

**WASC/CDE Self-Study Follow-up Report
March 2011**



El Cerrito High School

540 Ashbury Avenue
El Cerrito, CA 94530
(510) 231-1437

West Contra Costa Unified School District

Principal: Jason Reimann

Assistant Principal: Marcos Garcia

Instructional Specialist: Humphrey Kiuruwi

Instructional Leadership Team Facilitator: Curt Douglas

School Site Council President: Todd Groves

School Reform Coordinator: Gail Hetler

El Cerrito High School WASC/CDE Self-Study Follow-up Report

Section I: School Description

El Cerrito High School (ECHS) is a comprehensive four-year high school located in the East Bay just north of Berkeley, California. We are one of six comprehensive schools in the West Contra Costa Unified School District (WCCUSD). The area served by the school is primarily residential with small businesses and shopping centers. Students are comprised of families from a wide cross-section of the socioeconomic status. ECHS serves students from El Cerrito, Richmond, San Pablo, El Sobrante, Hercules, Kensington and Pinole.

Student Population by Grade Level and by Year

	2008- 2009	2009 - 2010	2010 – 2011 As of 3/15/11
9th Total	328	271	325
10th Total	300	341	296
11th Total	308	315	344
12th Total	272	314	278
Total Students	1208	1241	1243

Student Population by Ethnicity by Year (Number and % of students in the population)

	2008- 2009	2009 - 2010	2010 – 2011 As of 3/15/11
Asian	205 17 %	236 19 %	235 19 %
Hispanic/Latino	289 24 %	310 25 %	311 25 %
African American	434 36 %	410 33 %	414 33 %
White	205 17 %	248 20 %	246 20 %
Multiple or No response	72 6 %	37 3 %	37 3 %
Total Students	1208 100 %	1241 100 %	1243 100 %

English Learners (Number and % of students in the population)

	2007- 2008	2008- 2009	2009 - 2010
English Learners	154 12.8%	152 12.6%	163 13.1%
Fluent-English-Proficient (FEP) Students	218 18.1%	237 19.6%	267 21.5%
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	1 0.7%	11 7.1%	10 6.6%

Attendance:

2007 – 2008	2008 – 2009	2009 – 2010
93.7%	95.14%	94.8%

Discipline: Suspensions and Expulsions

	2007 – 2008	2008 – 2009	2009 – 2010
Total Enrollment	1213	1208	1241
Suspensions for violence/ drugs	147	80	71
Expulsions for violence/drugs	6	13	4
Overall suspensions	413	451	393
Overall expulsions	7	13	4

API Data

API (growth*)	2007 – 2008	2008 – 2009	2009 – 2010
Schoolwide	659 (-7)	636 (-23)	644 (+7)
African American	526 (-29)	495 (-31)	512 (+15)
Asian	776 (+6)	757 (-19)	743 (-13)
Hispanic or Latino	629 (+9)	600 (-29)	619 (+21)
White	829 (-4)	791 (-34)	796 (-1)
Socioeconomically Disadvantaged	578 (-15)	578 (-40)	567 (+27)
English Learners	NA**	549 (NA**)	567 (+18)
Students with Disabilities	474	514 (+40)	486 (-34)

* Each column shows growth compared to a Base that is readjusted annually.

