District (SUHSD) currently has four middle schools and five comprehensive high schools. The district enrollment is approximately 16,423 students, with 85.9% of students qualifying for free/reduced-price meals, 21.9% English learners, and 0.2% foster youth. The enrollment of the existing comprehensive high schools ranges from 2,100 to 2,700 students. In addition to the comprehensive high schools, SUHSD houses the Salinas Educational Center (SEC), which is home to Mount Toro High School, our district's continuation school, as well as Carr Lake Community Day Middle and High School, the Salinas Adult School, the Parent Center, the Adult Transitions Program, and El Puente.

In 2012, El Puente transitioned from being an independent studies program serving the other comprehensive high schools to an Independent Studies Alternative School of Choice. 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.

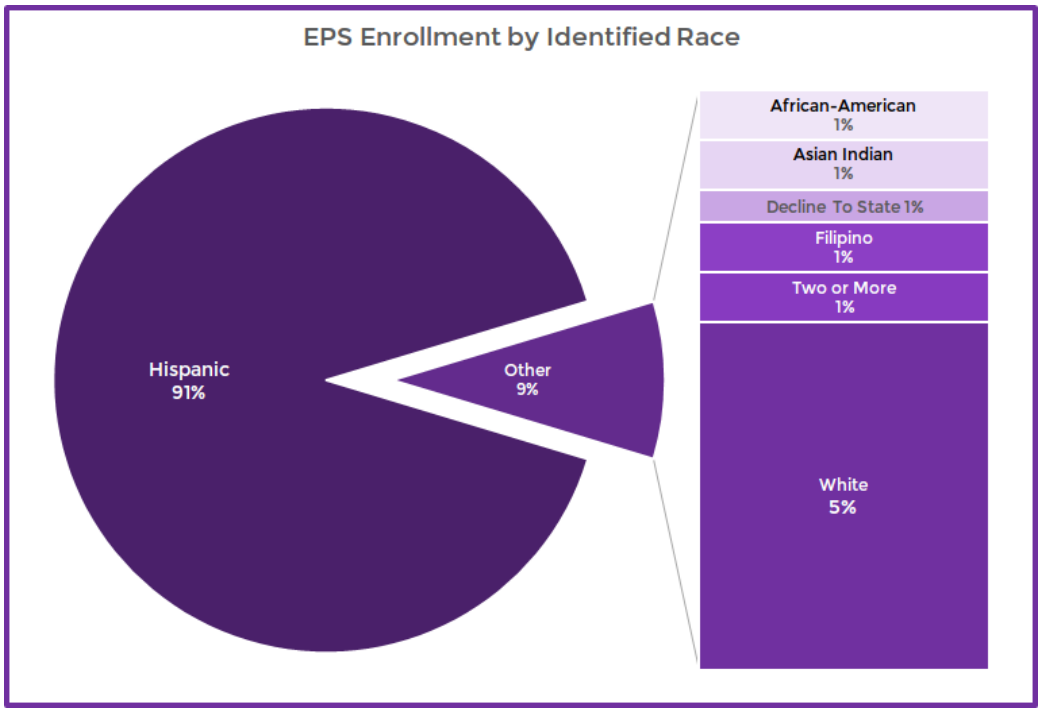
Enrollment at El Puente has steadily increased during the 2021-22 school year due to the increased interest in online learning. Its enrollment peaked at 402; however, it currently stands at 375 as students have returned to their feeder schools or graduated early. There has been a waitlist to join El Puente's online program since the start of the school year.

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. Genderwise, the school is 50.4% female, 49% male, and 0.6% non-binary.






90.1% of students identify as Latino or Hispanic, 5.6% as white, 0.8% as African-American, 0.8% Asian-Indian, 0.8% Filipino, 0.8% two or more races, and 0.5% declined to state. 22% of students are English learners, 12.8% are students with disabilities, and 7.7% of students have active 504 Plans.



El Puente School serves a variety of students in grades 7-12. Traditionally, students who are behind on credits or need a flexible schedule have enrolled at EPS. Because of the independent nature of work completion, students can work at their own pace and on their own schedule in many cases. Other students simply want a smaller, alternative environment where they can receive more 1:1 attention from teachers and not face the sometimes-chaotic environment of a comprehensive school with more than 2,000 students.

In the 2021-22 school year, the school saw a new type of student enrolling: the COVID-19 refugee. Spurred on by the pandemic, many students who could no longer stay online at their feeder school enrolled in El Puente's online program. Students come to online learning either out of preference or due to fears of being exposed to the coronavirus. As before, students also sought out online learning because of social anxieties or other disorders that make coming to an in-person environment difficult.

Students who attend El Puente fall into three main program types: In-Person Diploma, Online Diploma, and the HiSET high-school diploma equivalency program.

**In-Person Diploma Program**

EPS diploma-track students work on one course subject at a time and are expected to complete a minimum of 10 credits every 6 weeks or 30 school days. Students are expected to attend class at the SEC for at least 70 minutes a day, with a 70-minute intervention period offered in most cases. Students who are English learners or students with disabilities also receive additional support classes of 70 minutes each, with the option to stay additional periods if desired. Students can work faster than the 30-day pace and many take advantage of our online Edmentum courses, where learning is computer driven with the assistance of a certificated instructor. The in-person program is currently limited to grades 9-12.

**Online Diploma Program**

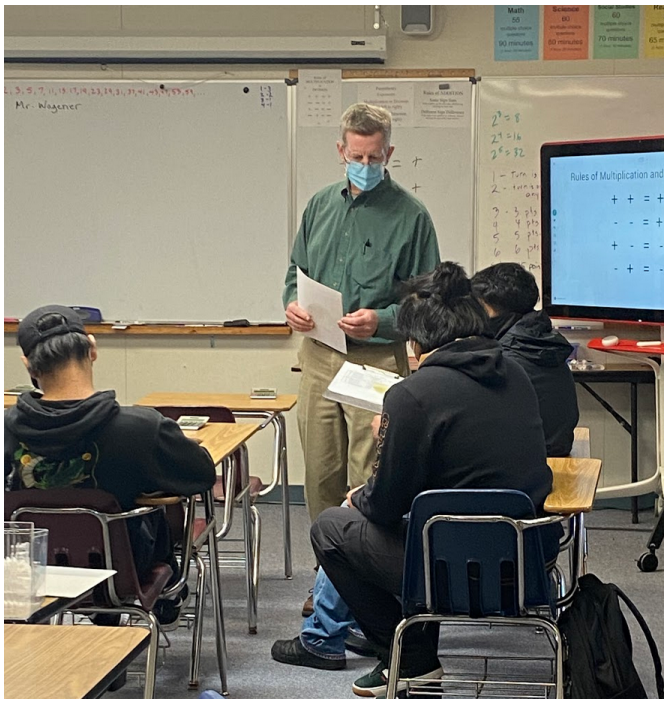
The online diploma program mirrors that of the in-person program with the exception that students attend their 70-minute courses via Google Meet or Zoom. Students still have access to intervention, individual studies, and ELD Support courses. The other key difference is that the online program includes a middle school program for grades 7 and 8. Rather than learning at their own pace, students typically stay cohorted in 30-day segments to minimize the amount of differentiation needed.

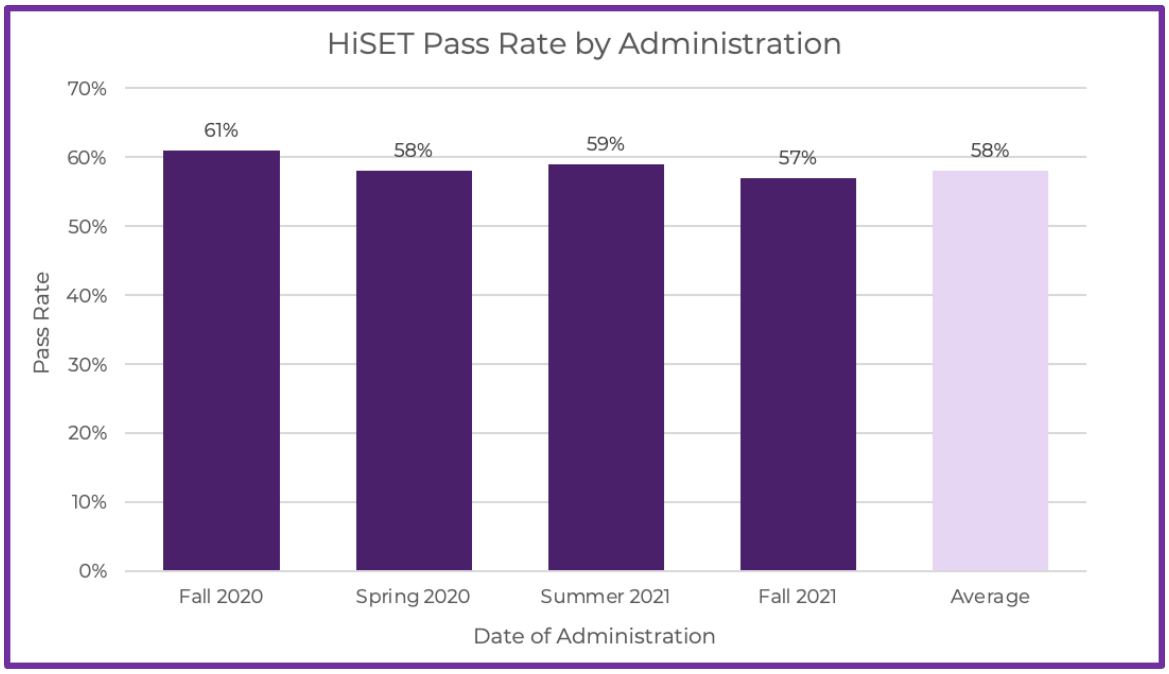
The high school equivalency-track students are placed in our HiSET test program, in which students attend class in one of the three distinct district locations of their choice: EPS, Alisal High School, or at the Mission Trails Regional Opportunity Center

(MTROP). EPS students participating in the MTROP program can attend their HiSET classes there concurrently.

