

# IVY HIGH SCHOOL

*Fallbrook Union High School District*

Focus on Learning

## Self Study Report

**2019-2020**



Prepared for the Western Association of Schools and Colleges (WASC)  
and the California Department of Education (CDE)

ACS WASC/CDE Focus on Learning Accreditation Manual,  
2018 Edition (2019-2020 SY Visits)

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## **Date of Visit**

March 9-11, 2020

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# Preface

## Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

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

Ivy High School has maintained a long-established history, since 1979, as an accredited academic institution, most recently with our mid-cycle visit from WASC in 2017. In the time since, and through several changes in leadership, the faculty, administration, and staff of Ivy High School, with input and support from students, community members, and other stakeholders, have been engaged in the work of the Focus on Learning process as a matter of course in our efforts to continually examine our practices and explore new ways of better addressing our student needs. Our efforts to codify this work in the Self-Study Report really began to take shape in the 2018-2019 school year when a self-study coordinator was appointed and the staff began to use common planning time in the afternoon and scheduled faculty meetings on Monday morning to review previous WASC reports, analyze data, discuss best practices, and collaborate around the areas specifically addressed by this report. In transitioning to the 2019-2020 school year, the school has continued this process, with the same commitment and methodology, under the leadership of both a new principal and a new self-study coordinator. The extent to which this has disrupted the process is, in effect, minimal, as many of the same stakeholders have been involved in the collaborative effort for the last two years.

### WASC/CDE FOL SELF-STUDY PROCESS TIMELINE (2018-2019)

	Late Start Mondays	Monthly Staff Meetings	Additional Tasks/Training
<b>October 2018</b>	Oct 1: WASC – Review ESLRs for measurability and Global context	Oct 10: Performance data given to all stakeholders	Planned Timeline of Self-Study Process for Ivy developed
<b>November 2018</b>	Nov 5: WASC Data snapshot:	Nov 14: Performance data given to all stakeholders	Nov 30: FOL Self-Study Training (Part 1) for Self Study Coordinator
<b>December 2018</b>	Dec 10: Discuss/Develop Survey Questions	Dec 19: Surveys for Subgroups: Teachers/Students/parents Performance data given to all stakeholders	Finalize creation of surveys for administering in next couple months to each subgroup

<b>January 2019</b>	Jan 7: Implement Teacher Surveys	Jan 9: WASC Data snapshot: ASAM, AYP ESLR Review/Changes—Global Concepts Performance data given to all stakeholders	Compile subgroup survey results
<b>February 2019</b>	Feb 25: Clarify School-wide Learner Outcomes Review/Changes/Adoption by stakeholders	Feb 13: Review teacher survey results Implement Student Surveys Performance data given to all stakeholders	Compile subgroup survey results
<b>March 2019</b>	March 18: Development of “School Quality Snapshot”	Mar 13: Summarize Progress of School (Perceived) How meeting needs of all students Site major changes in last three years to school programs Performance data given to all stakeholders	Complete Tasks 1-2 Finish Draft: Student Community Profile Finish Draft: Progress Report since last VC
<b>April 2019</b>	April 8: Review student survey results	April 10: Ivy stakeholders receive copies of Student Community Profile and progress report since last VC	April: FOL Self-Study Training (Part 2) for Self Study Coordinator
<b>May 2019</b>	May 20: Data (Demographic and Perceived) analysis: Identify 2-3 critical learner needs (academic) Who Are the Students? How are they performing? Who is and who is not achieving? What has been accomplished? What is in progress?	May 8: List School Strengths Prioritize Growth Targets (areas of need) Who Are the Students? How are they performing? Who is and who is not achieving? What has been accomplished? What is in progress?	Complete Task 3
<b>June-July 2019</b>	June 3: Evaluate Quality of School Program: A. Vision & Purpose	June 5: Determine Strengths and Prioritize Growth Needs for criteria category: Vision and Purpose	Compiling findings & supporting evidence for each criteria guide question in “Vision & Purpose” List Strengths/Priority Growth Areas
	<b>Late Start Mondays</b>	<b>Monthly Staff Meetings</b>	<b>Additional Tasks/Training</b>
<b>August 2019</b>	Evaluate Quality of School Program: B. Curriculum Evaluate Quality of School Program: C. Instruction	Determine Strengths and Prioritize Growth Needs for criteria category: Curriculum Determine Strengths and Prioritize Growth Needs for criteria category: Instruction	Compiling findings and supporting evidence for each criteria guide question in “Curriculum” and “Instruction” List of Strengths and Prioritized Growth Areas
<b>September 2019</b>	Evaluate Quality of School Program: D. Assessment and Accountability	Determine Strengths and Prioritize Growth Needs for criteria category: Assessment and Accountability	Compiling findings and supporting evidence for each criteria guide question in “Assessment & Accountability” List of Strengths and Prioritized Growth Areas September: FOL Self-Study Training (Part 3) for Self Study Coordinator



<b>October 2019</b>	Evaluate Quality of School Program: E. School Culture and Support	Determine Strengths and Prioritize Growth Needs for criteria category: School Culture and Support	Compiling findings and supporting evidence for each criteria guide question in “School Culture & Support” List of Strengths and Prioritized Growth Areas Completion of Task 4 by October 31
<b>November 2019</b>	Revise School-wide Action Plan based on findings from each of the 5 criteria categories	Revise School-wide Action Plan based on findings from each of the 5 criteria categories	First Draft of School-wide action plan given to stakeholders
<b>December 2019</b>	Revise School-wide Action Plan based on findings from each of the 5 criteria categories	Appendix: Decided what is important to include with the Self Study & Action Plan	Final Draft of School-wide action plan given to stakeholders
<b>January 2020</b>	Review Self Study and Action Plan/minor changes Approval of School-wide action plan by all stakeholders	Copies of Self Study and Action Plan given to all stakeholders	January 17: Mail copies of Self Study and Action Plan to members of Visiting Committee
<p style="text-align: center;"><b>March 2020</b> Visiting Committee Arrives March 9-11, 2020</p>			

**2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**

The articulation of schoolwide learner outcomes have remained largely unchanged since the 2014 WASC visit, helping to maintain some continuity in expectations throughout the administrative changes that the school has undergone. The Schoolwide Learner Outcomes are articulated by the acronym C-A-T-S, a reference to the Ivy Tiger mascot. Representing “Critical thinkers, Accountable citizens, Technology-literate individuals, and Self-directed learners,” this acronym emphasizes the values and skills that will enable our students to be successful in their future endeavors, both academic and otherwise. In addition to these skills and values, Ivy High School aims to meet the individual needs of all students by providing a standards-based education and by offering opportunities for the completion of required courses to graduate from high school.

**3. The analysis of data about students and student achievement**

Data is used, routinely, at Ivy High School as a means by which to evaluate and reflect on the efficacy of our efforts to best serve our students and provide them with a high-quality education in a welcoming and comfortable learning environment. Data

used in this regard is most often shared and reviewed in the context of our weekly staff meetings on Monday mornings and takes many forms, from traditional assessment results to formative benchmark tests used in collaboration with other teachers in the district, and regularly includes parent, student, and staff surveys that help the school to undertake or re-evaluate new programmatic initiatives, attendance data for both regular school and after-school attendance rates, as well as disciplinary data and graduation rates. It is the unexpected fluctuation of the latter in recent years which has led to our school engaging in the state's Comprehensive Support and Improvement program this year, affording us further opportunities to explore the extent to which attendance rates, an ongoing concern, correlate to graduation rates.

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

Ivy High School, as an alternative continuation high school, is committed to the philosophy that fostering positive and supportive relationships between students and staff is the key to changing attitudes towards school, thereby increasing academic achievement and yielding the learner outcomes that have been previously identified as valuable measures of our collective success. Our mission is to implement the LCAP goals identified by the district while providing a flexible learning environment that accommodates the individual needs of our students and enables them to earn or recover the credits required to graduate high school, in service of preparing them for success in post-secondary academic or vocational pursuits.

**5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

Ivy High School has reviewed and updated its action plan annually in the course of writing the SPSA, maintaining alignment with the district's LCAP goals. The areas of need identified in the most recent full- and mid-cycle WASC visits represent ongoing issues. While programmatic changes have been implemented, and progress has been made in addressing these issues, these critical areas of need remain priorities for our school. As a part of the CSI program, long-range plans to improve attendance and graduation rates are being developed. Data analysis has been and will continue to be an important component of the school's efforts in these areas, both as a measurement of progress and an indicator of evolving areas of need.

# Chapter I

# Progress Report

## Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.
- Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

Ivy High School has undergone significant changes in the years since the last full WASC visit. The campus itself was significantly renovated leading up to the 2014-2015 school year, redesigning the layout of the school and replacing each building on campus with newer facilities. The administration of the school has undergone arguably even more significant change, with six different principals in the last five years. Twice, the school year began with the position vacant, filled by an interim principal until a new hire was made. This turnover has understandably impeded, to some extent, our ability to implement, nurture, and revise major programmatic changes that were made in an effort to address the critical areas of growth that had been previously identified.

In addition to these leadership changes at the school level, the district itself has undergone changes at the superintendent position twice in the last five years, and four of the five positions on the Board of Trustees have been filled by new members. Both of these developments have had some effect on the nature of the district's instructional focus, professional development programs, initiatives, and budgetary priorities. In addition to these personnel changes, the district has experienced a major decline in enrollment, leading to Ivy High School currently serving approximately fifty fewer students throughout the year, representing a loss of almost one-third of the student population that attended the school in 2014-2015. The staff at Ivy has subsequently been reduced to five full-time teachers along with a part-time resource teacher, and the classified librarian position was closed, resulting in the loss of another individual who played a more significant role in our daily operations than her job title alone indicates.

In the 2018-2019 school year, Ivy High School was placed under the Comprehensive Support and Improvement program due to a decline in graduation rate. Fallbrook Union High School District works with Orenda, originally known as Principal's Exchange. Orenda provides services to Fallbrook Union High School District at no cost to the district because Fallbrook Union High School District is a small district. Orenda was chosen by the previous district administration and has done extensive work with all three schools prior to Ivy High School becoming part of CSI; therefore, the district in partnership with Orenda, conducted an initial needs assessment in which data was analyzed, teachers, counselors, students, and parents were interviewed, and a disparity in enrollment between female and males was readily apparent. Also readily apparent is that the demographic of Hispanic/Latino students at Ivy was not proportional to the rest of the high school district, which indicates that further investigation is needed to evaluate

systems, conduct process maps, and evaluate transfer policies and procedures. Information about CSI was shared with teachers, and they were included in the process to address a plan of action for the 2019-2020 school year.

The last full WASC visit in March of 2014 resulted in the identification of three critical areas for follow-up. While the mid-cycle visit in 2017 did not identify any new areas for follow-up, there were some recommendations made by that committee which the school has made efforts to address in the last three years.

### **2014 WASC Critical Area for Follow-Up #1**

**Ivy High needs to support a rigorous academic program focusing on critical and creative thinking skills with an emphasis on closing the achievement gap for all students.**

In the years since the last WASC visit, continual efforts have been made to increase the rigor of our academic program. In the 2014-2015 school year, the district, as a whole, embraced a new professional development program focused on Depth of Knowledge in teaching aligned with the Common Core State Standards. While also deepening teachers' own understanding of these standards, this program has shifted instructional rigor towards a complexity of skill that embraces critical thinking. This work led to an initiative for the Math and English departments at Fallbrook High School to develop standards-aligned pacing guides and curricular maps, on which Ivy teachers collaborated with their FHS colleagues, as well as the implementation, in 2015, of benchmark testing using Interim Assessment Blocks (IABs) from the California Assessment of Student Performance and Progress (CAASPP).

The 2015-2016 school year saw the implementation of a year-long professional development program focused on Student-to-Student Interaction (S2SI) with the support of the San Diego County Office of Education (SDCOE) instructors. This training continued in the next year with an emphasis on implementation of strategies and peer observation. The philosophy behind S2SI is to support rigor, as well as equitable access, with an emphasis on constructive dialog and elements of argumentation. Over the years, teachers return to concepts of S2SI in the context of other district initiatives, for example discussing ways to include student interaction in terms of collaborating on a shared document.

The district-wide technology initiative culminated in the introduction in 2018-2019 of a 1:1 Chromebook program for all students in FUHSD, along with training throughout the school year organized by other teachers, in the role of technology coaches. Two of the teachers at Ivy served as technology coaches and helped to organize this professional development. Emphasizing the collaborative, creative, and rigorous work that could be done in classes with students using Google Apps for Education (GAPE) and other programs, this professional development program really represented the

culmination of all the training from previous years, including concepts from Essential Elements of Instruction, Depth of Knowledge of standards, and student interaction.

In addition to these efforts, Ivy High School has embraced other changes to academic programs with an eye to increasing the rigor and improving student outcomes.

Twelfth-grade English classes at Ivy have, for years, incorporated modules from the English Reading and Writing Curriculum (ERWC), a Cal State and UC-developed curriculum designed to provide remediation for high school students while also preparing them for college-level English courses. Modules from the 10th and 11th grade courses have also been taught in those English classes for the last several years. The ERWC curriculum teaches critical thinking through, among other aspects, the annotation of text and the utilization of supporting evidence from text in the construction of arguments. Social Studies classes such as Economics and Government have begun to use the Teacher's Curriculum Institute (TCI) "Alive" curricula for History, Government, and Economics, which incorporates experiential lessons and hands-on learning opportunities, while History classes utilize the Stanford History Educational Group curriculum "Reading Like a Historian," which teaches students how to read, write, and think like a historian, by gathering evidence through research in support of their argument. In conjunction with the ERWC curriculum, these classes certainly encourage critical thought in the liberal arts.

Math classes at Ivy, beginning last year and along with the math department at FHS, shifted from a Traditional course pathway to the Integrated Mathematics pathway, a re-structuring of the state standards that is widely acknowledged to provide students with a better understanding of the relationships between previously-disparate mathematical concepts. Along with this transition, the Math teacher at Ivy has participated in the last year in a district-wide math department panel reviewing instructional materials aligned with both state standards and the new course pathway. The teachers on this panel discussed at length which publishers offered materials that were better suited to the development of critical and creative thinking skills.

## **2014 WASC Critical Area for Follow-Up #2**

**Ivy High will provide support and direction to establish college and career readiness pathways for all students.**

Earnest efforts have been made since the 2014 WASC visit to improve our capacity to meet students needs in terms of college and career preparation, and these efforts will be ongoing, as some programs previously available to us are no longer available.

Ivy has always emphasized, as an aspect of our students' emotional and social development, preparation for the next stages of their life. Our long-time English 12 teacher has significantly modified a college and career planning unit from the ERWC curriculum, called "What's Next?", which has now been adopted by her successor in that

position. When possible, this unit has included visits to local colleges and vocational schools. For years, the librarian at Ivy organized a “College and Career Fair” in the spring, at which representatives from various educational institutions or local employers would meet with out students to discuss the opportunities available. From vocational colleges to JobCorps and the local fire department, students were annually exposed to a range of options that they may not have otherwise considered. Similarly, Ivy had, for years, participated in a job-shadowing program at Camp Pendleton during which students were invited to meet with and learn from civilian contractors in various industries on the military base. Sadly, the organizers of both our job fair and Pendleton’s job-shadowing program have left their positions and, while the former can be organized by someone on campus, the latter has not resumed at this point.

The academic counselor at Ivy High School continues to be a valuable source of support and direction for students on questions regarding the college and career path. Though his position is shared with Oasis High School, the student to counselor ratio at Ivy is still a unique advantage for students, who all meet with Mr. Barraza at some point to discuss their academic schedule, timeline for graduation, and post-secondary options. Mr. Barraza offers administration of the Armed Services Vocational Aptitude Battery (ASVAB), which can help students identify a career path, and offers assistance with the FAFSA application, as well as regularly emailing students with scholarship and work opportunities. Beginning in the 2016 school year, the district initiated a policy of offering all students the opportunity to take the PSAT, a college entry and placement test, which gives students at Ivy a chance to experience the rigor of such collegiate exams while also encouraging them to consider their options in higher education, and connecting them with the resources offered by the College Board when their scores are released.

Following the 2014 WASC visit, and in a further effort to address the issues of college and career planning and goal-setting, Ivy adopted a new calendar for Advisory class meetings, increasing the frequency of these student-oriented classes, focused on social-emotional growth and academic planning, from once each trimester to once per month. In the 2018-2019 school year the decision was made, based on anecdotal and survey data which indicated a positive reaction to and expressed belief in the efficacy of these classes, to further increase the frequency of these advisory classes to twice per month, a schedule which we maintain.

In recent years, we have been able to expand opportunities for students who were already participants in CTE classes or specific programs like JROTC to continue their enrollment in these classes after transferring to Ivy. While the WASC mid-cycle committee specifically recommended that Ivy should offer students the opportunity to enroll in the CTE programs offered at Fallbrook High School, this remains an elusive goal, largely due to the changes in administration at both schools in recent years.

While there are limited opportunities, given the size of the school, to offer Career and Technical Education (CTE) pathways, Ivy does offer a robust photography program which was, throughout the 2015-2018 schools years, aligned with Palomar College,



enabling students to earn college credit upon the completion of a full year. While the college alignment lapsed amidst a change in leadership, the program was resubmitted and approved in the 2019-2020 cycle for articulation with Palomar College's Introductory Photography course. Students will once again be able to earn college credit for this course. As another means of addressing career education, Ivy has begun to offer classes through which students can earn certification that they are encouraged to put on their resumes. For the first time in the 2019-2020 Ivy initiated a day of job training for seniors, coinciding with the administration of the PSAT for juniors, which included an option of receiving Food Handlers, CPR, or OSHA training and certification. This is a program that we are excited to continue in the future.

### **2014 WASC Critical Area for Follow-Up #3**

**Ivy High will continue to emphasize school-wide focus on the “A-B-C’s of Ivy” (Attendance, Behavior, Credits) to engage and support their at-risk student population.**

As per the visiting committee's recommendation, the staff at Ivy High School continue to communicate to students the “A-B-C's” that will be instrumental to their academic success. The simple formula of good attendance and focused academic behavior leading to earned credits is first introduced to students at their orientation, and emphasized throughout their time at Ivy. In more recent school years, this focus has been further reinforced with specific programmatic changes.

