

# EDUCATIONAL PARTNERSHIP HIGH SCHOOL

**Focus On Learning Self-Study Report  
March 29 – April 1, 2009**



**Prepared for  
Western Association of Schools and Colleges  
California State Department of Education**

Greg Mendoza, Principal  
Amy Stuht, Assistant Principal  
Sue Marumoto, Head Counselor  
Bob Wallace, Self-Study Coordinator  
Patrick Killian, Self-Study Coordinator

Educational Partnership High School  
4344 Atlantic Ave  
Long Beach, CA 90807  
(562) 427-9766  
[www.ephslb.org](http://www.ephslb.org)

# THE VISITING COMMITTEE

Representing the  
Western Association of School and Colleges  
And the  
California Department of Education

## Chair

Dr. Larry Cornellison  
Teacher

## Members

Mr. Robert Baker  
Student Teacher Supervisor CSUSB/Math Teacher

Mr. Brunel Merilus  
Assistant Principal  
Santee Education Complex

Ms. Linda Cardwell  
Literacy Coach  
Youth Opportunities Unlimited – Y.O.U.

Mr. Jimmy Rodriguez  
Teacher  
Donald C. Jamison High School

Mr. Larry Utsler  
Program Coordinator for Independent Study  
Santana High School

# **LBUSD ADMINISTRATION**

**Long Beach Unified School District  
1515 Hughes Way, Long Beach, California 90810**

## **BOARD OF EDUCATION**

Jon Meyer, President  
Mary Stanton, Vice President  
David Barton, Member  
Michael Ellis, Member  
Felton Williams, Member

## **DISTRICT ADMINISTRATION**

Christopher Steinhauser  
Superintendent of Schools

Jill Baker  
Assistant Superintendent  
Elementary Schools

Maggie Webster  
Assistant Superintendent  
High Schools

Gwen Matthews  
Assistant Superintendent  
Middle and K-8 Schools

Christine Dominguez  
Deputy Superintendent  
Curriculum & Instruction

James Gulek  
Assistant Superintendent  
Research, Planning, & Evaluation

Connie Jensen  
Assistant Superintendent  
School Support Services

Ruth Ashley  
Assistant Superintendent  
Human Resources Services

## **EDUCATIONAL PARTNERSHIP HIGH SCHOOL**

4344 Atlantic Ave, Long Beach, California 90807

## **ADMINISTRATIVE STAFF**

Greg Mendoza, Principal  
Amy Stuht, Assistant Principal  
Sue Marumoto, Head Counselor

## **ULTIMATE RESOURCES, INC.**

Patrick Killian, CEO

# FOCUS ON LEARNING SELF-STUDY

## Leadership Team

Self-Study Coordinator

Bob Wallace

Self-Study Coordinator

Patrick Killian

Principal

Greg Mendoza

Assistant Principal

Amy Stucht

Head Counselor

Sue Marumoto

Focus Group Leader A/Curriculum Coach

Bob Wallace

Focus Group Leader B

Mike Thompson

Focus Group Leader C/Curriculum Coach

Melvin Jones

Focus Group Leader D

Brent Adams

Focus Group Leader E/Curriculum Coach

Sue Marumoto

Curriculum Coach

Peggy Chang

# EDUCATIONAL PARTNERSHIP HIGH SCHOOL 2008- 2009 CERTIFICATED STAFF

## **Main Office**

**4344 Atlantic Ave.  
Long Beach, CA 90804  
(562) 427-9766**

Greg Mendoza, Principal  
Amy Stuht, Assistant Principal  
Sue Marumoto, Head Counselor  
Regina Toledo, Counselor  
Sonya Williams, Counselor

## **Anaheim Site**

**3411 E. Anaheim St.  
Long Beach, CA 90804  
(562) 494-3224**

John Denton, Teacher  
Mike Thompson, Teacher

## **Downtown Site**

**408 East 1st St., Suite 101  
Long Beach, CA 90802  
(562) 495-1397**

Melvin Jones, Teacher  
Karen Ross, Teacher  
Bob Wallace, Teacher

## **PCC Site**

**(Pacific Coast Campus of  
Long Beach City College)  
1305 E. PCH**

**Building 00, Room 1,  
Long Beach, CA 90806  
(562) 591-4370**

Mike Oca, Teacher

## **San Antonio Site**

**4350 Atlantic Ave.  
Long Beach, CA 90807  
(562) 285-0440**

Peggy Chang, Teacher  
William Ellis, Teacher  
Robert King, Teacher  
LaVonne Miller, Teacher

## **Bixby Knolls Site**

**3724 Atlantic Ave.  
Long Beach, CA 90807  
(562) 490-3494**

Dom Gaito, ISGI  
Connie Pappas, Teacher  
Bruce Potter, Teacher  
Anthony Theisen, Teacher

## **Los Coyotes Diagonal Site**

**3599 Los Coyotes Diagonal  
Long Beach, CA 90808  
(562) 938-8600**

Luca Cascio, Teacher  
Lisa Lamb, Teacher

## **Paramount Site**

**4812 Paramount Blvd.  
Lakewood, CA. 90712  
(562) 423-1944**

Brent Adams, Teacher  
Connie Earley, Teacher  
Diane Paull, Teacher

## **Willow Site**

**500 E. Willow St.  
Long Beach, CA 90806  
(562) 432-5159**

Robert Browning, Teacher  
Kris Kiebler, Teacher  
Andrew Margolin, Teacher

# EDUCATIONAL PARTNERSHIP HIGH SCHOOL

## 2008- 2009 CLASSIFIED STAFF

**Ultimate Resource, Inc.**  
**Corporate Office**  
**1512 Grand Ave.**  
**Long Beach, CA 90804**  
**(562) 597-7318**  
Patrick Killian, CEO

**Main Office**  
**4344 Atlantic Ave.**  
**Long Beach, CA 90804**  
**(562) 427-9766**  
Barbara Lee, Head Secretary  
Audry Brown, Records Clerk  
Norma Barragan, Attendance Clerk  
Christina Duarte, Clerical  
Rosie Gonzalez, Admissions Clerk  
Maria Padilla, Book Clerk  
Sylvia Padilla, Receptionist  
Patrick Killian, Sr. Tech Support  
Tyrone Rupert, Tech Support

**Anaheim Site**  
**3411 E. Anaheim St.**  
**Long Beach, CA 90804**  
**(562) 494-3224**  
Bianca Castellanos, Instructional Aide  
Chansopheary Seng, Instructional Aide

**Bixby Knolls Site**  
**3724 Atlantic Ave.**  
**Long Beach, CA 90807**  
**(562) 490-3494**  
Gilda Garcia, Instructional Aide  
Elizabeth Salinas, Instructional Aide

**Downtown Site**  
**408 East 1st St., Suite 101**  
**Long Beach, CA 90802**  
**(562) 495-1397**  
Sandy Farris, Instructional Aide  
Phuong Lam, Instructional Aide

**Los Coyotes Diagonal Site**  
**3599 Los Coyotes Diagonal**  
**Long Beach, CA 90808**  
**(562) 938-8600**  
Bertha Duarte, Instructional Aide  
Rocio Serafin, Instructional Aide

**PCC Site**  
**(Pacific Coast Campus of Long**  
**Beach City College)**  
**1305 E. PCH**  
**Building 00, Room 1,**  
**Long Beach, CA 90806**  
**(562) 591-4370**  
Valeria Tariq, Instructional Aide

**Paramount Site**  
**4812 Paramount Blvd.**  
**Lakewood, CA. 90712**  
**(562) 423-1944**  
Blanca Lomeli, Instructional Aide  
Ambar Lopez, Instructional Aide  
Jazmine Macias, Instructional Aide

**San Antonio Site**  
**4350 Atlantic Ave.**  
**Long Beach, CA 90807**  
**(562) 285-0440**  
Dorothy Alls, Instructional Aide  
Maria Serafin, Instructional Aide

**Willow Site**  
**500 E. Willow St.**  
**Long Beach, CA 90806**  
**(562) 432-5159**  
Deidre Harper, Instructional Aide  
Nancy Palos, Instructional Aide  
Karina Serafin, Instructional Aide

# TABLE OF CONTENTS

|                     |  |         |
|---------------------|--|---------|
| <b>Chapter I:</b>   | Student Community Profile and Supporting Data and Findings                           | Page 9  |
| <b>Chapter II:</b>  | Student/Community Profile – Overall Summary Analysis of Profile Data                 | Page 35 |
| <b>Chapter III:</b> | Progress Report  | Page 43 |
| <b>Chapter IV:</b>  | Self-Study Findings  | Page 49 |
|                     | A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources | Page 50 |
|                     | B. Standards-based Student Learning: Curriculum                                      | Page 57 |
|                     | C. Standards-based Student Learning: Instruction                                     | Page 66 |
|                     | D. Standards-based Student Learning: Assessment and Accountability                   | Page 70 |
|                     | E. School Culture and Support for Student Personal and Academic Growth               | Page 76 |
| <b>Chapter V:</b>   | Schoolwide Action Plan   | Page 85 |
| <b>Appendix</b>     |  | Page 96 |

**CHAPTER I**

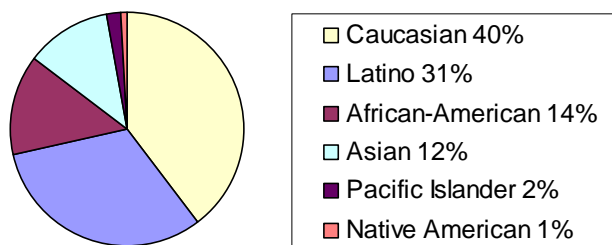
**STUDENT/COMMUNITY PROFILE  
AND  
SUPPORTING DATA AND FINDINGS**

# Chapter 1: Student/Community - Data and Findings

## Community

Educational Partnership High School (EPHS), founded in 1988, is a year-round independent study high school that is located in nine locations throughout the cities of Long Beach and Lakewood within the Long Beach Unified School District (LBUSD). Long Beach is a city of over 450,000 residents served by six comprehensive high schools, two alternative education high schools, and one adult education school. In 2001, Long Beach was the most diverse city in the United States based on the 2000 census data.

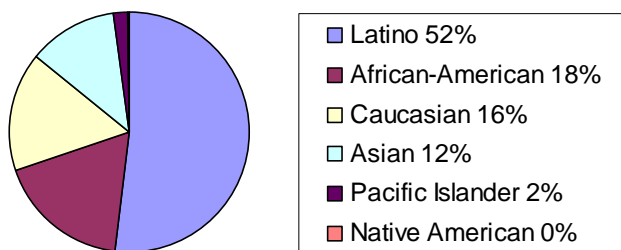
**City of Long Beach  
Ethnic Population**



Source: U.S. Census Bureau 2000

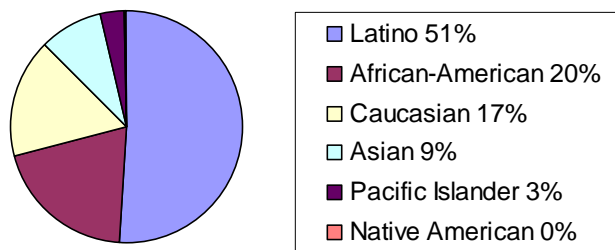
LBUSD and EPHS mirror the city of Long Beach's diversity, though with a larger Latino and a smaller Caucasian population in comparison to the 2000 census. LBUSD and EPHS share almost the same ethnic breakdown. EPHS serves approximately 1,000 students in grades 9-12 comprised of an ethnic breakdown of 51% Latino, 20% African-American, 17% Caucasian, 9% Asian, 3% Pacific Islander, and 0% Native American students.

**Long Beach Unified School District  
Ethnic Population**



Source: California Department of Education 2008

**Educational Partnership High School  
Ethnic Population**



Source: California Department of Education 2008

EPHS is a fully accredited Long Beach Unified School District high school. The core curriculum is standards-based, like that offered at the district's comprehensive high schools. The curriculum is delivered through an independent study model to students. In this form, a student meets with his/her teacher twice a week to receive new assignments, turn in completed assignments, ask questions about assignments, and/or check on his/her progress. Students may stay and do course work at the school site, if they wish. EPHS does offer small group instruction in CAHSEE preparation, Algebra, and in English Language Arts. Students are selected for these classes based on need and teacher recommendation.

EPHS was formed through a partnership between the Long Beach Unified School District and Ultimate Resources, Inc. (URI). The school was originally designed as a dropout retrieval program for LBUSD students. EPHS supports the at-risk youth (students with credit deficiencies, truancy and/or discipline issues, teenage parents, etc.) towards meeting the district's graduation requirements, entering post-secondary education, and into the world of work.

The curriculum at EPHS is divided into a series of assignments that are presented by the teacher to the student. Those assignments reflect state and district subject matter standards as well as multiple forms of assessment at formative and summative stages. Assignments are completed with unit exams in oral, essay, multiple-choice, and project form. All core subject matter classes are concluded with an end of course exam. Both school and district curriculum leaders are instrumental in designing academic assignments that ensure that students at EPHS are receiving standards-based curriculum.

The EPHS staff consists of a principal, assistant principal, head counselor, two part-time project TEAM counselors, twenty-one certificated teachers, one special education Independent Small Group Instructor (ISGI), one school psychologist (as needed), one social worker (as needed), an administrative secretary and a records clerk who are all employees of the district. Additionally, Ultimate Resources, Inc. employs seventeen instructional aides placed two-three per site, four clerical office staff, and two computer support technicians.

| <b>Team Members</b>   | <b>Credential/Education</b>  | <b>Years of Experience</b>     |
|---|--|--------------------------------|
| Head Counselor  | Pupil Personnel Services/<br>Administrative Services/<br>Master of Arts  | 37                             |
| 2 Project TEAM Counselors (AB 1802)                         | Pupil Personnel Services (PPS)/Masters Psychology/Educational Counseling/Child Welfare and Attendance Credential | 16                             |
| 2 Administrators  | 1 Masters/1 Doctorate  | 52                             |
| 23 Teacher/Counselors                                       | 15 Masters/2 Doctorate/<br>2 Special Education Credential  | 305                            |
| 1 Teacher/Counselors (ISGI)                                 | Bachelors/Special Education Credential   | 12                             |
| 1 School Psychologist (as needed)                           | PPS/Master of Arts/<br>Licensed Educational Psychologist   | 12                             |
| 1 Social Worker (as needed)                                 | Master /Licensed Social Worker   | 27                             |
| 2 Technical Assistants                                      | Bachelor of Science<br>Regional Occupations Program Credential   | 49 (years computer experience) |
| 24 Clerical Staff (18 bilingual-Spanish, Khmer, Vietnamese) | On-going professional development  | 249                            |

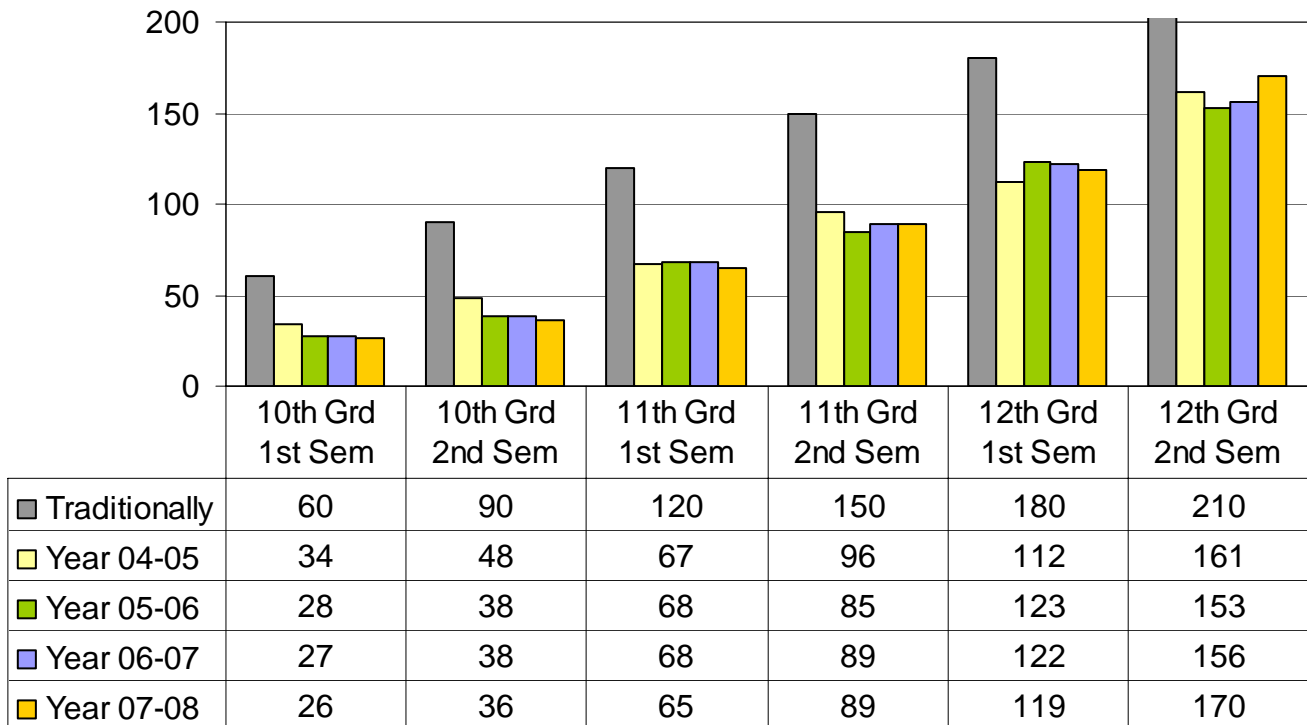
The EPHS staff consists of a principal, assistant principal, head counselor, two part-time project TEAM counselors, twenty-one certificated teachers, one special education Independent Small Group Instructor (ISGI), one school psychologist (as needed), one social worker (as needed), an administrative secretary and a records clerk who are all employees of the district. Additionally, Ultimate Resources, Inc. employs seventeen instructional aides placed two-three per site, four clerical office staff, and two computer support technicians.

Additionally, Ultimate Resources, Inc. employs seventeen instructional aides placed two-three per site, four clerical office staff, and two computer support technicians.

EPHS sites are spread throughout the city of Long Beach, and the neighboring city of Lakewood, in an effort to be close to the populations of the traditional LBUSD high schools. This results in each site having a unique student body population. From the Downtown Site located among high-rise apartment buildings, to the Willow Site situated within an area of low income apartments and fast food restaurants, all the way to the other side of the city and the Los Coyotes Diagonal Site surrounded by single family homes. Our Paramount Site straddles the economic divide between middle class Lakewood and low income North Long Beach. Our Anaheim Site is close to the cultural center of the Cambodian population of the city. It is important to be aware of these differences as our school community works with the community at-large to apply our continuous improvement process.

Though the population of EPHS may be both ethnically and socio-economically diverse, the students share a common problem of being credit deficient. Any student entering the program is, on average, one semester up to one year or more behind in the achievement of credits for his/her grade level. An EPHS student must carry the burden of completing his/her current grade level course work and striving to make-up lost credits.

### Educational Partnership High School Average Credits at Enrollment



Source: EPHS 2008

NOTE: All school-year charts in the report are color coded by year: Year 02-03 is peach, year 03-04 is purple, year 04-05 is yellow, year 05-06 is green, year 06-07 is blue, and year 07-08 is orange.

### School Purpose

The EPHS mission/vision statement is reviewed by the Leadership Team (LT) and by the Professional Learning Community (PLC) to ensure the successful attainment of the Graduation Outcomes. The Leadership Team is composed of the four core content area curriculum coaches, head counselor, business partner, and administration. The PLC includes the entire faculty which is organized into one of the four core content area subject groups that is led by a curriculum coach. The LT and PLC examine school data, make efforts to close the achievement gap for all students, and build consensus for high academic standards in all subject area groups in order to establish goals, design program changes, and implement the school wide action plan. These efforts are integrated school wide into curriculum and instruction via common assessments, department action plans, and end-of-course (EOC) exams.

In an effort to have the Expected School-wide Learning Results (ESLRs) become more meaningful to the student body, and reflect the student's main objective: graduation; the ESLRs

were condensed and streamlined into Graduation Outcomes. The EPHS Graduation Outcomes reflect the needs of the community through curriculum, instruction, and the independent study school model. Faculty members analyze content and academic standards while utilizing the Graduation Outcomes as the lens for establishing goals and action plans. Students and parents receive this information at the beginning of each semester. The Graduation Outcomes drive the rationale and evolution of how subject matter is delivered in all courses at EPHS.

## Educational Partnership High School Graduation Outcomes

### An EPHS Graduate will be a (an):

#### **Academic Achiever Who:**

- Improves literacy and mathematics skills
- Presents ideas and solve problems using a variety of strategies
- Applies academic skills to real-life situations

#### **Technology User Who:**

- Demonstrates computer literacy and proficiency
- Uses technology as a learning tool

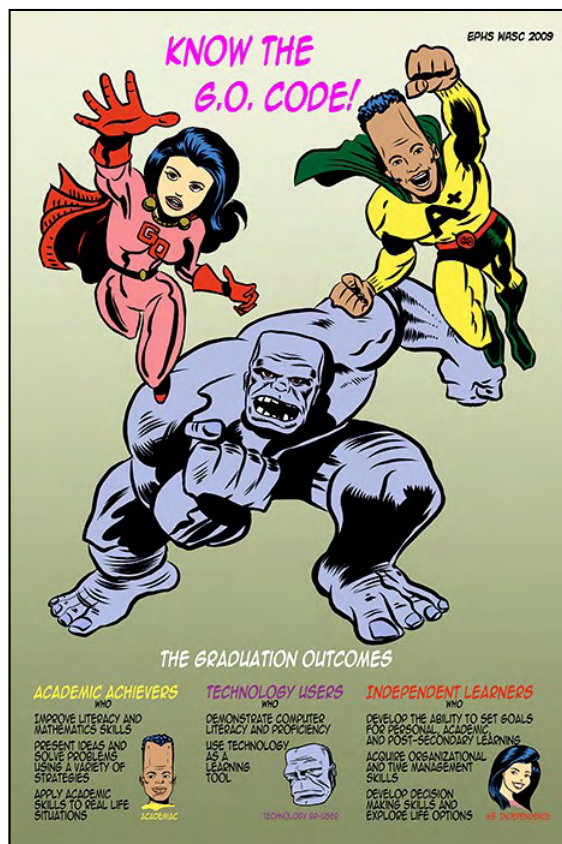
#### **Independent Learner Who:**

- Develops the ability to set goals for personal, academic, and post-secondary learning
- Acquires organizational and time management skills
- Develops decision making skills and explores life options

The goals of EPHS are to provide opportunities by which students earn credits and can return to the traditional high school or remain at EPHS and earn a high school diploma. Students are provided the resources to prepare them for higher education and/or career opportunities.

In making the Graduation Outcomes more accessible to all EPHS students, the Leadership Team had a poster created. Designed and drawn by one of the EPHS teachers, the poster uses a mnemonic to help students become more aware of the goals that need to be reached in order to be a successful EPHS student. Hence, the points of the Graduation Outcomes become the superhero's name: Academic Achievers becomes "Academic"; Technology Users becomes "Technology Br-user"; and Independent Learners becomes "Ms. Independence."

The posters are prominently displayed in every EPHS site, along with a web campaign on all EPHS computers. In this way, students will always have access to the Graduation Outcomes with each visit to their home sites. The Graduation Outcomes are also presented and explained to all students at the initial EPHS orientation and by the teacher during the first student meeting.



## **Alternative Schools Accountability Model (ASAM)**

In 2006, the Three-Year Term Visiting Committee made the following recommendation in regard to EPHS' ongoing improvement: "Research and devise a plan to be resubmitted to the state on behalf of the schools Alternative School Accountability Model (ASAM) status. We encourage the district to support this recommendation and work side by side with the school as they move forward in this application process."

ASAM status is granted by the state of California and it allows a school's academic performance to be assessed on alternative indicators, rather than solely on API and AYP. EPHS was first categorized as an ASAM school in year 01-02. However, guidelines for the ASAM qualification were changed in 2003, and only schools whose enrollment consisted of at least 70 percent "dropouts", truants, pregnant minors or teen mothers, or court placements, qualified as an ASAM school. Because EPHS lost its ASAM status, the school was required to use the Academic Performance Indicator (API) as a measurement of school achievement. This was a poor fit for an independent study high school with a continuous influx of credit deficient and at-risk students enrolling and leaving the program.