** NA – data not available because population was not statistically significant

CAHSEE Data – 10th grade students

	Feb. 2008		Feb. 2009		Feb. 2010	
	Math	ELA	Math	ELA	Math	ELA
All students	215 (77%)	210 (76%)	207 (79%)	198 (74%)	223 (69%)	244 (75%)
Special Education	10 (32%)	10 (34%)	22 (56%)	13 (34%)	11 (29%)	13 (35%)
English Learners	20 (49%)	15 (38%)	19 (59%)	10 (29%)	25 (52%)	17 (35%)
RFEP Students	23 (96%)	25 (100%)	27 (93%)	28 (97%)	40 (91%)	43 (98%)
Socio-economically Disadvantaged (SED)	72 (64%)	71 (65%)	66 (72%)	59 (63%)	99 (61%)	112 (68%)
Not SED	117 (64%)	113 (87%)	123 (84%)	126 (85%)	111 (78%)	118 (83%)
African American	53 (60%)	53 (60%)	54 (64%)	53 (61%)	50 (46%)	71 (66%)
Asian	46 (92%)	41 (85%)	52 (96%)	46 (84%)	45 (88%)	40 (78%)
Hispanic or Latino	51 (73%)	48 (71%)	43 (66%)	42 (66%)	67 (70%)	69 (71%)
White	53 (95%)	55 (100%)	42 (93%)	41 (89%)	50 (89%)	53 (93%)
Declined to state	NA	NA	11 (100%)	11 (100%)	NA	NA

Section II: Progress Report

El Cerrito High School (ECHS) established the Master Plan for Academic Change (MPAC) in Spring 2010 to guide schoolwide efforts to achieve equitable learning outcomes and high achievement for all students. The MPAC serves as a lens through which the school focuses all of its efforts including, but not limited to, curricular, SPSA, and other initiatives to improve student learning. The process for developing the MPAC included a data gathering period, several data review sessions and a collaborative retreat that was comprised of members of every stakeholder group including certificated and classified staff, administrators, parents, and students. During the data gathering period, teachers, students, and parents were surveyed to determine the perceived needs, concerns, and areas of growth. Following the closing of school in June, the MPAC Leadership Team met to review and refine the Vision Statement, write a Mission Statement, and prioritize the goals for the 2010 – 2011. The Mission Statement included seven school wide goals that addressed the greatest challenges that ECHS faced (see below). The MPAC Leadership Team identified Goals 1, 3, and 5 of the Mission Statement as the primary foci for 2010 – 2011. An evaluation of progress will be made in June of 2011 through surveys to all stakeholder groups and will form the basis for the targeted work for 2011 – 2012. Annually, a Cycle of Inquiry will be completed.

Vision:

ECHS is a mutually supportive, academic community dedicated to helping students develop pride, perseverance, and purpose in order to realize their potential.

Mission:

We are committed to providing a rigorous, comprehensive, and meaningful education for all students. El Cerrito students, staff, and larger community will work collaboratively so that students will become independent, resilient, motivated critical thinkers, who contribute to the (greater community)/ society as a whole/the global society.

1. We provide all students with challenging learning experiences and a rigorous curriculum. In addition, we focus instruction on the development of critical thinking and problem-solving skills. We encourage active student inquiry and support their acquisition of study skills.
2. We foster student well-being and promote positive social development. We encourage students to view themselves as resilient learners within their personal identity.

3. We help students develop and maintain a personalized learning plan in which they commit to academic integrity and personal responsibility for their own education. We celebrate student achievement and showcase it in the community. We provide academic support and counseling to help students achieve their educational goals.
4. We provide students with extended learning opportunities beyond the classroom and foster a culture in which students utilize those opportunities.
5. We support the effective use of all forms of assessment to improve student learning. We use assessment to measure proficiency, inform instruction, and provide students with a measure of their progress that relates to their educational goals.
6. We are a team of staff members, parents and students who support each other, communicate and collaborate with each other, drawing from the strength of our many cultures.
7. We are reflective, active participants in a professional learning community.