Ivy has a tradition, since 2008, of holding awards ceremonies each trimester during Advisory time, recognizing students for honor roll, perfect attendance, and various other awards sometimes unique to each teacher or class. In the last couple of years an effort has been made to align these awards more explicitly with the “A-B-C's of Ivy” to better reinforce these principles. Likewise, in Advisory classes, our lead teacher created a goal-setting lesson that is used periodically as a means for students to write personal goals in each of these categories based on a guided analysis of data related to their own attendance and rate of credit acquisition.

In 2016 the faculty began the practice of using time in staff meetings to write statements of positive reinforcement to students in acknowledgement of their behavior, academic progress, or other contributions to the school community. These “Tiger Pride” cards were then distributed to the students by the administrator throughout that day. This practice has since evolved to include posting copies of the cards in one of the display cases on campus as a way to publicize these acknowledgements and reinforce the behaviors being recognized, and it is not uncommon to see students kind of boasting about it when they get one of these cards. We have since expanded the use of the



display cases on campus to emphasize student achievements in terms Attendance and Credit recovery, as well.

Ivy has always emphasized positive disciplinary practices as the most effective and equitable means of engaging our students and serving our efforts to enable all students to be academically successful. This philosophy is built on the strength of the interpersonal relationships that we are able to form with our students through a combination of small class sizes and dedicated, caring professionals. When student behavior falls outside of the codes of conduct outlined at student orientation and in the student handbook published on the district website, teachers typically follow a process of clearly identifying and redirecting this behavior, with further resort to meeting with the principal or holding a parent conference if the behavior is persistent. There are few outrageous disciplinary issues at Ivy and the suspension rate remains low.

Attendance has historically been the most persistent and difficult issue to address at Ivy High School and, in the time since the 2014 WASC visit, the turnover in administration has stymied the creation and implementation of systemic efforts to address this issue. In recent years more concerted attempts have been undertaken to understand the causes of our school's truancy and tardiness rates, through the use of surveys administered in Advisory class, and to introduce incentive programs or other systemic remedies. For example, in 2018 the school began to reward students with early lunch passes if they had perfect attendance the previous week. This year, our PE teacher has organized raffles on Fridays at lunch to reward students with coupons for free food and drinks at local businesses. Furthermore, informed by surveys of students and parents and based on discussions between staff and administration, Ivy implemented, at the midpoint of this school year, a new late-start daily schedule in an effort to reduce the number of first period tardies that result from transportation issues. Preliminary first period attendance data suggests that this change is having the intended effect. This data will continue to be monitored throughout the year.

### **2017 WASC Mid-Cycle Recommendation #1**

**Secure multiple pathways and innovative courses that are accessed by Ivy HS students to enhance their knowledge and skills needed for their successful transition to college, career training, or the workforce; ensure that qualified and capable students are encouraged and permitted to concurrently enroll in a range of learning opportunities, e.g. traditional high school courses, JROTC, dual-entry courses, and work experience/community-based education.**

While the visiting committee in 2017 emphasized the need for Ivy to utilize the resources of Fallbrook High School in expanding student choices and opportunities, efforts to implement this recommendation, more than any other, have been impeded by the significant school- and district-wide changes previously mentioned in this report.

Since 2014 we have been successful in being able to allow for some students to remain in JROTC, band, autoshop, or woodshop, which had not been the case in the past. Unfortunately, these opportunities have been limited to individuals that were specifically permitted by the program's teacher to continue as a part of the process of being identified as candidates to transfer from FHS to Ivy. In the distant past, all students at Ivy could be enrolled in some of these programs, but this was discontinued decades ago, reportedly because of over-enrollment issues and general miscommunication between the schools' counseling offices. In the time since 2014, and specifically since the 2017 mid-cycle visit, turnover in administrative and counseling positions at both schools have prevented any attempt to revisit this concept.

In 2018 the school piloted a truly innovative program called The Ivy Project, in which students worked together in a small class throughout the trimester while creating unique individual projects which were shared with the community at a special showcase. While successful, this pilot program was discontinued when the principal who had organized it left and the teaching position was eliminated.

On a more positive note, innovative courses and college and career pathways have been made available to students in the form of the job trainings that Ivy has begun to offer, as previously mentioned, as well as the Digital Photography class that has been college-aligned. Furthermore, through FUHSD, Ivy students have access to Palomar college classes which are periodically offered on the FHS campus in the evenings, as well as the range of courses available through the Fallbrook Extended Learning Academy (FELA) program on Saturdays. Students at Ivy also have the option and opportunity to complete a wide range of electives and A-G certified college preparatory course on the APEX online learning system with the facilitation of one of our teachers.

### **2017 WASC Mid-Cycle Recommendation #2**

**Build on practices of data analysis to better inform instructional practices; explicit teachers' communication to students of content objectives and expected learning outcomes to help them make connections and see the relevance in what they are learning; and further teacher feedback to students and the use of success criteria would add rigor to lessons to improve the communication to students of instructional practice.**

Ivy High School is certainly committed to offering students a relevant learning experience, and teachers, through professional development and faculty common planning, both often driven by the analysis of data related to learning outcomes, engage in an ongoing process of refining their practices to better achieve this result. In terms of communicating content objectives and expected learning outcomes, teachers have adopted the practice, as introduced in the S2SI training from the last few years, of providing students with models of constructive dialog, including beneficial sentence

starters, which students can emulate to better enable deeper understanding of course material in discussions. In addition to providing examples of model work, teachers understand and make use of rubrics when appropriate as a means of clearly communicating expectations. In many classrooms, like the Mathematics and Social Studies courses, daily and longer-term learning objectives are explicitly introduced to students to better help them understand the connections between the topics that they are studying. In the case of the Social Studies classes, and through their use of the “Thinking Like a Historian” curriculum, these learning objectives are explicitly tied to the academic skills that students will need to be successful in college-level courses.

In terms of using data to drive the refinement of instructional practices, as has been mentioned earlier in this chapter, the school and district as a whole routinely use the presentation, discussion, and analysis of data in professional development and faculty meetings to spur discussions of potential opportunities to improve pedagogy. More specifically, in the time since the 2017 WASC mid-cycle visit, Ivy High School has continued to participate along with the other schools in FUHSD in the administration and analysis of Common Core State Standards-based Interim Assessment Blocks (IABs) and Interim Comprehensive Assessments (ICAs). The data gathered from these tests becomes central to department-level professional development as well as faculty-wide instructional initiatives.

Likewise, in the time since the last visit, Ivy High School has begun to engage with our students and community more regularly through the use of surveys, administered periodically to assess overall attitudes and opportunities for improvement as well as specifically at times when a particular initiative or decision is on the fore. For example, throughout the 2017 school year, one of the teachers at Ivy was engaged in work with the district Instructional Technology Committee as it initiated its pilot program of Chromebook distribution. Surveys on student attitudes and experience with technology in the classroom helped to better guide the committee in the implementation of the 1:1 Chromebook initiative, as well as to guide Ivy’s faculty in planning more relevant and rigorous lesson plans making use of this new access to technology. A more recent use of surveys in the Ivy community has helped the administration and faculty to craft a new late-start schedule that we believe, on the basis of the feedback gleaned from these surveys, will aid our students and their families in managing their morning schedules and improving the school’s first period attendance.

### **2017 WASC Mid-Cycle Recommendation #3**

**Develop a well-defined systemic and supportive strategy for addressing absenteeism and truancy among students, including positive reinforcement for those students who comply and demonstrate improved attendance and/or efforts to progress their learning.**

Strategies for addressing absenteeism and truancy, which depend on duration and consistency in order to become truly effective, have varied over the years at Ivy High School, often dependant on the administration of the school at the time. In particular, the somewhat informal but still systematic approach of counseling and incentivizing students with attendance issues, an approach which had worked well for years under a previous long-tenured administrator, was not particularly maintained when that administrator left the position at the end of the 2014 school year, as the school had three different administrators over the course of the next two school years. As a result, absenteeism and truancy have become a notably more pressing concern in recent years, with the consequence of contributing to markedly lower graduation rates in the 2016 and 2017 school years. As such, beginning in the 2017 school year, the faculty and administration have developed more effective systemic approaches to these issues.

The first approach to this was a positive reinforcement system. While the school has long-awarded perfect attendance recognition at our trimesterly awards ceremonies, as previously mentioned, the staff and faculty recognized that a more immediate recognition of this achievement would be more instructive and motivating to other students, and so a weekly system of early lunch passes was instituted. Allowing students who have had perfect attendance in the previous week to leave for lunch a couple of minutes early has a minimal impact on class-time but leaves a strong and enviable impression on their peers. The staff has further expanded this approach of positive reinforcement by including a raffle each week, conducted alongside other lunchtime games on Fridays, giving these students the opportunity to win prizes like coupons for free meals donated by local businesses.

Of course, an effective systemic approach to resolving absenteeism and truancy cannot be based entirely on positive reinforcement, and Ivy is committed to a supportive strategy that accounts for the challenges that students and their families experience. Intervention begins with daily phone calls from our attendance clerk when students are absent in the first two periods of the day. In this the clerk is assisted by teachers submitting attendance electronically within the first fifteen minutes of class. When attendance and truancy issues persist, the principal becomes involved in communicating with the families and helping to communicate to staff the reasons underlying these issues. This endeavor has been assisted, beginning in the 2019 school year, by our on-site Comprehensive Support and Improvement (CSI) coordinator. Responsible for collating data, conducting empathy interviews with students, and leading discussions on the implementation of systemic approaches to improving our attendance and graduation rates, this individual is also uniquely situated, as a teacher at this school, to communicate with parents and meet with students on a regular basis, 2-3 times per trimester, when their attendance is falling below the 85% daily mark that has been statistically determined to most immediately impact their academic performance and efforts to graduate.

While students can be rewarded for perfect attendance and counseled for absenteeism, the reality is that many of these students are not individually responsible for their transportation to school, and issues beyond their control can still affect their

attendance. In the case of a somewhat rural school district like ours these issues can be magnified by the limited access to public transportation, the cost of transportation provided by the district, and the remote locations of some students' homes. The administration and staff at Ivy High School are engaged in ongoing discussions and efforts to address these larger issues, leading to creative proposals such as adjusting our class schedule to accommodate a later daily start time, hiring a part-time social worker to counsel students and families who have struggled with attendance, and allocating a portion of our budget to subsidize the cost of bus passes for our students. While it remains to be seen which of these approaches are possible, the commitment remains to trying new systemic approaches and evaluating their effectiveness after implementation.

# **Chapter II**

# **Student/Community**

# **Profile**

# **And**

# **Supporting Data and**

# **Findings**

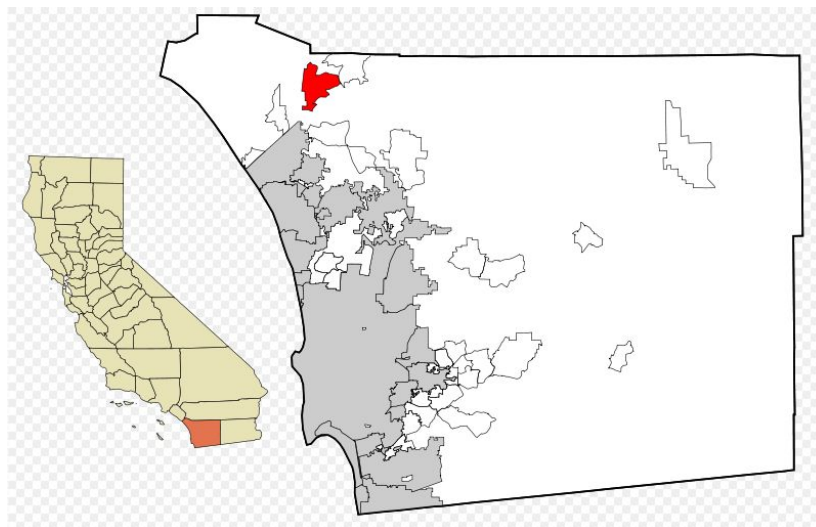
## Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

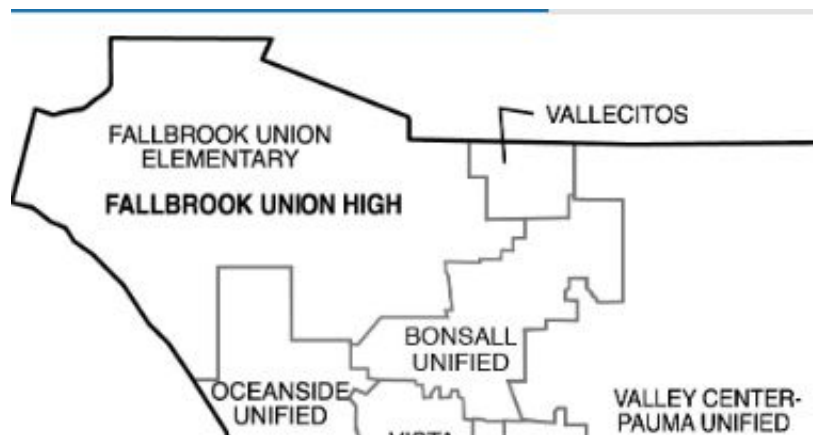
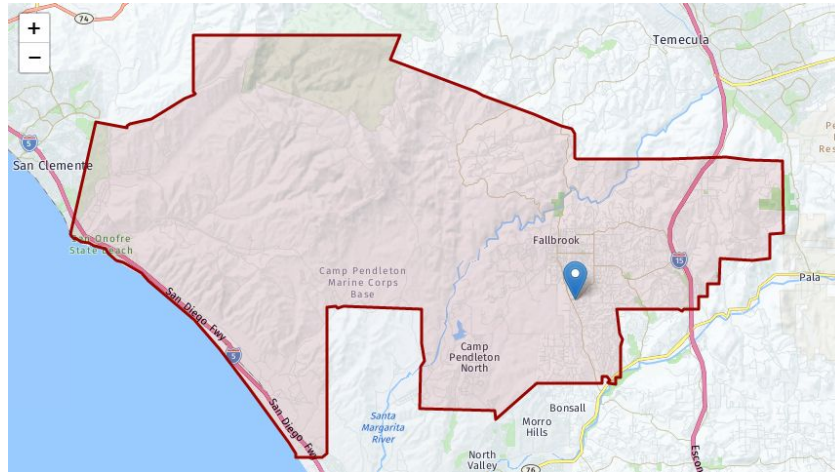
- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
  - Implications of the data
  - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
  - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

### Community

Ivy High School was established in 1971 to serve as the continuation high school for the Fallbrook Union High School District (FUHSD) in the rural community of Fallbrook, California. Fallbrook is located in north San Diego County between the Pala Indian Reservation and the U.S. Marine Corps Base Camp Pendleton/Fallbrook Naval Weapons Station, 15 miles east of the Pacific Ocean. We are a semi-rural agricultural community wherein approximately 10% of residents identify themselves as veterans of the U.S. armed forces.







## LOCAL SCHOOLS

### Fallbrook Union Elementary District

- Maie Ellis Elementary School (K-6)
  - La Paloma Elementary School (K-6)
  - Live Oak Elementary School (K-6)
  - William H. Frazier Elementary School (K-6)
  - Fallbrook STEM Academy (K-6)
  - San Onofre School (TK-6)
  - May Fay Pendleton School (K-6)
  - Fallbrook Homeschool Academy (K-8)
  - Potter Jr. High School (7-8)
- Vallecitos Union Elementary School District
- Vallecitos School (K-8)



**Bonsall Unified School District**

Bonsall Elementary School (K-5)  
Norman Sullivan Middle School (6-8)  
Bonsall High School

**Private Schools**

St. Peter's Catholic School (K-8)  
Zion Lutheran School (K-8)

**Fallbrook Union High School District**

Fallbrook High School  
Ivy High School (Alternative)  
Oasis High School (Independent Study)

**Colleges/Universities**

Palomar Junior College  
Mira Costa Junior College  
San Diego State University  
California State University  
National University  
University of California at San Diego  
University of San Diego

**The Village of Fallbrook**

Fallbrook is an unincorporated community in northern San Diego County, California. It is a small town, but it is only one hour away from San Diego, home to over 1.4 million people, and only about one and a half hours from Orange County, Riverside, and Los Angeles.

Fallbrook's downtown is not on any major highway route. It is 6 miles west of Interstate 15 and 5 miles north of CA State Route 76. Fallbrook is situated immediately east of the U.S. Marine Corps' Camp Pendleton. It once housed a stagecoach stop that ran from Temecula to San Diego.

Fallbrook is often called or known as "The Friendly Village." and is primarily known for its avocado groves and claims the title "Avocado Capital of the World." The Avocado Festival is held annually during the month of April in the downtown strip and frequently draws large crowds. Thus, Fallbrook's primary business is agriculture. Fallbrook has been a primary avocado growing area since the fruit was first planted locally in 1912. The area's groves also help maintain a circle of lush green, open spaces surrounding the

town and verdant rolling hillsides. Fallbrook also boasts a healthy retail and service business base. Main Street has preserved a turn-of-the-century charm with many of the commercial buildings dating to the late 1800's. Retail trade is supplemented by six shopping centers in Fallbrook.

As of the census of 2010, the population was 30,534 people, consisting of 9,367 households, and 7,343 families residing in Fallbrook. The population density is 1,663.3/mi<sup>2</sup>. The racial makeup is 67% Caucasian, 1.2% from two or more races, 1.0% Asian, 0.6% African American, and 0.6% Native American. Forty-five percent of the people in the Fallbrook community identify their ethnicity as Hispanic or Latino.

Student demographics reflect demographic changes in the community since 2010. According to the most recent U.S. Census data, the Fallbrook community is approximately 67% Caucasian, with 45.2% of people identifying their ethnicity as Hispanic or Latino. In comparison, demographic data from the 2018 school year indicates that 68% of Fallbrook High School students and 85% of Ivy High School students identify as Hispanic or Latino.