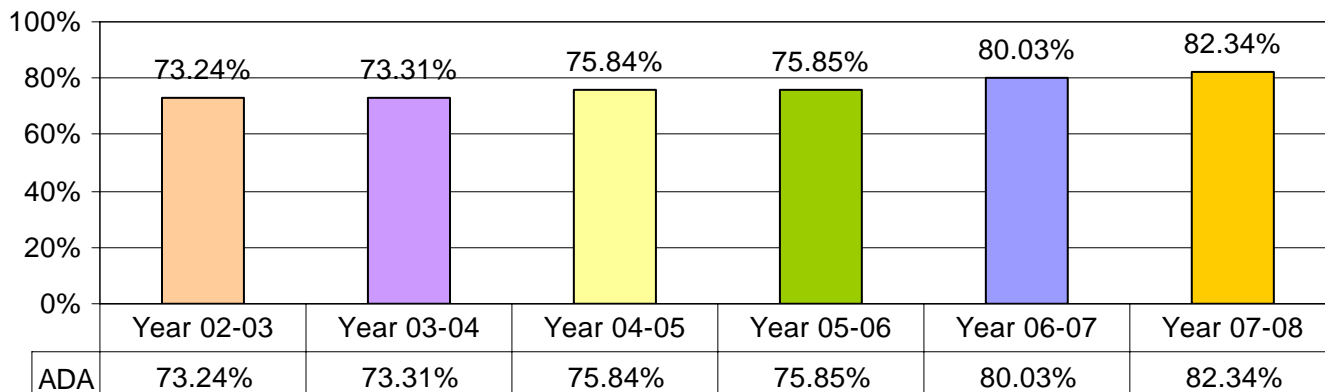
This last year, thanks to the continued efforts of our Principal and Head Counselor, the state once again granted EPHS ASAM status starting with the 07-08 school term. Previously, EPHS used two indicators to report its academic progress to the state: average daily attendance (ADA), and average credits completed by the student body. With the recent reinstatement, the state required EPHS to choose three indicators of progress. The ASAM board has 15 separate indicators from which to choose. Qualified schools are to select indicators that fit the environment of the school and provide a measurement of success. In the case of EPHS, indicators for "readiness" were not selected because they dealt with punctuality, suspensions and variations of daily attendance. These are all areas that are either not measurable, or do not provide an accurate measure of success in an independent study program. Certain "academic and completion" indicators were not selected because they required a specific pre-post assessment instrument not used by the Long Beach Unified School District. Therefore, EPHS decided to use the two previous indicators it had reported on in prior ASAM years: average daily attendance, and credit completion. The third indicator EPHS chose was graduation rate. EPHS felt that these three indicators would provide a more accurate measurement of student progress in our independent study program.

The ASAM board informed EPHS that the choice of credit completion requires two other indicators to be answered, even if the answer to those indicators is zero. The formal ASAM indicators for EPHS are: Indicator 6, Attendance; Indicator 11, Promotion to Next Grade (technical requirement, but EPHS is excused from having to answer this indicator); Indicator 12A/B Course Completion (technical requirement, but EPHS is excused from having to answer this indicator); Indicator 13B, Credit Completion (average); and Indicator 14, High School Graduation.

EPHS continued to generate data on the ASAM indicators of attendance and credit completion during the years that EPHS was not an ASAM school. That data was used to measure the progress of the school, and is presented in this report.

## ASAM Indicator Number One: Attendance Rate

### **Educational Partnership High School Alternative Schools Accountability Model Indicator One: Attendance Rate**



Source: EPHS 2008

Indicator one is a measurement of the Average Daily Attendance (ADA) of students enrolled at EPHS 90 days or more. ASAM refers to these students as “long-term” enrollments. It is important to note that attendance at EPHS is not garnered through the traditional model of seat time, but is calculated by a student turning in completed assignments, which all have an attendance value in days. Though a student may be enrolled in the program, they have not attended until they have completed school work. Every four weeks the student’s completed work for that time period is totaled and an average daily attendance figure is calculated.

The ASAM attendance indicator has increased at EPHS for three reasons: One, beginning in year 06-07, a decrease in total student enrollment without a reduction in faculty which allows teachers to work more efficiently with a smaller number of students. Additionally, with the implementation of direct instruction classes, students are attending more frequently than twice a week, thus producing more completed work. Over the past six years EPHS has averaged 19 total faculty (excluding the two math specialists who do not have a roster of students) who have, the past two years, had an average roster size of 50 to 55 students. At the school’s peak enrollment, EPHS teachers had an average of 60 to 65 students on their rosters.

Two, the establishing of a goal at the start of the 06-07 school year by the administration and faculty of an 80 percent attendance rate per each four week (Quadra- Weekly) attendance period. ASAM statistics have been continuously created and studied by the administration of EPHS. Targeting the 75 percent average attendance of the previous four years, the administration moved to increase the ADA. Attendance (completed work at EPHS) goals were set with the new target being an 80 percent attendance rate for each teacher per attendance period.

Three, the implementation of a standards based curriculum which may require a longer period of time to complete an assignment. EPHS began with the Portable Assisted Study Sequence (PASS) as its curriculum. PASS material was developed for migrant education by the Fresno Unified School District. Each course is covered in five booklets, which are all self-contained, and some courses are supplemented with a text. In contrast, the text book driven, standard based courses, which are deeper in content and broader in scope than PASS, are divided up into eight or more units. This increase in rigor results in more work (attendance at EPHS) having to be generated to achieve completion of any particular course.

## ASAM Indicator Number One: Further Analysis

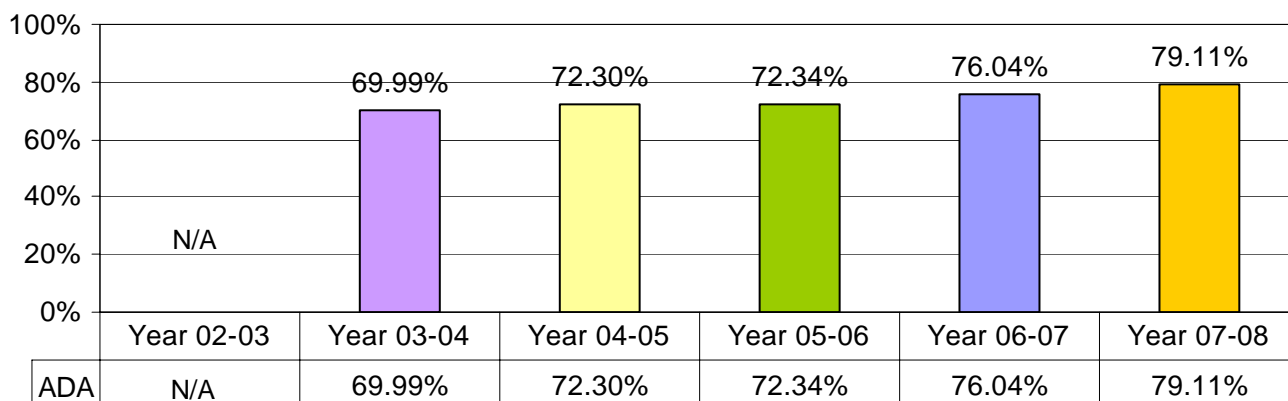
ASAM data contains only information on long-term students. The average daily attendance data that follows is for the entire student body for the given year.

As EPHS moved away from PASS material and toward a curriculum that required a longer amount of time to complete, a concern was raised that the needs of our community (erasing credit deficiency, on-time graduation) would not be met. With this concern in mind, the principal of EPHS coined a phrase to reflect a new philosophy for the school. He stated that EPHS had changed from an alternative curriculum school, to an alternative delivery school. Essentially, EPHS would deliver the same material as their traditional counterparts but in an independent study model.

The attendance rate has increased for all students for the same reasons it has increased for long-term students: a decrease in the overall student body population, establishment of a goal of an 80 percent attendance rate at the start of the 06-07 school year, and a move to standards-based curriculum.

| Course Title           | 2003 Curriculum | Present Curriculum |
|------------------------|-----------------|--------------------|
| British Lit            | not offered     | Standards-based    |
| English 1-2            | PASS            | Standards-based    |
| English 3-4            | PASS            | Standards-based    |
| English 5-6            | PASS            | Standards-based    |
| English 7-8            | PASS            | Standards-based    |
| Sr PRT                 | not offered     | Standards-based    |
| Academic Success       | PASS            | PASS               |
| Career Guidance        | PASS            | no longer offered  |
| Drivers Ed             | State material  | Standards-based    |
| Health Educ            | PASS            | Standards-based    |
| Algebra 1-2            | PASS            | Standards-based    |
| Career Mathematics     | PASS            | Standards-based    |
| Geometry 1-2           | PASS            | Standards-based    |
| Life Science1-2        | PASS            | Standards-based    |
| Earth Science          | PASS            | Standards-based    |
| Current Affairs        | PASS            | PASS               |
| Early Calif History    | PASS            | PASS               |
| Economics              | PASS            | Standards-based    |
| Ethnic Studies         | PASS            | PASS               |
| Geography              | PASS            | PASS               |
| Intro to Psych 1-2     | not offered     | Standards-based    |
| Intro to Sociology 1-2 | not offered     | Standards-based    |
| Md Wld History         | PASS            | Standards-based    |
| US Government          | PASS            | Standards-based    |
| US History             | PASS            | Standards-based    |
| Career Exploration     | PASS            | PASS               |
| Teen Living            | PASS            | PASS               |

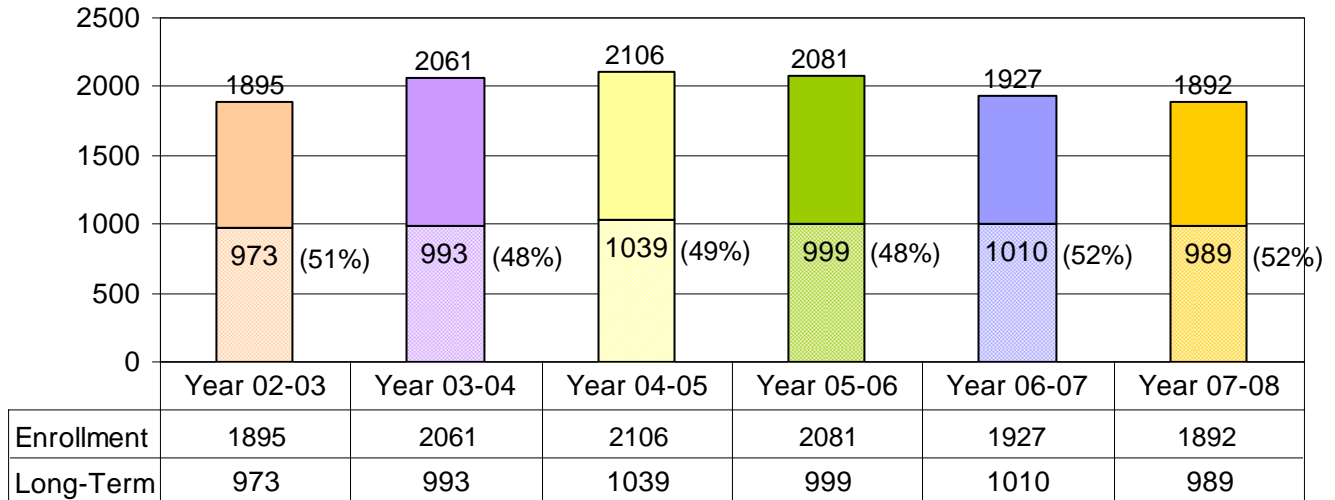
**Educational Partnership High School  
Average Attendance Rate  
For All Students, By School Year**



Source: EPHS 2008

One of the interesting phenomenon that has been discovered within the data EHPS generates for ASAM is that long-term enrollments, students enrolled 90 days or more, represent approximately 50 percent of the total enrollments for any given year.

**Educational Partnership High School  
Total Student Enrollment By Year  
Total Long-Term Enrollment By Year**



Source: EPHS 2008

As EPHS is an independent study school, completed school work is used to account for attendance. Students who do not submit the required amount of work on a regular basis can be dropped from the program. Therefore, students who are enrolled over 90 days have turned in school work at a rate high enough to stay enrolled. Traditionally, the mark for the total number of students enrolled 90 days or more in the program hovers around 50 percent. EPHS teachers have increased the number of students enrolled over 90 days by four percentage points, from 48 percent to 52 percent, starting with the 06-07 school year and maintained it there for the following year.

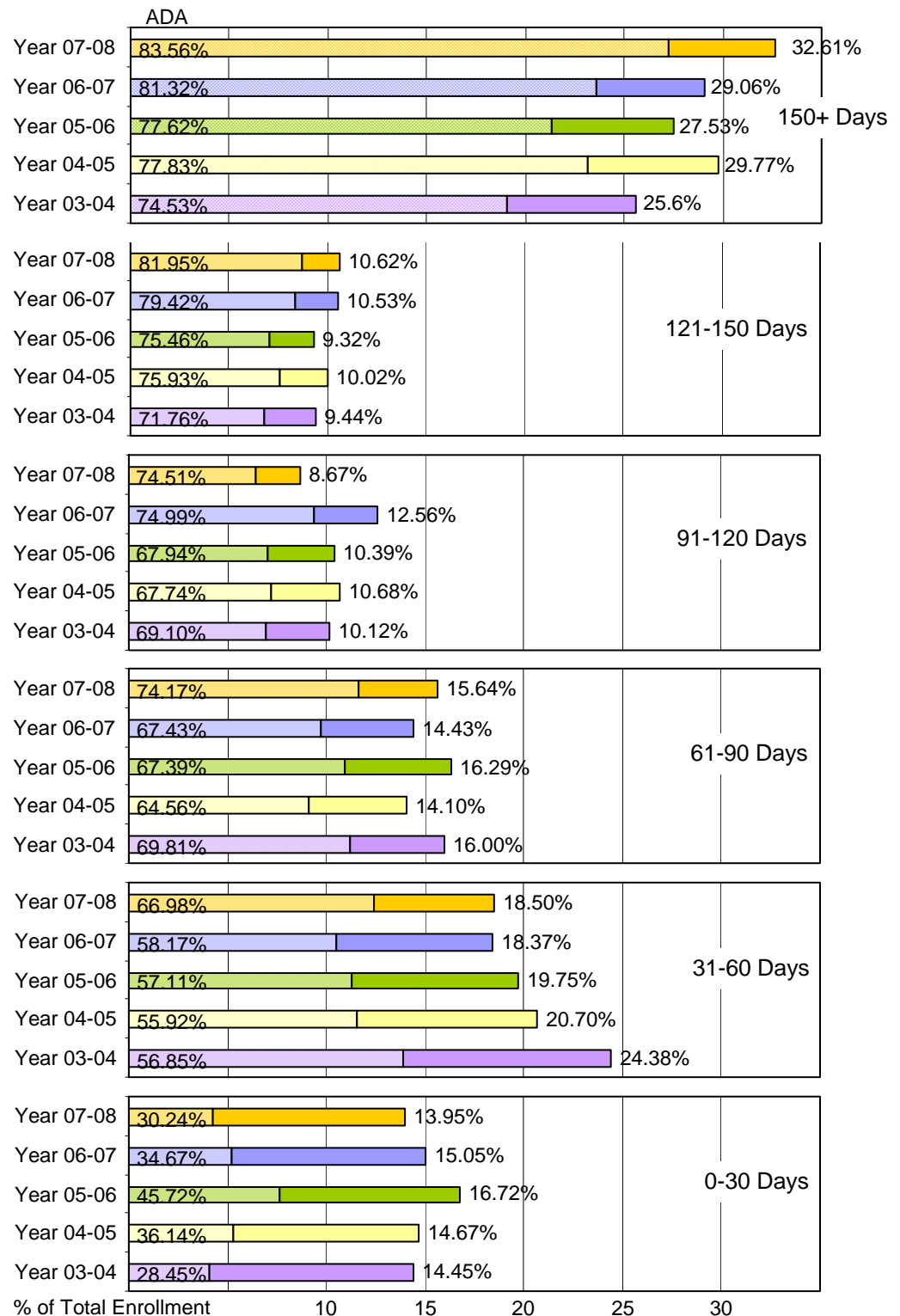
EPHS faculty and staff are aware that a student's chances for success in the program improve if they can stay enrolled over 90 plus days. EPHS took seriously the community concerns that a change to a more rigorous curriculum might cause students to be turned off by the program and drop out. The school moved to increase the level of teacher expertise when introducing the new curriculum to the staff and student body. The curriculum coaches were instrumental in preparing assignments with the new texts and presenting them to the rest of the faculty and staff. This higher percentage of long-term students bodes well for EPHS and the integration of a standards-based curriculum.

A five year comparison of the total student enrollment broken down into 30 day time periods, including ADA, shows that EPHS has not only increased the percentage of long-term students but has also increased the ADA of those students, as well. In the 150 plus days enrolled group, the year 07-08 saw the largest percentage of students in the last five years, a nearly three point gain from the previous year. The same year also saw the ADA rise nine points from the ADA of year 03-04.

Year 07-08 also had the lowest percentage of students enrolled less than 30 days in the program, and the highest ADA for students enrolled for 31 to 60 days.

These gains in enrollment and attendance were unexpected, to say the least. They also took time to achieve. EPHS began the move to a standards-based curriculum in 04-05, with a major push in the year 05-06. Students in the year 05-06, who may have had preconceived notions about the program having a less rigorous curriculum, or those who were straddling two separate curriculum strategies (PASS and standards-based), responded poorly to the change. This is clearly visible with the highest percentage of students, 16.72 percent, staying less than 30 days during the last five years. Lowering this increase in quick dropouts was not anticipated with the transition. The setting of the 80 percent attendance rate goal has helped, though teacher professional development that allowed the faculty to become more familiar with the new curriculum was essential in making that goal attainable.

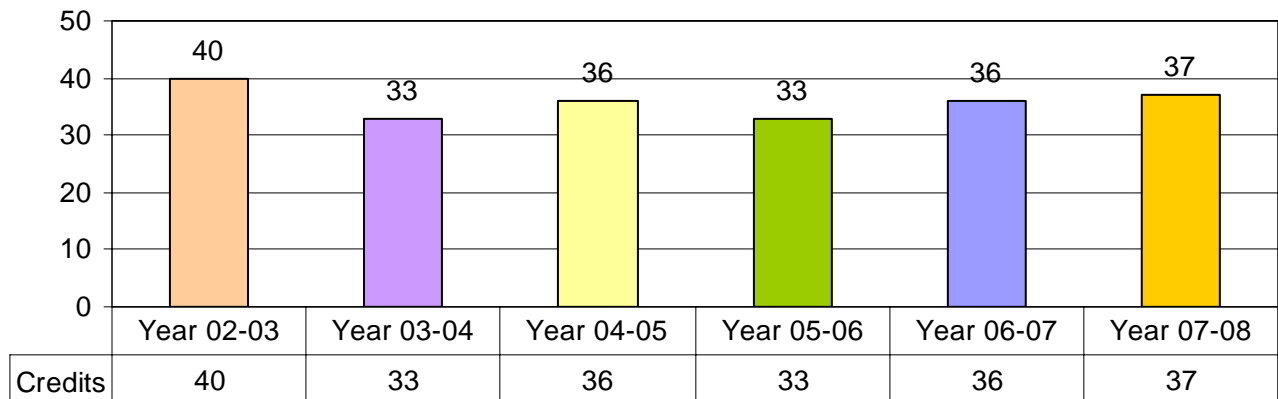
### Educational Partnership High School Total Student Enrollment By Year, In Thirty Day Time Periods, With ADA



Source: EPHS 2008

## ASAM Indicator Number Two: Average Credit Completion

### **Educational Partnership High School Alternative Schools Accountability Model Indicator Two: Average Credit Completion**



Source: EPHS 2008

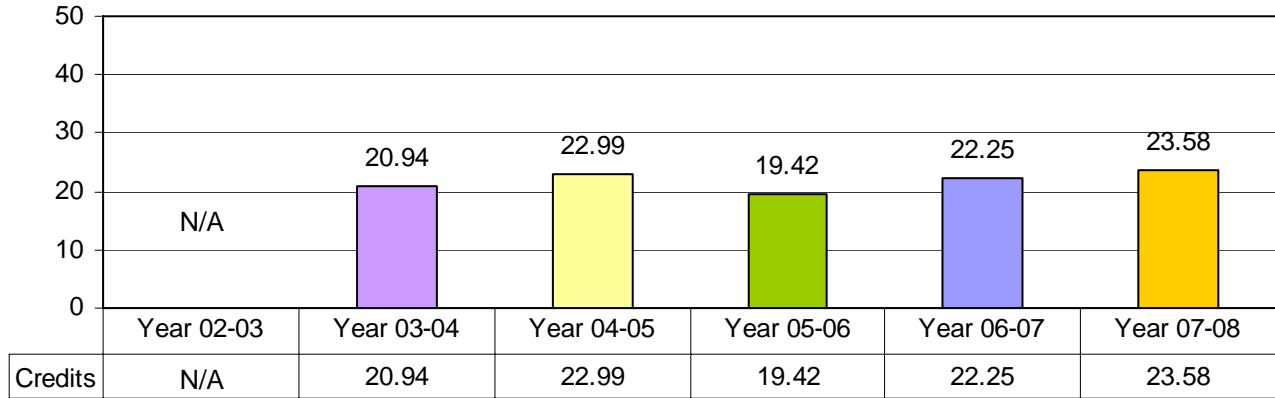
ASAM indicator number two is a measurement of the average credit completion of students enrolled at EPHS ninety 90 days or more (long-term enrollment). The average credit completion has dropped from a high of 40 at EPHS for two reasons: One, a transition to a standards-based curriculum resulting in students having to take longer to achieve credits than with the previous curriculum of PASS material. The year 02-03 and the year 07-08 have only a three student difference in total enrollment. The year 02-03 had only PASS curriculum in use, and the year 07-08 had a standards-based curriculum in use. When comparing these two years, it becomes evident that the standards-based curriculum has slowed the average credit completion by long-term enrollees in this ASAM category.

Two, an increase in the total enrollment starting with the year 03-04 and ending with the year 05-06. As with ASAM indicator one, attendance rate, a larger enrollment in years 03-04 through 05-06, approximately 200 more total students (ten more students per teacher), has an adverse affect on the ASAM data for EPHS.

## ASAM Indicator Number Two: Further Analysis

ASAM data contains only information on long-term students. The credit completion data that follows is for the entire student body for the given year.

### **Educational Partnership High School Average Credit Completion For All Students, By School Year**

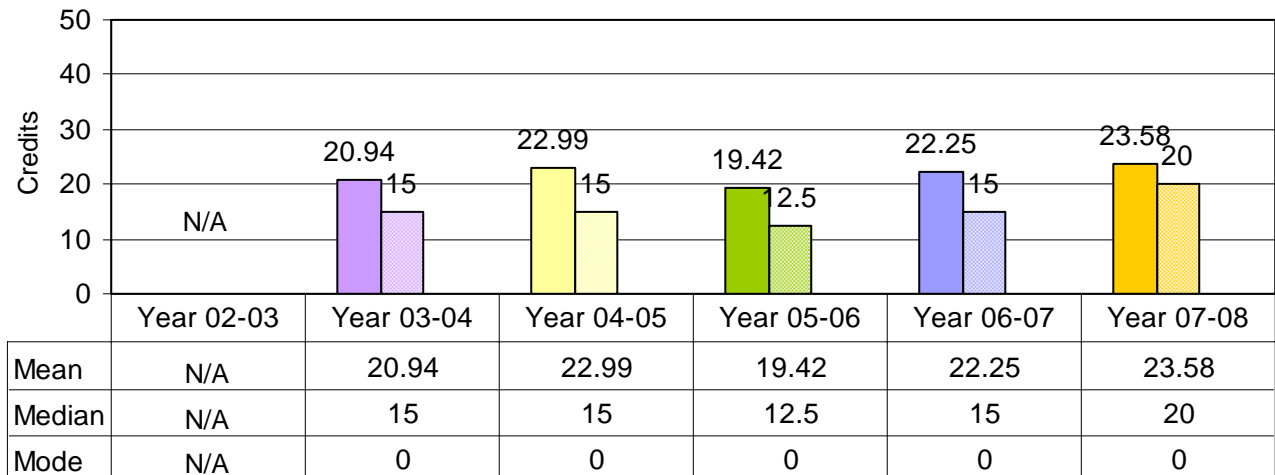


Source: EPHS 2008

Though year 07-08 had a lower average credit completion for long-term students, the overall average was higher than the previous years (year 02-03 is no longer available). This higher overall average completion rate was the result of one thing: students enrolled under 90 days achieved more credit than any other previous year. This increase in credits for this group was unprecedented.

EPHS is aware that the mode for all grades is consistently zero. For 07-08 this was 18 percent of the seniors, 18 percent of the juniors, and 23 percent of the sophomores. Knowing the short amount of time some students remain in the program, teachers are encouraged, when possible, to have students complete classes one at a time. This increases the likelihood that, should a student leave the program, they will go with a course credit. Partial credits at EPHS are not transferable to a traditional high school in the LBUSD.