Analysis of alignment of WASC Action Plan and MPAC Goals

<i>2010-2013 WASC Action Plan Focus</i>	<i>Aligned MPAC Goals 2010 - 2011</i>	<i>Recommendation for MPAC planning 2011- 2013</i>
Focus # 1: Professional Learning and Collaboration	Goal 6 <ul style="list-style-type: none"> • Targeted collaboration weekly Goal 7 <ul style="list-style-type: none"> • MPAC Teams = professional learning communities 	<ul style="list-style-type: none"> • Articulation & professional learning collaboration with middle schools
Focus #2: Assessment of Student Learning	Goal 5 <ul style="list-style-type: none"> • School-wide explicit data review • Formative assessment • Outcome-based syllabi • Student folders with grade & testing reports, long-range course planning, transcript 	<ul style="list-style-type: none"> • Summative assessments • Student evaluation of courses • Department level review of student data & assessments to inform instruction
Focus #3: Provide all students with challenging learning experiences and a rigorous, relevant curriculum	Goals 1 <ul style="list-style-type: none"> • Department aligned, outcome-based syllabi • Departments developing assessments in common • Departmental Standards-aligned curriculum plans 	<ul style="list-style-type: none"> • Revisit the ESLRs, review, revise, align with MPAC Vision & Mission

<p>Focus #4: Personal Learning Plan and Career Pathways</p>	<p>Goal 3</p> <ul style="list-style-type: none"> • Student Program Planning – Student Handbook • Schoolwide Lessons on Student Goals and Program Planning • Counselor conferences • Underclassmen Awards <p>Goal 4</p> <ul style="list-style-type: none"> • Writers’ Coach Connection one-on-one tutoring for EL students • ACE Tutoring Center 	<ul style="list-style-type: none"> • Improve student access to extended learning opportunities • Align learning plan with career pathways. • Align Academies with MPAC
<p>Focus #5: Parent involvement in on-campus activities</p>	<p>Goal 3</p> <ul style="list-style-type: none"> • Underclassmen Awards – held before Back-to-School Night <p>Goal 6</p> <ul style="list-style-type: none"> • Parent support groups such as PTSA, Band Parents, School Site Council, Writers Coach Connection Tutors 	<ul style="list-style-type: none"> • Improve communication options for parents beyond e-tree and auto-dialer • Outreach to alumni, parents for a college fair
<p>Focus #6: Reviews and Reports of progress of WASC Action Plan and the SPSA</p>	<p>Goal 6</p> <ul style="list-style-type: none"> • ILT represents all stakeholders & monitors WASC Action Plan (MPAC) and SPSA • SSC monitors SPSA 	<ul style="list-style-type: none"> • Community accountability meeting to report data and results of MPAC and SPSA

Section II: Response to Recommendations by WASC Visiting Committee

Recommendation #1: *There is a need to establish a committee to ensure and actualize a coherent school vision, to implement the WASC recommendations and to monitor the school-wide action plan that will achieve equitable learning outcomes for all students.*

Action: MPAC (Master Plan for Academic Change) was established in Spring 2010. The MPAC Committee met in June 2010 to refine the existing Vision statement and to write a Mission statement. The members of the MPAC Committee are also members of the Instructional Leadership Team (ILT) which monitors the Schoolwide Action Plan, now titled MPAC, to ensure equitable learning outcomes for all students. The ILT has been in place since 2000. Its membership includes the Academic Senate lead for every department, student representatives, parent representatives, administrators, counselor representative, and a community college

representative. Representative members from each of these groups are members of MPAC and facilitate the work of the MPAC Collaboration Teams which meet monthly during Collaboration.

Recommendation #2: *There is a need for ongoing professional development to achieve the alignment of lesson plans to standards-based curriculum, differentiated instruction, common assessments, and Expected School-wide Learning Results.*

Action: Professional development is on-going at the department level and at the school level during weekly Collaboration meetings and is guided by the targeted MPAC Goals. The outcomes of the professional development program are aligned with the MPAC targeted goals for 2011-12. ELA, Math, Social Science, Science, and World Language have or are in the process of aligning lesson plans to standards-based curriculum as well as integrating differentiated instruction, common assessments and ESLRs.