### Enrollment Numbers

	California (2018)	San Diego County (2018)	Fallbrook High School (2018)	Oasis High School (2018)	Ivy High School (2018)
Total Population	6,186,260	506,260	1,981	80	93
White	22.9%	30%	25.8%	42.5%	7.5%
Hispanic or Latino	54.6%	48.1%	67.7%	50%	84.9%
Black or African American	5.4%	4.4%	1.1%	1.3%	1.1%
American Indian/ Alaskan	.5%	0.5%	0.6%	1.3%	4.3%
Asian/ Filipino	11.7%	10.1%	1.9%	0.0%	0.0%
Pacific Islander	0.5%	0.5%	0.2%	1.3%	0.0%
Not Reported	.9%	.8%	0.9%	1.3%	0.0%
Two or More races	3.6%	5.6%	1.8%	2.5%	2.2%

**Ivy High School – Its Context**

The Fallbrook Union High School District is composed of three high schools: Fallbrook High School (FHS), Ivy (continuation) High School and Oasis (Independent Study) High School. Ivy High School originally opened on Ivy Street in downtown Fallbrook in 1971. In 1978, Ivy High School moved to its current location next door to Fallbrook High School with just a few classrooms. In 1994, Oasis High School was established and shared the Ivy High School campus until 2007, when Oasis moved to its permanent home at the FUHSD office site, one block away. Students can matriculate to Ivy directly from these two high schools. Students who are new to our attendance areas and were previously enrolled in another continuation high school may also enroll directly at Ivy High School.

The Ivy High School staff is comprised of six full time certificated teachers, one 2/5 Special Education teacher, one certificated counselor (shared with Oasis High School), two classified staff, and one certificated administrator assigned to the Ivy High School campus. The Fallbrook Union High School District continues to pursue its priority of hiring highly qualified teachers as positions become available.

**Staff**

The district ensures that all teachers are properly credentialed. FUHSD devotes significant resources to continuing professional development for all teachers, including a two-year BTSA process, on-site ELD training, departmental and staff wide trainings with the San Diego County Office of Education, and opportunities for off-site professional development.

**By the Numbers, 2019-2020**

Characteristic	Number of Staff
Number of Certificated Staff	8
Number of Classified Staff	3
% of teachers instructing outside credentialed areas	0%
Number of teachers with emergency permits	0%
Number with advanced degrees	Doctorate Degree- 0 MA +30- 2 MA- 2 BA +30- 3 BA- 1 None reported- 3(classified)

Average years of experience with the district	14 years
Average number of years in education	18 years
Number of teachers in training for CLAD	0
Number of teachers in BTSA	0
Number of teachers in an intern program	0
Gender	5 Females and 6 Males
Ethnicity	White – 8 Hispanic/Latino – 2 African American- 0 Asian – 0 Pacific Islander- 1

### Professional Development

Over the last several years, district staff have been engaged in professional development related to two parallel initiatives: Instructional Focus (quantity/quality of student to student interactions) and Curriculum Writing (aligned with CCSS, NGSS and ELD). These two initiatives complement each other, and connections between them have been a focus of our professional development plan. With changes in district and site administration in the last calendar year, some elements of the initiatives have been put on hold. However, below are the initiatives as engaged in for the 2015-16, 2016-17, 2017-18 and part of the 2018-19 school years.

### Curriculum Development

#### Written Curriculum Purpose

Writing a CCSS/NGSS/ELD aligned curriculum is not a task to be completed. Instead, it should be viewed as a living document that is continuously refined as part of an iterative process. The process of collaboratively writing a curriculum wherein we authentically strive to understand what State Content Standards require students to be able to do/demonstrate is - may be the most important part of writing curriculum - MORE important than the written product.

#### Expectations for Curriculum

Explore the CCSS/NGSS/ELD standards with sufficient detail to accurately:

1. infer and indicate corresponding level of rigor (DOKs)
2. identify specific learning progressions
  - a. across grade levels (based on the exact difference between grade levels as called for by each standard)
  - b. within grade levels (based on what standards are asking students to be able to do)
3. identify corresponding standards (CCSS/NGSS/ELD)

4. identify learning targets for units- Learning targets reflect what a student should be able to do/demonstrate as a result of the implementation of a unit.

### **Instructional Focus**

“All students engage in standards-based student-to-student interactions (S2Si) that promote and develop deep content and language learning.”

#### **Instructional Focus Purpose**

Our Instructional Focus builds on our early work related to rigor as measured by the DOKs.

In particular, S2SIs provide a platform to:

- increase rigor as mandated by corresponding State Content Standards
- to help students wrestle with and make sense of content matter/skills
- increase engagement regardless of students’ English and/or academic language proficiency
  - Argumentation from evidence requires students to clarify their thinking, develop explanations and then engage in the process of communicating and critiquing them. This requires both receptive and productive language skills. ELLs in particular do not benefit when we “protect” them from the demands of subject area reading/speaking/writing. S2SIs offer rich opportunities for language learning at the same time that it supports academic and discipline specific exploration

#### **The What and Why of S2Si?**

- Standards based student to student interactions (S2Sis) that promote and develop deep content and language understanding
- Why? It’s also a continuation of our work with DOKs
- Began with
  - modeling/exploring various dialogue protocols
  - establishing norms/expectations for S2SIs. E.g. seating, participation
  - asking teachers to model and engage students in guided practice
- Transitioned into quality of S2SIs/group work
  - productive group work
  - constructive conversation skills (create, clarify, support, evaluate and compare)
- S2SIs Self Assessment Tool (Rubric)
  - focus on one column-rating
  - expectation that teachers will move up one level
  - unlike DOKs, the rubric clearly outlines that a higher score is better

### **ELD Professional Development**

Professional development focused on ELL strategies has been a part of FUHSD’s professional development plan for the last eight years. In 2016-17, it became clear that teachers had established a general understanding of ELL strategies and the ELL demographic in the district. Because the strategies used with ELLs tied in perfectly with the curriculum and S2Si work, the ELD PD was integrated into those professional development sessions. All teachers continue to participate in ELL PD and have a variety of options and levels at which they can participate. (See ELD PD Options document in Appendix)

**Professional Development Timeline**2015-16

- began to explore DOKs and unpacking of Common Core academic standards
- began exploring question of “What is Rigor?”
- as staff looked more closely at standards, they realized benchmarks needed to be revised and transition to IABs began
- began Revised ELD PD
  - all teachers participated in ELD PD, as opposed to prior years when only ELD teachers participated

2016-17

- began curriculum maps but most teachers found them abstract/removed from daily classroom experience
- ELD PDSA Cycle begin
- Introduction to Restorative Practices

Semester 2 2016-17

- the district responded to staff concerns about curriculum PD and changed facilitators to SDCOE
- began to explore State curriculum frameworks focusing on progressions of skills, competencies and dispositions that students will need upon graduation
- ELD PD was integrated into S2Si and curriculum work
- ELD PDSA Cycle continues
- Curriculum Walks begin

2017-18

- continued to refine curriculum maps- year at a glance documents developed
- focus on integrating opportunities for S2SIs
- focus on measuring critical thinking and measuring with common assessments/rubrics
- ELD PDSA Cycle continues
- some departments began working on new benchmark assessments to reflect developing curriculum
- Curriculum Walks continue

2018-19

- curriculum development continues
- benchmark/assessment work begins for some departments and continues for others
  - English dept has already implemented
- focus on refinement and practice of S2Si
- technology PD is also being integrated and used to enhance instructional focus because students use technology for S2Si
  - run by tech coaches in house with support from County Office
- ELD PDSA Cycle continues
- Curriculum Walks continue

**Mission, Vision and Goals****Fallbrook Union High School District**  
***A model in Educational Excellence*****Our Mission**

The Fallbrook Union High School District, in partnership with the community, provides an environment which offers all students a fundamentally sound education enabling them to function effectively as citizens, parents, life-long learners, consumers, and workers in a global society.

**Our Vision**

The Fallbrook Union High School District will create a national model of educational excellence which will be the pride of our community and will meet the needs of every student and staff member in the twenty-first century.

**District Goals**

1. The Fallbrook Union High School District will support a rigorous academic program with an emphasis on closing the achievement gap for all students. A rigorous academic program is defined as incorporating the following:
  - a. Standards-aligned learning
  - b. Thinking skills emphasis on analysis, synthesis, and evaluation
  - c. Relevant 21<sup>st</sup> Century learning applications
  - d. High expectations for all students
2. The Fallbrook Union High School District will continue implementation of a district wide Educational Plan that results in students participating in an on-going educational program that prepares them for success in the 21<sup>st</sup> century.
3. The Fallbrook Union High School District will utilize frequent and ongoing use of assessment data, including analysis of student work leading to data based decision making for teachers and administrators.
4. The Fallbrook Union High School District will facilitate training and opportunities for ongoing, job-embedded, professional development that supports effective teaching and learning for classroom teachers, paraprofessionals, and administrators. The Fallbrook Union High School District will facilitate training and opportunities for professional development for office professionals and administrative staff in order to improve efficiency and effectiveness of service.
5. The Fallbrook Union High School District will implement technology strategies and resources and support achievement of the District's mission and goals.
6. The Fallbrook Union High School District will provide a safe and healthy learning environment for all students.
7. The Fallbrook Union High School District will provide a safe, clean, healthy, and accessible learning and working environment.
8. The Fallbrook Union High School District will continue to seek opportunities for cost savings and economic efficiencies while providing a fiscally sound budget plan that both supports the district educational mission and provides for a stable reserve balance.

9. The Fallbrook Union High School District will continue the process of recruitment, selection, and hiring that provides for an effective, qualified workforce that will implement and support 21<sup>st</sup> Century teaching and learning.
10. The Fallbrook Union High School District will cultivate and coordinate dialogue among members of the learning community for the purpose of maintaining an environment of open communication, trust, mutual respect, and integrity.

## **Ivy High School**

### **Mission Statement**

The mission of Ivy High School is to maintain an educational environment that is flexible and personal which allows all students the opportunity to grow educationally and socially while acquiring the essential skills needed for careers in a global society.

### **Vision Statement**

The Ivy High School community envisions providing a “flexible” setting that promotes academic, social, and personal accountability to prepare successful and responsible citizens.

### **Ivy High’s School-Wide Learner Outcomes**

#### **C — A — T — S**

**C**ritical 21st century thinkers who:

- Read, write, listen, and speak accurately and appropriately
- Effectively interpret and utilize information from the various media.
- Utilize decision-making strategies in both academic and personal situations.

**A**ccountable 21st century citizens who:

- Attend classes and activities promptly and regularly
- Have ethical, healthy, and responsible behaviors and understand the larger impact of their behaviors on the global environment.
- Actively make progress towards Ivy High School, District, and State graduation requirements

**T**echnology literate 21st century individuals who:

- Create projects and documents using various software and Internet resources
- Use technology to communicate thoughts and ideas with others, and are able to use the technology required to access online learning for school and career purposes.
- Exhibit a wide range of functional skills (including information, media, and technology literacy)

**S**elf-directed 21st century learners who:

- Create plans for their future related to specific educational and career goals
- Express themselves through the arts and humanities
- Demonstrate resourcefulness in school, life, or career situations that require problem-solving and information gathering



**WASC Accreditation History**

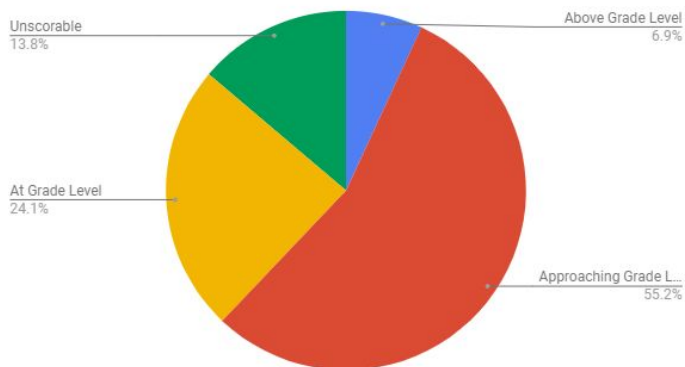
Ivy High School received its first accreditation in 1979 for 6 years. Most recently, we received an accreditation for 6 years (2014) with a three day mid-term review in 2017. The reviews affirmed that Ivy was addressing the critical needs of the students and actively responding to the recommendations left by the visiting teams.

**School Program Data****Course Offerings and Instruction**

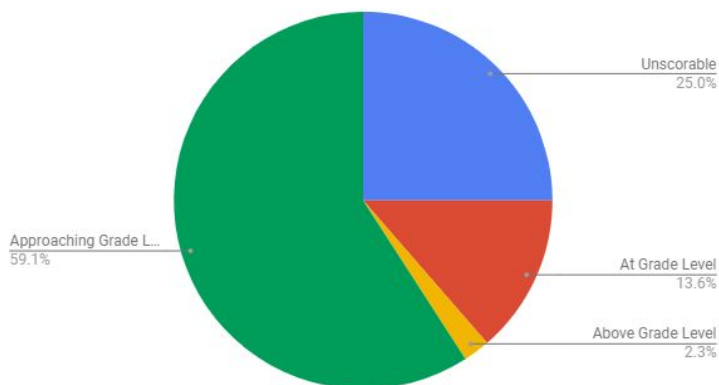
Ivy High School teachers primarily employ direct instructional strategies using a standards based, district and state adopted curriculum and textbooks for each course. The English department administers the district benchmark assessment and participates in the department-wide scoring process. The 2019 benchmark assessment results:

**Grade 12**

Count of Rubric Score

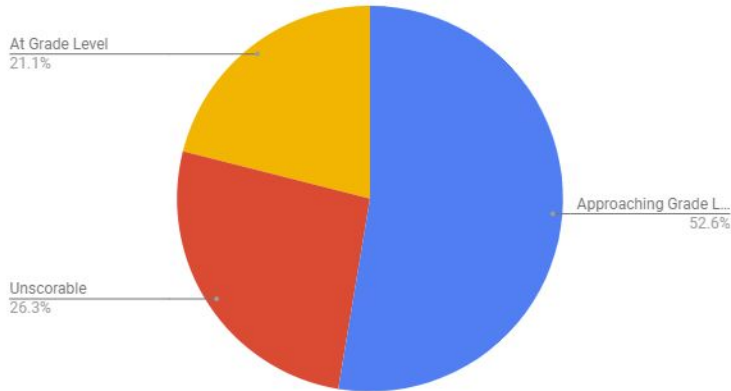
**Grade 11**

Count of Rubric Score



**Grade 10**

Count of Rubric Score



We offer students several ways to earn more than the expected 25 credits per trimester. In addition, we offer students access to courses, especially electives not offered during the regular school day via Apex Learning's online programs. We have an effective special education program that supports our students, which includes one part-time teacher shared with Fallbrook High School. Ivy High School enrolls about 10 special education students each year.

Ivy High School staff is proud of the exceptional academic and social success our graduates have experienced. Teachers, parents, and students have a focused vision of academic and social success for all students. Ivy High prides itself on success in the areas of school climate, an organic garden with community partnership, and a library, and students supports provided through partnerships with "Boys to Men" and Women Wonder Writers.

We take pride in knowing that all Ivy students know their "A, B, C's" – Attendance, Behavior, and Credits – and the importance of those three elements. We provide bi-monthly college and career Advisory sessions, as well as the annual college and career fair held at Ivy High each February.

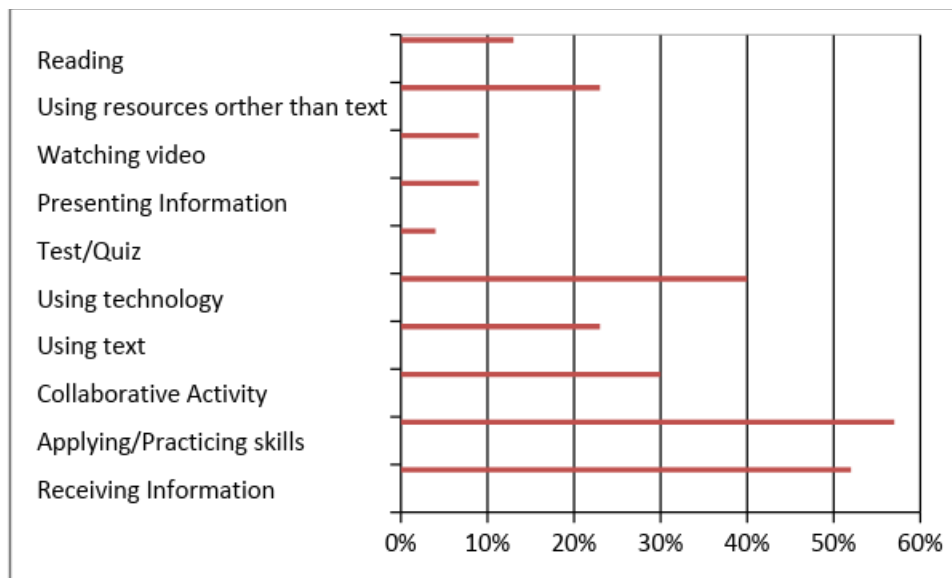
Ivy administration uses attendance and student award programs to inspire and reward students for their progress. At the end of each trimester, students are placed on the Ivy Honor Roll when they earn at least 20 credits with a minimum GPA of 2.0, and on the Principal's Honor Roll when they earn 25 credits or more, with a GPA of 2.0 or higher. Additionally, students are recognized for outstanding academic achievement by scholarships awarded during our graduation ceremony and Student of the Month selection. The Fallbrook Student of the Month program, put on by members of the Fallbrook community, recognizes outstanding Ivy students at a monthly breakfast. Students are publicly celebrated for their accomplishments and an article appears in the