**HiSET Preparation Program**

The HiSET program culminates in students earning their High School Equivalency Certificate from the State of California by passing the HiSET battery of five tests. Currently, three teachers prepare students for these tests: one on the El Puente site, one at Alisal High School, and one at the Mission Trails Regional Opportunity Center (MTROP), together serving approximately 47 students. Many of the students enrolled at the MTROP site are concurrently enrolled in a Career Technical Education (CTE) class. This high school equivalency program is intended for students 17.5 years old or older who are severely behind in credits. Due to the availability of the AB104 credit waiver, the HiSET preparation program has seen a decline in enrollment during the 2021-22 school year, however the program has shown consistent results over the past two school years, with an average test passing rate of 58%.





In addition to these programs, students at EPS can avail themselves of other resources as well:

**Teen Parent Program**

This program is for high school-age parents and their children. As with other diploma-track students, teen parents attend classes five days a week and can bring their child, from age 6 weeks to 3.5 years, to our daycare, staffed by four childcare providers. Due to the wide availability of online learning at EPS, this program has seen a sharp decline in enrollment.

**Extracurricular Activities**

Due to its small size, EPS does not offer a full complement of clubs and athletics as is found at the comprehensive schools. Nevertheless, students can play sports for their feeder school and are also able to participate in dances or other large events hosted by that school. In the past, EPS has teamed up with Mount Toro to provide other extracurricular activities such as college field trips; however, the pandemic has curbed our ability to host such events.

**Transportation**

Because of the location of the SEC, it is infeasible for many students to walk to classes. While many students drive their own personal vehicles, students can take advantage of school buses to get to EPS and to the MTROP center. Students take a bus to their school of residence, then get on a second bus that takes them to and from either EPS or MTROP. In the afternoon, students can take a bus to the Mission Trails Regional Occupancy Program center to take vocational classes such as Foundations of Nursing or Introduction to Welding.




**Vocational Education Classes**

As briefly mentioned above, students can take vocational education classes offered by the Regional Occupancy Program. While EPS does offer vocational education classes such as Child Development, students can take a much wider variety of courses both at their school of residence and at the MTROP center. Our schedule is configured such that students can take EPS classes in the morning and vocational education classes in the afternoon. For those students who do not want to take these

kinds of classes on site, we also offer them through our Edmentum online course program.

### Student Support Personnel

Students at El Puente get a great deal of individualized attention, given that teachers are limited to caseloads of no more than 35 students. Additionally, we offer 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.

### Intersessions and Summer School

El Puente students can take part in our winter and spring intersessions that take place during the respective breaks. Students can earn up to 10 credits during Winter Intersession and up to 5 credits during Spring Intersession. Additionally, students can engage in summer school, which takes place over 4-6 weeks in June and July.

Pre-pandemic, students were able to take a mix of in-person and online classes to make up credits. Summer school of 2021 was conducted in this hybrid fashion, but since then, due to coronavirus concerns, intersessions have been held via online Edmentum courses. It is unknown whether we will be able to return to in-person classes for summer school of 2022.

### Positive Behavioral Intervention Systems (PBIS)

Like other schools in the district, El Puente runs a PBIS program involving different incentive programs such as Student of the Month and Student of the Semester. Students are also able to earn “paw prints” for doing good deeds in or outside of school. Paw print recipients are traditionally entered into a raffle for additional El Puente swag. During the 2020-2021 school year, our intervention specialist launched a robust virtual PBIS program. Each week students received an interactive PBIS lesson to complete with their teacher

during the advisory period. The lessons focused on wellness, socio-emotional learning, and academic support. Each lesson contained an "exit ticket" done via Google forms, and responses were sent to the intervention specialist who could then provide further support to students who needed it. (Example lessons: Distance Learning Intro, Coping with Covid, Apathy)



Students were also given access to the district's "Virtual Calming Room" website to help them relax during times of stress and/or frustration. The website was well received by EPS students and was used frequently. (SUHSD Virtual Calming Room)

Our intervention specialists are new to EPS in the 2021-22 school year and are still being trained on the full schoolwide PBIS implementation.

**Associated Student Body Club (ASB)**

While El Puente does not have a fully fledged Associated Student Body, it does run an ASB club with student leaders. All students are welcome to be part of the meetings, which take place twice each month in a hybrid in-person and online setting. ASB leads various school culture events and fundraisers such as Halloween costume contests, Spirit Weeks, and holiday "Candygrams" sales. Pre-pandemic, ASB also hosted schoolwide holiday movie events.



**Staff Profile**

The El Puente Staff consists of 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 EPS teaching staff is very experienced, averaging 15 years of experience, nearly double that of the district as a whole. Since the last WASC visit in 2019, the staff landscape has changed a great deal:

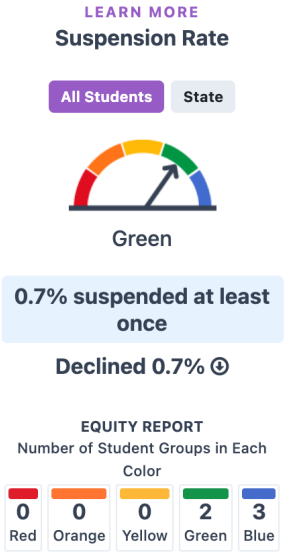
- One additional FTE to teach history/social science
- One additional math/Edmentum FTE
- Two new intervention specialists
- Loss of full-time community liaison
- Loss of full-time EL Specialist
- Loss of full-time EL Clerk
- Loss of full-time Educational Technology Coach
- Three changes in site administration
- Addition of five teachers who work remotely and only serve online students

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. Nevertheless, the school did employ 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. It is a new development for the school, having just been formed in the 2021-22 school year.

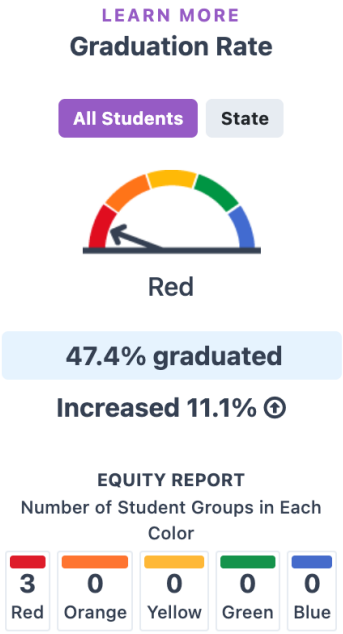


## School Data - Summative

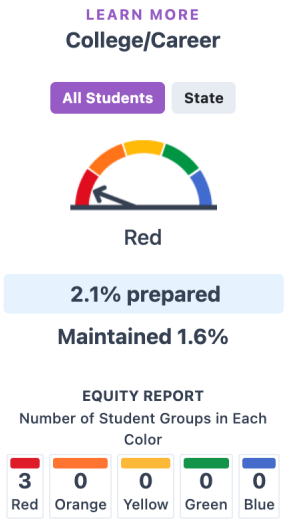
The latest School Dashboard data for El Puente comes from the 2018-19 school year. While a great deal has changed, we present and discuss the data briefly to provide a full picture:



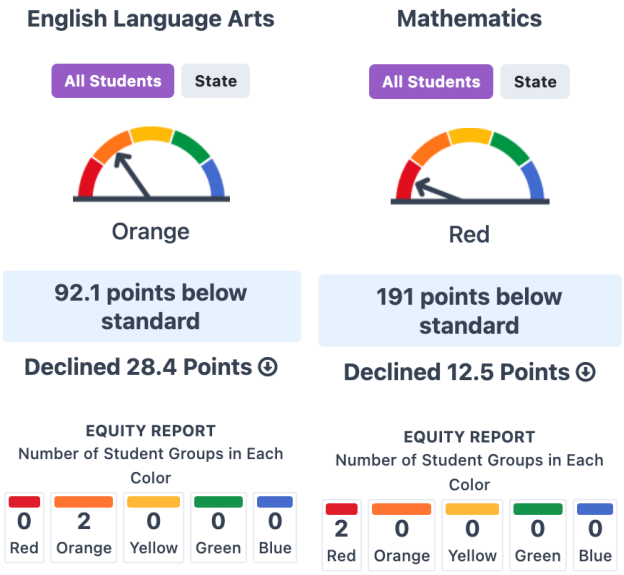

**Suspension rate** is a strength of the school, both pre-pandemic and currently. Due to the school's small and online nature, there are very few opportunities for students to act out and find themselves in trouble. Staff provide a great deal of individual attention which translates to higher engagement and less frustration. Moreover, as a school of choice, students generally want to be at El Puente and realize that misbehaving could result in their not being permitted to stay. During the pandemic years, the school had no suspensions. Coming back to in-person for the 2021-22 school year, the school has had only three students suspended at the time of this writing.




**Graduation** rate was at 47.4% in the 2018-19 school year, representing an 11.1% increase over the previous year. As mentioned above, graduation rate is a challenging metric for EPS given that many students come to the school already behind in credits. Additionally, changing graduation requirements during the pandemic make this a difficult metric to use for looking at overall school performance.

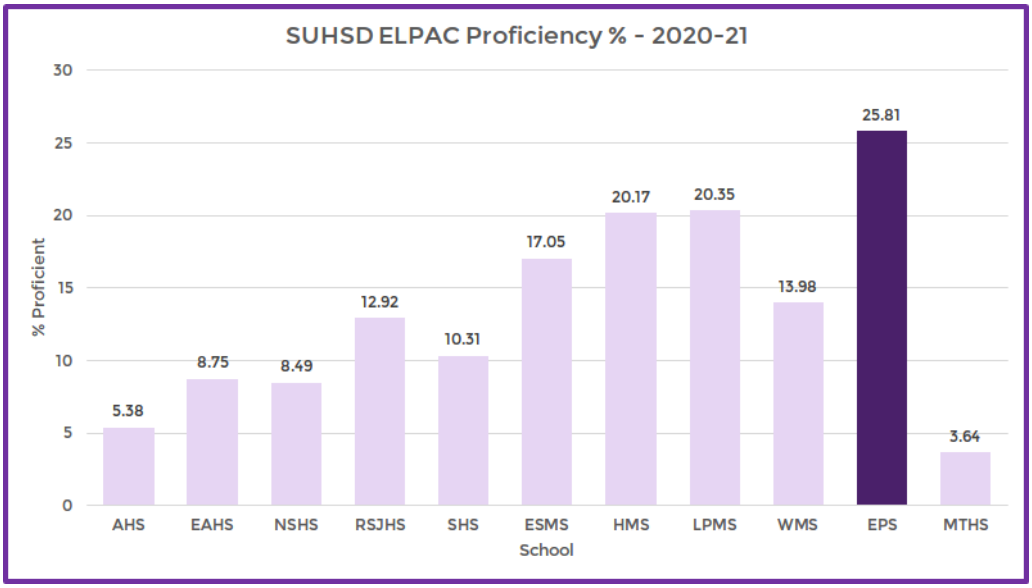



**College/Career preparedness** was at 2.1% from the last reporting period, just a 1.6% increase from the prior year. Independent studies schools face an uphill battle with College and Career readiness given that many indicators are not available or hard to make available in small schools, such as Advanced Placement exams, International Baccalaureate exams, or Career Technical Education Pathway completions. Other indicators are challenging for the school to make an impact on, such as with A-G requirements completion when most students come to EPS already behind in credits.