Recommendation #3: *There is a need for staff development to implement strategies to increase standard based curriculum and instruction to appropriately reflect and assess students' learning with respect to the California State Standards.*

Action: Schoolwide Collaboration meetings are focused on instructional strategies that are effective in improving student achievement with respect to the California State Standards. The following MPAC schoolwide collaboration meetings have been held:

- Goal 1 (Challenging Curriculum): The first schoolwide collaboration workshop was to model an effective lesson with an opener that helped to motivate the students (in this case, teachers) to learn the material, engaging activities to help them learn, and a closing activity to summarize the learning that took place and ensure that the students could utilize what they learned independently.
- Goal 3 (Learning Plan & Academic Integrity): At the April 27 schoolwide collaboration, this MPAC group will present a survey regarding academic integrity and a plan for guiding students through academic planning in Cultural Geography and freshman English classes. As part of a series of school-wide lessons, students learned how to read their transcript and reflect on their progress toward graduation,
- Goal 5 (Assessment): Overview of CST and CAHSEE data to be distributed and discussed with students during a schoolwide lesson plan. Build an understanding of the formative assessment process and develop a process to use formative assessment to adjust instruction. All teachers were asked to implement a formative assessment and to share with their

colleagues a description of that assessment, the students' response to the assessment, and the next steps the teacher intends to take as a result of that assessment.

Recommendation #4: *There is a need to increase the capacity of the entire faculty and staff to analyze and use disaggregated data to inform their practices and improve students' performance.*

Action: Disaggregated data is presented, explained and analyzed at schoolwide faculty meetings. At the beginning of the school year, disaggregated CST and CAHSEE data is presented, explained and analyzed with schoolwide implications and then analyzed at the department level for instructional implications.

Recommendation #5: *There is a need for the establishment of a School Leadership Team, consisting of administrators and department chairs to form the main body for teacher focused decision-making and operational planning for student academic improvement.*

Action: The role of a School Leadership Team is fulfilled by the *Academic Senate* whose membership includes the chair of each department, the administrators, and the School Reform Coordinator. This group meets monthly and focuses on decision-making to ensure continual student academic improvement. The Academic Senate members also serve on the Instructional Leadership Team and serve as leader and co-leader of the three MPAC Collaboration groups.

Recommendation #6: *Leadership team should provide opportunities for teachers to collaborate with each other on the use of assessment data and results to direct instruction or to study, discuss, plan and implement strategies to support, enact, and evaluate the School-wide Action Plan.*

Action: The chair of each department plans and facilitates the twice monthly department collaboration meetings. The goal of these meetings is for teachers to collaborate with other, to share effective instructional strategies, to create and share common assessment data, and to implement the WASC Action Plan (MPAC).

Recommendation #7: *The School Site Council should enable parents and students, as well as staff, to become active partners in monitoring school progress on the School-wide Action Plan.*

Action: The School Site Council meets regularly with one of its goals to monitor the implementation of the Single Plan for Student Achievement (SPSA). The SSC ensures that the

SPSA is aligned with the long-range goals of the WASC Action Plan (MPAC). Members include parents, students, and staff. The SSC Chair is also a member of the ILT.

Section III: Ongoing development of the Master Plan for Academic Change (MPAC)

Process to create MPAC – Spring 2010

The Administration introduced MPAC to department chairs at the Academic Senate meeting on March 12, 2010. Over the next three months, stakeholder ideas and concerns were gathered into one large list of needs, concerns, and areas for growth that would be discussed by an MPAC leadership group during a summer session. That group would be composed of members from all stakeholder groups (administration, teachers, non-certificated staff, parents, students). This leadership group would craft a new school vision statement and would set the agenda for the coordinated school reform that would occur over the following school year.

Parents, students, and teachers were surveyed over the course of the 2009-2010 school year to identify areas of school satisfaction and concern. Those surveys and WASC recommendations were the primary documents used to create the list of needs, concerns, and areas of growth. Additional input was given to teachers, staff, and administration during April and May collaboration meetings.