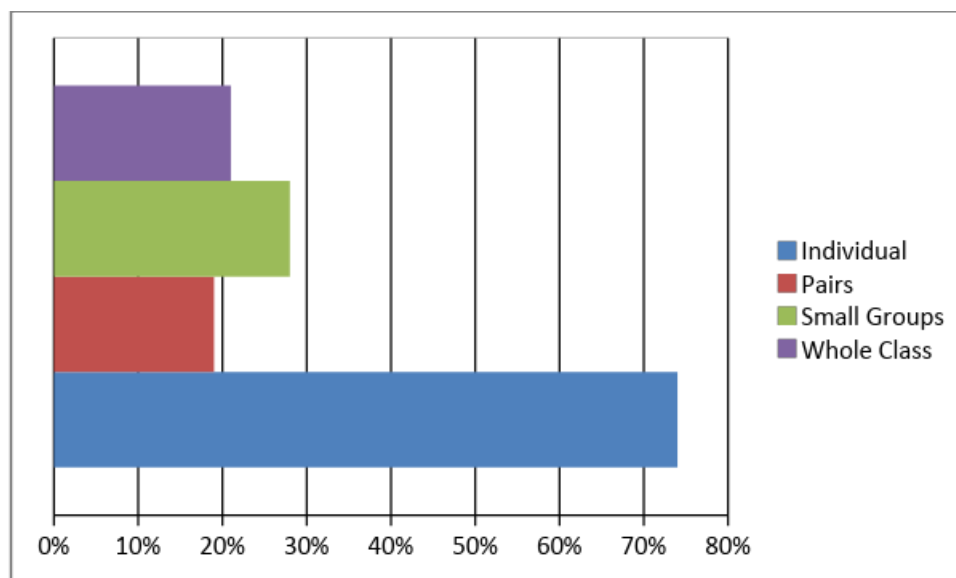
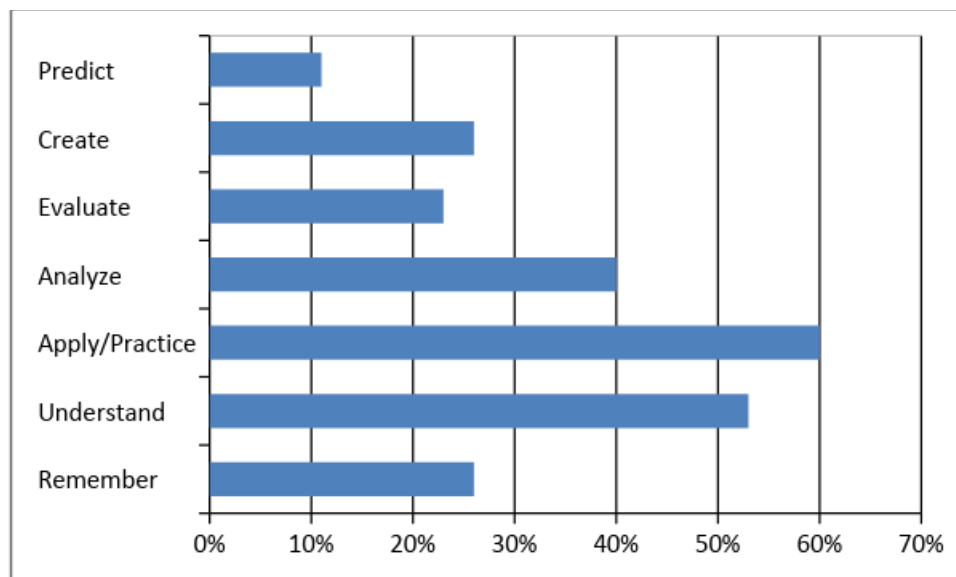
local paper. The ASSETS after school enrichment program, now called “Tiger Territory” includes tutoring, credit recovery, intermural sports, field trips, access to athletics and martial arts programs, team building, a cooking class, and library time.

The school day consists of 5 periods, as well as an after-school program during which students have the option to take an additional class, either through Apex Learning Center or through our Tiger Territory after-school program, permitting students more access to courses to acquire credits, and flexibility to the beginning and ending of their school day. All courses meet the California Common Core State/Next Generation Science Standards. Ivy High School uses a trimester system to promote opportunities for students to better recover credits through the school year. The curriculum has been condensed using the acceptable formulas from the CDE’s Handbook for Continuing Education. Ivy students can earn 1 credit for every 12 hours of instruction compared to a traditional comprehensive high school that would require 18 hours of instruction for a student to earn 1 credit.

In the 2018/2019 school year, Ivy teachers conducted data-gathering classroom visits, looking through the lens of what students are doing and what level of thinking skills and activities are students being asked to demonstrate, with the goal of increasing rigor and student-to-student interaction, in line with the instructional focus of district-wide professional development in recent years. Here is a summary of the data they gathered:

### What were students doing?



**How were students grouped?****What thinking skills were students demonstrating?****Class Sizes**

Class size varies between 27 on the high end and 10 on the low end, depending on the credit needs of the student population at the time, with about 20 being the average class size. Ivy High School makes every effort to maintain a site wide regular classroom average of 20:1 ratio. Class size tends to fluctuate during the school year as new students arrive and others complete a course; additionally, class sizes tend to be larger

in the spring than in the fall. Adjustments are made each time a student's schedule is changed.

### **Counseling/Guidance**

Ivy High School shares its counselor with Oasis High School, 80/20%. Our certificated counselor is available to all students and is actively used by most of the students. The counselor acts mainly as an academic counselor but still provides students with emotional and problem solving strategies, and conflict resolution supports. The counselor helps students evaluate their past school performance; determine their credits, classes, and personal strategies needed for graduation. Teachers also refer students for personal counseling with the school counselor.

Since August 2017, on a weekly basis, Ivy High School has partnered with Boys to Men Mentoring to provide our teenage boys a community of men who listen, encourage, and empower them. Plans are in place for a counseling intern to be brought in on a weekly basis to work with our teenage girls to provide support with their various emotional issues. Beginning in January of 2020, the school will also partner with Women Wonder Writers to reach out to the female student population. This program will, similarly, provide female students an opportunity to create community through conversation and the arts. Additionally, a social worker will be employed beginning in the Spring of 2020 to reach out to these students on a one on one basis. The addition of these two supports was born out of the work done by the CSI Team through student interviews and data analysis.

### **Support for Students' Post-Secondary Plans**

#### **College/Career Data**

The College/Career Indicator contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Following is the explanation of the College/Career Readiness Indicators from the CDE. There are three levels that measure postsecondary preparedness in the College/Career Indicator (CCI): Prepared, Approaching Prepared and Not Prepared.

#### **Prepared Level**

High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:

- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
  - CTE Pathway completion
  - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
  - Passing score on one AP Exam **OR** on one IB Exam

### Approaching Prepared Level

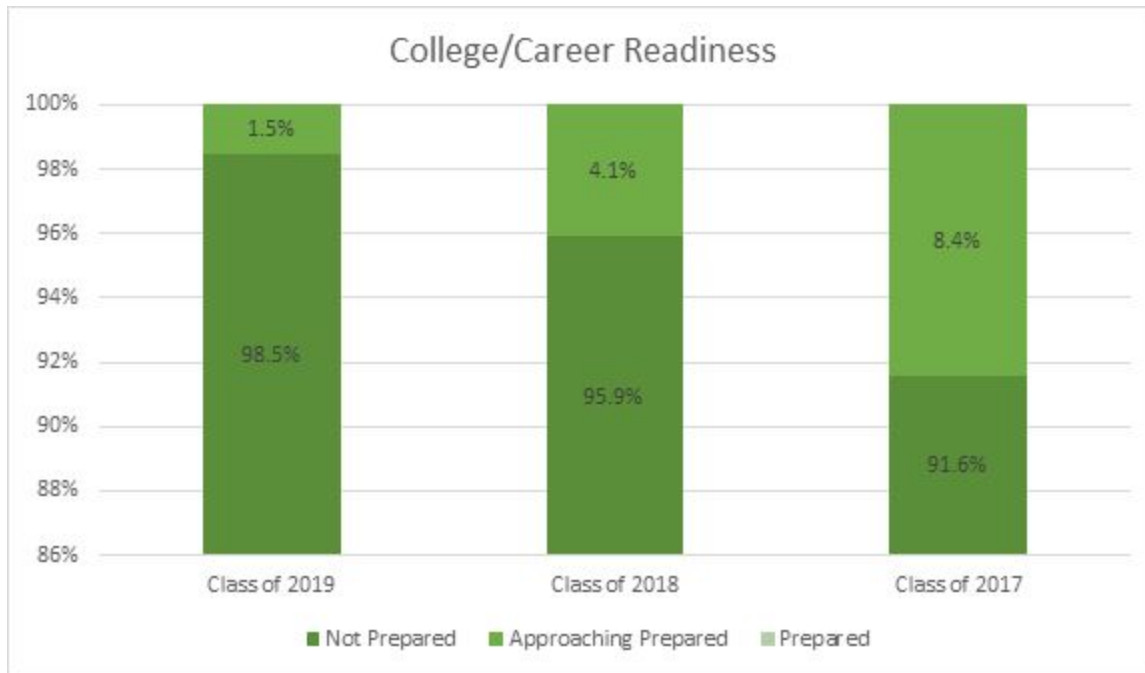
High School Diploma and any one of the following:

- CTE Pathway completion
- Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments
- Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- Completion of courses that meet the UC or CSU a-g criteria

### Not Prepared Level

Student did not meet any measure above or did not graduate, so considered Not Prepared.

The last three years has shown an increase in the percentage of students who are considered Not Prepared. This increase is due in part to a temporary lapse in articulation between Ivy's Photography courses and Palomar College. These courses were approved late in 2019 to be rearticulated and will once again count towards dual enrollment credit, which will increase the number of students meeting the Prepared level.



After leaving Ivy High School many students enter directly into the workforce in service related enterprises. With this in mind, there has been a focus on providing students with better career information, strategies, and training during planned school-wide career activities. Additionally, career curriculum is becoming embedded into the regular core and elective classes in order to better prepare students for their lives after high school.

Advisory class meets every two weeks to help the Ivy staff connect with students one-on-one each with their future goals, their progress towards graduation, and the path their lives might take after they leave our high school.

Trimester 3 of English 12 (right before graduation) expands upon the Expository Reading and Writing Course “What’s Next?” unit. Students read and respond to several articles about college/vocational training. Students also take career interest surveys at [cacareerzone.org](http://cacareerzone.org). Students select a career/career pathway they are interested in pursuing and conduct research using the Bureau of Labor Statistics website, [bls.gov](http://bls.gov). Speakers from local vocational schools and community colleges (Palomar College, MiraCosta College, California Conservation Corps, to name a few) visit the class weekly. Students take notes on the presentations. Students have the opportunity to attend several field trips: Palomar College, Mira Costa College, and MiraCosta Technology Career Institute. Students also write a scholarship application essay and get started on filling out the FAFSA.



The Advanced Photography class, after a brief lapse, has once again been approved for articulation with Palomar College. If students take 3 trimesters, or one full school year, and pass the class with a B, they will receive college credit for the class.

The College/Career Center at Fallbrook High School provides lists of all available scholarships which identify amount, application deadline, and any other pertinent information. In addition, Ivy High School announces any college fairs at other locations such as Palomar Community College. Ivy HS annually holds a college and career fair in February with representatives from community colleges, fire, law enforcement, military, Job Corps, Cal State San Marcos, California Conservation Corps, and the Apprenticeship Program giving presentations with information to students about their programs.

### **Completing Credits towards Graduation**

Ivy High School offers students access to a diverse curriculum which includes core subjects like English, Algebra, Geometry, Science, History, Government, Economics, Health, and Art; electives such as Psychology, Agriculture (Gardening), and Consumer Economics; on-site Physical Education; Career-Technical Education (CTE) with the Advanced Photography class; Learning Strategies courses for resource students; plus, opportunities for remedial make-up and/or Distance Learning with the *Apex Learning* online computer-assisted learning program. Ivy students are encouraged to enroll concurrently in community college courses offered on the Fallbrook High School campus to provide an additional route for earning credits and to expose them to college level materials and culture. The Ivy counselor helps students select community college courses that students will experience success in, and often helps them enroll in a College Success Skills elective class.

Teachers use flexible methods of delivery and evaluation and employ various instructional strategies that enhance the curriculum. These include: direct teaching, small-group instruction, cooperative learning, computer-assisted learning, SDAIE methods (like realia, active participation, video and audio clips, etc.), online educational programs (Apex), collaboration between teachers, individualized instruction, student research and projects. Additionally, teachers use a variety of student centered technologies to engage students in meaningful, critical thinking activities. Methods of evaluation of student work include: pre and post assessments, student self-assessment, student participation, online assessments, individual and group projects, student portfolios, student presentations, observations, daily assignments, and standards-based assessments. Many students find they can be successful due to the personal interest, individualized support, and help received from the staff.

**Online Learning**

Since the fall of 2008, Ivy High School has purchased student licenses for students to use the *Apex Learning* online program.

*Apex Learning* is a rigorous online program of coursework that offers a variety of courses and subjects, many of which are approved by the University of California for inclusion on the “A-G” college preparatory approved list. To access their *Apex* online courses, students need a good desktop or laptop computer (FUHSD has committed to a one-to-one laptop policy) with a high-speed Internet connection. Students can work anywhere—in a school computer lab supervised by an online Instructor, at the local library or community center, from home, or from anywhere that has an Internet connection.

The *Apex Learning* program makes it possible to individualize instruction to help each student get the most out of their studies. Each student can make progress through their assigned course work at their own pace and take as much or as little time as necessary to master the material. Additionally, *Apex* provides students access to UC A-G coursework thus providing Ivy students with access to college prep coursework and helps students to be placed in the "Prepared" level on the College/Career Indicator on the California School Dashboard.

*Apex* instruction incorporates multimedia, in the form of images, audio, video, animation, and interactive elements, along with instructional text to provide students with multiple representations of concepts and to address different student learning styles. *Apex* permits students to gauge their own understanding and progress as they move through their coursework. Numerous optional extras are provided to permit students more assistance and scaffolding in learning difficult concepts—audio vocabulary explanations, study guides, and practice sheets.

**Student Enrollment and Orientation Process**

When students at the comprehensive high school site are identified as candidates for Ivy based on their credit deficiency, they complete a "Request to Transfer to Alternative Setting" form. Parents and students meet with their Fallbrook HS guidance counselor to determine the appropriateness of a transfer to Ivy. Staff from Ivy and Oasis meet monthly with Fallbrook HS counseling staff to review transfer requests and make decisions regarding placement and priority for enrollment. Students enroll at Ivy at the start of each trimester or at the halfway point in the trimester. Students from outside the district are allowed to enroll outside those windows of opportunity.

Once a student is called to enroll, s/he and parents/guardian must attend a mandatory orientation. The Ivy principal and counselor conduct the orientation in both English and Spanish. A PowerPoint presentation is used to share school information about staff,

coursework, school rules and expectations, and school culture. Students and parents are given clear guidelines about the Ivy "A, B, C's" - Attendance, Behavior, Credits. Students and parents write "A, B, C" goals. After students attend the orientation, they check out of Fallbrook High School and begin classes at Ivy.

**Extra-Curricular Activities**

Numerous extra-curricular and after-school activities are offered at Ivy High School, mostly through funding from the After School Safety & Enrichment for Teens program (ASSETs).

The "Kid-Fit" program provides entertaining after-school activities for the students like organizing intermural sports teams throughout the year and giving students access to other activities like frisbee golf and self-defense—and these activities also count towards helping students complete independent study PE contracts for PE or elective credits.

Ivy has developed an intermural sports program over the years. We now maintain organized teams coached by "Kid-Fit" in basketball and soccer with hopes of extending into other sports in the future. Our current sports teams compete with teams representing some of the other continuation high schools in Northern San Diego County. This program not only provides students with competitive fun, but it also helps students build essential skills in communication, collaboration, reliability, responsibility, leadership, and working on a team. Plus, student participation in the Ivy sports program counts toward helping students complete independent study PE contracts for PE or elective credits.

Extra classes of current student interest have been offered periodically at Ivy such as a guitar class, cooking class, creative writing, gardening, jewelry, ceramics, art class at Fallbrook School of the Arts, community service, sports and a driver's education course.

There have been field trips to art shows, Balboa Park Museums, the Oceanside Pier/Harbor (photography), Queen Califia's Magic Garden at Kit Carson Park in Escondido (photography), and paintball, to reward students for good attendance, behaviors, and credits earned (the "ABCs" at Ivy).

**Title 1 Funding**

Ivy High School has received Title I funding for a number of years, based on the number of students who qualify for free and reduced lunch. In 2010, Ivy High School became a School-wide Title I school based on the high number of students who both received Free and Reduced Lunch and were not meeting academic standards (were behind on credits).

**English Language Learners**

The majority of Ivy's English Learners are considered Long Term English Learners

(LTEL), defined by the California Department of Education as those who have been enrolled in U.S. schools for more than five years without meeting re-designation criteria. Since the 2014-15 school year, new re-designation requirements affected the school's data. Thus, the majority of Ivy's English language learners are considered Long Term English Learners (LTELs), now defined by the California Department of Education as those who have been enrolled in U.S. schools more than five years without meeting re-designation criteria. Annual enrollment of English Language Learners has historically been higher a few percentage points higher than the district wide average, with the exception of the 2015-16 and 2016-17 school years. The change in district level redesignation criteria followed by the change at the state level impacted Ivy's ELL enrollment numbers. As a result of these changes, over the last five years, the percentage of ELLs enrolled at Ivy has steadily increased to reflect numbers similar to the 2014-15 school year.

In response to this data the school administrator and faculty continue to effectively implement school-wide professional development. Instructional practices have improved in using, for example, intense reading and writing strategies to enhance students' literacy skills across the curriculum. The school administrator disaggregates data to monitor and share information with staff about changes in ELL students' credit completion, graduation rate and attendance. Data is used to inform actions for meetings with parents and students, interventions, and counseling needs.

Following are acronyms used in discussion of students' Language Proficiency:

**FEP:** A fluent English proficient student tests at the proficient level on the California English language development test or the ELPAC.

**LEP or ELL:** A limited English proficient student chooses a language other than English on the home language survey during enrollment. The student is then tested and tests as less than reasonable fluency and is identified as an English learner.