**ELA and mathematics** scores from the 2018-19 CAASPP administration showed EPS students in the orange and red categories respectively, both having declined in the previous year. As with other metrics, SBAC scores are somewhat problematic in that they are generally based on a small population of juniors attending EPS, usually in their first year at the school. The fact that there may be a significant gap between a student taking ELA or Math and taking the SBAC test also hampers students' ability to perform well.

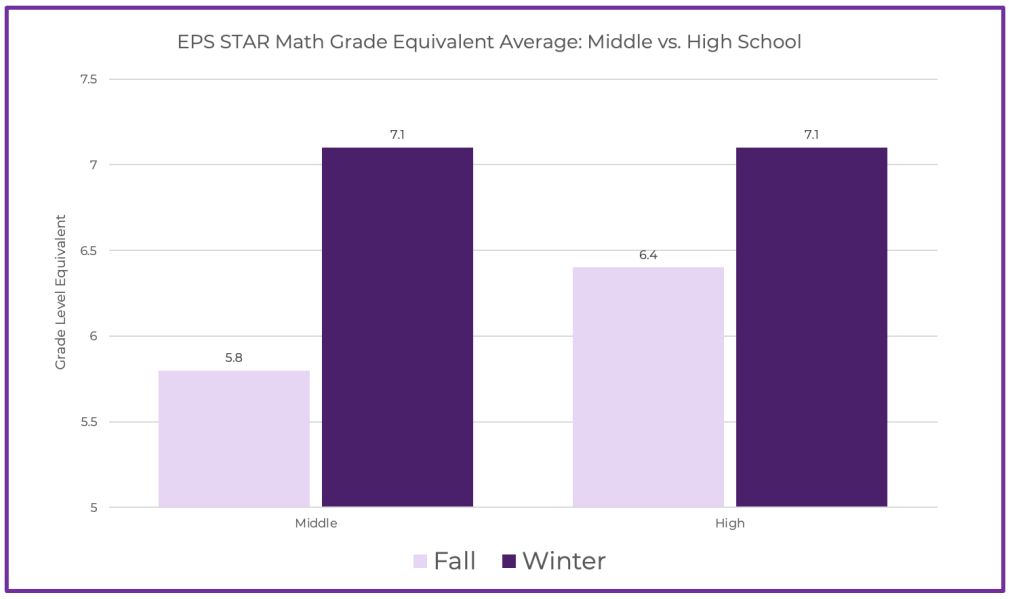
One summative metric that does have data from the most recent school year is the **ELPAC proficiency** percentage. As we covered in Chapter I, El Puente had the highest level of ELPAC proficiency amongst all schools in the district at 25.81%.



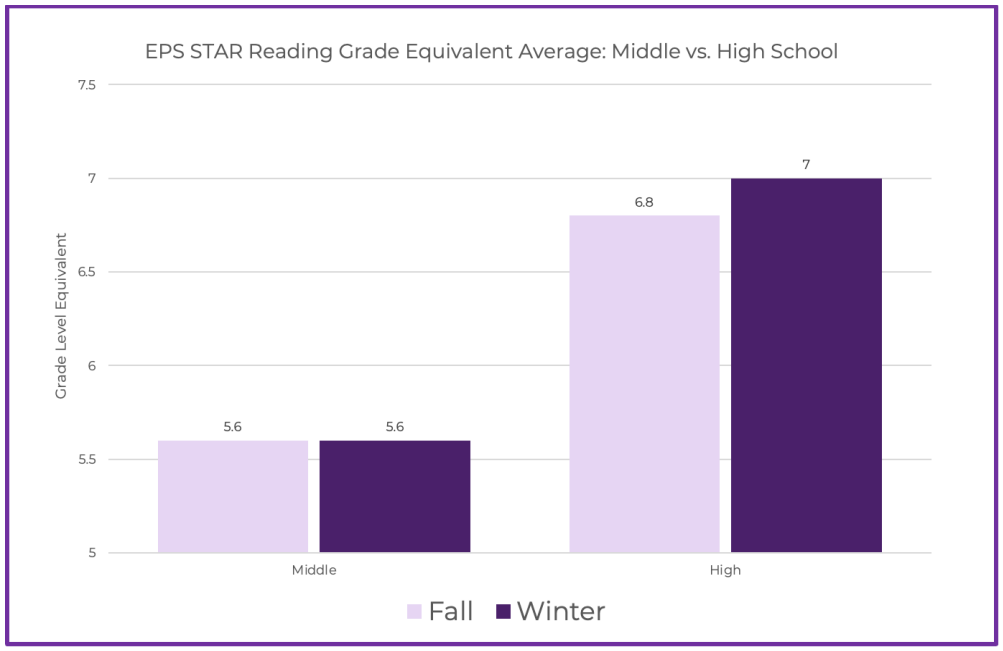

### School Data - Formative

While summative Dashboard data does not present a clear picture of how things are progressing at El Puente, we do have two metrics that look at current year data: STAR assessment results and attendance.

As mentioned in Chapter I, the STAR Math assessments showed significant growth for both middle and high school students from the fall to the winter, having increased by 1.2 grade level equivalents in middle school and by 0.7 in high school.



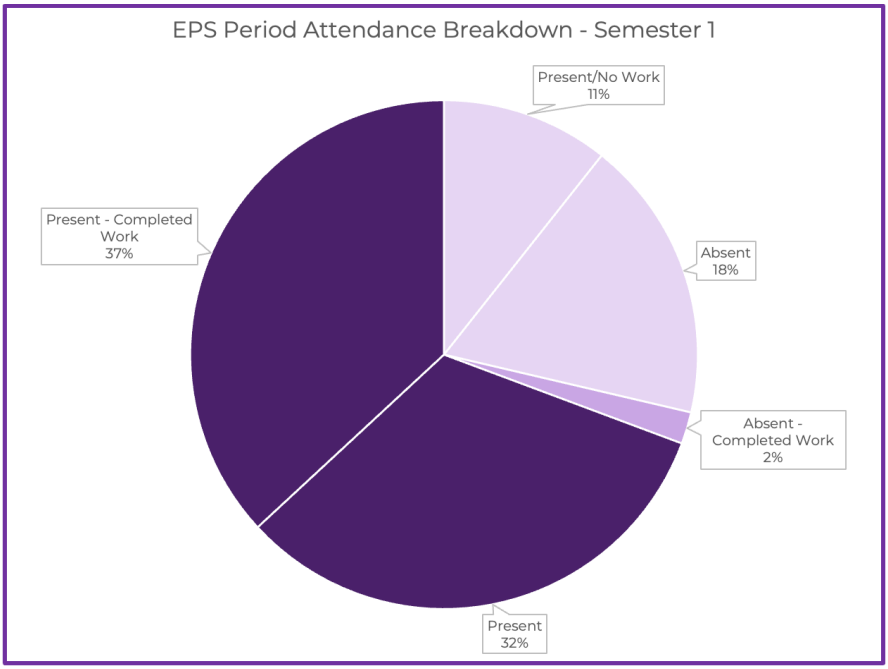

In STAR Reading assessments, the school showed some growth. High school students went from a 6.8 grade level equivalent to a 7.0 between the fall and the winter, while middle school students stayed at a 5.6 average grade level equivalent.



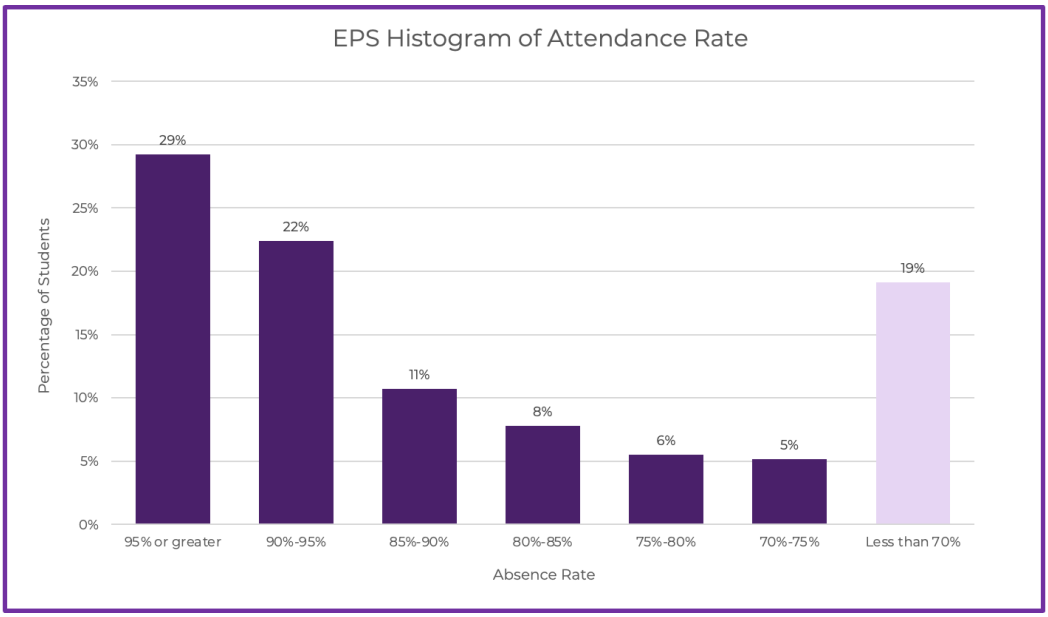
**Attendance** for academic courses at El Puente, like other independent studies schools in California, is measured by work completion rather than by physical (or virtual) presence in class. Courses that do not generate ADA, such as support classes and intervention courses, use the traditional present and absent system. To be in compliance with SB130, which requires independent studies schools to track engagement as well, content courses use a binomial attendance code that allows us to track if a student came to their class and if they completed their five hours of independent work. This results in the following attendance codes being utilized for content courses:

| | **Came to Class** | **Did Not Come to Class** |
|---|---|---|
| **Did 5 hours of independent work** | PC5 | AC5 |
| **Did not do 5 hours of independent work** | PN0 | A |