Results of MPAC Leadership Retreat

The MPAC Leadership Retreat in June 2010 was attended by representatives from each stakeholder group. During the retreat, the group succeeded in crafting a new ECHS vision statement, in writing a ECHS Mission Statement and transforming the list of concerns into goals for each part of the Mission Statement, and in prioritizing three goals, Goals 1, 3, and 5, for the upcoming school year. It was decided that the MPAC Leadership would meet annually in June to evaluate the progress on the targeted goals, revise the goals based on input from all stakeholders and identify the targeted goals for the next school year.

Summary of the work accomplished by the MPAC Teams for Targeted Goals 2010 - 11

MPAC Goal 1: *We provide all students with challenging learning experiences and a rigorous curriculum. In addition, we focus instruction on the development of critical thinking*

and problem-solving skills. We encourage active student inquiry and support their acquisition of study skills.

Goal 1.1.1: 75% of students who earn a C or better in a course will also score proficient on a standards-based assessment administered to all students in the course.

Progress:

This MPAC group was charged with putting on the first schoolwide collaboration workshop among the MPAC groups. This workshop was planned during their first two meetings and then presented on October 20, 2010. It modeled an effective lesson with an opener that helped to motivate the students (in this case, teachers) to learn the material, engaging activities to help them learn, and a closing activity to summarize the learning that took place and ensure that the students could utilize what they learned independently. They also collected from the teachers ideas and strategies that they employ for each part of their lessons. In subsequent meetings they sifted through these and summarized them. They are currently compiling these into a handbook of great ideas that will be given to all faculty members in a printed, bound booklet and in digital form on a shared network drive. In the process of doing all this, the group has promoted the discussion of the idea of a rigorous curriculum in each of their disciplines.

Furthermore, in October of 2010, Academic Senate discussed a shift to outcomes-based syllabi in order to facilitate greater horizontal and vertical alignment of course outcomes. Department leads and administrators led professional development and discussions about outcomes-based syllabi in November, 2010, and faculty input was used to choose the elements and format of the new syllabi. Faculty revised their syllabi in December of 2010 and January of 2011, using the agreed-upon elements and format. Academic Senate discussed next steps at their meeting on Monday, March 21st, which are to compare and combine individual teacher's syllabi into a single syllabus for each course with agreed upon course outcomes and summative assessments. At the faculty collaboration meeting on Wednesday, March 23rd, these next steps will be introduced to the whole faculty, and departments will brainstorm when and how to meet these goals by next Fall. Funds have been set aside for departments to work outside of school hours in order to complete this work.

Goal 1.2.1: 75% of students will improve their ability to select and implement an appropriate critical thinking or problem solving strategy based on Bloom's Taxonomy (or other similar organization of skills)

Progress:

All English teachers are teaching levels of questioning and inference in their classes. The teaching strategies handbook mentioned above will provide teachers detailed resources for teaching students these critical thinking strategies. Furthermore, Academic Senate members agreed at the March 21st meeting that for summative assessments to be meaningful, they must call on students to engage in critical thinking about course content, not simply demand that they recall information.

Goal 1.2.2: 75% of students will acquire the study skills necessary to take personal responsibility for their own education.

Progress:

All social science teachers are teaching students how to use Cornell notes in their classes. The handbook being designed by this MPAC group will also offer strategies for integrating study skills instruction into content classes (e.g. teaching note taking methods such as Cornell Notes and SQ3R). Lastly, at the March 19th CST study session, English teachers focused instruction on teaching students the SQ3R and SOAPS methods of comprehending and analyzing informational texts, because the strategies can be used by students to increase their independent comprehension of future texts across disciplines.

MPAC Goal 3: We help students develop and maintain a personalized learning plan in which they commit to academic integrity and personal responsibility for their own education. We celebrate student achievement and showcase it in the community. We provide academic support and counseling to help students achieve their educational goals.

Goal 3.1.1: 100% of the Freshman class will create a personalized learning plan that includes courses for 4 years of high school and personal learning goals. Students will improve their understanding of what they want to accomplish and what they need to do in order to accomplish it.