**RFEP:** A student who is redesignated as fluent English proficient.

**EO:** An English only student

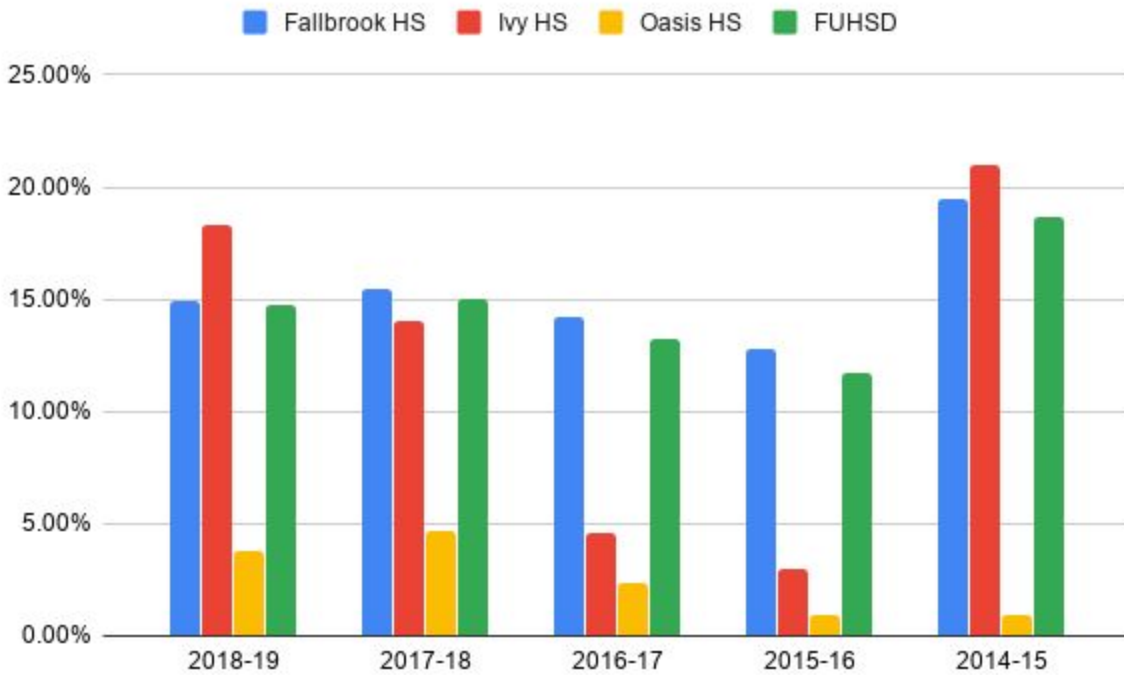
**Ever ELL:** A student who is or ever was an English learner

### English Learner Population

The chart and graph below represents district population data, as compared to the individual schools.

FUHSD English Learners Student Enrollment (By Schools & District)

	2018-19	2017-18	2016-17	2015-16	2014-15
Fallbrook HS	14.9%	15.5%	14.2%	12.8%	19.5%
Ivy HS	18.3%	14%	4.6%	3.0%	21%
Oasis HS	3.8%	4.7%	2.4%	0.9%	0.9%
FUHSD	14.7%	15%	13.2%	11.7%	18.7%

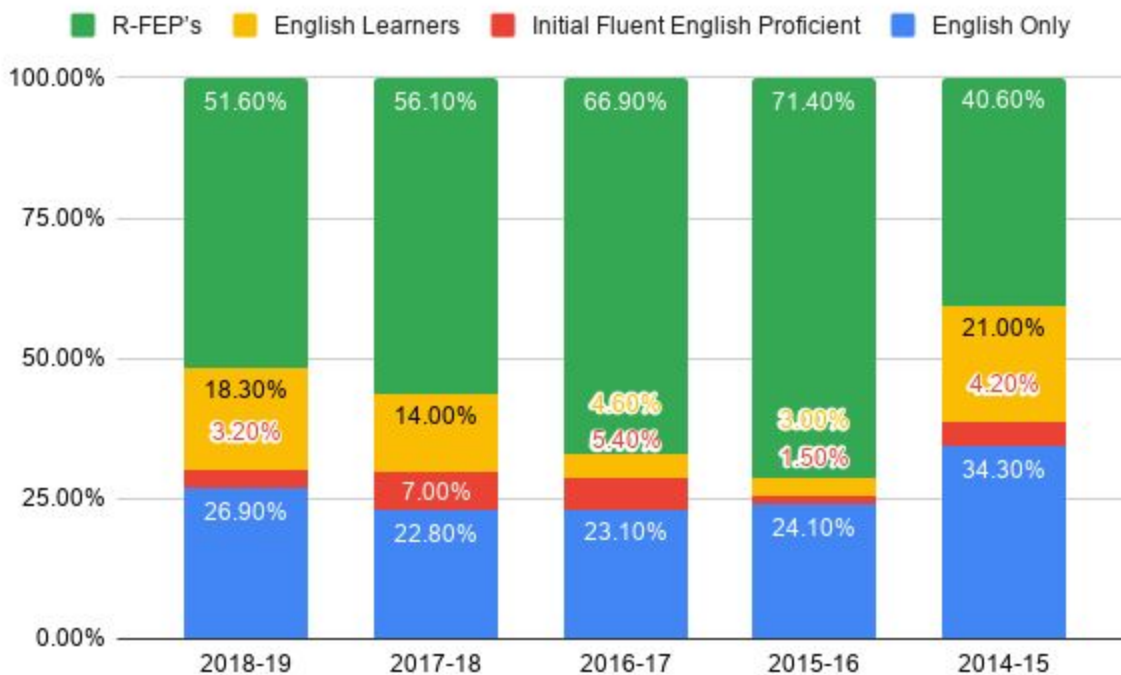


Ivy High School Enrollment by English Language Acquisition Status and Subgroups

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>English Only</b>	26.9%	22.8%	23.1%	24.1%	34.3%
<b>Initial Fluent English Proficient</b>	3.2%	7%	5.4%	1.5%	4.2%
<b>English Learners</b>	18.3%	14%	4.6%	3.0%	21%
<b>R-FEP's</b>	51.6%	56.1%	66.9%	71.4%	40.6%
<b>Foster Youth</b>	0.0%	0.0%	0.0%	0.0%	0.7%
<b>Homeless Youth</b>	3.2%	1.8%	4.6%	28.6%	21%
<b>Migrant Education</b>	4.3%	9.6%	14.6%	12.8%	16.8%
<b>Students with Disabilities</b>	6.5%	4.4%%	6.9%	8.3%	9.1%
<b>Socioeconomically Disadvantaged</b>	80.6%	79.8%	86.2%	77.4%	78.3%
<b>Free &amp; Reduced Lunch</b>	90.8%	69.7%	74.4%	72.2%	65%

	Ivy HS English Language Learners' Data				
	2018-19	2017-18	2016-17	2015-16	2014-15
% ELL Students Enrolled at Ivy	18.3%	14%	4.6%	3.0%	21%
ELL Graduation from Ivy	2	5	6	4	5
ELL Attendance Rate	87%	93%	86%	63%	87%

### Ivy High School Population by English Language Acquisition Status



### ELL Support

#### True ELLs vs. Long Term ELLs (LTEL)

- True ELLs speak a language other than English at home and have been in the US less than five years
- LTELs speak a language other than English at home and have been in the US for six or more years (often born in the United States)
- The majority (59%) of high school ELs are LTELs.

**ELLs Becoming LTELs**

This happens in the course of their schooling. The following factors contribute to becoming a LTEL:

- Receiving no language development program at all
- Being given elementary school curricula and materials that were not designed to meet ELL needs
- Enrollment in weak language development program models and poorly implemented ELL programs
- Histories of inconsistent programs, provisions of narrowed curricula, and only partial access to the full curriculum
- Social segregation and linguistic isolation
- Cycles of transnational moves

**Characteristics of High School LTELs**

These students struggle academically and have distinct language issues, including the following:

- High functioning social language
- Very weak academic language
- Significant deficits in reading and writing skills

**Other Important LTEL information:**

- The majority of LTELs are “stuck” at Intermediate levels of English proficiency or below.
- They have significant gaps in academic background knowledge.
- Many have developed habits of non-engagement, learned passivity, and invisibility at school.
- The majority of LTELs want to go to college and are unaware that their academic skills, record, and courses are not preparing them to reach that goal.

**Recommended Approaches to LTELs**

- A specialized ELD course designed for LTELs
- Explicit language and literary development across the curriculum
- Native speakers classes (Spanish for Spanish speakers) through the Advanced Placement level
- Proper Placement
- Systems for monitoring progress and triggering support

Teaching strategies used to support Long Term English Learners (LTELs) at Ivy are sound, proven teaching practices that help all our students, including those with special needs. All of Ivy’s teachers have a CLAD, SDAIE or similar credential, and two teachers have completed an Advanced SDAIE program. Ivy teachers make use of a variety of strategies to support Ivy’s LTEL’s including using Vocabulary.com. Teachers also employ the teaching strategies they learned in Student to Student Interaction



(S2SI), Advanced SDAIE, and Essential Elements of Instruction. These good teaching strategies help not just English Learners but all struggling learners.

To help students make connections and see the relevance of what they are learning, teachers post daily learning targets and content standards for each lesson and connect them with Ivy's SLO(s).

Ivy's classrooms provide students with resources that are visual as well as academic. LCD projectors and Elmo projectors are used in all classrooms to enhance visual learning. Teachers use strategies including graphic organizers, sentence frames and modeling to help support LTELs and struggling students. Students also have access to a wide variety of technologies including Microsoft office products, Google Apps for Education, Khan Academy and other Web 2.0 tools. Apex online classes offer translations both in written documents and in the spoken, lecture sections. Teachers also use instructional techniques that involve all three of the learning modalities: kinesthetic, auditory and visual learning.

Ivy's ELL parents are invited to participate in the site English Language Advisory Committee (ELAC) held throughout the year in conjunction with Fallbrook High School. ELAC's officers and school staff hold a variety of meetings to discuss and ask for advice on English Learner programs, and also to provide parents with important information to help them support their students. ELAC presentations have included an annual awards ceremony, guest speakers, information about colleges and financial aid, parenting classes, health and wellness information, and literacy and technology centered classes. An Ivy ELL parent also represents Ivy on the District English Learner Advisory Committee (DELAC), which meets four to six times a year to advise district staff on English Learner programs. The DELAC committee has hosted an annual Parent Summit to give ELL parents college and career information. Presentations at the Parent Summit have included financial aid, AVID, UC A-G requirements, and presentations by ELL alumni about their college-going experiences.

Ivy High School staff provides translation for all correspondences to Spanish speaking families (letters/phone calls), and parent meetings. Additionally, Ivy's Spanish speaking families have access to the District's Parent Liaison, who helps bridge the gap between the schools and families. The Parent Liaison provides not just translations but works with ELAC and DELAC to provide parents access to community resources such as health care, computers and low-priced internet access, technology classes (email and using ABI to check their students' grades and attendance) and taking parents and students to regional conferences including the North County Latino Parent Conference, CABLE's (California Bilingual Education) state conference, and the north county Encuentros conference (for male Latino students).



***In order to be re-designated, students should have the following:***

- Overall ELPAC score of a 4
- Norm Referenced Assessment
  - SBAC Score of a 3 or higher in ELA
  - A score of a 3 or higher on the English department written benchmark
- Teacher Recommendation
- Parent Recommendation

### **Fallbrook Extended Learning Academy (FELA)**

Fallbrook Extended Learning Academy (FELA) began at FUHSD in January of 2015 as an outreach to students, their families and other community members. It runs both Fall and Spring semesters for a total of 13 Saturdays each semester. Each semester, the program is divided into three sessions of four weeks, followed by the final class of the semester.

- FELA is a student-centered program where students will learn by participating in activities that interest them.
- FELA employs teachers who provide opportunities for students to be excited about specific topics and learn through language, hands-on activities, and field trips. These teachers are creative, innovative individuals who can help students have fun while they learn.
- FELA offers learning opportunities for parents, community members and students. One of the important goals of the FELA program is community outreach. Through the Adult/Community courses, FELA provides opportunities for members of the community to learn and engage with the FUHS community.
- FELA courses can be taken for 5 units of elective credit.
- FELA provides all transportation (to and from FUHS and to and from all field trips), food, drinks and childcare.
- FELA works with the Fallbrook Food Pantry to provide assistance to those in need. Every Saturday after class, FELA distributes groceries and fresh produce provided by the food pantry.

In the 2018-19 school year, FELA served 111 FUHSD students and 102 adults community members. Our childcare provides free service for 18 to 25 children every Saturday.

Below is a list of courses offered through FELA (currently or in past semesters):

#### ***Student Courses & Field Trips***

Astronomy  
Computers

San Diego History  
 Aeronautics  
 Life and Physical Science  
 World Cultures  
 Criminology  
 Photography: Principles of Art  
 Robotics and Coding  
 Music: Guitar  
 Foundations of Personal Finance  
 Danza Folklorica  
 Field Trips: museums, observatories, Marine Science Floating Lab, Oceanside Beach

*Adult/Community Courses, Information & Field Trips*

English as a Second Language  
 Citizenship  
 INEA-Adult Education  
 Computers  
 General Education Diploma  
 Parent Project  
 Pathway to College  
 Photography: Principles of Art  
 Music: Guitar  
 Information/Updates on new immigration laws, university requirements and financial aid  
 Information about community events and programs through various community organizations  
 Field Trips: various universities

**Special Education**

Ivy High School currently has 10 students enrolled in the Resource Specialist Program, representing 11% of the student population in the 2019-20 school year. This is an increase over past years.

Resource Specialist Program (RSP)

	<b>RSP</b>				
	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>RSP Students Enrolled at Ivy (Percentage)</b>	6.5%	4.4%	7.1%	8.3%	9.1%
<b>RSP Graduates from Ivy</b>	2	5	6	4	5
<b>RSP Attendance Rate</b>	73%	93%	87%	79%	88%

### Support for Special Education Students

The RSP teacher at Ivy collaborates with general education teachers to modify instruction, to differentiate instruction, and to actively engage students in small group discussion. RSP students are mainstreamed into the general education classes with an opportunity to attend a Learning Strategies class for support, unless the IEP team determines that a general education classroom environment would not be appropriate to meet the student's needs. Ivy High School focuses on creating an environment for students with an IEP that is the least restrictive for the student. At the beginning of each school trimester, the RSP teacher provides classroom teachers with accommodations and resources to support RSP students. Credits are earned based on the accommodations detailed in the IEP. Students who have IEPs receive Specialized Academic Instruction.

### Students/Demographic Data

#### Enrollment

There are three high schools in the Fallbrook Union High School District. Ivy High School is the only continuation high school in the district, while Fallbrook High School (FHS) is the only comprehensive high school. Enrollment at Ivy High School has decreased since the 2014-15 school year. We enroll approximately 150 students each year with around 100 classified as long-term students. Between 5 and 10 students return to FHS at the end of their semester in December or at the beginning of the following school year in order to graduate from a comprehensive high school.

#### Enrollment by Grade Level

Academic Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrolled
2019-20	0	0	39	53	92
2018-19	0	1	30	62	93
2017-18	0	6	38	70	114
2016-17	5	33	48	44	130
2015-16	0	13	32	88	133
2014-15	0	9	39	95	143

Ivy High School students presently come from Fallbrook High School or Oasis High School through an application process. Students and parents meet with a guidance counselor and complete a “Request to Transfer” form. The form is submitted with a letter from both the student and parent, explaining their request to transfer to an alternative setting. Enrollment at Ivy High School is voluntary; parents and students consent to enroll at Ivy. Requests to Transfer to Ivy, Oasis or Fallbrook are reviewed monthly at the district’s Guidance Team meetings. The Guidance Team is made up of FHS counselors, an FHS administrator, the Ivy/Oasis counselor, the Ivy/ Oasis Principal, and the lead teacher for Oasis High School. Students are prioritized for enrollment at Ivy and Oasis based on grades, credits, and needs. Ivy enrolls students from FHS every 6 weeks, at the start of a new trimester or at the midway point in the trimester.

### **Student Demographics**

Data indicates that Ivy High School’s demographics are not consistent with the overall ethnicity of the Fallbrook Union High School District enrollments. At approximately 85%, the Latinx population is considerably higher than that of the other two FUHSD schools, at 50% and 68%. At Ivy High School, the percentage of students in this ethnic group has increased by 3.8% over the past six years.

	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>African American</b>	1.1%	1.8%	3.1%	0.8%	0.7%
<b>American Indian/Native American</b>	4.3%	1.8%	0.8%	1.5%	2.1%
<b>Asian</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Filipino</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Hispanic/Latino</b>	84.9%	89.5%	87.7%	83.5%	81.1%
<b>Pacific Islander</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>White</b>	7.5%	6.1%	8.5%	12.3%	14.7%
<b>Multiple/No Response/Other</b>	2.2%	0.9%	0.0%	1.6%	1.4%

Ivy High School has a disproportionately higher number of male students than female students. As with all student data, analysis is regularly undertaken for monitoring trends and individual student’s academic progress

	2018-19	2017-18	2016-17	2015-16	2014-15
Male	60%	61%	55%	66%	68%
Female	40%	39%	45%	34%	32%

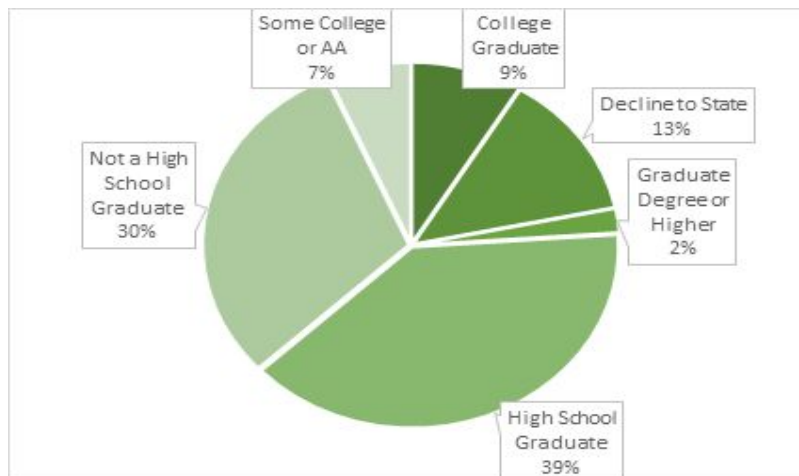
### Free/Reduced Lunch Status 2018-19

Free and reduced lunch numbers have increased significantly since the 2014-15 school year, at which time our free and reduced lunch numbers were at 65%.

	2018-19	2017-18	2016-17	2015-16	2014-15
<b>Free &amp; Reduced Lunch</b>	90.8%	69.7%	74.4%	72.2%	65%

### Parent Education Level

Approximately 18% of Ivy High School parents have at least some college background, and 39% are high school graduates. While 30% of parents have not graduated from high school with 13% declining to state their education level.