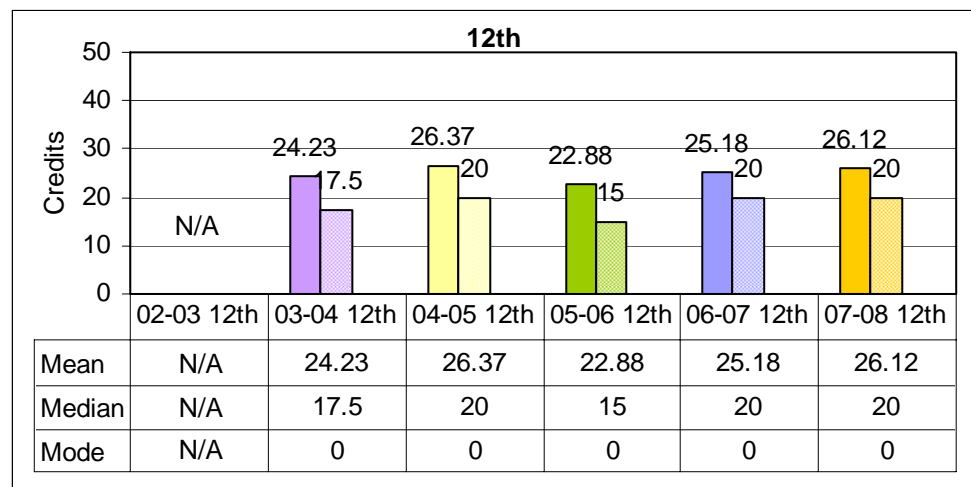
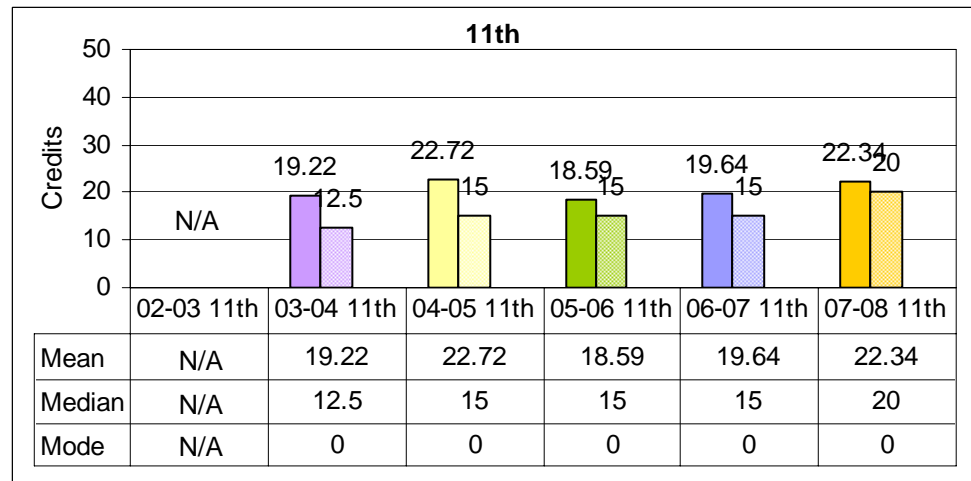
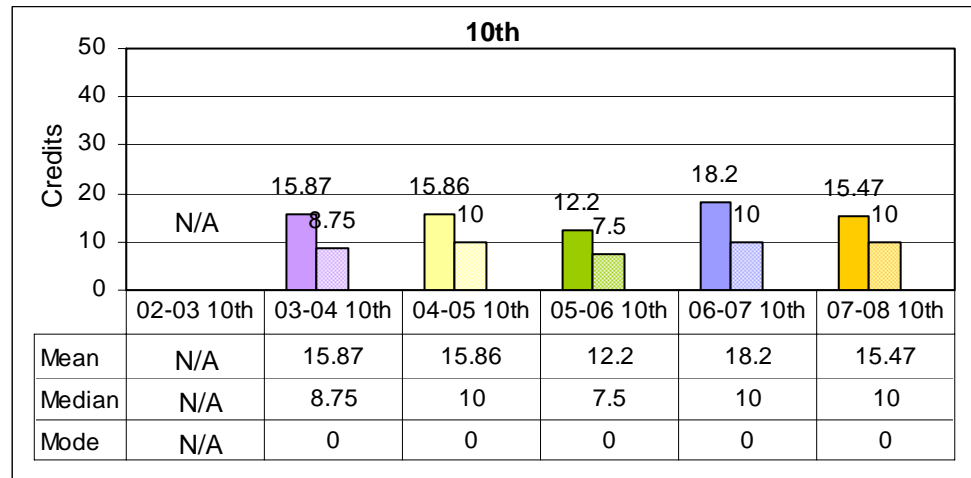
### **Educational Partnership High School Mean, Median, and Mode For All Students, By School Year**



Source: EPHS 2008

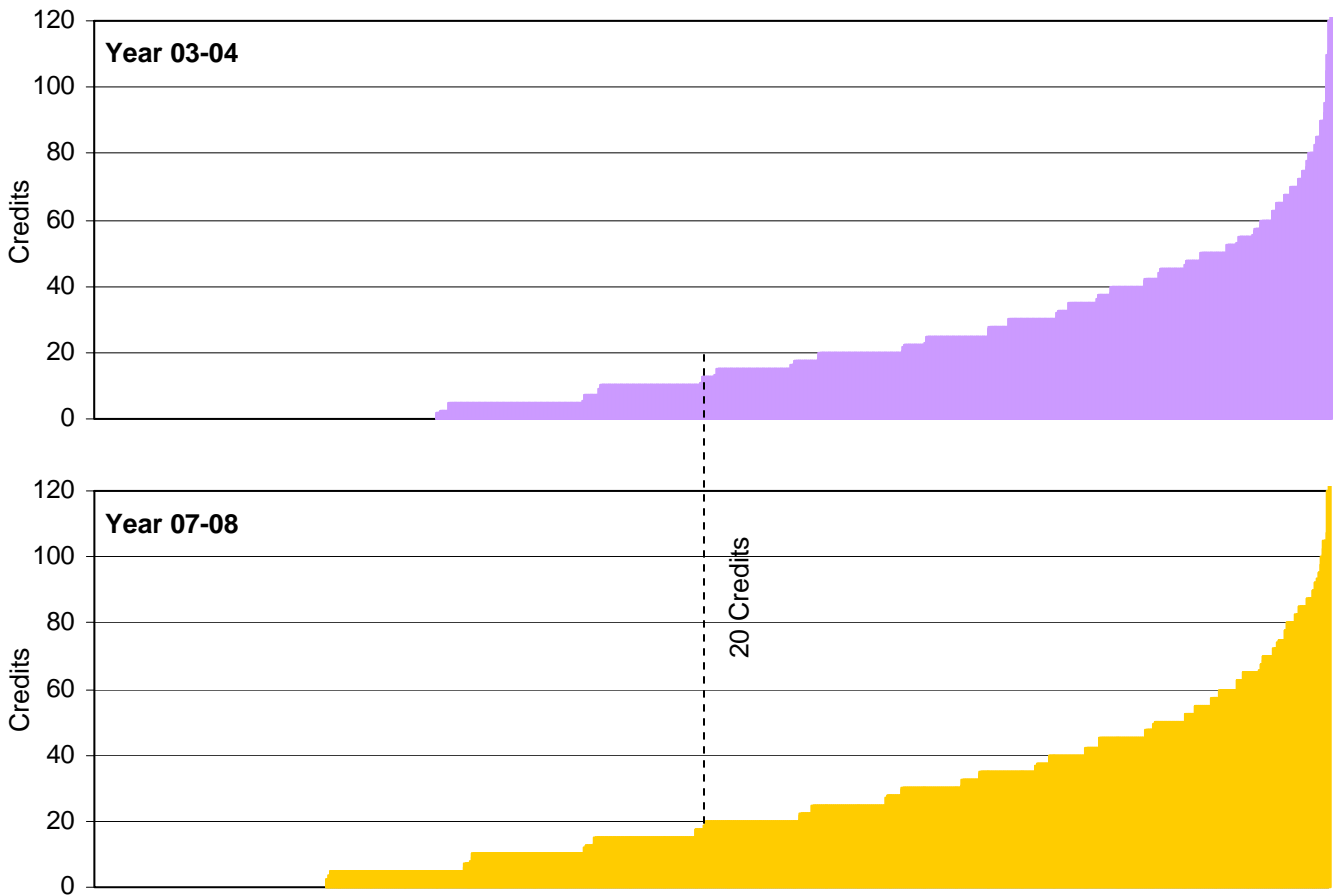
Breaking down each grade level by mean, median, and mode reveals that the large gains in credits in 07-08 have been achieved by 11th graders. They averaged 22.34 credits, the highest average total credit rate in the past three years, and the second highest in the past five years. More importantly, the median number of credits was twenty for the first time in five years. This indicates that more students are achieving a greater amount of credits. In contrast, the 03-04 11th graders had a lower average credits earned and a much lower median. This indicates that a small number of students earned a high number of credits, yet fewer students completed credits. The effect of the mean and median being close to equal demonstrates that an increased number of students are achieving credit completion with the standards-based curriculum than with the PASS material. This holds true for the 07-08 seniors and juniors, but not the sophomores. Though their mean has remained steady the past two years, the sophomores continue to have a wide gap between mean and median, and the median credits earned has remained at about 16. This probably speaks more to a lack of urgency on the part of these students in general.

**Educational Partnership High School  
Mean, Median, and Mode  
By Grade Level, By School Year**



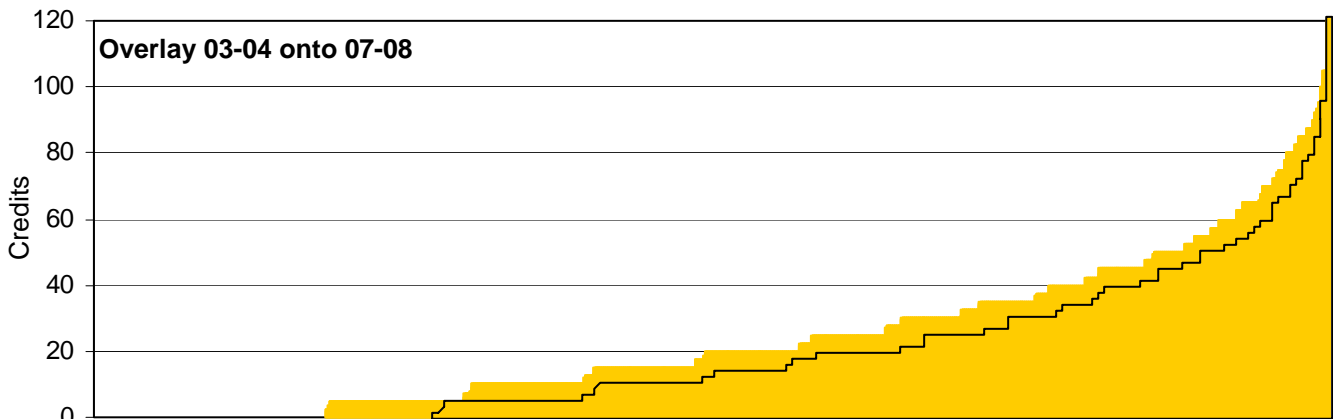
Source: EPHS 2008

**Educational Partnership High School  
Year 03-04 and 07-08  
Credit Completion Range Comparison**



Source: EPHS 2008

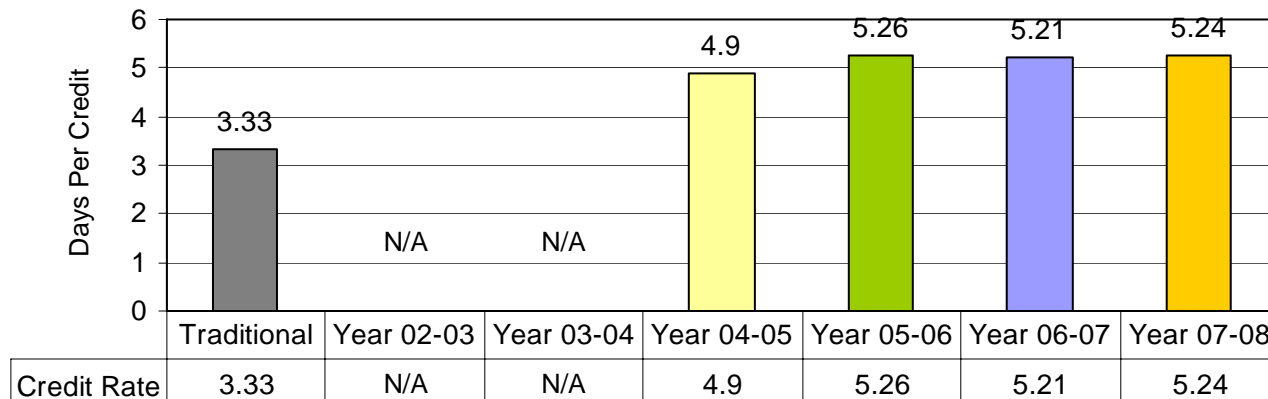
Comparing the range of credits earned by the entire student body for year 03-04 and 07-08, it becomes apparent the success EPHS has had with the switch to a standards-based curriculum and the teacher professional development needed to deliver it to the students. Year 07-08 had fewer students leaving the programs with zero credits than year 03-04 did, 19 percent compared to 26 percent. Noting the broader curve left of the median at 20 credits in year 07-08 provides a great example of how a greater number of students have completed credits since 03-04. When year 03-04 is placed on top of year 07-08, the larger mean in 07-08, 23.64 average credits earned to 20.94, becomes readily apparent.



Source: EPHS 2008

Students in the year 07-08 earned credits at a faster rate than the two previous years. Credit rate is the speed at which students earn credits. A student in a traditional LBUSD high school, passing all his/her classes, would earn 60 credits in 180 days. This translates into one credit earned every three and a third days ( $60/180=.333$  credits per day). The majority of students coming to EPHS are not earning credits at this traditional rate because of multiple course failures that translate into them being a half to a full year behind in required credit completion. On average, students enrolling into EPHS have been taking a little over five days to earn one credit at the traditional high school setting.

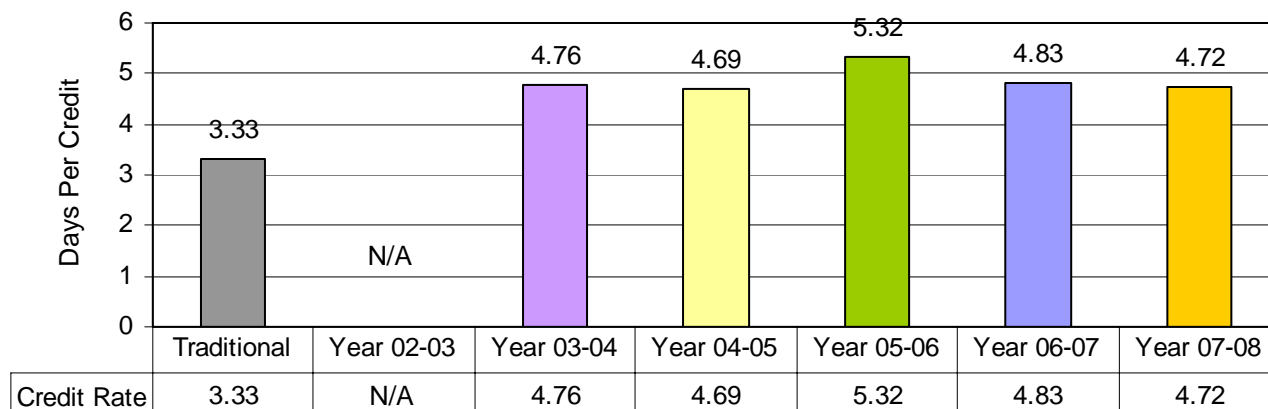
**Educational Partnership High School  
Number of Days to Earn One Credit  
For All Students At Enrollment, By School Year**



Source: EPHS 2008

The majority of the students enrolled at EPHS achieve one credit, on average, in slightly under five days. Though EPHS students can earn up to 50 credits in a semester, which is earning one credit every two days, very few actually do so. Instead, EPHS students complete credits at a marginally quicker pace than when they were enrolled at a traditional setting. The school provides these students a road to graduation in which they can travel at this slower pace. It is worth noting that students in the year 07-08, using standards-based curriculum, earned credits at a slightly faster rate than students in year 03-04, a year in which PASS curriculum was predominantly used. As in other credit graphs, year 05-06 shows the effects of the curriculum transition.

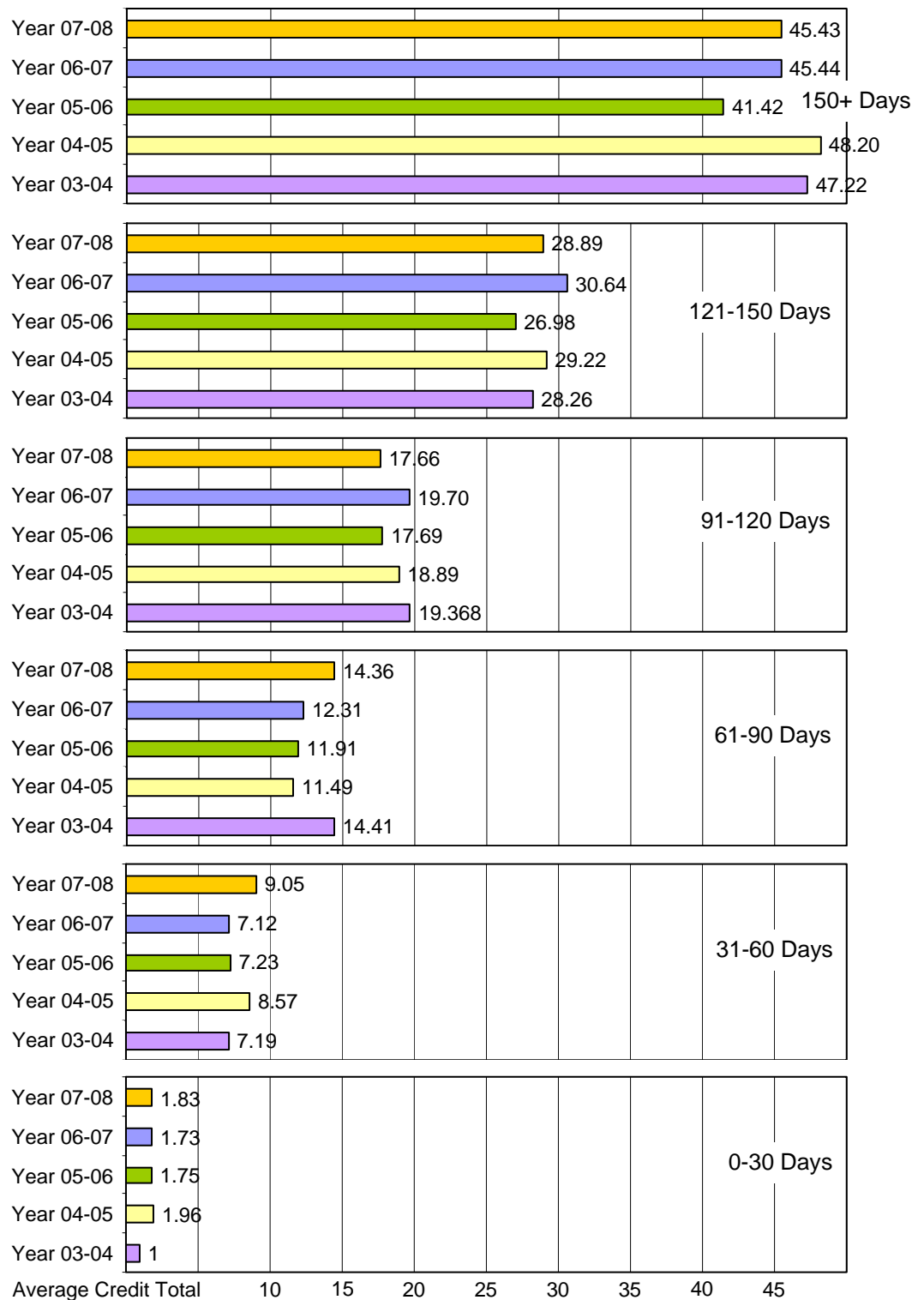
**Educational Partnership High School  
Number of Days to Earn One Credit  
For All Students After Enrollment, By School Year**



Source: EPHS 2008

In Year 07-08, a higher overall credit completion average was achieved by students enrolled 31 to 60 days, and students enrolled 61 to 90 days completed more credits than in previous years. This success with short-term students gives rise to several theories. One, using data that shows a large number of students not achieving credits, teachers have structured classes to be completed one at-a-time which allows quicker course completion for all students. Two, PASS material at EPHS was structured to not allow a student to receive a letter grade lower than "C" on any course assignments. Any student receiving a lower letter grade was required to do the work over again. The newer standards-based curriculum allows assignments to receive a letter grade as low as 'F.' The teacher may then have the student do the work again, or factor the failing assignment grade into the course. This methodology may have allowed more recent short-time students to complete courses with a "D" letter grade then in the past. Three, students are more familiar with the course textbook since EPHS uses the same textbooks as the LBUUSD. The failure in the course at the traditional school becomes a material review period when the student takes the course again at EPHS. This becomes especially true when the success of 11th graders in 07-08 is considered. Four, any stigma that the student might have that the program is remedial in nature is erased when they enroll and discover EPHS uses the same textbook as the school they left. Of course, teacher professional development has had an overriding positive affect on all students at EPHS becoming an academic success.

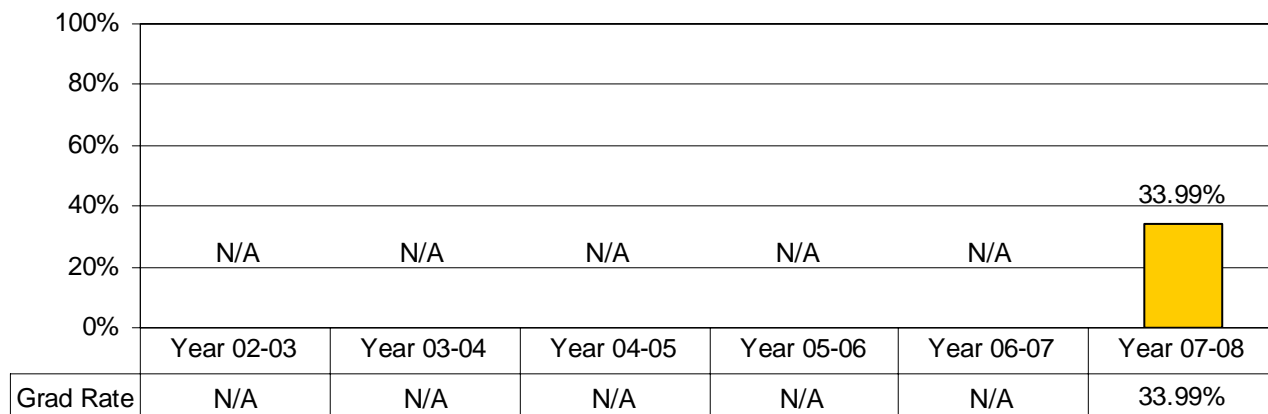
### Educational Partnership High School Average Credit Completion By Year, In Thirty Day Time Periods



Source: EPHS 2008

## ASAM Indicator Number Three: Graduation

### Educational Partnership High School Alternative Schools Accountability Model Indicator Three: Credit-eligible Graduation



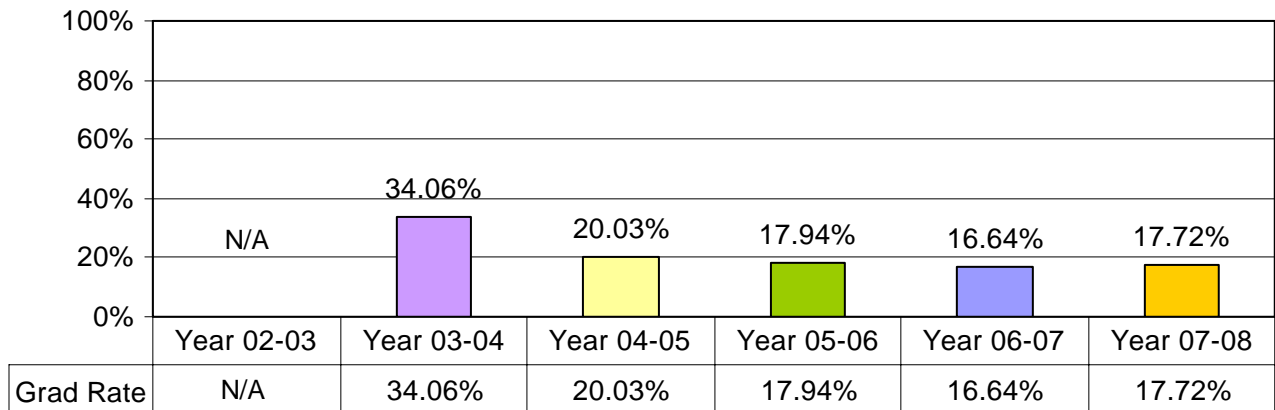
Source: EPHS 2008

The ASAM indicator for graduation at EPHS is broken down into two parts. The first part of the indicator is the percentage of seniors who graduated that: were enrolled at EPHS long-term (90 days or more), and had earned enough credits to achieve graduation within their senior year (this would be 160 credits). This is the first year EPHS has generated this data. The data initially presented to the state was incorrect; what is presented here accurately reflects the indicator's parameters. Attempts to generate this data for previous years proved difficult as the indicator's parameters ask for the number of credits a student has earned at the start of his/her senior year. All historical data for credits is saved as a total the student achieved and not broken down by grade level.