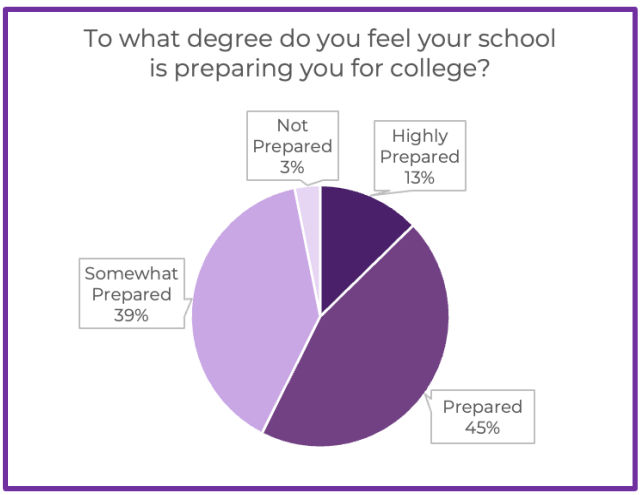
Looking at our attendance data for the first semester of 2021-22, the positive attendance rate was 71%. Of the absences, 11% were students that came to class but did not complete their work and 18% were absent and did not complete any work.

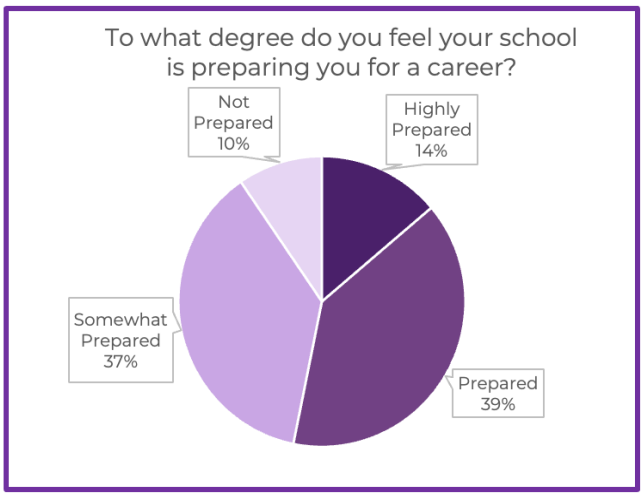


Looking at the breakdown of that percentage, the majority of students (66%) have attendance rates over 85% and there is a sizable group of students who have chronically high rates of absence and skew the overall school average. Students in this category are the target of the Lone Wolf program. Unfortunately, limitations in our data reporting system do not allow us to further analyze attendance rates by programs such as HiSET, online students, and in-person students.

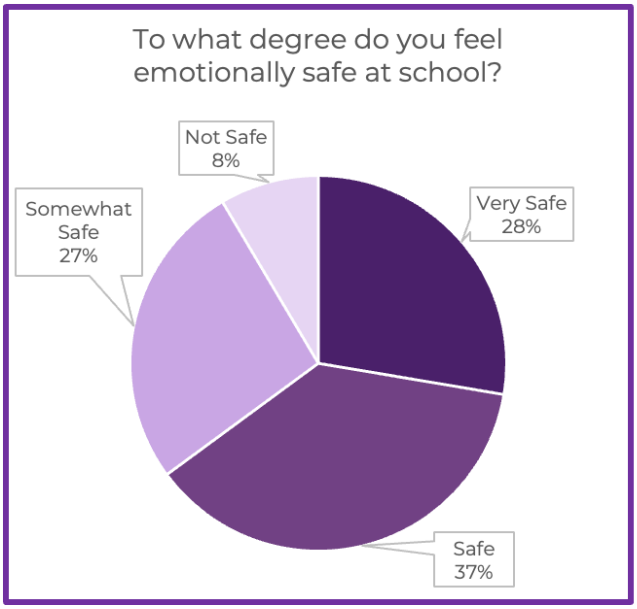


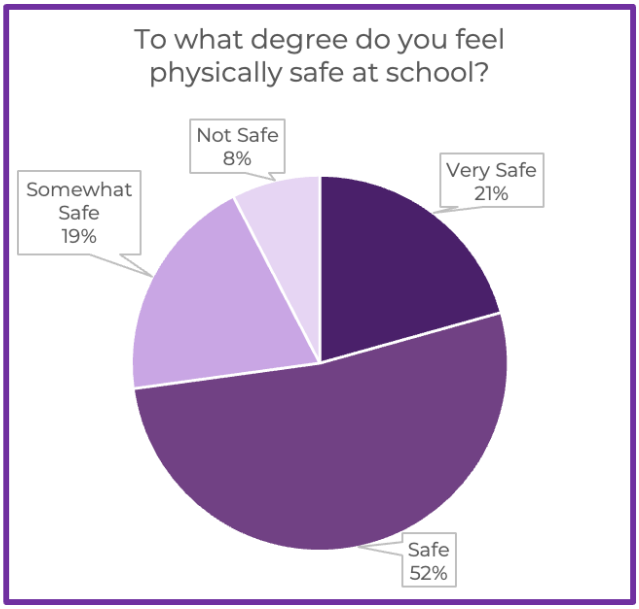

Lastly, in terms of **student survey** data, findings were overall positive with some areas for growth. Over half of students indicated that they felt that EPS highly prepared or prepared them for college and career, with slightly higher numbers for preparing them for college versus a career.



In terms of student climate data, students confirmed what we generally find to be true as a staff: EPS is a safe and supportive environment. 73% of students rated EPS to be very safe or safe physically. That number dipped to 65% when asked the same question about their emotional safety, however more students rated the school as "very safe" emotionally.



**Summary of Findings**

A common thread in the WASC self-study is that the school has changed dramatically since the last mid-cycle visit. A teacher commented that “El Puente has been a different school each year.” Changes in enrollment, programs, administration, and learning modalities certainly speak to that reality. Without consistent measures of data, it is difficult to describe trends in progress and see the overall trajectory of the school. Even if those measures did exist, so many changes have occurred in the student body that the meaningful learnings from the data would be quite limited.

Looking at the most available data, student demographic information, and local data from 2021-22, we can make the following statements about EPS students:

1. El Puente learners are highly socioeconomically disadvantaged and enter the school with significant credit deficiencies.

2. Reading and math levels, while having shown strong growth in the current year, remain below grade level, and much more so at the high school level.

3. Student attendance and work completion is a target area for improvement; however, interventions such as Lone Wolf have made positive impacts.

4. Despite the socioemotional challenges EPS students face, those challenges do not manifest in disruptive or antisocial behavior.

# Chapter III: Self-Study Findings

## Category A: Organization, Vision and Purpose, Governance, Leadership, Staff, and Resources

### A1. Vision and Purpose Criterion

El Puente has a clearly stated vision and mission (purpose) based on 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. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

### Indicators

#### 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 be able to 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 stakeholders of the school and business community demonstrate understanding of and commitment to the vision, the mission, the schoolwide learner outcomes, and the district LCAP.

### A1. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| Over 75% of the staff felt that El Puente was doing a good or great effort in these areas. | A1 staff survey results |

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| 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.<br><br>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.<br><br>**Areas of strength**<br><br>El Puente School uses research-based curricula approved by both the district and the state to meet A-G requirements.<br><br>The School Site Council meets on a regular basis to review the School Plan and approve categorical budget expenditures.<br><br>Schoolwide meetings are held in the evening and conducted in English and Spanish to increase parent access to information. Meetings are advertised via social media, the school website, and via emails and phone calls.<br><br>**Areas of Growth**<br><br>Communicate mission and vision statements to comprehensive sites so they are able to better advise their students about educational opportunities at El Puente School.<br><br>Restore Gear-Up or similar program to support our students.<br><br>Establish stronger links and pathways with local universities and programs regarding what students can do after they earn a diploma or a high school equivalency certificate at El Puente.<br><br>Solicit the involvement of the business community and educational institutions (including trade schools) to maintain mission focus and establish links for our students' next steps after high school. | EPS mission and vision statement<br><br>Student/parent handbook<br><br>Master Agreement<br><br>Orientation Videos<br><br>ESLR cover sheets for student work samples<br><br>SSC Minutes<br><br>WASC self-study matrices<br><br>Syllabi/Course outlines<br><br>Assessment Data<br><br>Student work samples on file in main office<br><br>LCAP survey results<br><br>EPS website<br><br>HiSET test passing rates<br><br>HiSET test attempt data |

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| Better coordination with the district's Adult Education program to provide a transition for students who need to continue with their education to earn a diploma or a high school equivalency certificate. | |

## A2. Governance Criterion

*The governing board (a) has 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; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).*

## Indicators

### 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.*

## A2. Prompt

*Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings | Supporting Evidence |
|---|---|
| 50% of the staff felt the first two areas (A2.1 and A2.2) were only fair, whereas more than 70% rated A2.3 as good or great.<br><br>**Areas of strength:**<br>Upcoming Board meetings are published with appropriate links to the meetings. Public comments are invited both with in-person and virtual meetings. Ever since moving to virtual meetings, all meetings are now live-streamed on the Internet, even for meetings that occur in person. The Board has made it a goal to host a school board meeting at the different school sites to increase geographical access.<br><br>Students present school updates to the Board of | A2 survey results<br><br>SUHSD Board minutes<br><br>Board policies that pertain to independent study<br><br>*Eye on the Board* (Union publication that summarizes each Board meeting)<br><br>Weekly newsletter update published jointly by the |