### Primary Languages

Ivy High School has only two reported languages spoken by students and their families, English and Spanish. As of the 2019-20 school year, English is the primary language for 38% of our student population, while Spanish is the primary language for 62% of our student population.

### Performance on Standardized Tests

#### Assessment Data

At the forefront of the district goals is increasing students' proficiency of Common Core, English Language Development, and all other content standards. To this end, the staff is participating in professional development described above. Students also receive various support based on

individual needs and proficiency levels.

### CAASPP Interim Assessment Blocks

Interim Assessments Blocks and Interim Comprehensive Assessments were used in 2018-2019 to monitor student progress. Currently teachers are looking at using focused Interim Assessment Blocks to monitor students progress on a particular claim, target, and group of standards in both ELA and math. Students also completed an informal writing assessment with Fallbrook High School to gauge the learning and comprehension of our students in the Fall of 2019.

### CAASPP Smarter Balanced Assessment Results for ELA and Math

Ivy High School's Dashboard indicates that, although students scores increased at the 2018 "Standard Met" proficiency level of the ELA portion of the CAASPP, student scores are still 103.1 points below standards. Additionally, student scores decreased in the Math portion by 22.8 points and are 222 points below standard. It should be pointed out that the SBAC Math test assesses 3 years of high school math. Fallbrook Union High School District requires two years of math for graduation. In light of this data, analysis was made of the strategies deployed to impact further growth and student achievement through the implementation of reading and writing strategies across the curriculum. Furthermore, math strategies are being developed to support student learning through direct instruction and Apex.

Through analysis of this and other student achievement data, the school aims to improve student understanding of standards and skills and to ensure that students are doing their best on all exams, including the Interim Assessments.

### English Language Arts

Proficiency Level	Ivy High School					Fallbrook Union High School District				
	2018-19	2017-18	2016-17	2015-16	2014-15	2018-19	2017-18	2016-17	2015-16	2014-15
Standard Exceeded	0%	0%	0%	5%	0%	16%	19%	17%	22%	16%
Standard Met	12.5%	8%	12%	26%	21%	33%	33%	31%	38%	41%
Standard Nearly Met	25%	31%	21%	38%	57%	23%	27%	26%	25%	28%
Standard Not Met	62.5%	61%	67%	31%	22%	28%	22%	26%	15%	15%

**Math**

Proficiency Level	Ivy High School					Fallbrook Union High School District				
	2018-19	2017-18	2016-17	2015-16	2014-15	2018-19	2017-18	2016-17	2015-16	2014-15
<b>Standard Exceeded</b>	0%	0%	0%	0%	0%	8%	11%	7%	10%	8%
<b>Standard Met</b>	0%	0%	0%	0%	0%	14%	13%	16%	21%	19%
<b>Standard Nearly Met</b>	10%	2%	16%	19%	18%	21%	24%	23%	27%	27%
<b>Standard Not Met</b>	90%	98%	84%	81%	82%	58%	52%	54%	42%	46%

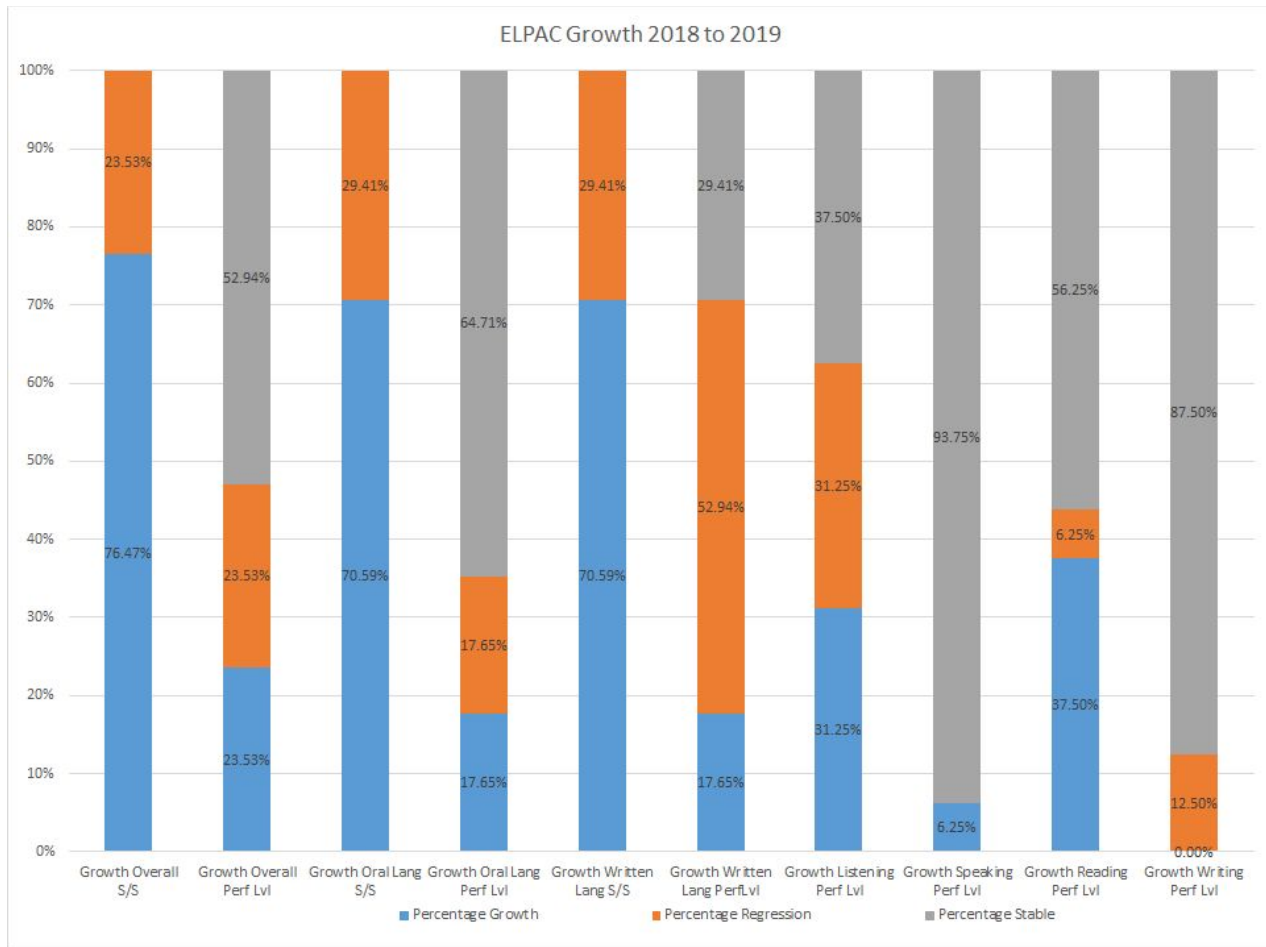
**ELPAC Scores**

**2018-19**

Number of students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
16	25%	31%	44%	0%

**2017-18**

Number of students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
15	20%	33.3%	33.3%	13.3%

**ELPAC Growth****Graduation Rates**

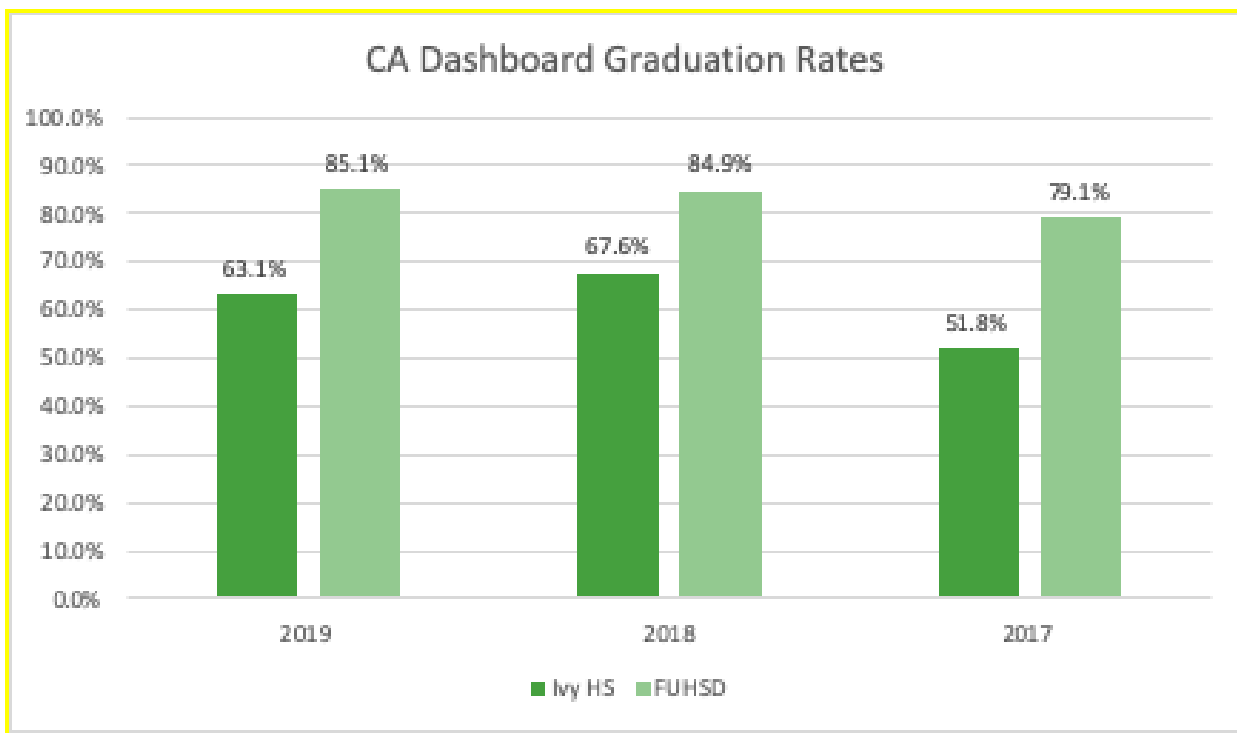
Ivy High School's graduation rate for the 2018 school year was 67.6%; however, due to a low graduation rate averaged over two years, Ivy has a two year average of 59.7%. Because of Ivy's graduation rate, they are in year 1 of CSI (Comprehensive Support and Improvement).

Information about CSI was shared with teachers, and they were included in the process to address a plan of action for the 2019-2020 school year. The district has been supporting Ivy High School in the root cause analysis around their graduation rate by working with the Ivy High School principal to outline a plan, present information to the Ivy High School staff, and gather data that informs staff and stakeholders of the current reality of Ivy High School and the CSI process. The district lead worked with the principal to establish a team consisting of the principal, a district CSI data coordinator, a CSI Taskforce Coordinator, the district community liaison, and coaches from Orenda. Stakeholders from the district and the site are taking a collaborative approach to



addressing the Ivy High School graduation rate by furthering the needs assessment and root cause analysis. The district and the site leadership are working in conjunction with stakeholders such as students, teachers, and parents to analyze graduation cohort data, conduct empathy interviews specific to students and families in the graduation cohort to identify a root cause of struggle for students.

Concerted efforts are made to intervene with students who contemplate dropping out of school. The school perseveres in trying to keep the students at school through intervention strategies beyond the age of 18 in efforts to help them graduate. Intervention techniques include parent-teacher-student-principal conferences, adjusting the student's schedule moving him/her into another teacher's class, attempting a flexible schedule where the student does not follow the rigid daily routine, involving the counselor to help the students work out some social issues that may have arisen at school and empathy interviews with students and parents to gather data on students' struggles and successes. Every effort is made to intervene with students who contemplate dropping out of school. They receive numerous chances to stay and continue their education. Once the students stop attending school for 45 days, however, they are identified as drop-outs. Ivy HS no longer considers that student a drop-out in the school's data system once files are requested by other schools. The Ivy HS administrator has worked closely with the A & D Committee to monitor enrollment and placement of new students each trimester.



School Year	Cohort Students	Regular HS Diploma Graduates	Other Transfers	Still Enrolled after School year	Dropouts
2016-17	79	34	1	26	18
2017-18	59	34	1	14	10
2018-19	60	33	0	11	16

In service of our ongoing effort to improve graduation rates, and as part of our CSI program, Ivy has compiled data on grades by trimester for the last three years. This data for the first trimester shows notable improvement in student achievement, as measured by grades, during that time. What this data does not indicate is the reasons underlying this improvement, which can most likely be attributed to a combination of teachers' professional development, with emphasis on S2SI and content standards, and an increased emphasis during the last three years on academic goal-setting for students in Advisory classes. As the data below shows, the number of students earning a grade in the range of A-C has increased by nearly 6% over the course of the last three years, while the number of students earning D-F grades has declined by more than 9%. While this data alone does not directly speak to graduation rates, it does indicate that steps undertaken in recent years are having a positive effect on student achievement.

	2017 Tri 1			2018 Tri 1			2019 Tri 1		
Grade	# of Stu	% of Stu		# of Stu	% of Stu		# of Stu	% of Stu	
A+	6	1.08%	15.59%	8	1.74%	15.22%	12	2.84%	13.48%
A	54	9.68%	A	42	9.13%	A	29	6.86%	A
A-	27	4.84%		20	4.35%		16	3.78%	
B+	15	2.69%	20.25%	7	1.52%	16.74%	14	3.31%	28.61%
B	68	12.19%	B	40	8.70%	B	62	14.66%	B
B-	30	5.38%		30	6.52%		45	10.64%	
C+	30	5.38%	28.85%	24	5.22%	33.70%	14	3.31%	31.91%
C	78	13.98%	C	57	12.39%	C	75	17.73%	C
C-	53	9.50%		74	16.09%		46	10.87%	
D+	15	2.69%	18.64%	6	1.30%	16.74%	5	1.18%	13.24%
D	56	10.04%	D	41	8.91%	D	25	5.91%	D
D-	33	5.91%		30	6.52%		26	6.15%	
F	57	10.22%	16.67%	58	12.61%	17.61%	49	11.58%	12.77%

NM	36	6.45%	F/NM	23	5.00%	F/NM	5	1.18%	F/NM
	<b>558</b>			<b>460</b>			<b>423</b>		
		A-C	<b>64.70%</b>			<b>65.65%</b>			<b>74.00%</b>
		D-F/NM	<b>35.30%</b>			<b>34.35%</b>			<b>26.00%</b>

### Early graduates

An “early graduate” is a student who finishes all requirements for graduation before the June graduation date. A trimester system allows students to progress at a faster rate than the semester system at the comprehensive high school. As a result, they can graduate during the school year when those requirements are satisfied. It is possible for a student to complete the full year’s requirements in six or seven months, and graduate early. Even though a student can complete all of the graduation requirements before the actual graduation date, we hold only one graduation. Students are encouraged to come back and participate in the June graduation ceremony, and most of them do.

### Students Returning to FHS/Choosing to Remain at Ivy

Returning to the comprehensive high school is a goal of some of our students. However, there are some who find “a home” here and complete their high school work without any attempt to return to Fallbrook High. Those who have been expelled from Fallbrook have also received a rehabilitation plan. If they re-apply to Fallbrook High, they must appear before the Administrative Hearing Panel and provide proof that they have fulfilled the terms of the plan. If recommended for readmission, the Board of Trustees must approve the transfer.

It truly needs to be noted that all of these students who transfer back to Fallbrook High School complete their graduation requirements and “walk the stage” with their Fallbrook class, are considered success stories of Ivy High School just the same as our own graduates.

### Student Attendance

Ivy High School encourages regular school attendance through dial outs and other communications, as well as monitoring by teachers, the counselor and administrator, who routinely meet with students about attendance issues. The administrator assign discipline for truancy and regularly attend School Attendance Review Board (SARB) hearings.

A motto of the school all students are aware of is “Success Starts with Attendance” and we promote the “Ivy A, B, C’s” which stand for Attendance, Behavior and Credits, as the keys to success. The school offers many incentives to motivate students to attend regularly and complete classes. Students are recognized for Attendance, Behavior, and Credits in an award ceremony at the end of each trimester. After school activities (funded by the ASSETS program) are major incentives for students to attend classes during the

regular day—such as cooking, sports, and guitar classes; holiday feasts and days with catered food; and photography field trips to local scenic attractions like the Oceanside Pier and Kit Carson Park. Students are also recognized for outstanding academic achievement by scholarships awarded during our graduation ceremony and by being honored by local businesses and organizations as the FUHSD Student of the Month selection for Ivy High School (4 recipients are honored each year).

Overall, attendance is an ongoing concern. Over the past 6 years, there has been a fluctuation in Ivy HS students' attendance rates that fall below the state average and expectations. Full day attendance rates, as reported by AERIES, have fluctuated over the years, as seen below. While some fluctuation in this data is to be expected, the school administrator and staff recognize that attendance is an important predictor of academic success and graduation. As a part of our school's involvement with the CSI process, a strong correlation was found between students attending school 85% of the time and their ability to be successful in school, as indicated by GPA. As such, one of the primary focuses of the work of our CSI coordinator has been to work with students to improve attendance, and the staff of Ivy has made considerable effort to establish consistency in our approach to positive reinforcement of attendance, from the introduction of early lunch passes for perfect attendance to the goal-setting activities in Advisory that focus on this.