Seniors measured in this indicator graduated at a 33.98 percent rate because of two reasons: one, they did not increase the rate in which they earned credits. A traditional high school student who has earned the full amount of available credits would have 180 credits at the start of his/her senior year. A student who has 160 credits at the start of his/her senior year, while within the range to graduate, is still behind in credit achievement. On average, EPHS seniors measured in the above ASAM indicator were enrolled for 177 days. These seniors earned credits at a pace of 1 every 4.35 days (a full day slower than their traditional counterparts at 1 every 3.33 days). This translates into 41 credits being earned on average. For a senior at the 160 credit level, this is 19 credits short of the required 220 needed to graduate.

Two, EPHS seniors have a difficult time meeting the district requirement of passing algebra, and the state requirement of passing the CAHSEE. EPHS has worked to address the needs of these students by creating a variety of algebra modalities, including direct instruction classes. CAHSEE preparatory classes are offered throughout the school year.

**Educational Partnership High School  
Alternative Schools Accountability Model  
Indicator Three: On-time Graduation Rate**



Source: EPHS 2008

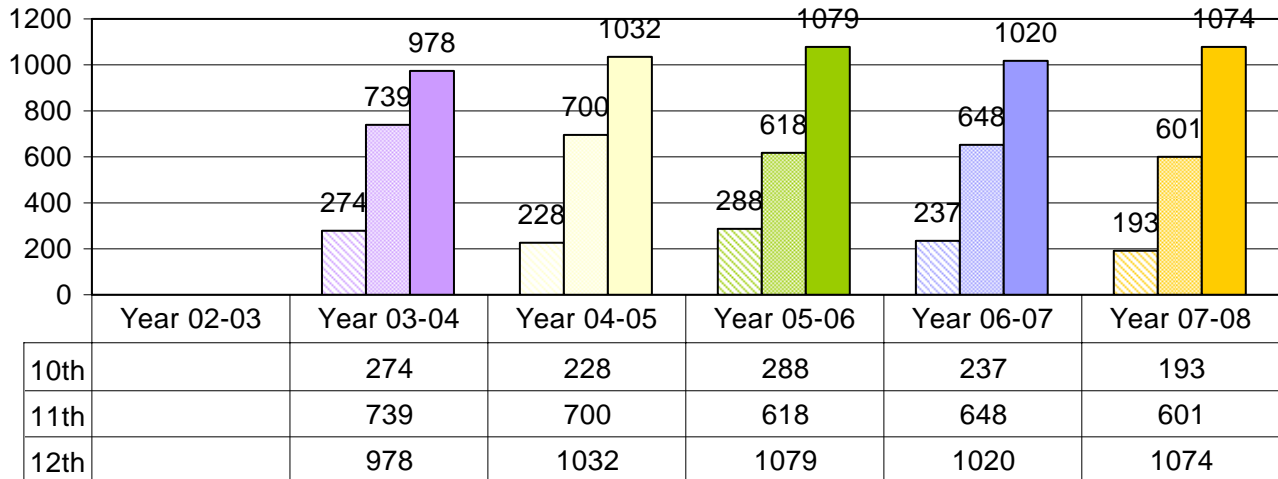
The second ASAM indicator for graduation at EPHS is the percentage of seniors who graduated that were enrolled at EPHS long-term (90 days or more). This is the first reporting year for this data, though EPHS was able to generate it for previous years. Seniors measured in this indicator graduated at a 17.72 percent rate for the same reasons as the other graduation indicator: one, they did not increase the rate in which they earned credits, and two, EPHS seniors have a difficult time meeting the requirement of passing algebra, and passing the CAHSEE. Plus, they have a third reason: these students are credit deficient and do not have the minimum of 160 credits required in the other ASAM graduation indicator. For the year 07-08, seniors enrolling into EPHS at the start of the year had earned an average of 119 credits. This is a more than a year behind in credit attainment. Seniors enrolling during the second semester had earned an average of 170 credits. At this level of credit achievement, seniors will need more than a semester to reach the graduation requirement of 220.

This rate has dropped from the high of 34.06 in the year 03-04 due to the adoption of a more rigorous curriculum beginning in the year 04-05, and the district mandated year of algebra and passing the CAHSEE for all high school graduates starting in the year 05-06.

## ASAM Indicator Number Three: Further Analysis

ASAM data contains only information on long-term students. The graduation data that follows is for the entire student body for the given year.

### Educational Partnership High School Total Enrollment\* By Grade, By Year

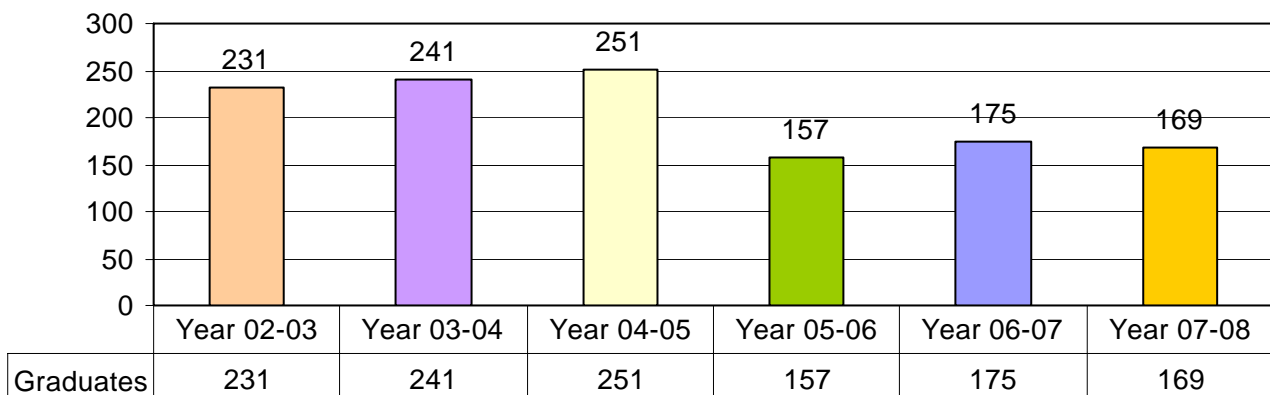


Source: EPHS 2008

\* The chart data does not show the small portion of freshman in the program.

The yearly number of seniors who enrolled into EPHS during the past five school years has only once been below 1,000 students, in year 03-04. With the declining total enrollment in following years, this represents an increasing percentage of senior enrollments from 48 percent in 03-04 to 57 percent in 07-08. This presents a challenge to teachers as the yearly number of graduates from EPHS has dropped significantly beginning in the year 05-06 with the move to a standards-based curriculum, and to a much greater affect, the creation of a required statewide exit exam (CAHSEE) for graduation. In the year 06-07, the LBUSD added a service learning requirement of 40 hours of service to the community. All LBUSD seniors must have his/her hours completed before he/she can graduate.

### Educational Partnership High School Total Graduates By Year

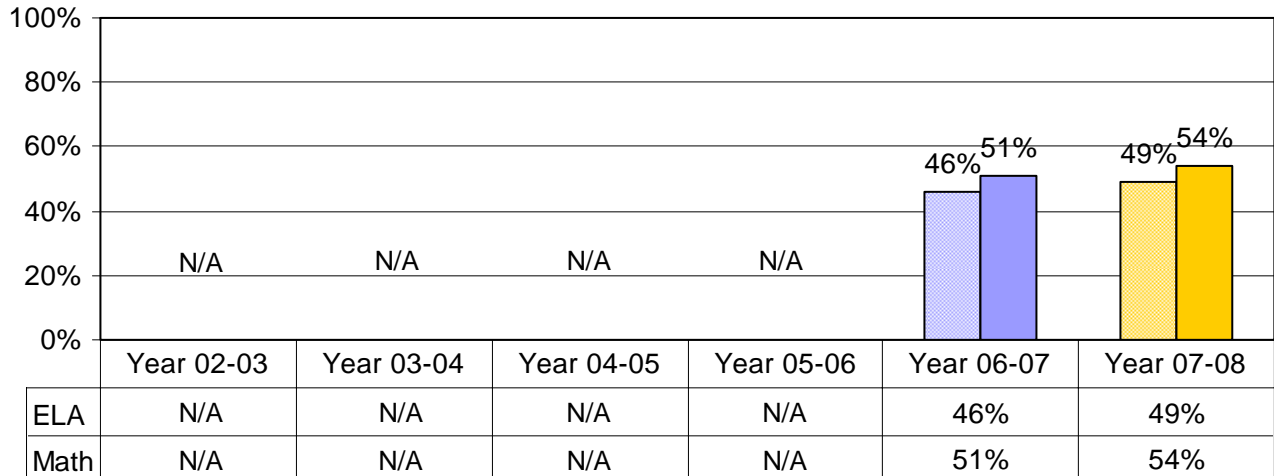


Source: EPHS 2008

## California High School Exit Exam

California's creation and implementation of a standardized exit exam, the passage of which is required for graduation, has had profound implications on the number of students EPHS graduates. Data generated from year 06-07 and 07-08 shows that half of the enrollees to EPHS have either not passed the ELA or the math portion of the CAHSEE.

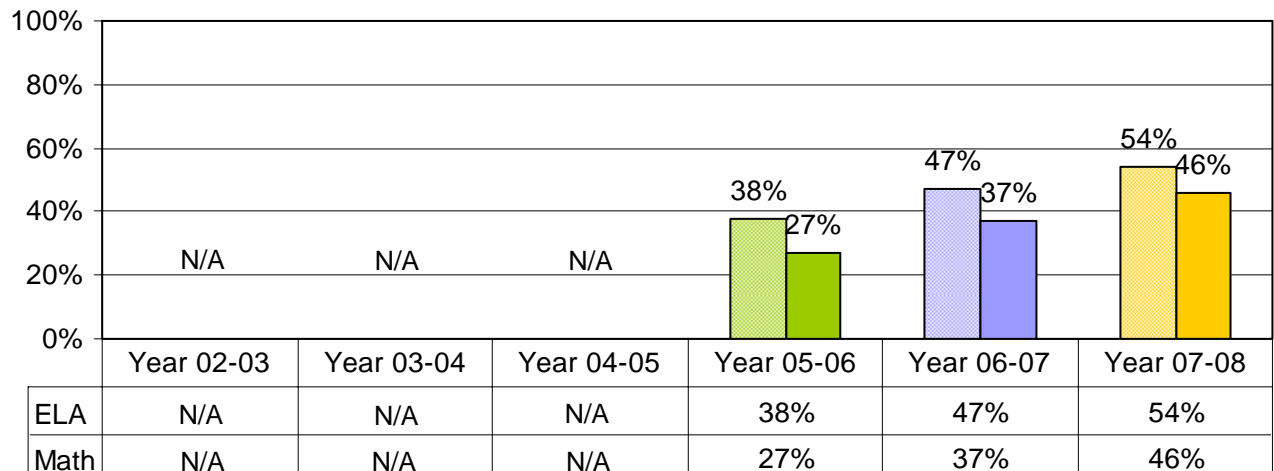
**Educational Partnership High School  
CAHSEE ELA and Math Not Passing Percentages  
For New Student Enrollments**



Source: EPHS 2008

Despite a high percentage of students enrolling into EPHS who have yet to pass the CAHSEE, the school has continued to make gains in the passing rates of those who take the test while currently enrolled. This improvement coincides with the year 05-06 inclusion of algebra direct instruction labs and CAHSEE prep into the independent study model. Subsequently, the CAHSEE prep program was expanded to include a small group instruction component. Currently, CAHSEE interventions have been included during and after the school day to help students pass this important exam.

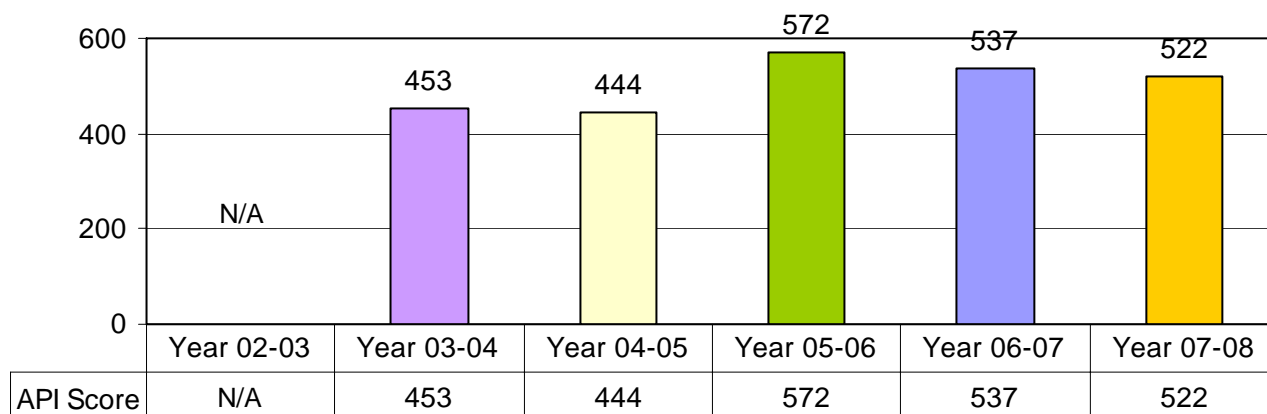
**Educational Partnership High School  
CAHSEE ELA and Math Passing Percentages  
For Currently Enrolled Students**



Source: EPHS 2008

## Academic Performance Index

### Educational Partnership High School Academic Performance Index (API)



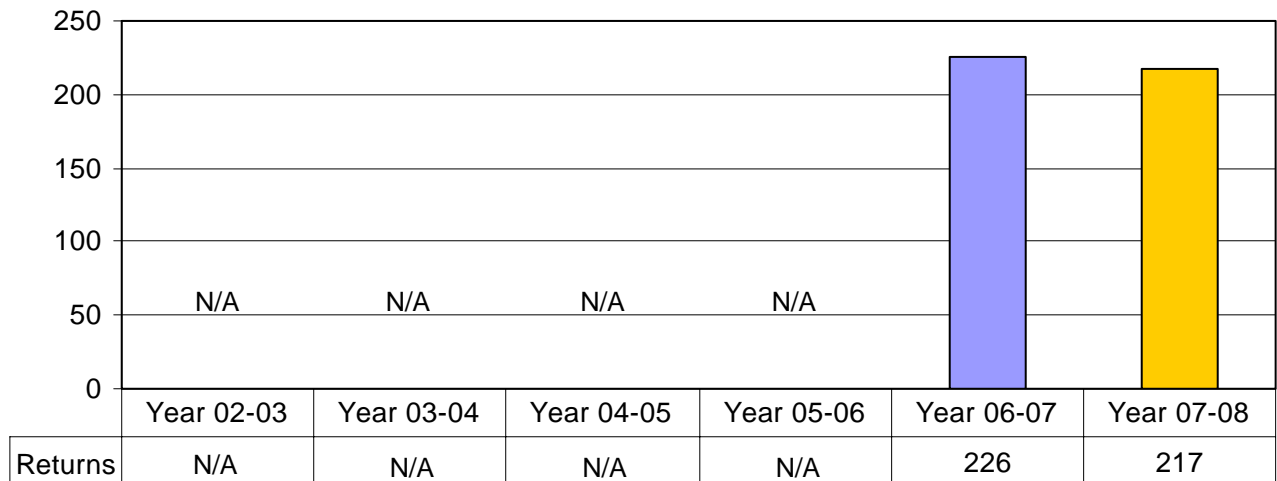
Source: EPHS 2008

EPHS increased its API score significantly in 05-06, and was one of only two high schools in the district to meet their target API score for that year. We attribute this increase to the implementation of a standards-based curriculum and the movement away from PASS material in the core content areas. The establishment of a Professional Learning Community (PLC), curriculum coaches, subject area groups, and professional development all played important roles in increasing student's success.

Despite the success of 05-06, EPHS has not hit the API benchmarks assigned by the state. This state measurement of school achievement is not a good indicator of progress for a school with a significant population of at-risk and credit deficient students. In 07-08, EPHS was granted ASAM status, and returned to using that state measurement.

## Returning Students

### Educational Partnership High School Students Returning to Traditional High School Total Students

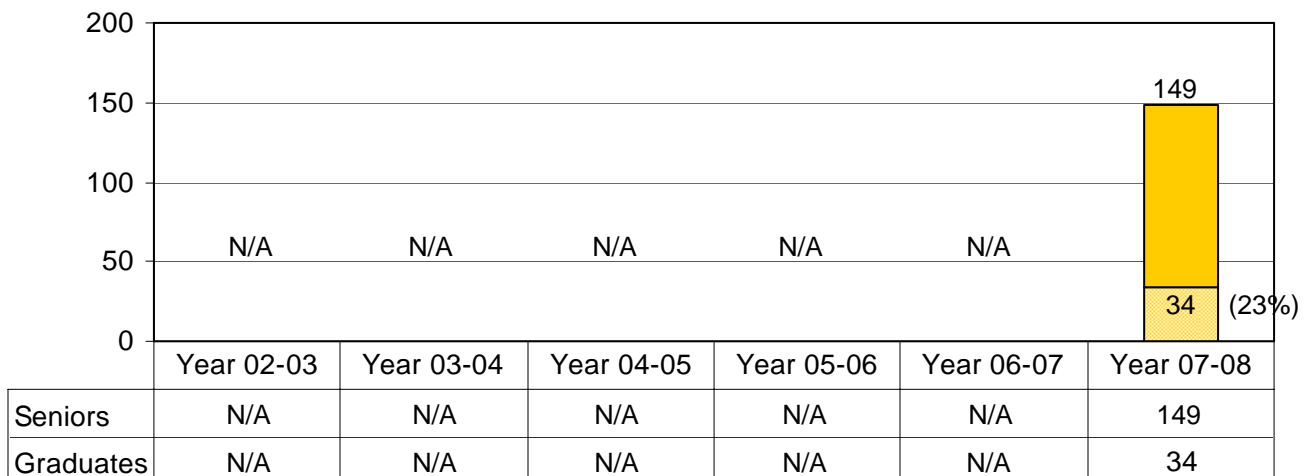


Source: EPHS 2008

In year 06-07, 226 EPHS students returned to the traditional high school setting. This represents 11.73 percent of the total enrollment, 1927, for that year. In year 07-08, the 217 students returning was 11.46 percent of the total enrollment, 1892, for that year.

In 07-08, 149 seniors returned to the traditional setting to graduate with their class due to the efforts of the faculty and staff. Of these students, 34 of them, 23 percent, graduated. Based on this data, EPHS intends to improve its monitoring of these students, along with initiating better communication with the student's home school, in order to ensure continued academic success that culminates in graduation.

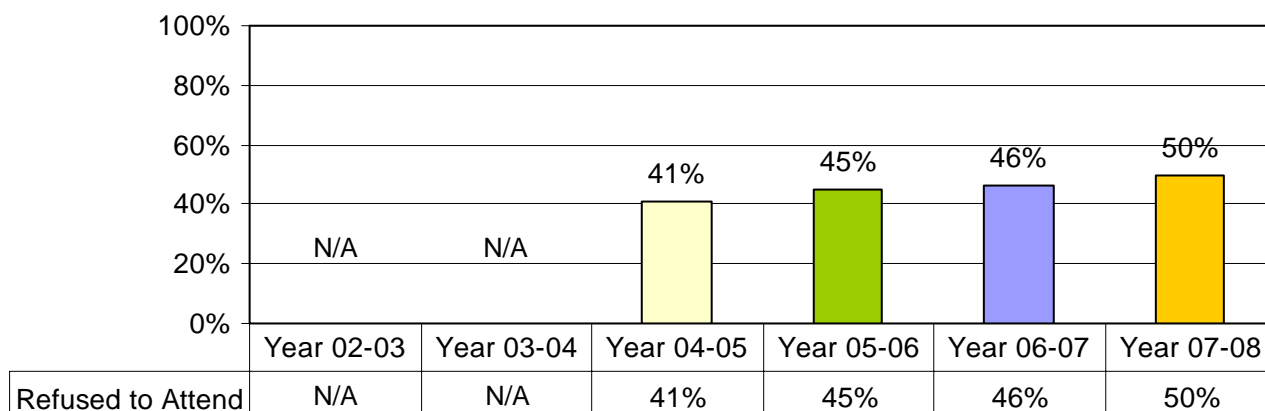
### Educational Partnership High School Students Returning to Traditional High School Total Seniors and Total Graduates



Source: EPHS 2008

## Dropouts

### Educational Partnership High School Refused to Attend Percentage By Year



Source: EPHS 2008

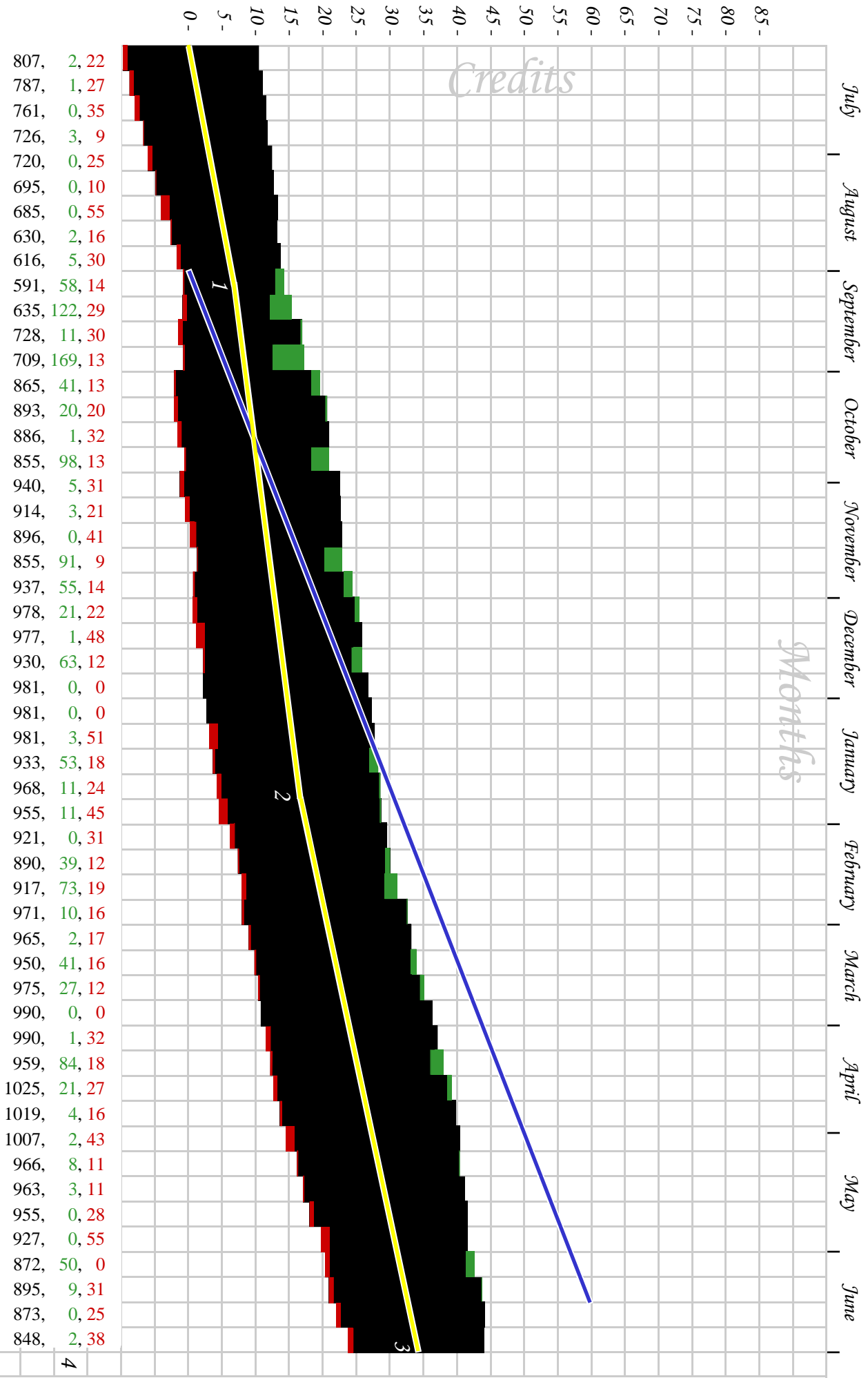
The number one reason for a students' withdrawal from the program is that the individual "refused to attend." To be dropped from the program with this classification, the student has not had contact with their teacher to turn in work for a period of three weeks or more.