Progress:

Members of this MPAC group are currently designing a plan for guiding students through academic planning in all Cultural Geography and freshman English classes. Furthermore, a sub-group is developing a list of suggestions and ideas to help teachers bring academic planning issues into all classrooms. An example of their work is the development a flow-chart for each department that illustrates the progression of classes and/or students' choices at each grade level. Those flowcharts will be presented to faculty in April. The group is also investigating how to combine two online software programs—Counseling Wizard and Power School—so that students can easily look at their academic histories and make future academic decisions.

For the short term, the school has instituted a series of school-wide lessons in which students have learned how to comprehend and analyze a transcript as well as use their own transcript to reflect upon their current progress toward graduation and A-G eligibility.

Goal 3.2.1: 100% of all students will demonstrate personal responsibility for their education.

Progress:

In addition to the school wide lessons listed above, other school wide lessons have guided students through comprehending and analyzing a CST report, reflecting on their own CST score from last year, and setting goals for their CST performance this year. Goal-setting and student monitoring of their progress will increase next year when the developing plans for student academic planning are fully implemented.

Goal 3.3.1: The percentage of students who demonstrate their commitment to academic integrity will continually increase based on teacher surveys of observed academic integrity.

Progress:

At the beginning of this school year the lead teacher for this MPAC group shared his method for addressing academic integrity, one which focuses on students who have been caught cheating reflecting on the consequences on their own education for not learning course material and which identifies clear, escalating consequences for plagiarism. Since that presentation the MPAC group has developed a survey regarding academic integrity and a possible campus-wide policy for addressing cheating; both will be presented to the faculty at a school-wide collaboration on April 27th.

MPAC Goal 5: *We support the effective use of all forms of assessment to improve student learning. We use assessment to measure proficiency, inform instruction, and provide students with a measure of their progress that relates to their educational goals.*

Goal 5.1: 100% of teachers will use some type of formative assessment in their classrooms and will adjust instruction as needed.

Progress:

The Goal 5 MPAC team delivered professional development on formative assessment, and each teacher has been assigned the job emailing a note that reflects on a specific usage of formative assessment in their classroom.

In addition to the presentation by our teachers, ongoing professional development has taken place with Educational Testing Service (ETS) on the use of formative assessment. This professional development series has focused on math and science instruction. Additionally, the Academic Senate convened to discuss the connection between course outcomes and summative assessment. As a result of this particular session, the faculty has begun work on creating common summative assessments in each department that will be given throughout the school year. These assessments will be designed around common course objectives and will emphasize higher-order thinking skills.

Goal 5.2: Additional review opportunities will be given to those whose CST test scores for 09-10 show they were not adequately prepared.

Progress:

A comprehensive review of student level CST scores was conducted by the Assistant Principal, who identified every student that is below proficiency in any CST subject area. Using this data, students were provided with a personalized report that includes their proficiency levels, along with services that are available to improve their scores. Students who were below proficiency were then invited to attend weekend study sessions each Saturday for a five-week period. The first review session was a parent session that gave an overview of the program, the following sessions include math and English instruction in a small group. Personal phone calls are made to the homes of students who do not attend by teachers, in order to ensure that parents

are made aware that their child is below proficiency and that the intervention is available. A statistical analysis of the Saturday sessions from the previous year revealed that a significant portion of the students who participated showed growth on their CSTs. We believe that it is the program's emphasis on specific math and English skills that has been most effective.

Goal 5.3: 100% of students will use standardized test results to inform their personalized learning plans.

Progress:

A series of school-wide lessons were created and are being implemented. In the first, students learned how to read their 09-10 CST report. This lesson included a detailed review of a sample CST score report and was followed by an opportunity to read their own report and identify areas for growth. In the second lesson, students learned how to read their transcript and reflected on their progress toward graduation. This session was followed by a visit from a counselor who helped each student to select the appropriate course path for the coming years. In the third, students learned why CST scores matter, reflected on their 2009 – 2010 scores, and set goals for the 2010 – 2011 CST.