Ivy High School	2018-19	2017-18	2016-17
Average Daily Attendance	88.85	109.77	127.67
Full-Day Attendance Rates	78.35%	91%	86%

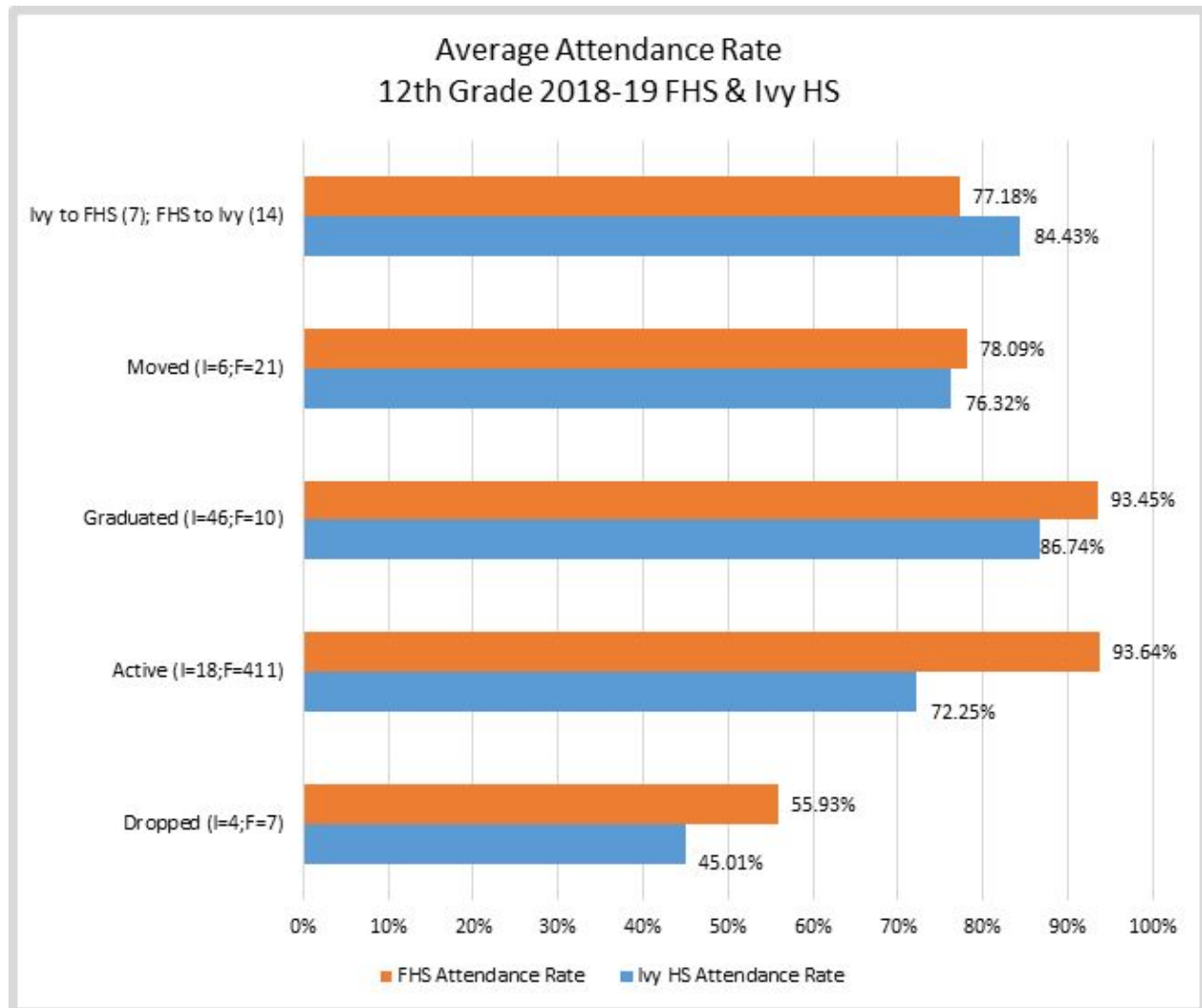
Following is Attendance data gathered and used in the CSI process. One of the conclusions made, based on data analysis, is that students who attend at a rate of 85% or higher, are far more successful. Therefore, a focus moving forward will be to improve student attendance through social emotional support and involvement at school.

#### Attendance Rate by Period by Status Tag 2018-19

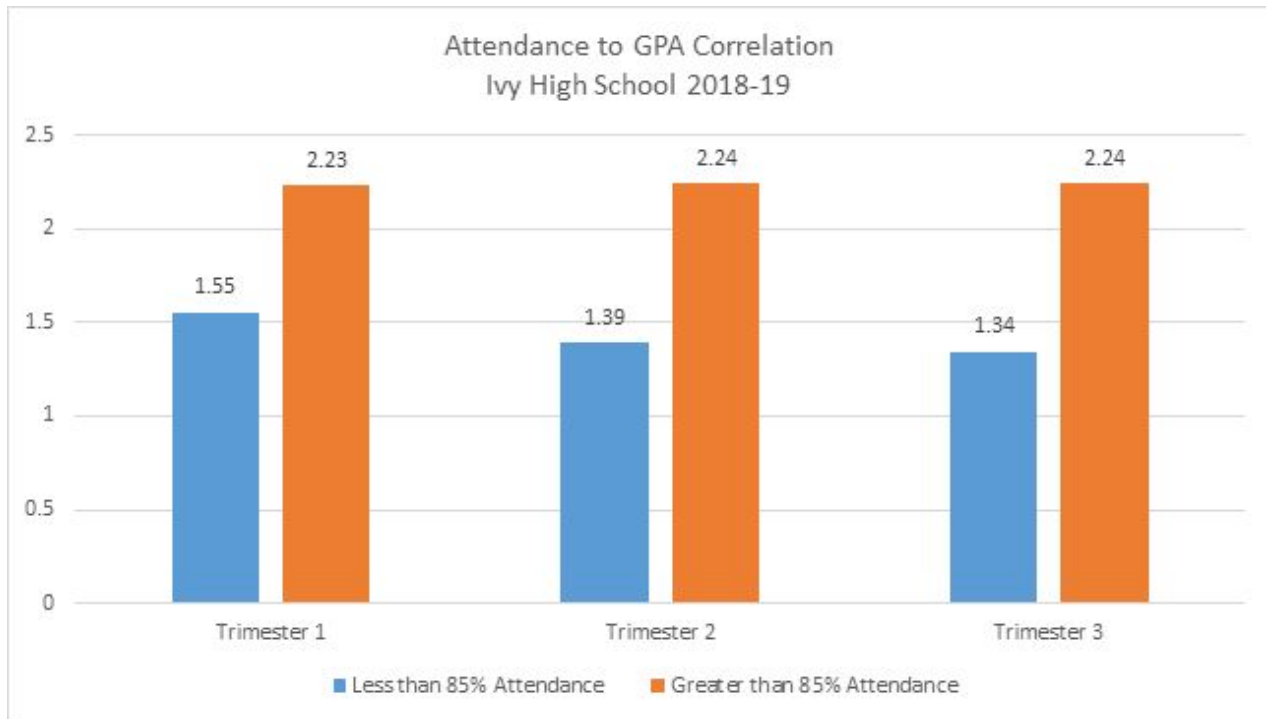
Status Tag	Per1	Per2	Per3	Per4	Per5
Active	69%	75%	78%	79%	79%
Dropped	30%	39%	43%	45%	44%

<b>Fallbrook HS</b>	70%	76%	77%	77%	75%
<b>Graduated</b>	76%	81%	82%	82%	82%
<b>Juvenile Hall</b>	31%	43%	55%	69%	69%
<b>Moved</b>	51%	60%	65%	64%	61%
<b>Oasis High School</b>	77%	80%	79%	77%	77%
<b>Grand Total</b>	69%	75%	78%	78%	78%

The chart above shows the daily average attendance rate for every student who falls into a specific tag category by period. For example, students with the Graduated tag had a 76% attendance rate in period 1, 81% in period 2, etc. In other words, if we had 100 students with the Graduated tag, on a typical day in first period, 76 would be in class and 24 would be absent. That is contrasted with the attendance rate for students with the Dropped tag; if we had 100 students with the Dropped tag, on a typical day, 30 would be present in first period and 70 would be absent. The Grand Total figures are the overall attendance rate for all students during that period.



The chart above shows the average full day attendance rate for 12<sup>th</sup> graders at Ivy and FHS during the 2018-19 school year by Status Tag. Student numbers for each school are included in parentheses next to the Status Tag.



This chart shows the average of grades earned in all classes by trimester and broken out by class attendance rates of less than or greater than the determined 85% threshold.

The table below shows the credits earned in all classes by trimester and broken out by class attendance rates of less than or greater than the determined 85% threshold. For example, in the Trimester 3 table, 8.44% represents the total number of students who earned 0 credits in a course and who had an attendance rate, for that course, of 85% or higher.

### Trimester Credits Earned by Attendance Rate

Trimester 1 2018-19	0 Credits Earned	1 Credit Earned	2 Credits Earned	2.5 Credits Earned	3.5 Credits Earned	5 Credits Earned
<b>Less than 85% Attendance</b>	30.95%	0%	0%	12.70%	0%	56.35%
<b>85% Attendance or Higher</b>	8.44%	.65%	.32%	10.71%	.32%	79.55%
<b>Total</b>	14.98%	.46%	.23%	11.29%	.23%	72.81%

### Truancy

A student is identified as truant if they are missing more than 30 minutes of instruction without an excuse three or more times in a school year. For students identified as habitual truants, daily phone calls are made, parent conferences held, and a progression through the SARB process is implemented. Students may be placed on an attendance contract or weekly progress reports to monitor attendance and grades. Habitually truant students who fail to improve may have a meeting with the School Attendance Review Board (SARB) and may be referred to the San Diego County District Attorney for prosecution in juvenile court.

### Number of Truancy Incidents by Year

2018-19	2017-18	2016-17
44	56	116

### Tardies

Ivy's tardy problem continues to be a challenge. The Ivy staff have worked hard to emphasize the importance of attending "Every Day, On Time" as part of our positive attendance campaign. We regularly remind students that the "A" in Ivy's A, B, C's is for Attendance and that "School Success starts with Attendance!"

Based on the empathy interviews conducted with students for the CSI process, staff found that students struggle to arrive to school on time for a variety of reasons, but many are rooted in lack of resources/support for arriving on time. As a result, the school has decided to create a later start time and begin the school day at 8:00am, instead of 7:45am. Daily, when students arrive tardy, they sign in.

Tardies			
Period	Tardy Rate by Period 2018-19	Tardy Rate by Period 2017-18	Tardy Rate by Period 2016-17
1	15%	6.76%	11.57%
2	3.14%	1.43%	1.9%
3	1.13%	.9%	1.26%
4	.53%	1.05%	1.32%
5	.28%	1.22%	1.47%



**Discipline**

Over the last several years, the school has been aggressively and proactively addressing discipline issues by providing positive, effective alternatives to students who commit serious infractions. Included in these is the implementation of our Restorative Practices program. We are making sure we do all we can to continue to prevent and correct undesirable behavior. The discipline is fair, consistent and progressive. Penalties for breaking rules are designed to be constructive rather than punitive. All students and parents receive discipline guidelines when enrolling and students are made aware of class standards when they first attend a class. Ivy High School employs various strategies for discipline including teacher-student conferences, visits to the counselor or principal, teacher-parent conferences, class changes, suspensions and expulsions.

The Ivy High School campus is a very safe with a campus supervisor present at lunch and always on call if needed. There is also a twenty-four hour camera surveillance system at Ivy with monitors directly in the office.

Overall, Ivy High School students are well-behaved and respectful. Administrators and teachers work together to remediate behavior, without always having to resort to referrals or suspensions. Teachers understand that they are generally responsible for classroom discipline, which includes setting clear standards for student behavior and following the school rules.. When students have behavior problems, teachers work with the students, then with the parents to try to resolve the issues. This includes activities, such as Circles, which are part of the Restorative Practices program. If a student is participating in, or is the victim of, fights, drugs, bullying, etc., staff will conduct a Circle with all people involved, including parents, teachers, friends, and the victim. This allows the group to hear all sides of the story and also helps with producing a disciplinary action that will actually change behavior. After appropriate interventions, if a student continues to be disruptive or defiant, teachers will then write a referral to the principal. However, some behaviors result in an immediate referral without interventions.

Administrators meet with students, teachers, parents, and counselors to resolve classroom issues and to support students in finding success at Ivy High School. SIM (Student Improvement Meetings) are held regularly when a student experiences difficulty in more than one class.

The following chart is a summary of the categories for which students were written a referral or had a discipline entry recorded. Referrals are typically made by teachers or the principal, while discipline entries are automatic clerical entries based on failure to attend detention, Saturday school or similar offenses. Some referrals may include multiple categories.

The overall number of referrals/discipline entries decreased from 427 in 2016-17 to 130 in 2018-19. This decrease in numbers of referrals/discipline entries is due, in part, to the continued implementation of the Rtl plan, including Restorative Practices, and the teachers' willingness to focus their efforts on implementing interventions at the classroom level.

<b>Code for Referral/Discipline Entry</b>	<b>2018-19 # of Referrals/ Discipline Entries</b>	<b>2017-18 # of Referrals/ Discipline Entries</b>	<b>2016-17 # of Referrals/ Discipline Entries</b>
<b>Cheating</b>	1	0	0
<b>Out of school bounds</b>	0	1	0
<b>Profane, vulgar, or obscene act</b>	0	1	0
<b>Cause/Threat of physical injury</b>	14	12	14
<b>Defiance/Disruption</b>	2	2	9
<b>Damage to school property</b>	2	0	0
<b>On Campus During Suspension</b>	0	1	0
<b>Possession/use of tobacco products</b>	3	1	0
<b>Truancy</b>	44	56	116
<b>Tardiness</b>	10	50	102
<b>Possess. of controlled substance</b>	11	2	3
<b>Possession/Sale controlled substances/alcohol, etc.</b>	0	28	12

<b>Class or campus disruption</b>	11	11	25
<b>Forged note/call; Fraudulent use of school forms</b>	2	0	0
<b>Off campus without permission</b>	0	0	2
<b>Failure to attend Thursday School</b>	2	0	0
<b>Possession of firearm, knife, or explosives</b>	1	1	1
<b>No show to detention</b>	7	5	19
<b>Reassign ISS, SS, TS</b>	2	0	6
<b>Harassment/Bullying/Intimi dation, Other</b>	0	0	2
<b>Dress code violation</b>	1	4	3
<b>Willful use of force or violence</b>	2	0	0
<b>Possession of knife or dangerous object</b>	0	1	0
<b>Display/Use cell phones, etc.</b>	3	17	26
<b>Inappropriate use of school equipment</b>	1	0	0
<b>No ID in student possession</b>	0	0	55
<b>Possession lighters/matches</b>	1	3	1
<b>Property Theft</b>	1	0	0

<b>Failure to attend Saturday School</b>	9	2	2
<b>Blank (referral without description)</b>	0	4	29
<b>TOTAL</b>	130	202	427

### Suspensions and Expulsions

Ivy's suspension rate has steadily declined since the 2016-17 school year. Last year, only two students were suspended. Again, this is the result of an effort to remediate discipline issues in constructive ways, such as using Restorative Practices, prior to their escalation to the need for suspension.



	<b>Suspensions &amp; Expulsions Ivy HS</b>		
	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Students Suspended</b>	2	14	19

<b>Suspension Rate</b>	1.3%	6%	9.7%
<b>% of Students Suspended with Multiple Suspension</b>	0%	21%	.05%
<b>Students Expelled</b>	0	0	0
<b>Expulsion Rate</b>	0%	0%	0%

### Response to Intervention (RTI)

- An academic counselor is available on Ivy's campus during the entire instructional school day for four days of the school week.
- Once a trimester during a special Advisory class, students review their Individual Learning Plans (ILPs) and credits to understand their graduation status.
- Students Study Teams (SSTs) are held once or twice a trimester, comprised of each of the teachers, the principal, and the counselor to collaborate on strategies to help students who are struggling in most of their classrooms
- The counselor or principal schedules conferences for any student failing to earn at least 15 credits during the course of the trimester.
- Learning Center is offered after school as an additional credit recovery option.
- Tutorial sessions are held after school catching up on missed assignments or redoing assignments
- Teachers call home to communicate with parents about student progress and create strategies to help increase the student's achievement.
- A weekly progress report form is available as a valuable tool for parents to utilize. With the report they can keep updated on their child's grades, participation, behavior, and progress in every class. On Friday, students have each of their teachers fill out the report and it is then sent home to the parent who requested the form be used for their child.
- Email progress reports can also be sent to parents requesting to monitor their student's progress on a regular basis
- Daily calls are made home from the attendance clerk for absences.
- The school offers incentives to motivate students to attend regularly –

- students are recognized for good attendance
- At the end of each trimester, students are placed on the Ivy Honor Roll when earning at least 20 credits, or on the Principal's Honor Roll when earning 25 credits, with a 2.0 or higher.
- Students are recognized for outstanding academic achievement by scholarships awarded during our graduation ceremony and "Student of the Month" program supported by the district and community members and businesses.
- The principal and counselor hold a mandatory parent and student orientation for all new students.
- Automated dial-out messages are sent out regarding important information.

### **School Climate**

Working to create the safest environment for our students, the Ivy staff meets regularly to address any issues regarding the safety, security and well-being of students. Over the past six years, the Ivy staff has taken the time to collect and review how the safety of our campus is perceived.

Ivy's principal is charged with the task of making Ivy High School a safe, positive learning environment. A campus supervisor (shared with Fallbrook High School) is present during lunch and always on call, if needed. The principal mainly provides the campus supervision between classes, with help from other staff members.

The school climate is a topic discussed often with staff and is monitored closely to maintain the positive, safe environment Ivy High School is known for. At regular staff meetings, any concerns with campus safety are discussed and changes are made to ensure the ongoing tranquility. Those changes include class schedule changes, searches, student conferences, and counseling.