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| Trustees regularly, including EPS students.<br><br>Regular School Site Council meetings allow for various stakeholders to be involved in the decision-making process.<br><br>Universal Complaint Procedures (UCP) are displayed prominently in each classroom and in common spaces.<br><br>**Areas of growth:**<br>During the school closure, information regarding changes in instructional delivery was sporadic. Many stakeholders were not fully aware of the alternative education services that El Puente School offers to its students who are at-risk or have been unsuccessful at the comprehensive sites. The result of this unawareness resulted in the reduction of some essential support services and resources from EPS since the last WASC full visit.<br><br>EPS administration is endeavoring to inform all stakeholders and to promote these services and resources, as well as the critical and unique role they play in supporting at-risk students through graduation. The EPS educational program is an academic lifeline for our students, their families, and the community.<br><br>The school is working to ensure that all staff are aware of Board Policies (BPs) that affect instruction at El Puente by instituting a periodic review of all pertinent policies and where to find them.<br><br>Increased efforts will be made to better educate parents and students about Independent Study (IS) requirements prior to enrollment, as well as during the students' tenure at EPS.<br><br>The SUHSD Board of Trustees approved accommodations for diploma-tracked students who were negatively impacted by the COVID-19 school closure. However, due to unfamiliarity with some of the programs and services provided by EPS, accommodations were not made for the HiSET program students, who needed to test to earn their | teachers union (SVFT) and district leadership<br><br>HR memos/updates sent to all staff<br><br>Union (SVFT) updates sent to all members<br><br>School Site Council minutes<br><br>ELAC meeting minutes<br><br>EPS website<br><br>Live-streamed board meetings<br><br>Student/parent handbook<br><br>UCP posted in all classrooms |

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| high school equivalency certificates. Therefore, HiSET testing was not available from March 13 through July 6, 2020, and again from December 11, 2020, to February 17, 2021. The result was that EPS could no longer address the needs of the students enrolled in the HiSET program.<br><br>Greater consultation with alternative education programs when making these decisions can help ensure our programs are not negatively affected by whole-scale decisions. | |

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

Based on multiple sources of data, the school leadership, parents/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. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

### Indicators

#### A3.1. Broad-Based, Inclusive, 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 is 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.

### A3. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| The majority of our staff (80-90%) feels El Puente School is doing a good or great job in these indicators.<br><br>**Areas of strength:**<br>EPS is a small school with a committed staff. Meetings during common prep periods allow the staff to reflect and share ideas, concerns, and ways to improve the student experience. | A3 survey results<br><br>School Plan (SPSA)<br><br>SSC Minutes<br><br>STAR Reading results |

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| STAR Reading data was used to modify and refine instruction across the curriculum to include more reading opportunities for students in myON.<br><br>The School Plan for Student Achievement follows district goals that are crafted from significant stakeholder feedback and will soon incorporate additional recommendations from the district's differentiated assistance.<br><br>HiSET uses test results to re-direct instruction both individually and in whole-class instruction.<br><br>Weekly updates are emailed to staff with pertinent information about upcoming events or initiatives.<br><br>A staff website houses useful links and an archive of previous staff meetings.<br><br>**Areas of growth:**<br><br>Although these have been atypical times that have created gaps in data, EPS can benefit from continuing to develop local measures of data to help inform decisions in a timely fashion. | STAR Math results<br>ELPAC results<br>SBAC results<br>HiSET test results<br><br>PLC agendas/minutes<br><br>WASC matrices<br><br>504 plan/IEP implementation<br>Yellow cards (method for students to track their own credit accrual)<br><br>Senior letters (advising seniors of current status)<br><br>Senior survey results<br><br>Interventions documented in Synergy (student data system) and in Lone Wolf<br><br>Schedule changes spreadsheet (counseling department) |

## A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

### Indicators

#### 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 maximize 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. This facilitates 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.

### A4. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| The survey responses regarding staff qualification and professional development were high (more than 80% good or great). However, the rating dipped when rating the measurable effect, supervision and evaluation, and communication and understanding of school policies and procedures.<br><br>**Areas of strength:**<br>Staff are credentialed in their subject areas. Many EPS certificated staff have advanced degrees and are tenured with multiple years of teaching experience.<br><br>EPS administration has been very supportive of staff attending relevant conferences and has provided several such opportunities.<br><br>SSC allocates budget support to fund professional development.<br><br>Given the small school size and independent study format, our teachers are able to adjust and modify instructional strategies to suit the learning needs of the students.<br><br>At El Puente, teachers share their expertise with their colleagues. We learn as much from each other as we do at external professional development events (PD), although often the strategy is first learned by a staff member at one of these events.<br><br>**Areas of growth:**<br>The teacher handbook for El Puente needs to be updated, including relevant state laws and codes of regulation that govern independent studies.<br><br>We need a process to better evaluate the effectiveness of strategies learned at conferences and professional development trainings, including those required by the district.<br><br>We need more professional development opportunities related to supporting students in career readiness. | A4 survey results<br><br>Staff credentials, education, and experience<br><br>Staff professional development (within district and conferences)<br><br>Master schedule<br><br>SSC minutes<br><br>Staff meeting agendas<br><br>Master Agreement<br><br>Pacing guides/syllabi<br><br>Student/parent handbook |

## A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately, in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

### Indicators

#### 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 schoolwide action plan/SPSA, the school's vision and 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 well-qualified personnel for all programs.

### A5. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| The staff rates this area very high, especially when it comes to resource allocation decisions.<br>**Areas of strength:**<br>Both the principal and assistant principal regularly seek input to create the School Plan and the budget.<br><br>The School Plan and budget are discussed and approved by an active School Site Council.<br><br>The facility provides a safe, comfortable learning environment for El Puente students.<br><br>All El Puente students have a Chromebook they take home, and Wi-Fi hotspots are made available for students with connectivity issues.<br><br>During the school closure and subsequent reopening, cleaning materials and Personal Protective Equipment were made available to all staff and students.<br><br>Upon reopening, a procedure was implemented to ensure safety and to monitor any possible COVID infection.<br><br>The facility was inspected by both the district and the teacher's union (SFVT) prior to students being allowed to return to campus.<br><br>The Salinas Education Center (SEC) employs two COVID-19 Liaisons who are fully dedicated to cleaning, contact tracing, and communication with students and families when they feel ill.<br><br>A COVID-19 testing center is housed at the SEC and offers testing five days a week free of charge.<br><br>Ongoing professional development is supported by site leadership and the School Site Council.<br><br>**Areas of growth:**<br>Institute a procedure for training newly hired staff specific to learning in an independent study environment. | A5 survey results<br><br>SSC minutes<br><br>Staff survey for resources<br><br>School Plan (SPSA)<br><br>School budget tied to SPSA<br><br>Williams Act Committee reports<br><br>Chromebook and textbook allocations for students |

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|---|---|
| Invest in technology equipment for teachers who teach remotely. | |

# ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A

**Areas of Strength**

1. A safe, alternative education school for students who, for a number of reasons, have been unsuccessful at the comprehensive site.
2. Credentialed and highly experienced staff.
3. Collegiality and sharing of expertise among staff members.
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.

**Areas of Growth**

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.

# Category B: Curriculum

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

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

### Indicators

#### 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

The school has defined academic standards 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.

### B1. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| When surveyed, the El Puente staff felt El Puente was making either a good or a great effort in providing an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards. However, much of the staff felt there was room for improvement, especially in connecting students to a career path after high school.<br><br>**Areas of strength:**<br>El Puente School is aligned with districtwide curricula to meet A-G requirements.<br><br>There is staff participation in all district steering committees.<br><br>Concurrent enrollment is available at local community colleges (Hartnell and MPC).<br><br>There are workshops provided for students for both the FAFSA and the Hartnell College application process.<br><br>The school uses online digital resources specifically for our students.<br><br>Our students get to participate in the Adult Ed Career/College Fair, held annually at our shared school site.<br><br>**Areas of growth:**<br>Increase access to the district's ROP program. Currently, spaces are often filled by the time students transfer to EPS.<br><br>Students need to be encouraged to keep track of their credits and grades (use of "yellow card" or StudentVUE graduation progress dashboard).<br><br>Career paths need to be enhanced and promoted, including trade school opportunities as well as opportunities in ROP and the local community college. | B1 survey results<br><br>Teacher-made syllabi/pacing guides<br><br>Student progress evaluations/assignment logs<br><br>Textbook/Chromebook check-out inventory<br><br>District Steering Committee minutes/attendance logs<br><br>Records of attendance for various conferences, institutes, PLC meetings<br><br>Google Classrooms created by El Puente teachers<br><br>Google Slide shows or Jamboard created for both orientations and lessons<br><br>HiSET test preparation materials (both published and teacher-made)<br><br>"Yellow card" (the way each student tracks his/her own credit accrual)<br><br>ROP enrollment (Synergy)<br><br>Workshop notification emails/flyers<br><br>Student log in record |

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| Students need greater access to college application information and postsecondary transition plans. | Google Meet invitations for 1:1 career/college assistance<br><br>Course outlines (District catalog)<br><br>Course syllabus/pacing guide<br><br>Adult Ed Career Fair notifications/flyers<br><br>Interview students who attended career/college fair |

## B2. Equity and Access to Curriculum Criterion

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.

## Indicators

### 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 pre-technical training 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 and 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.

## B2. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| **Findings** | **Supporting Evidence** |
|---|---|
| The staff rated all areas of B2 highly, with 75% or more rating each item at good or great.<br><br>**Areas of strength:**<br>El Puente is in a partnership with the local community colleges (Hartnell and MPC) for concurrent enrollment. | B2 survey results<br><br>Master Agreement<br><br>Yellow Card (the student's credit tracking) |

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|---|---|
| El Puente students attend the Adult Ed Career and College Fair.<br><br>Our academic program is guided by a rigorous A-G curriculum.<br><br>El Puente students have access to ROP courses.<br><br>Content courses incorporate current events and other real-world tie-ins.<br><br>Student success in increasing their reading levels has been significant through the use of myON (an online reading library offering a myriad of high-interest, reading-level appropriate titles).<br><br>Students have access to extensive online self-paced courses that allow them to catch up on credits.<br><br>El Puente's independent study format allows students who work or take care of siblings or children to still attend school.<br><br>The Sticks and Stones program is in place at El Puente to help students experiencing difficulties at home.<br><br>A social worker to support at-risk students is a recent addition to the El Puente staff..<br><br>El Puente teachers are willing to offer single classes to students who need to complete a higher level A-G course to meet their college entrance requirements.<br><br>**Areas of growth:**<br>There is a need for math foundational skills instruction for many of our students.<br><br>Most, if not all, of our students would benefit from a business tech skills class.<br><br>The Community Liaison position would benefit from being full time for more active outreach to both students and parents. | Hartnell/FAFSA workshop flyers<br><br>Senior letter template (counseling)<br><br>Orientation slide shows<br>Pacing guides<br><br>Career day participants<br><br>College field trip rosters<br><br>ROP enrollment<br><br>LCAP survey results |

| | |
|---|---|
| More ROP course offerings should be made available to El Puente students.<br><br>The school could consider specific career-track classes at El Puente.<br><br>El Puente needs to advocate for additional teachers to provide more elective choices for students. | |

# ACS WASC Category B. Curriculum
# Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B

**Areas of Strength**

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.