The reasons students refuse to attend can be attributed to multiple factors such as high transiency, chronic truants, teen parents, juvenile court placements, and a high rate of credit deficiency. Additionally, the change to a standards-based curriculum, along with the CAHSEE graduation requirement, affected the incoming students' expectations of the school.

EPHS is a year around program with students continuously coming into and leaving the program. The chart on the following page is a record of this student activity in 07-08.

# Credits

# Months



## EPHS 2007-2008

|  |  |  |                                       |
|--|--|--|---------------------------------------|
|  | EPHS Cumulative Average Credits Earned |  | Dropped During Week                   |
|  | Traditional Credit Rate                |  | One Grid Length = Two-funded Students |
|  | Currently Enrolled                     |  | One Grid Width = One Week             |
|  | Enrolled During Week                   |  |                                       |

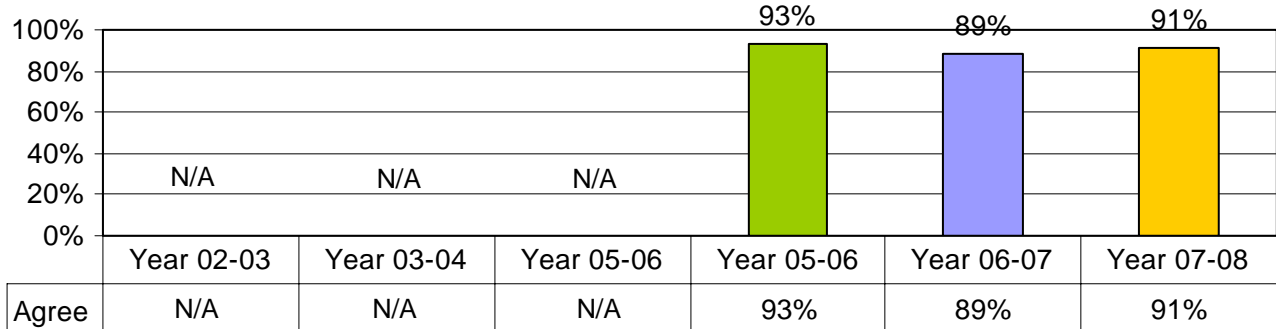
  

|                   |                 |                   |                 |
|-------------------|-----------------|-------------------|-----------------|
| 1. Summer Session | 2. Fall Session | 3. Spring Session | 4. Enrollment   |
| Mean: 6.91        | Mean: 9.65      | Mean: 17.02       | Yearly Avg: 879 |
| Median: 5         | Median: 5       | Median: 15        | Enrolled: 1,187 |
| Mode: 0           | Mode: 0         | Mode: 15          | Dropped: 1,226  |

## Survey Data

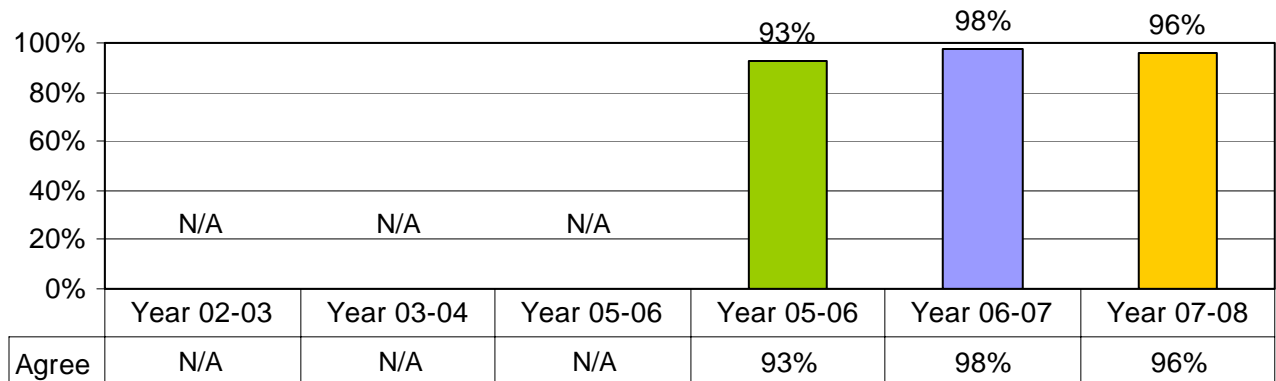
EPHS conducts surveys at the end of the traditional school year.

**Educational Partnership High School  
Parent Survey Question:  
My son or daughter is experiencing higher academic success at EPHS  
than he/she did at his/her previous school.**



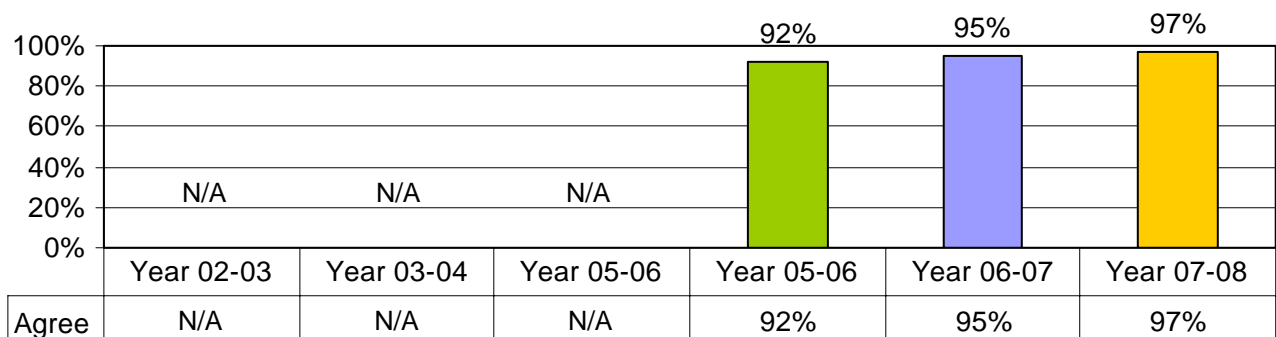
Source: EPHS 2008

**Educational Partnership High School  
Parent Survey Question:  
I am satisfied with the progress my son or daughter is making at EPHS.**



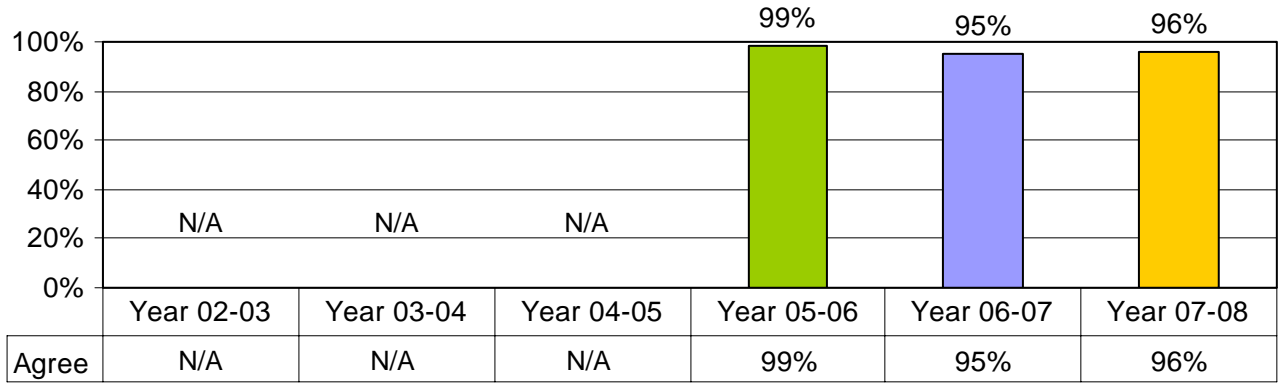
Source: EPHS 2008

**Educational Partnership High School  
Parent Survey Question:  
I would recommend EPHS to parents whose sons/daughters are having  
difficulty in school.**



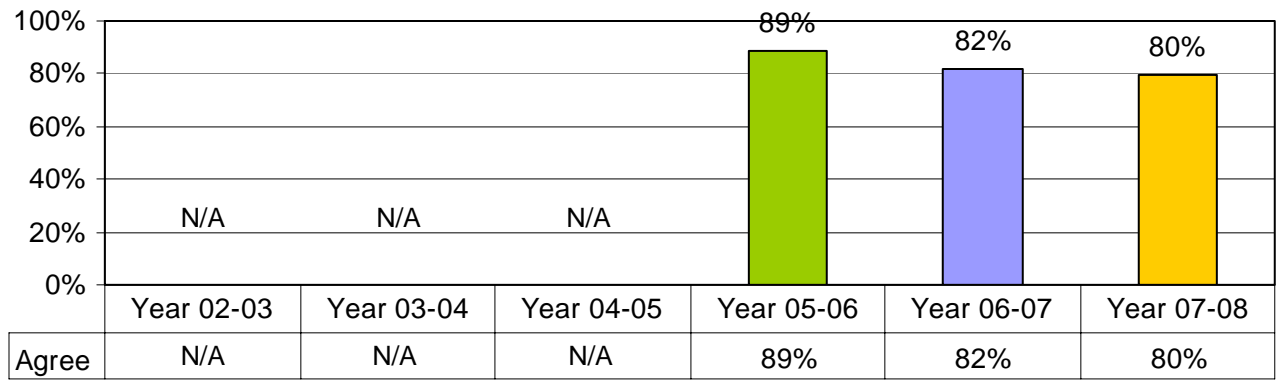
Source: EPHS 2008

**Educational Partnership High School  
Grades 9 - 11 Student Survey Question:  
I believe I will graduate from high school.**



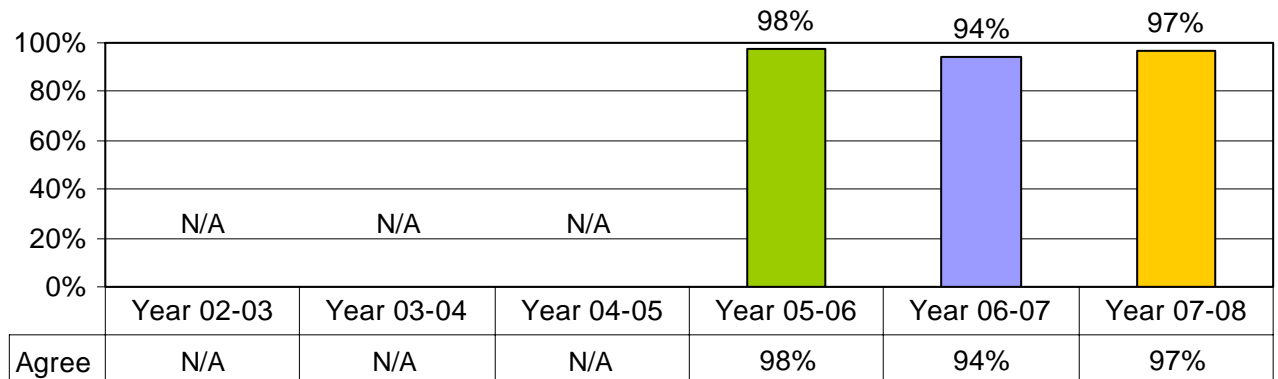
Source: EPHS 2008

**Educational Partnership High School  
Grades 9 - 11 Student Survey Question:  
Since attending EPHS independent study, I enjoy school more.**



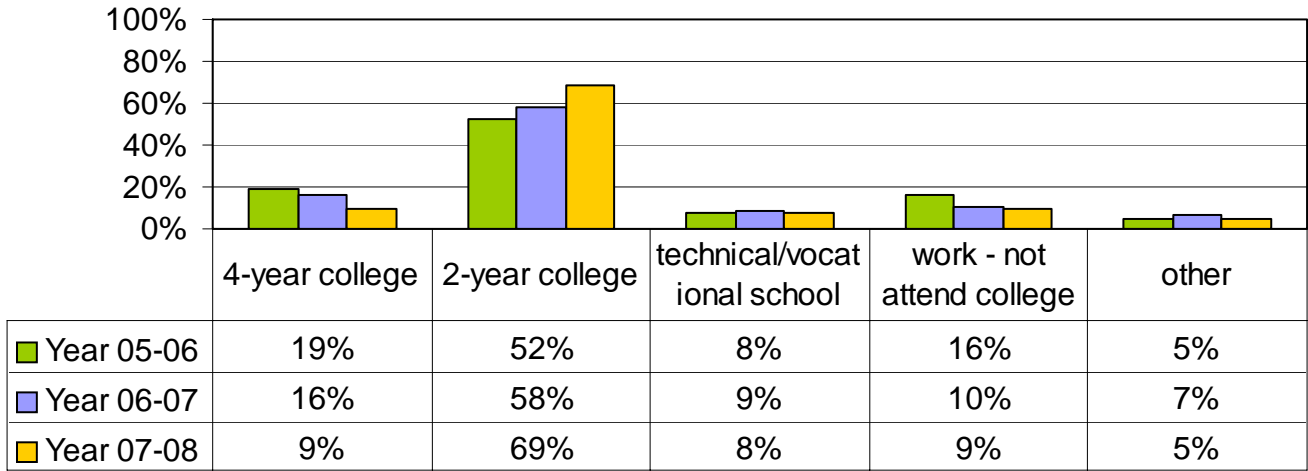
Source: EPHS 2008

**Educational Partnership High School  
Grades 9 - 11 Student Survey Question:  
My overall attitude toward EPHS independent study is positive.**



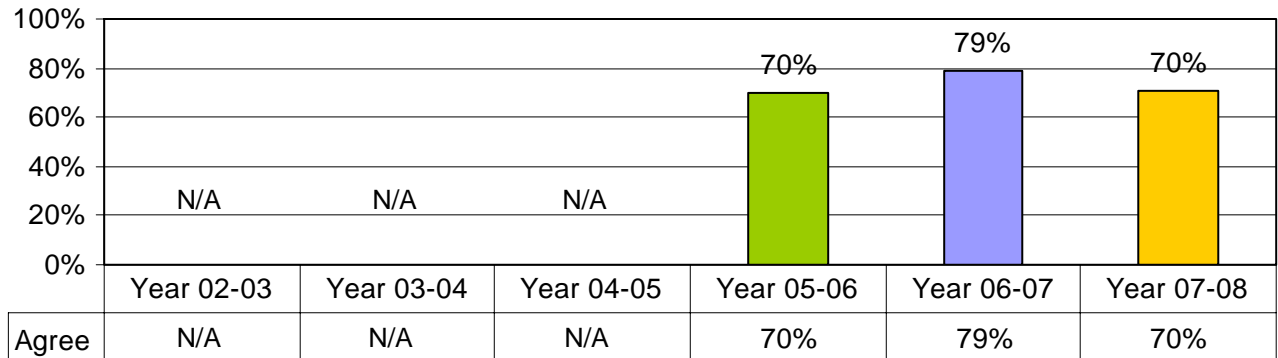
Source: EPHS 2008

**Educational Partnership High School  
Graduation Senior Survey Question:  
Next year I will attend:**



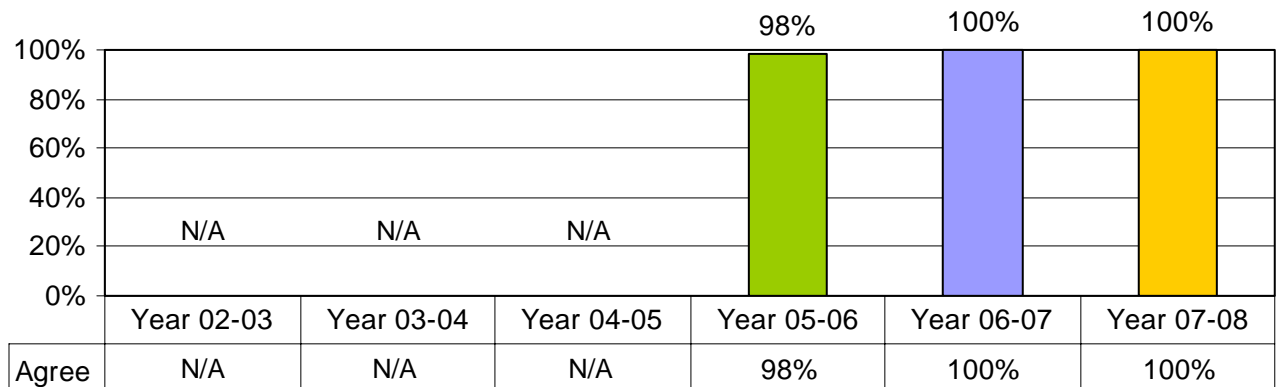
Source: EPHS 2008

**Educational Partnership High School  
Graduation Senior Survey Question:  
Without independent study this year, I would not have graduated.**



Source: EPHS 2008

**Educational Partnership High School  
Graduation Senior Survey Question:  
My overall attitude toward EPHS independent study is very positive.**



Source: EPHS 2008

## **CHAPTER II**

### **STUDENT/COMMUNITY PROFILE OVERALL SUMMARY FROM DATA OF PROFILE DATA**

## Chapter 2: Student/Community Profile

### Overall Summary from Analysis of Profile Data

Data indicates that the number of students that continue to struggle with attaining the graduation requirements along with passing important exams such as the CAHSEE, CST, and CELDT is not improving at an acceptable rate. Data analysis of student work, chapter tests, projects, etc. will enable the school to modify curriculum and instruction as well as identify other areas of need that will increase academic achievement.

### **Demographics**

The EPHS sites are spread throughout the city of Long Beach. The ethnic diversity of the city of Long Beach is reflected in the school population, though with a larger Latino representation. Efforts to reach this population have begun this year with the creation and implementation of the EACH male academy program.

- Total student enrollment has decreased over the past four years from 2106 in 04-05 to 1892 in 07-08
- The largest ethnic population at EPHS is Latino, which represented 51 percent of the student body in 07-08
- EPHS mirrors the ethnic makeup of the LBUSD, and both reflect the ethnic diversity of the city of Long Beach

### **Attendance**

The attendance (ADA) at EPHS has increased steadily for the past five years.

- EPHS has returned to using the Alternative Schools Accountability Model (ASAM) as a state measurement for program success
- A greater number of students, 52 percent, are remaining enrolled at the school over 90 days.
- Students staying for less than 90 days are attending more often than in previous years
- A third of the school population stays enrolled 60 days or less

## **Credits**

The credit rate at EPHS has increased steadily for the past three years.

- The average total number of credits for students enrolled 90 days or more has dipped and not reached the high of six year ago
- The average total number of credits for all students has increased steadily for the past three years
- A larger number of students are earning more credits
- Students enrolled less than 90 days are earning more credits
- 19 percent of the school population did not achieve any credits while enrolled at EPHS

## **Graduation**

The total number of graduates has declined.

- The state requirements for graduation have increased to include the CAHSEE
- EPHS has moved to a standards-based curriculum
- The percentage of students who are enrolling as seniors at EPHS has increased
- The school continues to enroll a high percentage of at-risk students throughout the year

## **CAHSEE**

The number of students meeting the CAHSEE requirement while enrolled at EPHS continues to increase each year.

- CAHSEE prep independent study model
- CAHSEE prep small group instruction model
- CAHSEE intervention programs during and after school
- A majority of new enrollees have yet to meet the CAHSEE requirement

## **API**

EPHS increased its API score significantly in 05-06.

- One of only two high schools in the district to meet their target API score for 05-06
- EPHS did not meet the bench marks for 06-07 and 07-08
- Implementation of a standards-based curriculum
- Movement away from PASS material in the core content areas
- Formation of a Professional Learning Community

## **Success Rate of Returning Students**

Twenty-five percent of returning students graduated at their home school.

- In the year 07-08, 217 students, who were referred to EPHS as credit deficient, returned to their traditional high school on track to graduate
- EPHS intends to improve monitoring of these students
- EPHS plans to initiate better communication with the student's home school to promote academic success of the returning student

## **Dropouts**

EPHS has a high transiency rate.

- Refusal to attend school
- Large population of chronic truants, teen parents, juvenile court placements
- High rate of credit deficiency
- Change to a challenging standards-based curriculum
- CAHSEE graduation requirement

The EPHS learning community has determined, from data collected, that designing, implementing, and analyzing a rigorous and relevant independent study curriculum that continues to evolve and respond to the academic needs of our students is a high priority. In addition, EPHS must continue to provide a program of professional development that focuses on providing teachers the skills to implement successful strategies in developing rigorous and relevant assignments while utilizing effective methods of instructional delivery in the Independent Study and Small Group Instruction models. Using a data driven model to continue teacher development, with an emphasis on strengthening and improving one-on-one teacher/student learning relationships and increasing the number of small classroom offerings, will greatly enhance all student's chances for success and graduation at EPHS.

**Critical Academic Need #1: Continue to develop a comprehensive algebra program that has structures in place to help students achieve numeracy and grade level algebra standards.**

Data indicate that students must receive support in developing improved math skills in order to increase performance on assessment tests and raise achievement in passing algebra for all students.

**Graduation Outcome:** Academic Achiever, Technology User and Independent Learner

**Evidence:**

- Algebra continues to be a major hurdle to graduation
- Low CAHSEE math scores
- Low numbers of students taking CST algebra because they have not yet completed the algebra course before the senior year

**Important Questions:**

- Will math proficiency levels increase with the utilization of technology?
- Will standards-based common assessments and lessons increase academic grades, proficiency levels, and improve instruction?
- How have the independent study, tutorial, and direct instruction algebra models affected student achievement in algebra?

In an effort to assist students to become proficient in algebra, EPHS has developed comprehensive math systems to achieve numeracy and grade level math standards. In the first model, students are provided independent studies with computer support and guidance with the regular independent studies (IS) teacher. In the tutorial model, math specialist teachers work with students one-on-one and collaborate with the regular IS teacher to assess student progress. The last model is a small group instruction class taught by a credentialed math specialist. The regular IS teachers have all participated in two years of professional development in algebra content and teaching strategies. In an effort to continue to provide students with an optimal math program, EPHS is committed to hiring math credentialed teachers, and continuing professional development for all teachers to improve math instruction.

**Critical Academic Need #2: Continue to develop a comprehensive review program to prepare students to achieve proficiency in CAHSEE mathematics and English language arts.**

Data indicates that students must receive support in developing improved math skills and in ELA in order to increase proficiency in passing both sections of the CAHSEE.

**Graduation Outcome:** Academic Achiever, Technology User and Independent Learner

**Evidence:**

- Low CAHSEE pass rates
- Majority of enrollees have yet to pass CAHSEE
- Majority of students have failed the CAHSEE multiple times

**Important Questions:**

- Will CAHSEE proficiency levels increase with the utilization of technology?
- Will CAHSEE proficiency levels increase with the utilization of direct instruction labs?
- Will CAHSEE proficiency levels increase with the utilization of the independent study model?

In order to address the CAHSEE pass rate, the EPHS leadership team has determined that the CAHSEE prep program needed to be expanded to include a small group instruction component that uses the regular IS teachers along with CAHSEE prep classes taught by adjunct faculty during and after the school day. Students also have a variety of computer software options available to them at the school site, including ALEKS online, Test Tools CAHSEE prep software, and the use of release question items provided on a computer practice test.

**Critical Academic Need #3: Continue to provide a program of professional development that focuses on giving teachers the skills to utilize effective methods of instructional delivery in the Independent Study and Small Group Instruction models.**

Historical data indicates that independent study alone has not produced the expected levels of achievement on state standardized testing such as CST and CAHSEE, direct instruction has been implemented to focus additional support on the students' ability to pass these tests.

**Graduation Outcome:** Academic Achiever, Technology User and Independent Learner

**Evidence:**

- Algebra completion rates
- Algebra, English Language Arts, and History/Social Science CST scores
- Low CAHSEE scores
- Majority of enrollees have yet to pass CAHSEE

**Important Questions:**

- Has the implementation of small group instruction had a positive effect on student achievement?
- Has the professional development on brain research/learning styles had a positive effect on student achievement?
- Has the teacher-directed professional development in math and ELA created teacher effectiveness in content knowledge?

Since the 2003 Self Study, the EPHS leadership team has embraced professional development through activities such as: LASW, brain research and learning styles, algebra and writing workshops, formative and summative assessments, Elements of Effective Instruction components, unit and lesson plan design, and differentiation and learning modalities. Data have shown that professional development has had a positive impact on student performance in attendance, credit attainment, CAHSEE pass rates, and API scores.

**CHAPTER III**  
**PROGRESS REPORT**

## Chapter 3: Progress Report

### Significant Developments Since the Last Self-Study

Since the last full self-study visit in 2003 the staff at EPHS has made significant progress in addressing the school-wide critical areas for follow up as outlined by the visiting committee. After the retirement of the principal in the spring the district appointed a new principal from Jordan High School in July of 2003. In the fall of 2003, EPHS lost its Alternative School Accountability Model (ASAM) status as the state changed its requirements. Despite meeting the needs of the at-risk student the school was held accountable to API, AYP, CST, CAHSEE, and other state mandates like any traditional high school. In an effort to regain our ASAM status, EPHS, starting in 2004, worked with the LBUUSD to develop a site School Attendance Review Board (SARB) program to be used by the referring high schools. Since EPHS students are largely composed of chronic truants, teen parents, juvenile court placements, and students on probation, the use of the ASAM indicators are a more equitable way to evaluate the school's progress given the high transiency rate of our student body. To regain our ASAM status, the principal and head counselor worked with the administrators and counselors from the traditional high schools, along with officials from the California Department of Education (CDE). After a lengthy process, our ASAM status was reinstated in 2008.

After evaluating the EPHS program and processes, the following goals were established and implemented to move the school forward in addressing the schoolwide action plans and visiting committee recommendations:

- The role of curriculum coach was re-defined. Their role was to align all core curriculum to state standards, develop end-of-course exams (EOCs) as well as designing professional development to meet the school's needs.
- A leadership team was established consisting of four curriculum coaches, counselor, computer technician, administrators, and business partner. They meet on a monthly basis to determine progress of the school, and to ensure student academic success.
- The faculty was re-organized into four core curricular groups to continue to revise and modify the curriculum to meet district and state guidelines and to develop EOCs.
- A Professional Learning Community was established to further the development of teacher-leaders. The leadership team works with district consultants and the school faculty to implement meaningful professional development opportunities. Examples include: algebra workshops, presentations on new curricular assignments, brain research seminars, and Looking At Student Work (LASW) protocols to support instructional strategies to help students meet district requirements and state standards.
- CAHSEE prep courses were designed and provided in mathematics and English language arts to support students in preparing for this state mandated exam. A variety of CAHSEE intervention programs are offered to students in preparation for the exam.

- Direct-instructions algebra classes were established to help students meet the algebra requirement for a high school diploma. Credentialed math instructors teach the course with a 15:1 student teacher ratio.
- All core curriculum are aligned to meet state standards and district requirements and use the same textbooks that have been adopted by the traditional high school.
- EPHS was selected to present at the annual conferences of the California Educational Research Association (CERA). Data presented compared the success of the independent study high school math models with that of the traditional high schools serving similar students, the effectiveness of CAHSEE intervention programs, the effect of PLCs on the alternative high school, and the development of an academy for at-risk males.
- Two part-time Project TEAM counselors provide support for the EACH Program, CAHSEE assistance, college and career information, parent workshops, and intervene with potential dropouts.
- Community and parental involvement has improved through a variety of adopted communications that encourage partnership with the school. Student newsletter, back to school night, PSAT nights, home visits and community partnerships are some of the ways that EPHS is reaching out.
- In 2005, EPHS was awarded the prestigious Support Personnel Accountability Report Card (SPARC) Academy Award for its outstanding efforts to provide successful counseling, tutoring and interventions that enable student success. Each subsequent year the school has been recognized for achievement in this area.

The leadership team has the primary responsibility for assessing the progress and implementation of the schoolwide action plan. The team meets on a regular basis to review, develop and implement the visiting committees' recommendations and address any key issues pertaining to their program.

### **Implementation and Monitoring Process of the Schoolwide Action Plan**

The school's leadership team is composed of the four curriculum coaches, counselor, computer technician, administrators, and business partner. The team meets on a monthly basis, or as needed, to assess the school's progress toward ensuring that staff and students are achieving their academic goals. This team also monitors the progress of the schoolwide action plan and the visiting teams' recommendations. Over the past six years the school has made tremendous progress in addressing critical areas for improvement as well as the action plan's goals. During the initial visit the school developed three specific action plans. The visiting committee established six schoolwide critical areas for follow-up. Progress has been made in all areas and the following summaries are provided.

## **Progress on Schoolwide Action Plan**

During the initial visit in 2003, the visiting committee outlined six schoolwide critical areas for follow-up. The following is a summary of the progress in each of those areas as well as the impact they have had on student learning. Progress has occurred in each area of the plan and is supported through observations, interviews as well as school data.

### **1. Increase involvement of all students in challenging learning experiences that involves critical thinking, problem solving and application.**

Through the Focus On Learning process the school has developed and improved upon its curriculum to challenge students to think critically, solve problems and apply their knowledge. Over the past six years the school has aligned its curriculum with state and district standards in the core areas. Curriculum coaches were appointed in these areas to support student learning and professional development. A Professional Learning Community was established to focus on further professional development, instruction and data results. Additional courses were developed to support student achievement on state mandated exams. The faculty developed new student assignments that put emphasis on the standards as they relate to proficiency of the subject matter. Each subject area has an end-of course exam to support this.

### **2. Continue to align core curriculum to the state content standards.**

Through the development of the leadership team, curriculum coaches were established within the four core curricular areas to support the school faculty in the alignment of the curriculum to the state standards. This group convenes monthly to review and address any curriculum issues and to provide emphasis on student academic success. The faculty was reorganized into four core curricular groups to continue to update and modify curriculum to include the state standards and develop end of course exams (EOCs). The school has adopted the same district approved textbooks that are used at the traditional high schools. All texts are aligned to the state standards. Faculty support through district and site meetings is ongoing. Teachers voluntarily attend district curriculum training every summer it is offered.

### **3. Develop an EPHS professional development plan for the staff that focuses on the implementation of standards-based instruction and assessment, on the assessment of ESLRs, and on the integration of technology into the curriculum.**

Over the course of the past six years Educational Partnership High School has identified on-site teachers who have the content knowledge and pedagogy in the four core curriculum areas to serve as curriculum coaches. During this time the school has provided appropriate faculty development that supports their action plans as well as standards based instruction. The scheduling of monthly professional development in core curriculum areas is mandatory for all faculty. Relevant school data and the integration of technology into the curriculum provide additional support for student academic success. The technology coordinator has provided the faculty with the needed support to implement some instructional strategies through the use of the school's computers.

#### **4. Develop a schoolwide process to evaluate student attainment of the ESLRs.**

The school faculty has developed end-of-course exams (EOCs) that support alignment of the core curriculum and assignments with the California State Standards. The school's actions since the spring of 2003 in regards to improved student achievement relative to the schoolwide learning results have been positive and noticeable. Adopting and using state approved textbooks in the core curriculum areas supports the attainment of the Graduation Outcomes as well as the state standards. Students are provided with additional support by way of direct instruction, use of computers and supplementary materials. The faculty has developed additional courses and support programs that emphasize proficiency on the California High School Exit Exam. Students meet with a counselor as needed and through the enrollment process into the program.

#### **5. Expand options for teachers to use a variety of strategies that actively engage students and address the different learning modalities.**

The school staff is provided with a variety of options when addressing strategies that actively involve students and how they learn. Course assignments were revised to include oral presentations, power point presentations, essay writing as well as other means for students to demonstrate mastery of the district curriculum and state standards. The school supports professional development to address direct instruction of the algebra curriculum. A variety of software is used as instructional support for teachers to apply different models for math instruction. Technology support provides additional time for teachers to work with students who need more individual attention.

#### **6. Provide avenues of multiple measures of assessment for students in their areas of strength, such as projects, oral presentations, power point presentations, written reports, etc.**

New curriculum assignments support the idea of multiple measures of assessment for all students. These assignments, along with appropriate professional development, provide the needed support for student learning. Student strengths when determining mastery of a subject are now considered. Strategies such as projects, oral presentations, power point presentations, essay writing, and other technology-supported programs add to the overall success of the individual student.

##### *A. Identify and note any areas that need to be given priority for the school's ongoing improvement.*

It is evident that through the "Focus on Learning" process, that the school staff with the support of the Long Beach Unified District and Ultimate Resources Inc., have made a serious commitment to improving student learning and success at the school. Over these past three years the school has implemented a number of changes to address the six critical areas of follow-up as well as the schoolwide action plans. Through the self study process, visitation, and report the team concludes with and encourages the staff of Educational Partnership High School to:

1. Continue to move forward in the area of student assessment data to drive student learning and implement change that supports state standards. What the school has accomplished to date is commendable. As alternative programs deal with the influx of students throughout the course of a year data as it pertains to program improvement is vital to the success of all students.
2. Support professional staff development to incorporate what the school is currently doing in the area of Mathematics to include English Language Arts, Science, and Social Studies. Continue to meet the needs of teachers in the area of technology that supports improvement of instruction across all curriculum areas.
3. Research and devise a plan to be resubmitted to the state on behalf of the schools Alternative School Accountability Model (ASAM) status. We encourage the district to support this recommendation and work side by side with the school as they move forward in this application process.

B. *Report on schools success on carrying out its action plan.*

Educational Partnership High School should be commended for their work over these past three years. The school has done an excellent job in addressing the goals established by the visiting team and outlined by the school in 2003. The school continues to work to improve student learning, and is committed to their success through the implementation of the schoolwide action plans. The school and district should be applauded for their diligence in the areas of curriculum development and alignment with state standards, additional support for courses that prepare students for the California High School Exam, new student contracts that encourage a variety of strategies to measure student mastery of specific content standards, and for providing parent and community access to be involved in a support process that insures student success.

## **CHAPTER IV**

### **CRITERIA: SELF-STUDY**

**CATEGORY A:**

**ORGANIZATION: VISION AND PURPOSE,  
GOVERNANCE, LEADERSHIP, STAFF,  
AND RESOURCES**

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

**A1: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve high at levels?**

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

Educational Partnership High School (EPHS) has a clearly stated mission that is based on the needs of our students and is supported by professional development and the schools Professional Learning Community (PLC). Professional development is guided by current educational research and the belief that all students can achieve at high levels and are entitled to a well balanced and rigorous curriculum. Our mission statement was developed with the establishment of EPHS in 1988 and since then has been revised and reviewed by all stakeholders prior to our first WASC accreditation visit in 2003. As part of the first WASC accreditation process, the shareholders developed ESLR's. The ESLR's were revisited in 2007-08 school year and renamed "Graduation Outcomes" or "GO" standards. In May of 2008, the staff unanimously decided that Graduation Outcomes are in concert with the mission and vision for EPHS. Renaming the ESLR's to Graduation Outcomes has a more significant meaning to our students. Graduation Outcomes are better aligned with our mission and are directly related to the needs and goals of our students. The "Graduation Outcomes" are supported by the governing board, central administration and the Professional Learning Community (PLC).

The schools purpose is in alignment and is supported by the goals of the superintendent, the high school office, and the board of education. The districts' goals are designed to ensure academic success for "Every Child, Everyday" by using an academic program that provides rigor, makes learning relevant, and forms positive relationships. EPHS' purpose is to rekindle student achievement for a highly at-risk student body. The school utilizes a standards-based curriculum in an alternative delivery model to build academic success for all students. We are constantly striving to add rigor and make the learning more relevant to our students. In addition to using sound instructional practices, mentoring and the formation of strong positive relationships between teachers, students, and parents are essential to learning and student success at EPHS.

**A2: To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards-based on data driven instructional decisions for the school?**

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

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

The Board of Education meets bimonthly, with additional two day community board workshops three times a year. These meetings are open to the public, and recently have been televised on cable television. The minutes are available on the district's website. Under the bold leadership of the Board of Education, LBUSD high schools developed a "High School Initiative" in 2004 with the following four goals:

1. Increase achievement of all students in the academic content areas.
2. Close the achievement gap by accelerating the learning of the lowest performing students.
3. Improve high school climate and culture among students and staff to support improved achievement.
4. Build high school leadership capacity to design, implement, and sustain reform and improvement efforts.

The district's mission, values, and high school goals have been the guiding force behind all board policies that affect the high schools. The board policies are available on the district's Intranet, as well as in published materials. The district's mission, values, and goals have been placed on posters and distributed to most LBUSD employees.

Under the direction of the site administration, each high school has also developed an action plan that is aligned with the district goals. These site based action plans address the school's approach to attain their school-wide vision, mission, and expected school-wide learning results. These school site action plans are presented to the Assistant Superintendent for High Schools, and shared with the Board of Education on an annual basis. The WASC Self-Study is also distributed to all Board of Education members for review.

Parents and the community are invited to participate in Board of Education, district, and site-based meetings. Opportunities are also available for all stakeholders to receive information through written documentation, cable television, and the Internet. There is a standardized complaint procedure in place that is utilized by all members of the LBUSD community.

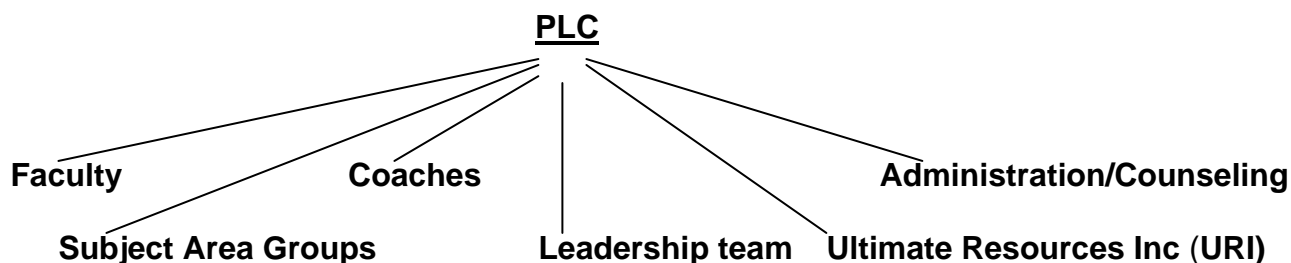
**A3: To what extent, based on student achievement data, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?**

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

EPHS' leadership team consists of the four core curriculum coaches, the head counselor, business partner, and assistant principal, and is facilitated by the principal. The team meets monthly to address curriculum and instruction, analyze pertinent student data, organize staff development opportunities, discuss budget and staffing needs, introduce and discuss new ideas, and otherwise steer the school towards reaching its student achievement goals.

All stakeholders have the ability to offer ideas, critiques, and input either individually or through the school's Professional Learning Community (PLC). The PLC is organized through the core subject area groups of which all faculty are a part. Each month a curriculum coach leads a specific subject area group to examine student work, address curriculum and instruction needs, develop new independent study assignments when needed, and discuss any other relevant student achievement and/or faculty concerns. Through the collaboration of the leadership team and the PLC, EPHS is able to have consistent, effective communication with all stakeholders to accelerate student learning and realize the Graduation Outcomes.

PLC Structure at EPHS is composed of these sub-groups



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

Teachers at EPHS are credentialed with many years of teaching experience. Degrees vary from Bachelor's to Doctoral Degrees. All teachers are CLAD certified and classified as highly qualified under NCLB.

Teachers new to EPHS go through training to understand how our independent study school functions. Topics include the independent study agreement, student representative samples, how to use the EPHS database, textbook allocations, and best practices to help students become academically and socially successful. Teachers continue to enhance their teaching expertise through conferences as well as district and site in-service learning opportunities. EPHS has established a Professional Learning Community that includes administrators, counselors, teachers and the business partner. The PLC stakeholders are involved with every aspect of improving student achievement at EPHS.

Examples of the staff intervention to improve student learning and assessment undertaken at EPHS are as follows:

- Direct Instruction in algebra, literacy, and CAHSEE preparation, have been established for targeted intervention
- Algebra labs provide individualized tutoring for students
- CAHSEE intervention classes have been established to assist students in meeting the state graduation requirements
- Computer hardware and software are continuously updated; laptops and ELMO's have been purchased for each site
- The entire faculty has participated in revising the core curriculum to meet state standards
- The High Priority Schools grant has provided monies for additional materials and interventions to assist with chronically low performing students

EPHS faculty and staff continue to strive to maintain and improve the level of student achievement and to offer every educational opportunity possible to a diverse student population. EPHS is an educational life-line for many students. The faculty and staff accept the instructional challenges by assuming a variety of roles required to assist all students at all levels.

**A5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?**

EPHS staff is involved in ongoing professional development. In the spring of 2007, the staff attended a series of seminars on Brain Research. The focus of the seminars was to understand the development of the adolescent brain and its relationship to learning which has an impact on instructional strategies. In the summer of 2007 the staff organized a summer retreat which included professional development relating to formative and summative assessment concepts.

Throughout the school year the staff received content specific professional development in algebra and ELA from in-house content specialists. All certificated staff members have the opportunity during the year to be involved in district sponsored professional development. As part of the EPHS culture, curriculum leaders attend district content area in-services during the summer.

In an effort to understand and implement PLC the EPHS leadership team used reading circle technique and read, *Breaking Ranks II: Strategies for High School Reform*. The EPHS staff and leadership team has also used reading circles in order to discuss ideas and exchange information as it pertains to student achievement. The EPHS staff read Ruby K. Payne's book, *A Framework for Understanding Poverty*. The EPHS student body reflects the economic diversity that makes up the LBUSD. This book identifies the different economic strata and their values given to life, learning and education.

Professional development is also built into monthly staff meetings with our High Priority Schools Grant (HPSG) consultants. Professional development consists of presentations, discussions, and information regarding assessment of learning styles, rigor, and relevance and protocol for Looking at Student Work (LASW).

The EPHS leadership team also has taken the opportunity to see what other options are available in the alternative education community by visiting other alternative education schools in San Diego and Riverside. A result of one of our visits was the creation of new Modern World History assignments which are being piloted. These new assignments give students choices and use scaffolding to address different reading levels and learning styles.

**A6: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?**

EPHS is a partnership between the LBUSD and URI. The school offers students an alternative to the comprehensive high school. The educational program of EPHS is under the oversight of the Long Beach Unified School District. EPHS is staffed by credentialed teachers and administrators. URI, a private business, provides the fiscal management for the school.

The certificated staff is employed by the Long Beach Unified School District and credentialed by the State of California. All staff members have access to the district's instructional resources. Textbooks are updated on a district seven year cycle and are purchased using district funds. Supplemental materials are provided by URI. EPHS is a participant in the High Priority Schools Grant Program. This grant provides additional funding which is used to improve the academic performance of all EPHS students

The sites are maintained in a clean, orderly, and safe manner. In addition, EPHS has a comprehensive School Safety Plan, with staff members serving on the School Site Safety Council. Recently, the Los Angeles County Office of Education conducted an inspection of each EPHS site, and received an 83 percent safety score.

### **Strengths and Key Issues**

#### **Strengths**

- Program changes based on student achievement (example: Algebra and Direct Instruction)
- PLC leadership team addresses student achievement
- Commitment to hiring strong, qualified staff as openings arise
- Supportive technology
- Ongoing professional development
- District curriculum leader assistance
- Consultants (High Priority Grant)

#### **Key Issues**

- Develop a consistent and continuous process with a timeline to examine student work regularly
- High transience rate makes it difficult to determine effectiveness of programs
- Lack of parent and community participation

**CATEGORY B:**

**STANDARDS-BASED  
STUDENT LEARNING:  
CURRICULUM**

## **B: Standards-based Student Learning: Curriculum**

**B1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?**

At EPHS, our definition of an engaging and rigorous curriculum is coursework that requires mastery of identified power standards in each class and encourages learners to explore their interests, abilities, and goals. The independent studies structure provides unusual opportunities for differentiation that tailors an individual curriculum for each student. Graduation requirements at EPHS mirror those of traditional schools in the district: Students must earn 220 credits in specific subject areas, pass both portions of the California High School Exit Exam (CAHSEE), and perform at least 40 hours of service learning. Courses are assigned by teacher/counselors who are coached by an experienced head counselor. Pathways for college preparation as well as vocational instruction are available to the students.

Curriculum materials are standards-based, district-adopted texts in all core classes. Class assignments follow the standards-based district course outlines and reflect curriculum maps. Formative assessments consist of oral and written work and/or projects along with one-on-one discussions or power-point presentations. End of course exams (EOCs) are required in core subject areas.

Teacher/counselors create individual learning plans, called academic reviews, by meeting with students and parents. They use a worksheet, called a student credit record sheet compiled by the head counselor. A student credit record sheet lists all completed classes and identifies those classes that are still outstanding. The teacher, based on student grade level, determines which classes will be completed each semester and each year. Students are assigned one or two classes at a time (in addition to Physical Education, Algebra, or ROP), and are expected to complete a minimum of one five-credit class per month.

EPHS offers the A-G requirements except laboratory sciences and foreign languages. UC- and CSU-bound students 16 years of age or older with a 3.0 GPA may take such courses free of charge at Long Beach City College (LBCC). EPHS offers academic electives such as Psychology, Sociology, and British Literature. CAHSEE preparation and ROP are also available.

### **Art**

EPHS offers Drawing and Painting I-II and Exploring Art I-II to complete the fine arts requirement.

### **Computer Applications**

EPHS offers Computer Applications I, a district graduation requirement. This course follows district guidelines (standards) and uses a district-adopted textbook. A bank of computers with internet access is housed at each site to provide access to this course.

## **ELA**

The core English Language Arts (ELA) courses at EPHS meet state and district standards, and are supported by district-adopted, standards-based texts. Differentiated assignments are designed for both proficient and struggling students. A complete anthology is the core reading for high performing students, and support workbooks called *Interactive Readers* are available for those who need support in reading, writing, vocabulary, and mechanical skills. Assignments are evaluated by rubrics developed by school and district experts.

A variety of electives such as CAHSEE preparation, British Literature, and Multicultural Literature are already in use at the school. A new class, Film Analysis, is in development, and will meet UC and CSU requirements.

## **ELD**

Because independent studies is not the most effective instructional model for language acquisition, counselors at traditional schools are not to refer students functioning below the ELD four level to EPHS. For those ELD four students who are placed at the school, support is available through the differentiated English courses and additional scaffolding built into the History/Social Science classes. CAHSEE preparation classes, some small group instruction, and limited computer software programs are available for those who need even more intervention.

## **Foreign Language**

As with ELD, foreign language classes are not offered at EPHS. For students who are UC or CSU bound and meet the age and GPA requirements, concurrent enrollment at the community college is available.

## **Health**

The health course offered at EPHS was developed to meet state and district standards. The district-adopted, standards-based textbook makes up the core curricular material. The goal of the class is to help students make informed choices regarding health-related behaviors, fitness, and nutrition.

## **History/Social Science**

EPHS History/Social Science courses meet state and district standards, use standards-based texts. Scaffolding, such as graphic organizers and text summaries, is presented in one version of the differentiated assignments. Course assignments contain a variety of projects. These include written and research assignments, oral presentations, and power-point presentations. Assignments include systematic assessments and EOC exams. A major research paper is required in U.S. History, and all such assignments are evaluated using rubrics.

In addition to the core courses – Modern World History, U.S. History, Government, and Economics – EPHS has developed elective courses such as Psychology, Sociology, and Criminal and Civil Law using district course outlines and texts. Options within these courses provide links to real life, such as career research and service learning.

## Math

EPHS provides three pathways for students to gain proficiency in the required algebra coursework as well as an option for continuing study in more demanding math courses such as Geometry, Intermediate Algebra, and beyond. The first pathway is through small group instruction provided by a credentialed math specialist. The classes consist of no more than 20 students that meet weekly for more than an hour each session. These math specialist teachers collaborate with the regular independent studies (IS) teacher, who remains the parents' primary contact, and who posts the grade. Unlike classes in the other subject areas, which are expected to be completed within one month, these small group algebra classes are designed to extend through the entire semester. The second model is a hybrid of independent studies and a tutorial with a math specialist as needed. The third model is independent studies with the regular IS teacher as the sole support. The regular IS teachers have all participated in two years of professional development in Algebra content and teaching strategies. Geometry and higher math classes are presented by the credentialed math teachers in a weekly tutorial format at specified sites only.

Math classes are standards-aligned, and are designed using district-adopted texts, pacing guides, and curriculum maps. A district-equivalent EOC exam is built into each semester's course assignments.