**Areas of Growth**

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.

# Category C: Learning and Teaching

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

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

### Indicators

#### 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 and expected performance levels for each area of study to demonstrate learning and college and career readiness.

### C1. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| Most of the staff rated El Puente as good or great in the two subsections of C1.<br><br>**Areas of strength:**<br>Real-world applications are used in many courses to make learning more relevant.<br><br>Formative assessment is used to guide instruction.<br><br>There is collaboration of all faculty in evaluating student writing across the curriculum.<br><br>GoGuardian, Flocabulary, Nearpod, myON, and other online tools are used to enhance instruction.<br><br>Common prep time is provided for staff to be able to share strategies with peers.<br><br>Staff is now well versed in both online and in-person instruction.<br><br>Edmentum online course instructors create detailed | C1 survey results<br><br>Syllabi/pacing guides<br><br>District pacing guides<br><br>Student work samples<br><br>Google Classrooms<br><br>New student orientations (schoolwide and by each teacher)<br><br>Work samples/reports from online programs<br><br>Writing rubrics<br><br>Formative assessment examples |

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| learning plans for students to allow them to achieve their goals for credit attainment and pace.<br><br>**Areas of growth:**<br>The goal is to reinstate writing across the curriculum when in-person instruction resumes.<br><br>Low reading levels of many of our students make access to A-G requirements and online curriculum a challenge.<br><br>Attendance waned during distance learning and continues to be low with online learners.<br><br>Student engagement and active participation need to increase in online courses. | |

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

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

### Indicators

#### C2.1. Teachers as Facilitators of Learning

Teachers facilitate learning as coaches and are current in the instructional content taught, as well as in research-based instructional methodologies such as differentiation and the integrated use of technology.

#### C2.2. Creative and Critical Thinking

Students demonstrate creative and critical thinking in a variety of instructional settings, using a variety of materials, resources, and technologies beyond the textbook.

#### C2.3. Application of Learning

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

Students have access to and are engaged in career preparation activities.

### C2. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| Most of the staff rated the four sections of C2 as good or great.<br><br>**Areas of strength:**<br>Colleagues serve as a tech coaches to all teachers<br><br>Site administration has invested heavily into educational technology programs and hardware<br><br>The use of online programs such as Nearpod Live, Kahoot, Quizlet Live, and Flipgrid provide for a highly student-centered experience. | C2 survey results<br><br>Google Classrooms<br><br>Online support programs such as Writable, BrainPop, Flocabulary, Accelerated Reader, myON, Freckle Math, NoRedInk, Plato, Nearpod, instructional videos, Jamboard, Newsela |

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| Student projects are assigned for students to demonstrate their understanding of a concept.<br><br>Teachers heavily document the learning progress of their students and communicate that progress with high frequency<br><br>**Areas of growth:**<br>Restore the dedicated Educational Technology coach position<br><br>Implement career exploration tests, invite guest speakers from different business sectors, and in general increase awareness of different career options available to students. | Student project examples<br><br>ROP courses taken by El Puente students<br><br>College field trip rosters<br><br>College workshop sign-in sheets |

# ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C

**Areas of Strength**

1. Collaborative staff and common prep allow for sharing of ideas and strategies among the staff.

2. The transition to online learning has allowed teachers to increase the number of online apps and programs used in their teaching portfolio.

3. Many teachers incorporate projects to allow students an opportunity to process the concepts learned.

4. Teachers use formative assessment to check for understanding and help guide instruction.

**Areas of Growth**

1. Increase the overall awareness of postsecondary options to students, as well as setting goals and assisting with the transition to life after El Puente.

2. Restore certificated positions dedicated to instructional coaching and educational technology integration.

3. Bring back advisory lessons designed to help students with their own mental health and sense of wellness.

# Category D: Assessment and Accountability

## D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes along with the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

## Indicators

### 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, along with 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.

## D1. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| With the exception of D1.4, the majority of the staff rated D1 as good or great. 50% of the respondents rated D1.4 as fair.<br><br>**Areas of strength:**<br>Flexible grading provides students with opportunities to re-do work for a better outcome.<br><br>STAR testing is used throughout the year, which enables the staff and students to measure personal growth.<br><br>Teachers regularly review credit progress with students in order to build responsibility and organizational skills in students.<br><br>The myON virtual library provides students with a myriad of enjoyable and comprehensible reading options. It also allows the student to track personal growth in reading level.<br><br>Regularly scheduled meetings between the teacher, the counselor, and intervention specialists, better address the needs of students who are falling behind.<br><br>The School Plan is a living document and modified by the School Site Council to respond to current needs. This was especially important during the school closure and the many ramifications of COVID-19.<br><br>The HiSET program curriculum is driven by test results and teaching to standards, created by the test publisher and approved by the state of California. Diagnostic testing and ongoing formative testing are used to determine test readiness for each student.<br><br>**Areas of growth:**<br>Testing data needs to be more thoroughly analyzed to guide instruction and professional development.<br><br>Inclusion of EPS staff in the creation and implementation of districtwide common formative assessments to better gauge student progress and compare EPS students to their peers within the | D1 survey results<br><br>Star Test results in reading and math<br><br>myON growth reports<br><br>SBAC test scores<br><br>HiSET test scores<br><br>ELPAC test results<br><br>High school equivalency certificates earned by students.<br><br>Math Intervention roster and subsequent course completion<br><br>Benchmark credit data<br><br>Yellow cards (student credit tracking system)<br><br>Transcripts<br><br>PLC meeting agendas/minutes<br><br>Survey responses<br><br>Master agreements<br><br>Writing Collaborative results from previous three years<br><br>Student work samples<br><br>SSC minutes/Staff meeting agendas-data updates |

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| district.<br><br>Increase student accountability for completing work and create common expectations / wording.<br><br>Continue to refine master scheduling based on end-of-year summative data. | |

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

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify learning and teaching practices to improve student learning.

### Indicators

#### 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.

### D2.3. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| The staff rated D2 as good or great almost entirely.<br><br>**Areas of strength:**<br>Teachers are able to make changes in curriculum based on formative and summative assessments<br><br>Google Classrooms, GoGuardian, online curricula (Springboard and TCI), along with daily communication with students, help support students to access content in distance learning<br><br>Students receive additional support via intervention periods. During distance learning, students had access to teachers on a 1:1 basis via virtual office hours.<br><br>Several online programs and apps with the capability to track and report student progress are used by teachers. Programs such as myON, STAR Reading, and Raz Plus provide for specific leveled learning, adjusting the complexity of questions based on student | D2 survey results<br><br>Student test results<br><br>GoGuardian monitoring of student progress and timely feedback<br><br>Pre-tests in Edmentum (Plato)<br><br>Yellow Card (student credit tracking sheet)<br><br>StudentVue and ParentVue "how to" presentations (link to one)<br><br>Teacher syllabi/pacing |

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| responses. Other programs such as Accelerated Reader allow students to monitor and work toward personalized goals, set by the teacher based on previous assessments.<br><br>**Areas of growth:**<br><br>Increase application/use of college-career readiness standards.<br><br>More broad level, systematic approach toward conversations regarding college/career options.<br><br>Increase access to instructional time to allow for individual level differentiation based on assessment results. | guides<br><br>Student work samples<br><br>Number of students with 504 plans/IEPs<br><br>Synergy notes<br><br>Master progress spreadsheet<br><br>Student work samples<br><br>HiSET: daily assignment logs, practice test results, HiSET test results, test results analysis, number of grads<br><br>Connection with ROP<br><br>Student Progress Evaluation meetings with each teacher |

# ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D

**Areas of Strength**

1. Teachers use both formative and summative assessments to modify instructional methods and strategies.

2. Ongoing STAR assessment provides a reliable benchmark for student progress in foundational skills acquisition.

3. Distance learning necessitated an increase in technological apps, programs, and platforms to give students greater access to the content online. These are now embedded in daily instruction for both online and in-person classes.

4. Online programs and apps allow students to regularly work at their own pace and receive informal feedback based on their responses.

5. Students have a high level of access to teachers via intervention periods and formerly via office hours that were built into the district distance learning schedule.

**Areas of Growth**

1. Increase the use of district common formative assessments (CFAs) to have additional ways to measure the progress of students and compare progress to peers at other schools. Challenges include the incompatibility between EPS's programs and those of the comprehensive schools.

2. Utilize local and state assessments to target areas of staff professional development.

3. Create opportunities for faculty to share about and evaluate the effectiveness of various online apps and programs in their classes.

4. Increase sharing of relevant data with community stakeholders to gather additional input on ways to improve school performance.

# Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

**E1. Parent and Community Engagement Criterion**

*The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning and teaching process.*

**Indicator**

*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.*

**E1. Prompt**

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| More than half of the staff rated El Puente good in this area; an additional 37% rated parent engagement as great.<br><br>**Areas of strength:**<br>A major strength of El Puente School is that it is small, with a teacher-to-student ratio that is contractually limited to 35:1. This ratio allows teachers to more closely monitor each student's performance and make contact with a parent quickly and frequently. Many teachers contact parents by phone, email, and/or texting on a weekly basis. Even though many of these contacts are to inform parents of a student falling behind, there is also an effort to share positive information on a regular basis.<br><br>There are monthly ELAC and parent meetings with a focus on the parents of English learners.<br><br>The School Site Council (SSC) meets regularly and its parent and student members are active participants.<br><br>As El Puente School is a school of choice, the parent must necessarily be involved in both the request for placement and must attend the orientation prior to | E1 survey results<br><br>Documentation in Synergy (student data system)<br><br>Parent/student orientation<br><br>Referrals to community partners<br><br>1:1 student/parent meeting log<br><br>Student of the Month luncheon photos/list of award recipients<br><br>Teacher contact logs<br><br>ELAC meeting sign-in sheets<br><br>SSC sign-in sheets |

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| the student's first day at El Puente School. In addition, the parent must sign the Master Agreement in which the student's learning plan is created. As a result, by the time the student starts their first day, there has already been individualized interaction between the parent and staff members at El Puente School.<br><br>The front office staff at El Puente makes frequent contact with parents and has established a relationship with many of them.<br><br>The Intervention Specialists at El Puente (as well as the counselor) make frequent contact with parents in an effort to keep the student on track to success.<br><br>Staff recognizes the progress of students through Student of the Month celebrations and EL Student of the Month celebrations as well.<br><br>The school has invested into LanguageLine and TalkingPoints, services that allow translated phone calls and text messages to easily be sent by teachers.<br><br>The school has launched a social media presence in an effort to engage students and parents.<br><br>**Areas of growth:**<br>The school needs to restore the full-time community liaison position, currently shared with Mount Toro High School.<br><br>Parent technology literacy must be improved upon so they can more easily access online meetings and resources on the school website.<br><br>In-person community meetings must be restored once health guidelines allow. The school can consider hosting some meetings at feeder schools to improve geographic access. | Blackboard (automated phone system) announcement log<br><br>Teacher-made instructional videos on how to use ParentVue in Synergy |

## E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly environment that nurtures learning. It also develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

### Indicators

#### E2.1. Safe, Clean, and Orderly Environment

The school 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 All Students

The school culture demonstrates caring, concern, and high expectations for all 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.

### E2. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| For E2.1, more than half of the staff responded *great*, while most of the rest responded good.<br><br>For E2.2, 77.8% of the staff responded great and the rest stated it was good.<br><br>For E2.3, 70.4% responded great and 25.9% good.<br><br>**Areas of strength:**<br>The staff of El Puente School is a team of veteran teachers and classified support staff who are student oriented and who understand the needs of supporting students in an alternative education environment. Students who have been unsuccessful for a number of different reasons at the comprehensive sites come to El Puente School in an effort to complete their education. Many of those students flourish in the | E2 survey results<br><br>Custodian cleaning logs<br>PBIS matrix<br>PBIS self-review<br>PBIS/Advisory lessons<br><br>Internet safety signed by parents<br><br>Mission Statement<br><br>Book.me reports<br><br>PLC agendas/minutes |

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| alternative education setting. It is the mission of the school and every staff member at the school to provide the kind of support that can make that happen.<br><br>With regard to atmosphere, El Puente School is a place where students are respected as individuals and the respect is returned in kind. Many of our students have struggled with anxiety, bullying, and other issues that made attending school a daily ordeal. El Puente School is a safe environment that allows its students to focus on their own learning and to be successful at school, rather than dread it.<br><br>From a standpoint of safety, the school has very few students at any given time compared to traditional schools. This makes supervising them much easier and also means there are very few disruptions or fights. A highly skilled campus safety team, bolstered by the addition of two COVID-19 liaisons, provides constant watch over the campus. When students begin to behave poorly or show signs of stress/abuse, the safety team alerts administration and counseling immediately.<br><br>For backup, a system of security cameras records major entrances/exits as well as hallways to help resolve conflicts or theft.<br><br>**Areas of Growth:**<br>Requiring students to display their student IDs at all times on campus would enhance safety at the school, which is divided between two campuses on either side of a cul-de-sac.<br><br>Increasing the presence of night security would assist in preventing homeless encroachments on the campus as well as theft, which has increased during the pandemic.<br><br>Building a common space for students to study and socialize (akin to a library) while on campus would bolster a sense of community and provide students with a welcoming place to gather while waiting for transportation. | WASC matrices<br><br>Monday staff meeting agendas<br><br>Student interviews<br><br>Staff interviews<br><br>Documentation of teacher interventions<br><br>Discipline reports in Synergy<br><br>Student of the Month list of honorees<br><br>PLC meeting agendas, minutes<br><br>GoGuardian screenshots<br><br>Gaggle safety reports |

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

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, along with college and career readiness and success. 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

#### E3.1. Academic Support Strategies for Students

School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.

#### E3.2. Multi-Tiered Support Strategies for Students

School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all 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 on student success and achievement.

#### E3.4. Co-Curricular Activities

The school ensures 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, allowing them to become advocates for their own needs and supports.

### E3. Prompt

Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

| Findings | Supporting Evidence |
|---|---|
| Most of the staff (90%+) rated these areas as good or great.<br><br>**Areas of strength:** | E3 survey results<br><br>Google Classrooms |

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| El Puente School's forte is a multi-tiered approach to student learning, in which the "whole" student is supported with a number of instruction strategies as well as social-emotional support services such as Sticks & Stones, Harmony at Home, Monterey County behavioral health services, and Community Human Services.<br><br>Teachers provide flexible access to A-G curriculum, allowing students to be successful in their learning in a variety of ways.<br><br>Teachers, the counselor, the intervention specialists, administration, and the classified support staff work collaboratively with parents and students to guide the student to a successful school experience.<br><br>One major focus prior to the school closure in March of 2020 was building a school identity that students could be a part of. Both ASB/PBIS and the Junior/Senior Club created a number of activities (fundraisers, the afternoon movie, various field trips) that engaged El Puente students in extracurricular and co-curricular activities. This approach was resumed once school reopened to in-person instruction in the fall of 2021.<br><br>El Puente requires mandatory orientations for students prior to the first day the student attends El Puente School, so that expectations are clear and the student and parents are aware of El Puente's approach to caring for and about the "whole" student.<br><br>El Puente School has created both reading and math intervention strategies for students. As noted in areas of growth, these need to be continued and expanded.<br><br>**Areas of growth:**<br>Continue to expand both reading intervention and math intervention strategies to address basic skill deficiencies in many of our students.<br><br>Use the exterior marquee to recognize El Puente's students of the month.<br><br>Expand awareness of student access to sports and | Advisory lessons<br><br>Number of 504 meetings/SST meetings/IEP meetings<br><br>Weekly check-in with intervention specialists<br><br>Referrals to:<br>Stick & Stones<br>Harmony at Home<br>Monterey County Behavioral Health (MCBH)<br>Community Human Services (CHS)<br><br>Hartnell Workshop Flyers<br><br>Synergy notes<br><br>Google Meet logs<br><br>Book.me calendar<br><br>LCAP survey results<br><br>Partnership with Steps to Success (Hartnell College)<br><br>Links to student poetry/photos from CSUMB workshop<br><br>Weekly trivia contests<br><br>Fall and Winter Spirit Week Flyers |

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| clubs at the feeder school. Facilitate communications between EPS and the club advisors and sports coaches at those schools.<br><br>Expand outreach programs to online students such as movie nights, dances, field trips, or volunteer days, as health guidelines permit.<br><br>Continue to develop PBIS programs to incentivize positive behavior in and out of the classroom.<br><br>Increase social media engagement and the highlighting of positive success stories at EPS. | |

# ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E

**Areas of Strength**

1. El Puente's individualized approach to learning offers students the support and options they need to be successful learners.

2. The number of support programs available to El Puente students is significant, from services within the school to outside resources.

3. The school offers a safe and supportive environment, where incidents of violence or conflict are incredibly rare.

4. Investment in communications methods has allowed for more direct contact between the staff and parents/students.

**Areas of Growth**

1. Enhance the school culture and sense of belonging by increasing the number of in-person events offered to students, as well as online events designed to bring students together.

2. Continue to develop ways to highlight the successes of students in various forums to increase their sense of confidence and pride.

3. Revive and reinvigorate our ASB/PBIS program to engage students in the whole-school experience.

4. Create a safe and inviting space for in-person students to gather while waiting for their next class or for their transportation home.

# Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

**Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

The following strengths and weaknesses are a synthesis of the major findings from the previous chapters of the self-study, as well as from an activity conducted by the staff during the summer of 2021 in which they were asked what that person would implement if they were to be the next administrator of El Puente.

### Strengths

1. A highly experienced and collaborative staff that takes incredibly seriously their responsibility to serve each El Puente student with rigorous yet supportive curriculum, striving to respond to the many needs our students bring with them from their feeder school.

2. A highly flexible environment in which students have the ability to attend class in person or at home and complete work on their own schedule, allowing them to deal with their own realities such as taking care of siblings or providing for their family.

3. Curriculum and instruction that consistently examines student progress through various measures and adjusts to provide individualized interventions for each student, supported by the use of supplemental technology tools.

4. A focus on mental health and wellness that is bolstered by a bevy of school staff and community partners who are dedicated to socioemotional counseling and services.

5. A data-informed culture that works hard to make students aware of their progress toward a diploma, celebrates their successes, and supports the creation of short and long term plans to get them to graduation.

6. A strong focus on communication, both collaboratively within the staff and outward to parents, families, and community members.

### 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.

# Chapter V: Schoolwide Action Plan

The Schoolwide Action Plan and its progress will be reviewed each month with the school's Instructional Leadership Team (ILT). It will be a standing agenda item in which proposals and ideas can be discussed before presenting them to the staff at large for additional feedback. At least once per quarter, the entire staff of EPS will review progress toward the action goals in both classified and certificated staff meetings. Recommendations from the ILT will be discussed and vetted during the meetings. Feedback will be solicited after these meetings in written format to make sure that every staff member has a chance to express themselves outside of the whole-group forum.

Community members will be updated on the progress of each goal via ELAC meetings, parent meetings, School Site Council Meetings, and parent newsletters. The School Site Council will make sure that the use of categorical funds is aligned to these goals and that the funds will substantially have an impact on their progress.

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## Action Plan Goal #1
## Improve student readiness for college or career

**Related LCAP Goal:** The performance and opportunity gap will be eliminated: all students will graduate college/career ready.

**Related Current SPSA Goal:** Increase student achievement in ELA and mathematics, as measured by CAASPP and local assessments, and increase the graduation rate.