Several CAHSEE math preparation classes are available. They include courses using released items from past tests, district-approved ancillary texts, and computer software and web-based supports.

## Physical Education

All students must complete 20 credits of Physical Education. Students in the class of 2011 and those graduating thereafter must pass the state fitness test or continue taking standards-based PE. District-wide, about 66 percent of students pass the test in the ninth grade.

Students in the classes of 2009 and 2010 must have passed one standards-based General PE class at a traditional school. If they have not, they take PE during summer or through Evening High School at the traditional sites. For the remainder of the required classes, EPHS offers limited options.

Option 1: At some sites, a teacher will walk for 45 minutes on a regular schedule. Students may enroll in a walking class to complete the requirements for as many as three courses. To complete this class, the student must participate in 27 activity sessions and complete structured reading and writing assignments on fitness and nutrition, or complete a CPR class. Some of the teachers who lead the walking classes provide small group instruction to guide the students through the reading and writing assignments on fitness and nutrition.

Option 2: Students from any site may enroll in a circuit-training class at the gym *Bendz*. As with walking, students must participate in 27 half hour activity sessions and complete the reading/writing assignments or the CPR class in order to earn five credits of PE.

Option 3: Carefully vetted independent studies classes are allowed, but they must be monitored by a single qualified individual and include 80 hours of activity for each five-credit class.

## **Science**

EPHS science courses meet state and district standards, but do not include a laboratory component. Courses are developed using the district standards-based texts. For those students who need a laboratory science and meet the community college requirements, concurrent enrollment is an option.

## **Special Education**

Resource Specialist Program (RSP) students are accepted as space allows. There is one Individual Small Group Instruction (ISGI) teacher who can manage a caseload of up to 60 students. He is available to provide additional support to students on a rotating basis, but his role is predominately maintenance of IEPs and watch-and-consult services with regular IS teachers.

Students are referred to EPHS through the traditional school, which conducts the IEP. Most of the student modifications require additional time, which EPHS provides by definition. Students are required to complete at least one five-credit class per month using the regular IS transactions. Additional CAHSEE preparation courseware, *Revolution*, is being folded into RSP students' supports.

RSP students benefit from the small group/individual instruction provided by EPHS teachers and differentiated assignments available to all students.

**B2: To what extent do all the students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?**

Students at EPHS are provided with the opportunity to take full advantage of all facets of the school program. The student's classes are selected based on grade level, the Academic Review, and the Student Credit Record. Students and parents have access to their teacher/counselor five days a week from 8:00 a.m. to 3:00 p.m.

In addition to state-mandated courses, students may enroll in ROP. Students are informed that they may also enroll concurrently at LBCC. During the student/teacher orientation, career modules are examined and weekly meeting dates and times are established. Students are reminded of the opportunities for Service Learning and encouraged to complete the district-required 40 hours as soon as possible. Bulletin boards are updated on a regular basis regarding Service Learning opportunities, and a district website with current information, lists of participating agencies, and district forms is available on the internet-connected computers on site or on students' home computers. Project Team counselors are alerted for students who miss classes often. Communication, coordination, and collaboration are the standard between administrators, teachers, and staff at EPHS.

Students meet with teachers twice a week to review assignments, pick up work, and participate in small group instruction classes as necessary. Assignments are checked for completion and entered into a database. Students have access to monthly progress reports and annual academic reviews. Parents are asked to call, e-mail, or stop in any time to review their child's progress. Teachers call parents to inform them of any successes or problems. Students are allowed to choose among a variety of electives. Advanced students are encouraged to take Geometry, Intermediate Algebra, and more. We also encourage students to concurrently enroll at the community college. Since there is an EPHS site at LBCC on the Pacific Coast Campus, some of our students are attending school in a college environment.

Small group instruction in numeracy and literacy is offered to all students, including those identified as ELL and Special Education. Group and/or individual tutorial sessions are also available.

Since students come to EPHS to make up credits or take advantage of a flexible work schedule, they may pursue other interests i.e., acting, modeling, athletics, parenting, self-help programs, and are able to study in a small school environment. Teachers and students collaborate in a one-on-one manner. Access to the school counselor or Project Team counselors is a phone call away and students are given opportunities for service learning. Career modules are given to students during orientation.

To narrow the achievement gap, a pilot program, Empowerment through Academics, Culture, and History (EACH), is being launched this year. EACH mentors under-represented boys. Through EACH, students will be given help with their courses, career guidance, and job placement. Parent/family outreach is also a key element of EACH. Project Team counselors assist with additional interventions and home contacts.

Students are encouraged to take ROP classes to fulfill electives requirements and to be exposed to career pathways. Academic reviews help students to identify the classes they have completed and the ones they still need to take. Career modules during orientation give students directions regarding their talents and interests. Service learning is a terrific way for students to discover hidden talents and interests. The EPHS site at Long Beach City College gives students the opportunity to see first-hand what it's like to attend college. If students need help applying to college, they receive assistance on how to complete applications, write cover letters, and resumes. Students may also receive help filing for financial aid and completing applications for scholarships. Teachers write letters of recommendation for colleges, jobs, or scholarships. Work permits are issued by the school.

**B3: To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

Students who graduate from EPHS meet all of the graduation requirements of the Long Beach Unified School District. The educational design of EPHS ensures that students and parents have an instant communication flow regarding whether or not the student is meeting the expectations and requirements for high school graduation. All teachers are equipped with modern technology including a database that contains the most current student information. The progress of each student is easily monitored by the teachers who regularly convey the information to the student and/or the parent. Students have multiple opportunities and options for CAHSEE preparation. EPHS offers CAHSEE preparation classes based on each student's individual needs. Student information is retrieved from Mock Exams and/or previous CAHSEE tests. Students can take an independent study course or one of the small group instruction classes.

Activities are provided each week in order to meet the service learning graduation requirement. Students are able to identify and sign up for service learning opportunities by using the internet access at each EPHS facility.

EPHS transferred 132 students (5.7% of yearly enrollment) back to regular campuses during the 2006-2007 school year. It is considered a success story whenever students are able to meet their requirements and gain entry back into a traditional school.

From the 2002-2003 school year to the 2004-2005 school year EPHS averaged 241 graduates with a steady 4% increase each year. After completing the realignment of the curricular materials to state standards, the number of 2005-2006 graduates dipped to 193. The next year it rose to 224 with each of these graduates completing a newly-required service learning requirement. We anticipate the number of graduates to continue to rise and to eventually surpass previous levels. Additionally, a survey of 2006-2007 EPHS graduates revealed that 82% of them planned on attending college or vocational school. The same group members responded (79%) that they would not have graduated from high school without EPHS. As a school, we aspire to increase our continuing education percentage among our graduates.

EPHS will continue to develop its post-graduate communication program. With many of our graduates successfully entering the world of higher education and business, we can surmise that our school is helping to produce a better society.

## **Strengths and Key Issues**

### **Strengths**

- Individual Learning Plans (ILP's) are constructed for each student and are reviewed with the student and parent at regular intervals through up-to-date evaluation of Credit Record Sheets (CRS's), Independent Study Agreements (ISA's), and Academic Reviews (AR's)
- Special Ed. students and their parents participate in bi-annual reviews of their Individual Education Plans (IEP's) with the ISGI specialist
- Flexible scheduling allows students with unique concerns outside school, such as family, work, and health related issues, to complete assignments successfully
- Curriculum and teaching strategies are continually being evaluated, updated, and improved through subject area teams and monthly professional development
- Small group instruction has been successfully integrated into the independent study program
- Multiple CAHSEE preparation strategies have been implemented
- Each site has up-to-date computers and other technology which has been integrated into algebra, CAHSEE prep, online essay writing and several electives
- Project TEAM targeting at-risk Latino and African-American males has been developed

### **Key Issues**

- Increase Physical Education options
- Continue to develop standards-based assignments that provide for high levels of learning (Bloom's Taxonomy)
- Continue to develop standards-based assignments
- Increase Reading and EL support
- Explore means for implementing lab science courses

**CATEGORY C:**

**STANDARDS-BASED  
STUDENT LEARNING:  
INSTRUCTION**

## C: Standards-based Student Learning: Instruction

### **C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?**

To achieve the academic standards and the Graduation Outcomes, all students are involved in challenging learning experiences. EPHS students experience a variety of instructional strategies throughout the course of the academic year. Such strategies may include: direct instruction classes (literacy and numeracy), technology, and differentiated course assignments. Graduation Outcomes are woven into challenging learning experiences to develop students' critical thinking skills. We use instructional strategies based upon the students' individual abilities, needs, and learning styles. The faculty has collaborated to develop effective and student-friendly curriculum materials and resources for all students to actively engage in the learning process. Students are exposed to other instructional strategies.

State Standards and District Curriculum Frameworks serve as the foundation for our instruction. The content benchmarks found in district curriculum guides assist EPHS teachers in developing effective materials and instructional strategies. To support basic literacy and numeracy, small group instruction modules have been implemented. Teachers are expected to post essential questions, agendas, lesson objectives, and curriculum standard(s) for each class.

EPHS has established a partnership with Long Beach City College (LBCC) in an effort to meet the needs of our students who have not yet passed CAHSEE, but have college aspirations. A dual enrollment program has been created on the LBCC Campus. Our EPHS-LBCC site enrolls students so they are able to complete their graduation requirements, as well as receive individualized CAHSEE tutorial support from the LBCC CAHSEE Intervention Lab. As they work to meet the CAHSEE requirements, students will be able to concurrently enroll in vocational courses offered at LBCC.

The faculty developed and implemented CAHSEE ELA and Math curriculum lessons. In addition to the small group direct instruction, our students are provided with various CAHSEE interventions, such as ALEKS online math instruction software, technology assisted instruction, CAHSEE Prep classes, and ISGI support.

In addition to creating a positive and challenging learning environment, EPHS has established an intervention program, known as EACH (Empowerment through Academics, Culture and History). The purpose of this program is to improve the graduation rate of the underrepresented male students and encourage lifelong appreciation for learning by preparing them for college and vocational options. Through mentoring, EACH integrates extracurricular activities within the school curriculum that foster academic success, cultural awareness, vocational/career preparation and social life skills. Those male students who have been identified and referred by their teacher will be exposed to academic and social growth mentoring, human relations/conflict resolution workshops, college and university partnerships, cultivation of long-term career aspirations, career and college fairs, community service projects, field trips (academic, cultural and historical), and career-related internships.

**C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

EPHS teachers function in several roles including, academic advisors, mentors, counselors, and facilitators of learning in small group instruction as well as independent study. They collaborate in the development and implementation of a variety of instructional strategies such as problem solving, critical thinking, inquiry, cooperative learning, goal setting, and self-directed reflective learning.

Teachers strive to implement research-based concepts and ideas learned through professional development. The goal is to engage students in a learning environment and introduce them to relevant and rigorous curriculum material. Our teaching staff participates in ongoing professional development trainings including seminars on current brain research, analyzing formative and summative student assessments, and Strength Quest sessions. Teachers also participate in monthly subject curriculum group meetings and LASW in order to assess and adapt effective teaching methods to student learning.

All subject curriculum groups continuously explore methods of differentiating instruction and assignments to insure that all students are actively engaged and successful in higher-order thinking (Bloom's Taxonomy).

The use of technology enables teachers to develop and deliver lessons that actively engage all learners in mastering the content standards and challenge students to explore higher order thinking skills by evaluating, analyzing, and critiquing information acquired through internet research along with information obtained through class work and teachers' direct instruction modules. The availability of technology resources at all EPHS sites allows for our teachers to have access to and use the internet for topic/lesson supplemental materials and introducing lessons via PowerPoint and ELMO. Other technological instructional resources available to our teachers, especially for delivering CAHSEE interventions, are the ALEKS online software and the CAHSEE Test Tools software. Technology provides an effective method of instruction and enables teachers to differentiate and adapt the lessons as appropriate.

Teachers are assigned to and participate in one of the four core subject curriculum groups. Our subject curriculum groups strive to provide our students with rigorous and relevant core content and academic experiences.

The one-on-one interaction between the teacher and student allows for teachers to develop and cultivate insights and understanding of student learning styles and foster a positive and nurturing learning environment.

## **Strengths and Key Issues**

### **Strengths**

- Evolution of algebra instruction that includes independent studies, small group instruction, and technology that address different learners
- Standards-based assignments aligned with the district and state
- Individualized attention which allows for differentiation
- Implementation of EACH
- Access to a variety of technology software, hardware, and web-based programs

### **Key Issues**

- Provide more rigor in all assignments
- Improve teacher capacity to use all technological opportunities
- Accurate and timely data collection

**CATEGORY D:**

**STANDARDS-BASED  
STUDENT LEARNING:  
ASSESSMENT  
AND  
ACCOUNTABILITY**

## **D: Standards-based Student Learning: Assessment and Accountability**

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

EPHS analyzes assessment data to modify the school program and monitor schoolwide action plan progress. Data is collected on the ASAM indicators: attendance, credit completion, and graduation rate. Students are assessed in a variety of ways: end of course exams, unit exams, oral questioning, presentations, and completion of course assignments. The faculty has begun to use the process of Looking At Student Work (LASW) to individualize course assignments. Teachers collect data from student work in order to identify their needs and create appropriate interventions. This process should be reflected in increased achievement on the CAHSEE and CST. Because of the unique nature of independent study, teachers, students and parents monitor progress regularly.

Teachers, counselors, and administrators have access to data CST, CAHSEE, and CELDT through the district website, LROIX, which gives a comprehensive view of a student's history. This data is reviewed regularly to analyze the school program and identify areas of improvement. The CAHSEE results are further analyzed schoolwide to determine areas of needed support and intensive intervention. Curriculum groups have access to data from EOC exams and Looking At Student Work to revise goals and monitor student progress. Teachers receive ELL students' annual CELDT scores, and the ISGI teacher assigned to EPHS leads teachers, students, and parents in regular IEP updates. Individualized instruction and small group instruction classes have been developed and are provided to meet student needs. EPHS is also in the process of creating core academic course review sessions.

Student performance on assessments (progress reports, report cards, CAHSEE, CST results) is reported to parents and the community through several venues. The community and all shareholders have access to data via the EPHS website. The website gives stakeholders links to School Accountability Report Card (SARC), Alternative School Accountability Model (ASAM), and the California Department of Education website. Additionally, EPHS uses mailers, newsletters, holds parent conferences, makes phone calls, and email contact.

Teachers have a variety of ways to communicate that are unique to EPHS, including daily access to teachers, Academic Reviews completed by the teacher, and home visits. The in-house designed database, exclusive to EPHS, offers teachers a dynamic way to keep and view all current student information. The database includes a credit summary report, attendance, progress of student work assigned and completed, CASHEE information, report cards, and service learning hours. Teachers generate monthly reports that include students' progress toward graduation. Each semester students, teachers and parents sign and update the Independent Study Agreements listing course of study, as well as student and parent responsibilities and attendance requirements.

**D2: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?**

**To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

Teachers use a wide variety of assessment strategies to evaluate student learning and monitor student progress. Assessment tools include standardized tests, unit exams, LASW, daily assignments (homework) and EOC exams. Authentic assessments include course embedded projects (art/sociology), PowerPoint presentations, and writing assignments such as research papers and essays. Skills based mastery in courses such as computer applications is also used as a method of assessment.

In PLC, leadership, faculty, subject area, and site meetings, teachers collaborate and share the best practices and most effective assessments. They also discuss additional ways to evaluate student progress and adjust instruction and assignments appropriately. LASW has begun in Math and sessions will be expanded to other core content areas in the immediate future.

Strategies for modifying teaching and learning are discussed in subject area, faculty, and leadership meetings. Students have access to one-on-one and small group instruction, and are given additional time and opportunities to master key concepts. Tutoring is offered on an informal basis by individual teachers and peer students. Tutoring and interventions are strongly recommended to students who are having difficulties in their courses and who have not passed the CAHSEE.

Proficient and advanced work samples are kept as representations of students' progress (rep samples) and are displayed in EPHS sites. During department and site meetings, teachers share knowledge of the best teaching practices which leads to improved student achievement.

**D3: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?**

The PLC and leadership team are responsible for assessing the school's progress through Looking At Student Work, student performance on standardized tests, credit completion, attendance, graduation, and college entrance rates. The School Accountability Report Card (SARC) and the Alternative Schools Accountability Model (ASAM) provide data on student achievement to the community.

Long Beach Unified School District provides disaggregated data regarding standardized state tests. Additionally, the district provides professional development through curriculum institutes, department head meetings, Professional Learning Community Institutes, and instructional leadership workshops.

The school administration and URI support curriculum coaches, as well as schoolwide professional development. Some examples of this include: outside consultants, summer retreat in-service, training on assessment and subject area instructional techniques (algebra, computer applications, essay writing, and public speaking). EPHS curriculum coaches provide data and leadership for subject area group and general faculty discussions about assessment results, student progress, and necessary unit assignment adjustments. Additionally, URI provides a database to track attendance and achievement, as well as interventions. This allows the staff to provide the students and parents with updated progress on a daily basis.

**D4: To what extent does the assessment of student achievement in relation to the academic standard and the expected school wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

EPHS uses assessment of student achievement to modify the school program. Student assignments and activities are aligned with content standards and Graduation Outcomes. Action Plans, as well as course unit assignments are developed and modified based on student performance data. Resources are allocated based upon identified needs reflected in the assessment data. Teachers use multiple assessments (unit exams, end of course exams, LASW, projects, presentations, and CAHSEE scores) to improve instruction.

Academic Reviews are conducted with each student and parent or guardian. The student information evaluated and discussed includes: courses and credits needed to graduate, service learning hours completed, district and state requirements (Computer Applications and Algebra). From this information, Independent Study Agreements are tailored to each student based in part on credit completion, academic goals, graduation and post-secondary plans.

Direct instruction in CAHSEE prep and Algebra is offered to students in small groups as a response to CAHSEE, CST and ASAM data. CAHSEE review classes are recommended for all students who have not passed either one or both portions of the exam. The CAHSEE review classes for ELA and Math are offered at each site during the regular school day. Additionally, students have the opportunity to complete independent studies CAHSEE review as well as use computer-based CAHSEE review (ALEKS, CAHSEE Test Tools software) which provides additional practice, assessments, and strand mastery information.

All students and parents attend orientations prior to beginning coursework. These orientations are held at the Main Office. At this time, students and parent are provided with the necessary information on how to be successful academically in independent study, attendance requirements, service learning information, credit and A-G requirements, CAHSEE and CST testing, and graduation requirement information. At the end of the orientation students are placed at one of the eight EPHS sites. Students and parents then meet with the assigned teacher at his/her site to complete the enrollment process.

EPHS uses a computerized tester program in all of the core academic areas, as well as some electives. This computerized tester program provides immediate results to students. Through the process of LASW, EPHS has begun using this information as a way to improve instruction.

In direct response to data reflecting low achievement in CAHSEE and CST test scores, as well as low pass rates for the algebra graduation requirement, EPHS, in 2004, instituted algebra models incorporating direct instruction, small group tutoring, and professional development for the faculty. In the endeavor to increase the effectiveness of our algebra program we are committed to hiring highly qualified math teachers, continuing professional development, and examining new ways of delivering math content. Currently, new math models are being piloted this year with the new textbook adoption and revised independent study assignments that include computer guided lessons. At this time teachers and students have more alternatives to complete the algebra requirement such as: independent study, direct instruction algebra labs, computer guided lessons, or a combination of any of the aforementioned options. At the time of the 2003 WASC visit this variety of algebra options did not exist. The success of the algebra direct instruction labs launched the use of other direct instruction labs in math and CAHSEE prep, taught by all teachers, within the school.

A new option for Modern World History is being piloted that contains differentiated assignments and addresses the needs of struggling readers. In addition to meeting the state standards and providing a wider variety of activities, this course provides scaffolding which is critical for struggling readers as well as ELL students.

### **Strengths and Key Issues**

#### **Strengths:**

- Data is used to continuously modify the instructional program and for student placement in intervention classes
- PLC structure provides a forum for data analysis
- Assessment data is shared with all shareholders
- Ongoing one on one weekly conference's between teachers and students relay progress towards graduation outcomes and allows time for individual tutoring when needed
- The database is utilized to record attendance, credit completion, and interventions, as well as provide updates for students and parents
- The computerized tester provides immediate feedback for students taking EOCs and unit exams

#### **Key Issues:**

- Over-reliance on traditional (multiple-choice) questions and lower-levels of cognition
- Aides grade the majority of the student work
- Continue to improve methods of increasing parent involvement
- Improve use of EOC and common assessments in all departments
- Collect data that tracks former students who return to traditional high schools and graduate
- Uniform displaying of student work

**CATEGORY E:**

**SCHOOL CULTURE  
AND SUPPORT FOR  
STUDENT PERSONAL  
AND ACADEMIC GROWTH**

## E: School Culture and Support for Student Personal and Academic Growth

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

All students who enroll at Educational Partnership High School are required to attend an orientation with their parent(s). The orientation familiarizes students with independent study, the keys to success, and reviews academic progress. Parents are requested to complete a questionnaire as to whether or not they would like to volunteer and how best to contact them. Parents are also required to attend the first meeting with the teacher/counselor at which time the Independent Study Agreement (IS) and academic review is completed and discussed. The IS agreements are completed each semester while academic reviews are completed yearly. Teacher/counselors keep parents up to date by making weekly contacts via telephone, e-mails and through the U.S. mail. During these contacts teachers are able to review student progress and get parental participation to assist in the learning process. Progress reports are available every four weeks and report cards are available every semester. Teacher/counselors and administrators have the option to make home visits to conference with parents and students as an intervention to prevent students from becoming a dropout. The school staff works closely with the Long Beach Police Department, Los Angeles County Probation Department, the courts, and the LBUSD truancy center to encourage continued school attendance.

Although teacher/counselors try making weekly contacts with the parents, they are not always successful. EPHS encourages parents to attend appointments and to contact the teacher on a regular basis to monitor progress. Newsletters are mailed home quarterly (translated into Spanish) and the website is updated yearly. Each site has at least one staff member who is bilingual (Spanish) and the school has one staff member available to translate Vietnamese and Khmer. Parent and student workshops are provided for "Understanding the PSAT Results," financial aide, college advisement and CAHSEE preparation.

Project TEAM counselors do additional monitoring and counseling for 11<sup>th</sup> and 12<sup>th</sup> grade students who have not yet passed CAHSEE or who are credit deficient. Additionally, the district provides a school social worker and psychologist and referrals are made to outside health, mental health, and counseling agencies for students who need additional assistance.

Students have the opportunity to take independent study, small group instruction classes and classes offered by outside sources for CAHSEE preparation. Additionally, a cadre of teachers from the comprehensive high schools, as well as teachers on staff, assists in after school and Saturday CAHSEE preparation courses. Students are encouraged to concurrently enroll at the school for adults, in Regional Occupations Program (ROP) and at the community college for enrichment and for non-credit CAHSEE preparation. Through a chancellor's grant with Long Beach Community College, EPHS has established a classroom on the Pacific Coast Highway Campus. The purpose of this grant was to provide 12<sup>th</sup> graders who had not passed CAHSEE an opportunity to take non-credit CAHSEE preparation classes at the community college learning center and to introduce them to the trades courses offered on the campus.

Our local businesses and community agencies provide community service opportunities and scholarships. EPHS participates in “Principal for A Day” where a representative from a local business shadows the principal and observes the school’s daily routine.

EPHS has been honored by the Los Angeles County Office of Education for its efforts to improve student achievement by the support provided for all students. For the past three years EPHS has been awarded the “Academy Award” and “Best in the West” for its Support Personnel Accountability Report Card (SPARC).

**E2: To what extent is the school a safe, clean, and orderly place that nurtures learning?**

**To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?**

EPHS has always been, and continues to be, a safe, clean, and orderly place to learn. Aides clean the sites thoroughly on a weekly basis either before or after the school day. Surveys of student, parents, and staff have repeatedly indicated that the sites provide a nurturing environment for students to learn. Each EPHS site is clean and orderly. Teachers, aides and administration all work together to ensure that the learning environment and curricular materials are orderly.

The school has a safety committee and a safety plan that has been implemented school-wide. Each year this committee meets to revise the safety plan, as needed. The committee has organized staff in-services given by both district safety officials and first responders. These in-services focus on emergency plans and faculty and staff responsibilities during emergencies. Every site has a faculty member in charge of emergency operations, a pack of emergency supplies including first-aid and water, and every teacher has a district identification badge. Also, sites are inspected yearly by the city fire marshal.

Site safety is further bolstered by the fact that each site has two to four teachers in the room at any given time. Furthermore, each location usually has no more than 20 students on site at any given time. Since EPHS operates out of storefront locations, it is imperative that students act with decorum so that neighboring businesses are not disturbed. Faculty and staff members at each site take extra precautions to monitor student behavior in and around the site. Another indicator of the safety of EPHS is the extremely low suspension and expulsion rates of EPHS students. In general, the schools discipline problems are nearly non-existent.

| 2006-2007                      |      |                    |
|--------------------------------|------|--------------------|
|                                | EPHS | LBUSD High Schools |
| Percent of student suspensions | 1.9  | .7                 |
| Percent of student expulsions  | 0.0  | 0.0                |

| 2007-2008                      |      |                    |
|--------------------------------|------|--------------------|
|                                | EPHS | LBUSD High Schools |
| Percent of student suspensions | 0.0  |                    |
| Percent of student expulsions  | 0.0  |                    |

The fact that EPHS is a place that nurtures learning is evident in the increase in the number of long-term students (90 days or more), the increase in the number of credits students earn each semester, and the increase in the number of graduates.

A school culture of high expectations for all students is evident in the daily interaction between students and faculty. Teachers work as teacher/counselors and academic advisors as they meet with students one-on-one. Students regularly meet with teachers to discuss independent study agreements, academic reviews, and graduation requirements. These documents reiterate standards and expectations for success. Over the past three years, EPHS has heightened the level of rigor in its core curricular areas through the adoption of district approved textbooks, standards-based curriculum, and the development of small group instruction in math and English at all sites.

Professionalism and a focus on continuous school improvement are priorities at EPHS. All teachers are members of a core subject area group. These groups meet regularly to ensure consistency across the various sites with respect to a given subject area. Furthermore, these groups engage in curriculum development, organize in-services, use LASW, and implement administrative and district-wide directives. Ultimately, these groups are designed to maintain a consistent trajectory toward overall school improvement. The faculty members at EPHS work together as peer mentors, and have participated in a wide variety of professional development opportunities over the past two years.

The atmosphere of trust at EPHS is evident from parent and student surveys. Teachers, aides, and administrators are readily available to parents and students via phone, email, and face-to-face meetings. Parents are encouraged to maintain regular communication with teachers. Surveys indicate that parents are comfortable contacting teachers and administrators.

### **E3: To what extent do all students receive appropriate support along with an individualized plan to help ensure academic success?**

Each student who enrolls at EPHS is required to attend and orientation with a parent/guardian. The orientation familiarizes students with independent study, the keys to success, and reviews academic progress. During the orientation the High School Success Modules are distributed. These modules include a survey that allows students to analyze their individual strengths and possible career direction, understand the requirements for high school graduation, and act as an introduction to independent study. The assignments must be completed before a student meets with the independent study teacher. While the primary responsibility for the student shifts to the independent study teacher, the counselor and the support personnel do the initial credit evaluation and have students complete the enrollment paperwork before forwarding the files and transcripts to the teacher. At the first conference the teacher reviews both the school's expectations and student/parent responsibilities. Using the credit evaluation completed by the counselor, the teacher is able to complete an academic review and discuss a course of study that is tailored to the student's individual needs. There is a continuous updating of student academic records and compliance with all state testing. Data from state and district assessments are used to drive curriculum and instruction to improve student outcomes.

Students meet with the teacher/counselor two times each week and parents are kept informed through telephone conversations, conferences and monthly progress reports. These meetings provide an avenue for communication and act as preventive interventions for any conflicts or insufficient academic progress. In addition teacher aides are assigned to each site. The aides assist with answering the telephones, taking messages, calling students/parents, grading papers with objective answers, and translating. The aides see a great deal of the student work and are able to give additional feedback to the teacher on the student progress. Communication with the student and the parent is paramount for success in independent study.

Each semester, an Independent Study Agreement is completed. The IS Agreement must include courses to be attempted and is signed by student, parent and teacher in order for the student to continue enrollment. During bi-weekly appointments teachers spend one-on-one time with students addressing their individual needs, tutoring, counseling, and small group instruction. Teachers advise students to concurrently enroll in: ROP for training in job skills, Long Beach School for Adults for basic skills and to earn additional credits, and to the community colleges. Information for concurrent enrollment is routinely sent to teachers for student advisement.

Teachers at each site offer small group instruction (5-15 students) which includes English language arts and algebra support as well as CAHSEE preparation. Teachers are involved in proctoring on-site testing such as the CAHSEE and STAR. Special Education students are provided with additional assistance by an Individual Small Group Instruction (ISGI) teacher. The ISGI teacher checks on students and provides support weekly. All teachers at EPHS are CLAD certified and are able to support ELL students at level IV using comprehensible input and the one-on-one structure.

Progress reports are available to students and parents every four weeks. These reports offer yet another means of communicating academic progress with students and parents. Furthermore, these reports can be used to adjust students' course of study. Work permits are issued through the administrative office, to those students who maintain satisfactory progress. These permits are revoked when school work is adversely affected by the hours spent in the workplace.

The administration and faculty continuously work together to ensure that all sites comply with mandated state requirements for standardized testing. A test coordinator trains all faculty members in the administration of these tests. Professional development activities are regularly arranged to ensure that all EPHS staff is up to date with educational trends, teaching strategies, closing the achievement gap, and understanding the individual needs of independent study students. Administrators also make home visits when needed. These visits are conducted at the request of, or with, the supervising teacher. Such visits often result in improved attendance and greater student success.

AB 1802 funds our Project TEAM counselors. The intent of this grant is to increase the rate of graduation and to close the achievement gap. These counselors assist with academic reviews, hold workshops, student/parent conferences and are presently spearheading the EACH Project which involves the mentoring of underrepresented male students. Additionally Project Team provides intensive counseling services for students who have not yet passed the CAHSEE or who are in jeopardy of becoming dropouts.

**E4: To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?**

EPHS is a unique learning environment which strives to provide a challenging, integrated, standards-based curriculum to the diverse group of students it serves. Each student has access to coursework that meets the necessary graduation requirements. All certificated faculty is CLAD certified. From the outset teachers are able to establish one-on-one relationships with their students which enable them to personalize instruction based on the students' strengths. Teachers also provide small group instruction to actively engage students in learning. The guidance and counseling staff consists of one head counselor and two part-time Project TEAM Intervention Counselors. Counselors meet frequently with students to monitor their progress towards graduation, provide personal and academic counseling, and assist with postsecondary planning. Students are required to complete a series of career guidance modules to help explore career options as well as set career goals. Students with special needs have access to additional support via (ISGI) teacher. These students receive ongoing support, and meet with a Special Education instructor as needed. Teachers and counselors may conduct home visits as a means of intervention to assist those students who are not on track for graduation. In the event of a crisis, students and family members have access to a school psychologist and social worker.

The support services and programs draw from an extensive representation of shareholders in and around the school, including businesses and community members. Students who are in need of individual and/or family mental health services, health care, and eyeglasses are eligible to receive assistance from outside community agencies that have a vested interest in our students.

CAHSEE English and math preparation courses have been designed to provide students with the skills and information necessary to pass the CAHSEE exam. Academic Uprise, a non-profit organization committed to providing basic academic needs and enrichments for underserved at-risk and student athletes, offers a tutorial services to successfully prepare students for this exam. Through a grant with Long Beach Community College (LBCC), students are able to enroll and take non-credit classes which support CAHSEE preparation. EPHS has also been able to establish a classroom on the Pacific Coast Highway Campus of LBCC. The community college satellite exposes the students to the college environment as well as to a variety of trades. Local organizations, such as churches and Boys & Girls Club, also provide academic assistance to EPHS students.

In an effort to improve the graduation rate of promising underrepresented male students, and to encourage lifelong learning, EPHS, along with the assistance of Long Beach Community Action Partnership (LBCAP), has developed a male academy. The academy offers students challenging academics and projects, opportunities for post-secondary options and advancement, academic and social growth mentoring, and extracurricular activities that support intellectual, social, and emotional growth. The expected outcome of this academy is to increase both the graduation rate and enrollment in post-secondary programs.

Service learning is a hands-on learning experience that connects students with their community. Students are offered a variety of opportunities to complete their service learning graduation requirement. Students have the option to choose where they complete their 40 hours of service learning. They can choose to actively participate in EPHS community activities or volunteer at a non-profit community organization. Students are regularly updated at each EPHS site of service learning opportunities. Students also have access to the LBUSD Service Learning website to obtain current opportunities. Service learning opportunities include soup kitchen, beach clean up and after school tutoring.

At each satellite facility, students have the opportunity to schedule flexible appointments and participate in a variety of programs which provide personal and academic support (i.e., small group instruction classes, algebra labs, CAHSEE-prep English and mathematics, and physical education).

Concurrent enrollment is also available for students at the community colleges, ROP, and Long Beach School for Adults. Concurrent enrollment forms are available in the EPHS main office. Forms must be completed and signed by a counselor or administrator. The forms are then taken to the respective admissions offices for enrollment. Other opportunities available in the surrounding community include scholarships from community agencies, service learning, and field trips to community activities.

### **Strengths and Key Issues**

#### **Strengths**

- Teacher/staff and student one-on-one relationships
- Individualization of student graduation plan
- Monitoring by teachers, counselors and administration
- School sites provide a safe, clean and nurturing environment for students to learn
- Additional counselors provide more intervention services to at-risk students

#### **Key Issues**

- Attendance
- Parent and community communication and participation
- Increase the amount differentiation for students of varying abilities and capabilities
- Turnaround time and feedback on the grading of student work
- Difficulty getting students enrolled in the vocational programs at LBCC

**CHAPTER V**  
**SCHOOLWIDE ACTION PLAN**

# Educational Partnership High School Schoolwide Action Plan 2009-2015

## **Goal #1**

Create, analyze and implement a rigorous and relevant curriculum that continues to evolve and respond to the academic needs of our students.

Continue to update and align the core curriculum with state and district standards.

Continue to provide a program of professional development that focuses on providing teachers the skills to implement successful strategies in developing curriculum while utilizing effective methods of instructional delivery in the Independent Study and Small Group Instruction models.

## **Rationale:**

Data indicates that the number of students that continue to struggle with attaining the graduation requirements along with passing important exams such as the CAHSEE, CST, and CELDT is not improving at an acceptable rate. Data analysis of student work, chapter tests, projects, etc., will enable the school to modify curriculum and instruction as well as identify other areas of need that will increase academic achievement.

## **Analysis of Data:**

Available data to be examined includes CAHSEE, CST, CELDT, End of Course exams, etc. We also evaluate the ASAM data of increased student attendance, credit recovery, and graduation rates.

## **Growth Targets:**

Increase by 5-10% the number of students who successfully pass CAHSEE each year.

Increase by 5-10% the number of students who successfully complete the Algebra requirement each year.

Increase by 5% the number of students who move from Far Below Basic to Below Basic, Below Basic to Basic, and Basic to Proficient levels each year.

# Educational Partnership High School

## 2009-2015 WASC School-Wide Action Plan

**Goal 1: Provide all students with a rigorous, relevant, and coherent standards-based curriculum that supports academic achievement and graduation outcomes.**

Rationale: Analysis of student work, chapter tests, EOCs, etc., will enable the school to modify curriculum to address the disconnect between course grades and standardized test

| Objectives  | Strategies                 | Activities  | Resources/Persons   | Evidence of Success  | Timeline   |
|---|----------------------------|---|---|--|--|
| Continue to develop rigorous and relevant standards-based assignments | Differentiated assignments | Workshops and Professional Development<br><br>Subject area meetings<br><br>Pilots of new curriculum and IS assignments. | HPSG consultants<br>District experts<br>Internal experts<br>Reading groups  | LASW meetings moving from quarterly to monthly (see attached schedule) | LASW meetings moving from quarterly to monthly   |
|   | Small group instruction    | Creating unit and lesson plans  | Individual teachers<br>Administrators   | Teaching units and teaching schedules turned in<br><br>EOCs            | Every 4-6 weeks and/or each semester<br><br>Results collected quarterly                |
|   | Technology supports        | Hardware<br><br>Software (commercial and in-house)<br><br>Power-point projects  | Computers<br>Laptops<br>ELMOs<br>Leadership Team<br>Teachers  | Data collected<br>Meeting minutes                                      | Monthly data collection and faculty meetings   |
|   | Interventions              | Algebra options<br>MWH<br>CAHSEE prep<br>CST reviews<br>EACH (Empowerment Through Acemics, Culture and Hisotry)         | Teachers<br>Leadership<br>Consultants<br>District curriculum leaders<br>High Priority Schools Grant<br>CAHSEE Intervention<br>Grant | Data collection (see above)<br>Surveys                                 | 2008-09<br>Implementation 9/08<br><br>CST in place by 2/09<br><br>CAHSEE Jan.-Mar. '09 |

# Educational Partnership High School

## 2009-2015 WASC School-Wide Action Plan

**Goal 1: Provide all students with a rigorous, relevant, and coherent standards-based curriculum that supports academic achievement and graduation outcomes.**

Rationale: Analysis of student work, chapter tests, EOCs, etc., will enable the school to modify curriculum to address the disconnect between course grades and standardized test

| Objectives   | Strategies                                | Activities   | Resources/Persons  | Evidence of Success  | Timeline   |
|--|---|--|--|--|--|
| Continue to provide a program of professional development that focuses on providing teachers the skills to implement successful strategies in developing curriculum while utilizing effective methods of instructional delivery. | Algebra and literacy workshops            | Algebra workshops related to pre-algebra concepts, CAHSEE math prep, and algebra-specific instruction.   | HPSG consultants<br>District experts<br>Internal experts | Increase in number of teachers actively engaged in ELA and algebra courses and CAHSEE prep instruction: <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Use of computer program</li> <li>• Number of students successfully completing algebra each semester.</li> <li>• Number of students improving their CAHSEE scores</li> </ul> | Spring 2009  |
|  | LASW workshops                            | English workshops related to the writing process and genres and CAHSEE prep.<br><br>LASW workshops including protocol, algebra content, and literacy techniques. | Common reading, research, and discussion.                |  | LASW meetings moving from quarterly to monthly                   |
|  | Teaching strategies and brain research PD | Workshops including teaching strategies and brain research. (add activities such as reading circles, strength Quest, etc)  |  |  | Ongoing and continuing   |
|  | Formative and summative assessment PD     | Retreat focusing on assessment types and strategies.<br><br>Subject area meetings.   |  |  | Ongoing and continuing   |
|  | Curricular group meetings                 | LASW (content specific) translation of traditional curriculum into effective IS format.  | Individual teachers and group leaders                    |  | Teaching units and teaching schedules turned in                  |
| Continue to update and align the core curriculum with state and district standards.  | Coaches' meetings                         | Participation in textbook adoption process   | Group leaders and district personnel                     | EOC results<br><br>Use of new texts  | Results collected quarterly<br><br>Williams visit annual reports |
|  | District training and support             | Department head meetings   | District leaders and school department heads             | Attendance at meetings   | Monthly meetings and regular textbook adoption cycle.            |

# Educational Partnership High School

## 2009-2015 WASC School-Wide Action Plan

**Goal 1: Provide all students with a rigorous, relevant, and coherent standards-based curriculum that supports academic achievement and graduation outcomes.**

Rationale: Analysis of student work, chapter tests, EOCs, etc., will enable the school to modify curriculum to address the disconnect between course grades and standardized test

| Objectives | Strategies | Activities/<br>Accountabilities | Resources/Persons | Evidence of Success  | Timeline |
|------------|------------|---------------------------------|-------------------|--|----------|
|            |            |                                 |                   | <p>Growth Targets:</p> <ul style="list-style-type: none"> <li>• Increase by 5-10% the number of students who successfully pass CAHSEE each year.</li> <li>• Increase by 5-10% the number of students who successfully complete the Algebra requirement each year.</li> <li>• Increase by 5% the number of students who move from Far Below Basic to Below Basic; Below Basic to Basic; and Basic to Proficient each year.</li> </ul> |          |

# Educational Partnership High School Schoolwide Action Plan 2009-2015

## **Goal #2**

Develop and implement effective methods of formal data assessment that assists in the creation of successful curriculum and instruction practices to ensure attainment of student achievement goals.

Develop and implement an effective Looking at Student Work (LASW) protocol that will improve the staff's ability to regularly utilize data analysis to identify and remedy roadblocks to student achievement success.

## **Rationale:**

The 2003 WASC Self-Study highlighted gaps in curriculum and assessment. EPHS is focusing on data analysis to build faculty capacity for program assessment, design, and implementation of vital changes for improved student achievement.

## **Growth Targets:**

Increase to 95% the number of students taking the EOC, CAHSEE, and CST.

Collect and analyze data from these sources to guide assignment development and revision.

Measure the effectiveness of the IS and SGI components of the school programs through achievement gains.

Hold monthly LASW meetings by Site and/or Subject Area group.

# Educational Partnership High School

## 2009-2015 WASC School-Wide Action Plan

**Goal 2: Develop and implement a comprehensive assessment plan that will be used to identify student needs and modify school program.**

Rationale: The 2003 WASC visit highlighted gaps in curriculum and assessment.

| Objectives  | Strategies   | Activities  | Resources/Persons   | Evidence of Success  | Timeline   |
|---|--|---|---|--|--|
| Analyze data from a variety of assessments.                                 | LASW Training<br>Math<br>Literacy<br><br>EOC results<br>CST results<br>CAHSEE results<br>CELDT results | Professional Development <ul style="list-style-type: none"> <li>Math</li> <li>Literacy</li> <li>Brain research</li> <li>Formative and Summative Assessment</li> </ul>   | HPSG consultants<br>District coaches<br>District research<br>EPHS tech. team<br>EPHS coaches and teachers | Improved test scores<br><br>Improved attendance<br><br>Additional credits  | Yearly test scores<br><br>Monthly QW<br><br>Monthly SCR<br><br>Semester report cards                       |
| Develop and implement an effective Looking at Student Work (LASW) protocol. | Whole faculty, site, and subject area groups.  | LASW meetings <ul style="list-style-type: none"> <li>Protocol</li> <li>Implementation (analyze student assignments to determine instructional needs; adjust course assignments in IS; and modify small group instructional strategies)</li> </ul> | HPSG consultants<br>District coaches<br>District research<br>EPHS tech. team<br>EPHS coaches and teachers | Regularly scheduled LASW meetings<br>Protocols <ul style="list-style-type: none"> <li>Faculty</li> <li>Coaches</li> <li>Sites</li> <li>Subject area</li> </ul> Variety of instructional strategies used in SGI (observation) | Fall 2008<br><br><br><br><br><br><br><br><br><br>Spring 2009   |
| Adjust agreements based on data analysis                                    | LASW for differentiation<br><br>Regular schedule to modify course assignments                          | Subject area meetings and whole faculty meetings  | Subject area groups (faculty and coaches)   | New programs (i.e. algebra)<br><br>New course agreements<br><br>Revised course agreements  | Monthly LASW<br>Math by Spring 2009<br>MWH by Spring 2009<br>Other subjects by textbook adoption cycle     |
| Modify and monitor a variety of instructional strategies                    | IS instruction<br>Small group instruction<br>Computer supported instruction<br>Tutorials               | Peer observations<br><br>Collaborative Teaching<br><br>Visits to other schools  | Time/Schedules<br><br><br><br>Leadership team and faculty   | Site schedules<br>Peer observation notes<br>Unit plans<br>Yearly presentations at faculty and subject area group meetings.   | Published schedules—quarterly<br><br>Unit plans, and observation notes—monthly<br><br>Presentations—yearly |

# Educational Partnership High School

## 2009-2015 WASC School-Wide Action Plan

**Goal 2: Develop and implement a comprehensive assessment plan that will be used to identify student needs and modify school program.**

Rationale: The 2003 WASC visit highlighted gaps in curriculum and assessment.

| Objectives   | Strategies  | Activities   | Resources/Persons   | Evidence of Success  | Timeline               |
|--|---|--|---|--|------------------------|
| <p>Increase communication with home schools regarding progress of returning students</p> | <p>Communication with counselors and administrators</p> | <p>Create and distribute list to solicit feedback on returnees</p> | <p>Counselors, administrators, clerical staff, and teachers</p> | <p>Increased number of students who are successful after returning to their home school</p> <p>Growth Targets:</p> <ul style="list-style-type: none"> <li>• Increase to 95% the number of students taking the EOC, CAHSEE and CST.</li> <li>• Collect and analyze data from these sources to guide assignment development and revision.</li> <li>• Measure the effectiveness of the IS and SGI components of the school through comparison achievement.</li> </ul> | <p>Start 2009/2010</p> |

# Educational Partnership High School Schoolwide Action Plan 2009-2015

## **Goal #3**

Increase parent and community involvement in order to increase support that will produce improved student academic success.

Develop and implement an academy component that provides heightened mentoring for at-risk male students (EACH academy) and their families.

Provide additional support for parents through district, community, and business partnerships that will give assistance in parenting, counseling, financial aid, computer education, etc.

## **Rationale:**

Although survey data indicate great satisfaction of the school program, ASAM and enrollment data show that approximately 50% of the students who enroll into EPHS transfer or dropout of the program within the first 90 days of active enrollment. Parental support is vital to improve student retention and attendance.

## **Growth Targets:**

Decrease the dropout rate by 5% each year.

Improve the graduation rate by 5% each year.

Improve credit attainment by 5% each year.

Maintain and/or improve current range of Average Daily Attendance calculated by student work completed at 85-90% each year.

Improve parent involvement in Site Council, Principal's Advisory, scholarship and financial informational meetings, etc., as well as in weekly consultation with teacher/student progress reports.

# Educational Partnership High School

## 2009-2015 WASC School-Wide Action Plan

### Goal 3: Increase Parent and Community Involvement

Rationale: Parental participation and support is vital to improving student achievement and attendance.

| Objectives  | Strategies   | Activities   | Resources/Persons   | Evidence of Success  | Timeline   |
|---|--|--|---|--|--|
| Increase parent involvement through a parent forum, principal's advisory, and /or PTA/Site Council. | Teacher workshops/ parent-ing class<br>Meetings with principal   | Monthly newsletter<br>Teacher contact<br>(personal letters, phone calls)                                       | Teachers<br>Counselors<br>Administration<br>Website<br>District                               | Roll sheets/minutes<br>Parent surveys  | February 2009  |
| Increase student Recognition.   | Student of the month<br>Scholarship/awards assembly  | Develop a student of the month nomination form<br>Scholarship breakfasts, luncheons, and dinners               | Teachers<br>Outside organizations<br>(businesses, Long Beach Community Action, etc.)          | Increased attendance<br>Increased credits<br>Increased number of scholarships<br>Higher graduation rate<br>Increased number of students attending post secondary schools | November 2008  |
| Develop business partnerships.  | Take partners to the ALBEM breakfast<br>Principal for a Day<br>Business partner day (in-house)<br>Increase staff participation in linking to the community | Create letters to businesses<br>Make personal contacts<br>Attend business meetings (JCs, Lions, Kiwanas, etc.) | Teachers<br>Administrators<br>Business Partner<br>Students                                    | Increased student involvement<br>Increased number of business partners<br>Fewer complaints from neighboring businesses   | Fall semester 2009 and ongoing                       |
| Create small academies to serve specific groups of students.  | EACH<br>Girls' academy   | Mentoring<br>Parent meetings<br>Group activities   | Teachers<br>Business Partner<br>Community Speakers<br>District counseling support<br>District | Increase attendance<br>Increased academic performance<br>Fewer dropouts  | EACH Summer of 2008<br>Girls' academy Summer of 2009 |

# Educational Partnership High School

## 2009-2015 WASC School-Wide Action Plan

### Goal 3: Increase Parent and Community Involvement

Rationale: Parent and community participation and support is vital to improving student achievement and attendance.

| Objectives   | Strategies  | Activities   | Resources/Persons   | Evidence of Success  | Timeline         |
|--|---|--|---|--|------------------|
| <p>Create a personal relationship among teachers, parents, and students by which new students and their families are welcomed into the school.</p> | <p>Develop a pilot home visit intake protocol (Spring 2009):</p> <ul style="list-style-type: none"> <li>• Staff teams created.</li> <li>• Schedules created.</li> </ul> | <p>Complete the enrollment process (IS agreements, discussion of process and collect/confirm pertinent information)</p> <p>Counsel parents and students regarding study habits/skills.</p> <p>Determine study locations, practices, and processes (computer access, etc.).</p> | <p>EPHS administration<br/>Faculty and staff (including aides)<br/>Counseling staff</p> | <p>Increased numbers of students staying enrolled beyond 90 days by 5 %</p> <p>Decreased dropout rate by 5%</p> <p>Improved graduation rate by 5%</p> <p>Increased credit achievement (a minimum of five credits per month; 25 credits per semester)</p> | <p>Fall 2009</p> |

# APPENDIX