**Metrics for Success:**

- Percentage of students who have written graduation and postsecondary plans
    - Goal: 90%
- Percentage of graduates who have applied for postsecondary options including certification programs, the armed services, internships, apprenticeships, community colleges, universities, and entering the workforce.
    - Goal: 80%
- Percentage of graduates who have met A-G requirements
    - Goal: 60%
- Percentage of students who have met with the counselor or intervention specialist once, twice, and three or more times to discuss current and future goals
    - Goal, met once: 100%
    - Goal, met twice: 75%
    - Goal, met 3 or more times: 60% (reformat so all three goals are on one

page)

- Percentage of students who have completed a career interest exploration survey
    - Goal: 95%
- The increased enrollment of students in an AVID elective course in each grade.
    - Goal: 5 per grade in the first year, 10 per grade in the second year
- Percentage of teachers who have shared/presented their own path from high school to their career(s).
    - Goal: 100%
- Growth on STAR math and reading exams longitudinally.
    - Goal: 80% of students increase at least 1 grade level each year
    - Goal: Increase the percentage of students who are are fewer than 2 grade levels behind by 10% each year

**Action Items:**

| Task | Staff Responsible | Success Criteria | Timeline |
|---|---|---|---|
| Meet with all EPS students to create written graduation and postsecondary plans | Administration, Counselors, Intervention Specialists | Percentage of students with written plans. Calculate monthly. | Spring 2022-ongoing |
| Create a tracking system for students completing applications to postsecondary options | Administration, Counselors, Intervention Specialists | Percentage of graduates who have recorded application status and plans | Spring 2022-ongoing |
| Conduct presentations to increase awareness of A-G requirements and financial aid options | Administration, Counselors, Intervention Specialists, Teachers | Number of presentations held and attendance at presentations | Spring 2022-ongoing |
| Select, acquire, and implement a career interest survey program | Administration, ILT, Counselors, Intervention Specialists, Teachers, Staff | Percentage of students who have completed the interest survey at least once | Spring 2022-ongoing |
| Create an AVID high school elective course and train teachers on AVID strategies | Administration, District AVID Lead, AVID Teacher | Enrollment in AVID course and number of trainings on AVID strategies | Summer 2022-ongoing |

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| Conduct and capture the paths of teachers and staff members from high school to their current job | Teachers, Counselors, Intervention Specialists | Number of viewers; presentations | Summer 2022-ongoing |
| Conduct college visitation field trips | Administration, Counselors, Teachers, Intervention Specialists | Number of field trips given; attendance | Fall 2022-ongoing |

## Action Plan Goal #2

### Increase student attendance, engagement, and credit attainment

**Related LCAP Goal:** Recruit, hire, retain, and develop faculty, staff, and leaders that are qualified, high performing, diverse, and culturally competent.

**Related Current SPSA Goal:** Increase student literacy skills with the use of educational technology that supports teaching, learning, remediation, and collaboration among students and staff.

**Metrics for Success:**

- Attendance rate for each student in academic courses (present in class and completing 5 hours of independent work)
    - Goal: Increase school wide attendance rate by 10 percentage points each year
- Attendance rate for each student in support courses (present in class)
    - Goal: 95% attendance rate schoolwide
- Rate of credits earned per day
    - Goal: 85% of students earn at least .33 credits per day
- Percentage of students with their cameras on in online courses
    - Goal: 95% of students
- Percentage of students exhibiting on-task behavior in classes
    - Goal: 90% of students
- Percentage of students engaging in synchronous classroom activities such as chat, formative assessments, or breakout rooms
    - Goal: 95% of students

**Action Items:**

| Task | Staff Responsible | Success Criteria | Timeline |
|---|---|---|---|
| Continue to refine and develop the Lone Wolf Intervention program (individual outreach to students not engaging in learning) | Administration, intervention specialists | Time to first intervention (less than 1 week); percentage of students not requiring further intervention | Fall 2022-ongoing |
| Increase student access to counselors, intervention specialists, and | Administration, teachers, counselors, intervention | Number of referrals; sign-ups for meetings with socioemotional providers | Spring 2022-ongoing |

| | | | |
|---|---|---|---|
| community partners | specialists, and community partners | | |
| Systematic and timely outreach to students who are not attending courses or completing work | Attendance clerk, administration, community liaison | Time to positive contact of families;logs of contact | Spring 2022-ongoing |
| Systematically recommend students for credit recovery programs | Administration, counselors, administration, credit recovery teachers | Number of students referred to credit recovery programs; percentage of attendance | Fall 2022-ongoing |
| Increase parent awareness of EPS student obligations | School staff, teachers, administration | Number of presentations; contact with families | Spring 2022-ongoing |
| Share and collect best practices for keeping online students engaged in learning | ILT, teachers | Creation of best practice repository; presentations at staff meetings | Spring 2022-ongoing |
| Create schoolwide norms and expectations for student behavior in online courses | Administration, ILT, teachers, counselors, intervention specialists | Creation of expectations; percentage of students in compliance | Summer 2022 |
| Professional development on independent studies instruction and distance learning | Instructional Services department, administration, teachers | Attendance at professional development sessions; presentations to staff | Fall 2022-ongoing |

# Action Plan Goal #3
## Improve school community culture and outreach

**Related LCAP Goal:** All students will be engaged in learning environments that are safe, caring, and healthy.

**Related Current SPSA Goal:** 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.

**Metrics for Success:**

- Number of days in attendance at in-person community building opportunities each year
    - Goal: 10 events year year
- Number of student organizations (online and in person) and attendance at meetings
    - Goal: Increase amount of organizations by two per year
    - Goal: Attendance of at least 10 students at each meeting
- Percentage of students staying on campus beyond required class time
    - Goal: 25% of students
- Number of posts, views, and followers on EPS social media
    - Goal: Post at least three times per week
    - Goal: Increase daily views by 20% each year
    - Goal: Increase followers by 20% each year
- Number of and diversity of applications for EPS programs
    - Goal: Increase applications from students in 7th, 8th, and 9th grade by 20% each year
    - Goal: Increase applications from students seeking to attend EPS for others reasons than credit recovery by 20% each year
- Frequency of presentations done at feeder schools
    - Goal: Two presentations at each feeder school per year
- Frequency of feeder school tours at EPS campus
    - Goal: One tour from counseling and administration from feeder school per year

**Action Items:**

| Task | Staff Responsible | Success Criteria | Timeline |
|---|---|---|---|
| Organize in-person community building events on a regular basis | Administration, counselors, intervention specialists | Number of events and attendance at each event | Spring 2022-ongoing |
| Increase the number of student organizations available to students | Administration, teachers, school staff | Number of student organizations on campus | Summer 2022-ongoing |
| Organize educational and community service-oriented field trips | Administration, counselors, intervention specialists | Number of field trips and attendance at each | Fall 2022-ongoing |
| Create and develop a formal ASB program at EPS | Administration, ASB leader | Elections of ASB officers | Summer 2022-ongoing |
| Build a communal space for students to study and socialize while not in class | District Office, Administration, school staff | Creation of space; number of students using it | Summer 2022-Summer of 2023 |
| Create system for tracking the types of students applying to EPS over time | Counselors, ILT, intervention specialists | Analysis of data to ascertain target areas for outreach | Spring 2022-ongoing |
| Build and create portfolio of graphics, videos, presentations, and flyers to use for EPS promotion | Administration, school staff, students, teachers | Creation of graphics; views; use in presentations | Spring 2022-ongoing |
| Schedule visits to feeder schools to inform teachers and counseling staff about EPS | Administration, counselors, intervention specialists | Percentage of feeder schools visited each year | Spring 2022-ongoing |
| Schedule times for counselors and administration from | Administration, counselors, intervention | Percentage of feeder schools toured each year | Spring 2022-ongoing |

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| feeder schools to visit EPS | specialists | | |
| Create content for social media highlighting success stories at EPS | Teachers, community liaison | Number of posts and digital engagement with those posts | Fall 2022-ongoing |

## From the students and staff at El Puente, thank you for reading our WASC self-study report!



# Appendices

A. EPS WASC Shared Drive: https://eps.is/WASC
    a. This drive link contains the self-study as well as our supporting evidence broken down into multiple subfolders. Most of the links below correspond to items in that shared drive.
B. Local Control and Accountability Plan (LCAP)
C. Latest School SPSA
D. Results of student and parent questionnaire/interviews
E. Master schedule
F. UC a–g approved course list
G. California School Dashboard
H. School Accountability Report Card (SARC)
I. CBEDS school information form
J. Graduation requirements
K. Latest School Budget
L. Glossary of terms unique to the school:

| Item | Explanation |
|---|---|
| **504** | Section 504 Plan |
| **CHS** | Community Heatlh Services |
| **CTE** | Career Technical Education |
| **DELAC** | District English Learner Advisory Committee |
| **EL** | English Learner |
| **ELAC** | English Learner Advisory Committee |
| **ELPAC** | English Language Proficiency Assessments for California |
| **EPS** | El Puente School |
| **ETS** | Education Testing Service |

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| **Gear Up** | Gaining Early Awareness and Readiness for Undergraduate Programs |
| **Harmony at Home** | Community Counseling Partner |
| **Hartnell College** | Nearest community college |
| **HiSET** | High School Equivalency Test |
| **IEP** | Individualized Education Program |
| **Language Line** | A live translation service available to staff 24/7 |
| **LCAP** | Local Control and Accountability Plan |
| **MCBH** | Monterey County Behavioral Health |
| **PBIS** | Positive Behavioral Interventions and Supports |
| **ROP** | Regional Occupancy Program |
| **SEC** | Salinas Education Center |
| **Simple Text** | A texting service used by office staff |
| **SSC** | School Site Council |
| **SST** | Student Support Team |
| **STAR** | Standardized test suite created by Renaissance |
| **Sticks & Stones** | Counseling program offered by Harmony at Home |
| **SUHSD** | Salinas Union High School District |
| **SWD** | Student with a disability |
| **Synergy** | Our student information system |
| **Talking Points** | A texting service between teachers and parents |
| **WASC** | Western Association of Schools and Colleges |
| **Yellow Cards** | Sheets used to visually display students' |

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|---|---|
| | progress toward graduation |