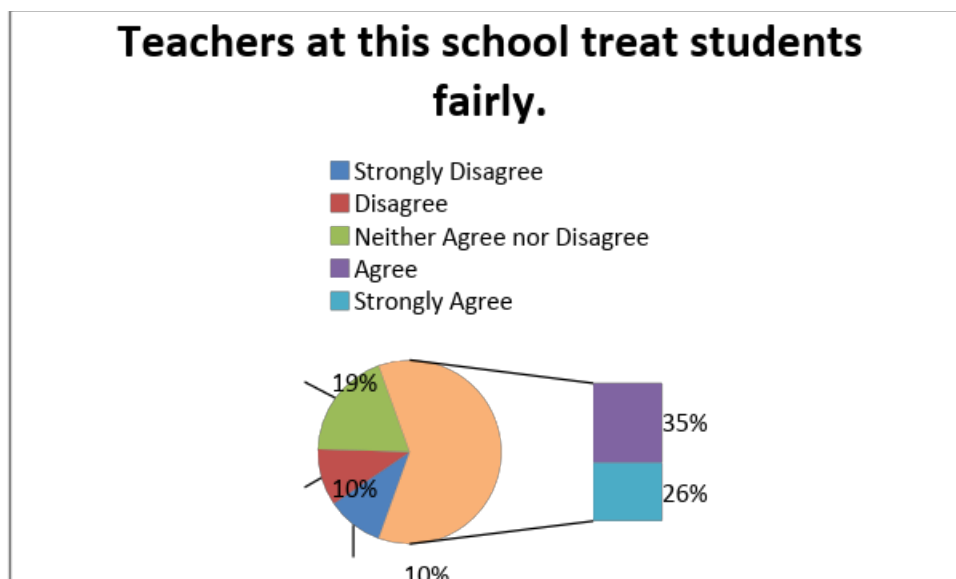
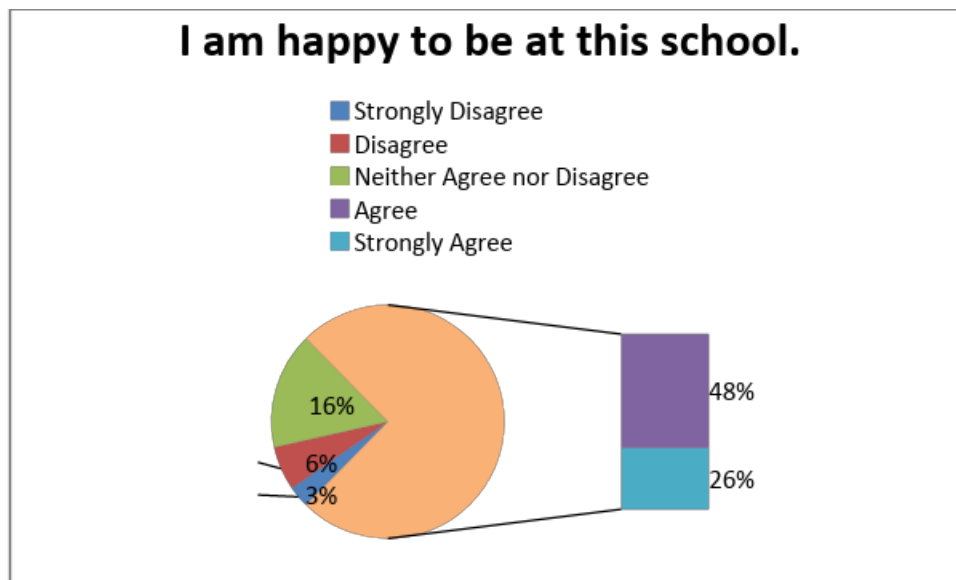
Ivy teachers set up their classrooms to allow students to be redirected and remain in class as often as possible, in an effort to keep students on-task and engaged in learning in a positive, safe way. Student conflicts are rare, and when they do occur, interventions such as Restorative Justice are used to address them. When a teacher feels that in-class discipline interventions are not effective, they can write a referral to the counselor or administrator describing the situation and action taken by the teacher. The counselor and or principal follow up with a variety of interventions, depending on the situation. There are several 24 hour surveillance cameras monitored office staff throughout the school day. Safety drills are practiced regularly and evacuation routes are posted in each classroom.

### **California Healthy Kids Survey**

In the Spring of 2019, Ivy's 11<sup>th</sup> graders completed the California Healthy Kids Survey

(CHKS). Data from the CHKS shows that a high percentage of students feel safe, cared for and respected at Ivy High School.

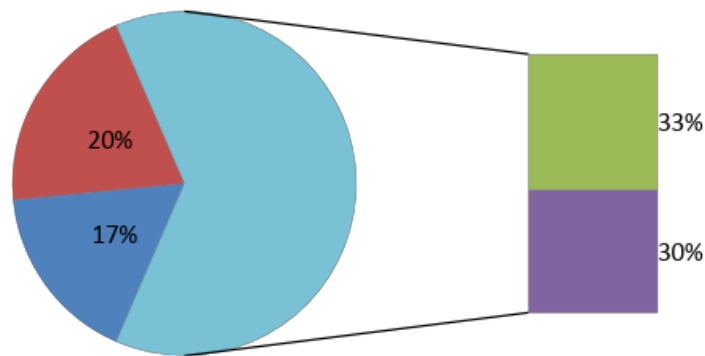
Students answered a variety of questions or statements about the school climate including:



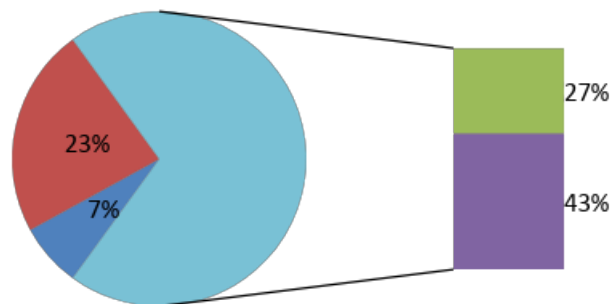
At my school, there is a teacher or some other adult ...

**... who really cares about me.**

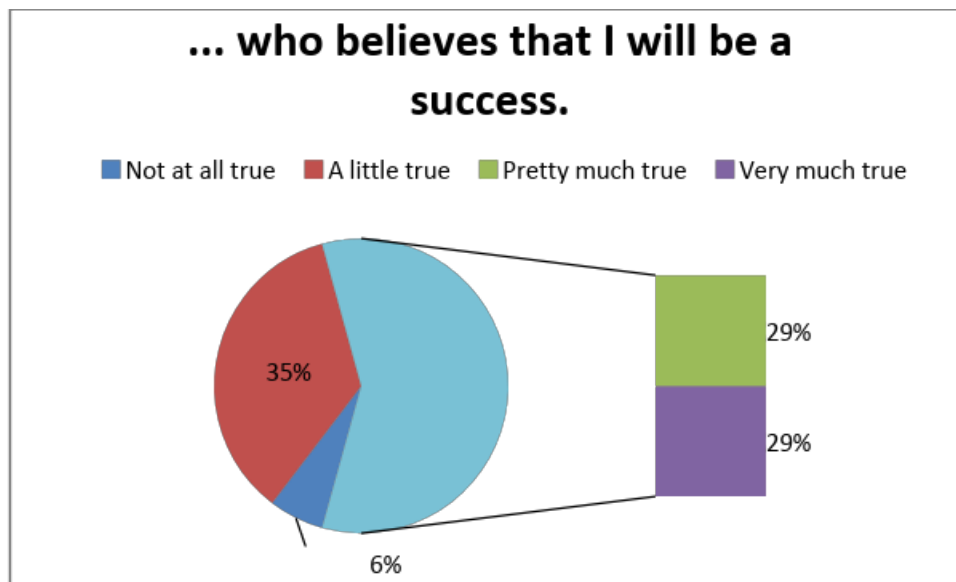
■ Not at all true ■ A little true ■ pretty much true ■ very much true

**... who always wants me to do my best.**

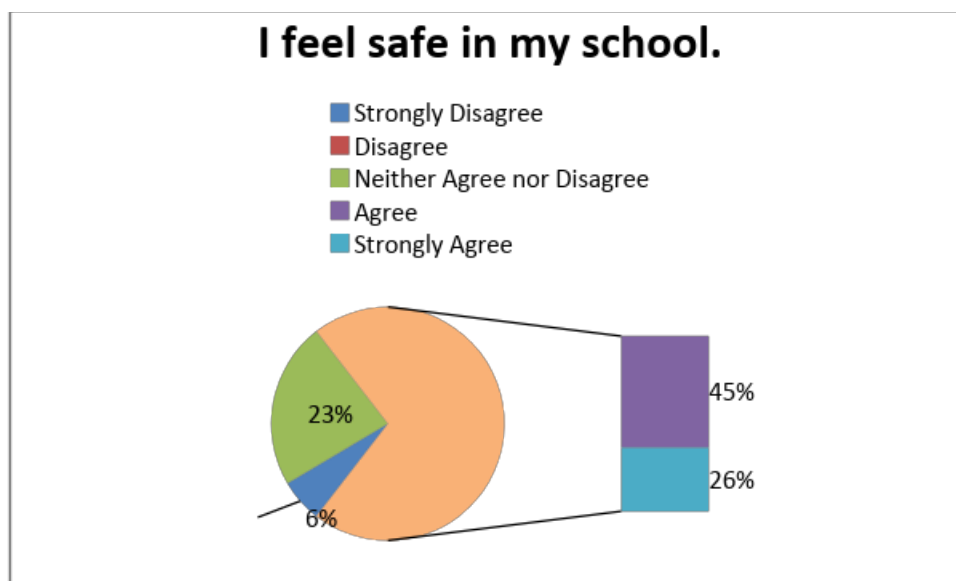
■ Not at all true ■ a little true ■ pretty much true ■ very much true



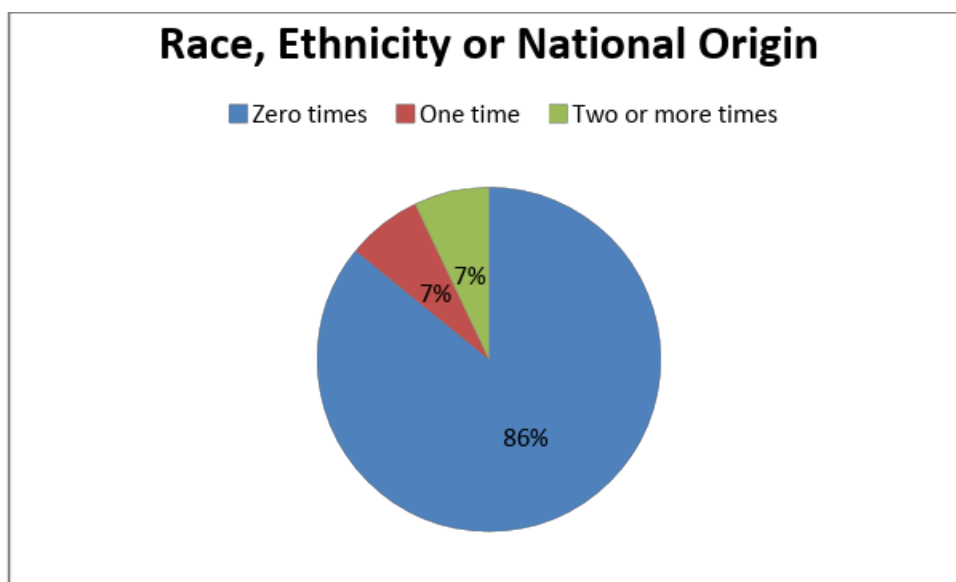




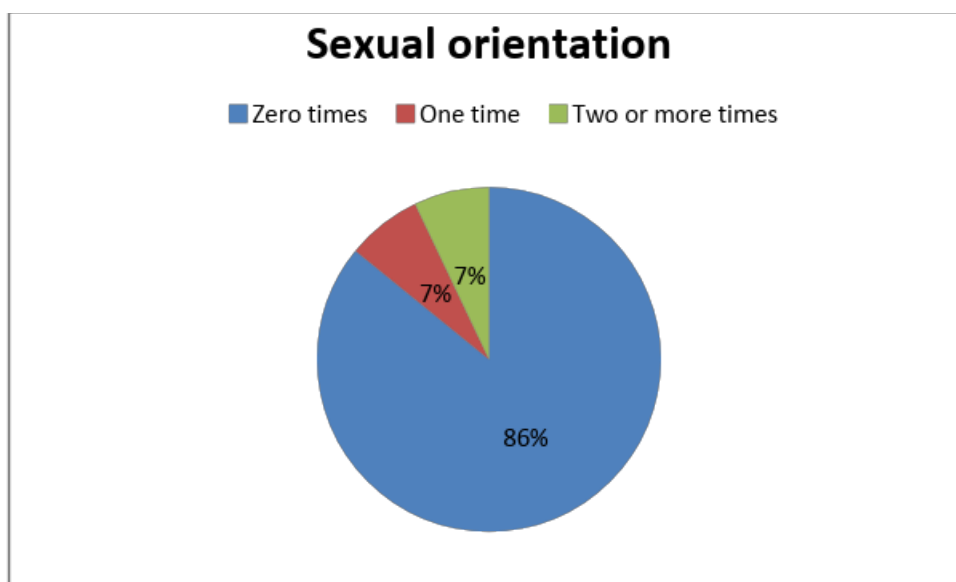
Students also answered a variety of questions about school safety. It is important to note that some (not all) of the CHKS questions were phrased with the following, “During the past twelve months” for a number of questions related to student safety instead of asking about the specific school of attendance. Many of our 11<sup>th</sup> grader had transferred mid-year from Fallbrook High School. As a result, a higher than expected number of students responded to affirmatively to questions about school violence that did not occur on our campus.



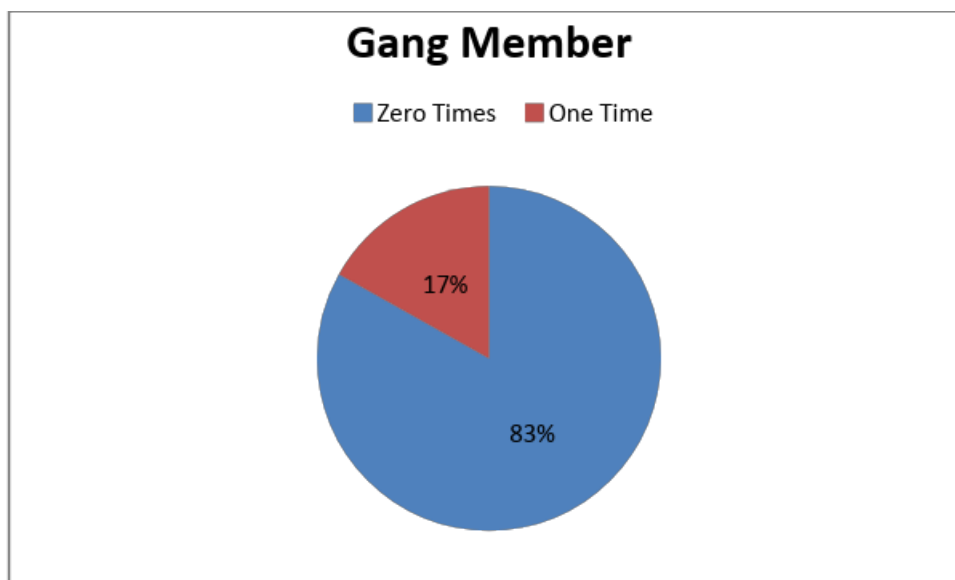
During the past 12 months, how many times on school property were you harassed or bullied because of your race, ethnicity or national origin?



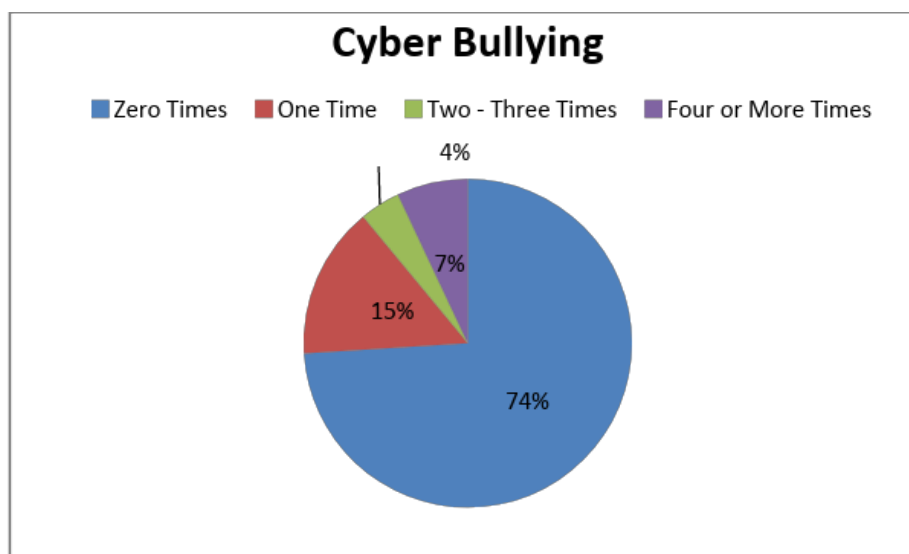
During the past 12 months, how many times on school property were you harassed or bullied because of your sexual orientation\*? (\*because you were gay or lesbian or someone thought you were.)



Do you consider yourself a member of a gang?



During the past twelve months, how many times did other students spread mean rumors or lies about you on the internet (i.e. Facebook, MySpace, email, instant message)?



### Internal Student Survey Data

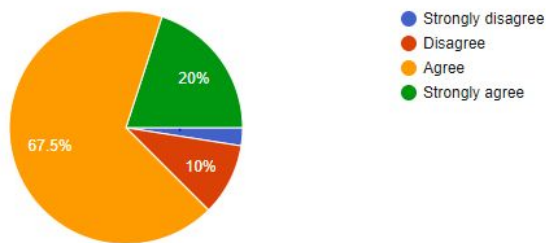
In Spring 2019 while 11<sup>th</sup> graders took the CA Healthy Kids Survey, 10<sup>th</sup> and 12<sup>th</sup> graders completed a staff created survey about school climate. Using a Google Survey, 40

students were given a list of statements and asked to respond to each comment with “Strongly Disagree”, “Disagree”, “Agree” and “Strongly Agree” or “Not at all true”, “A little true”, “Pretty much true”, “Very much true”.

### Survey Questions and Responses:

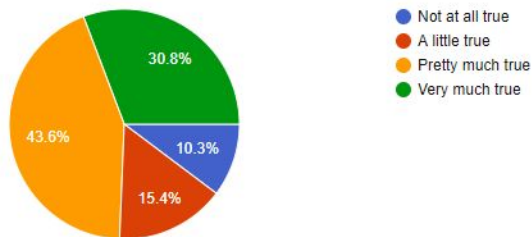
Teachers at this school treat students fairly

40 responses



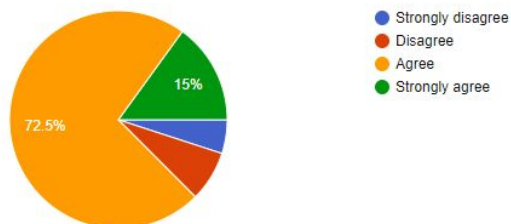
At my school there is a teacher or some other adult who always wants me to do my best

39 responses



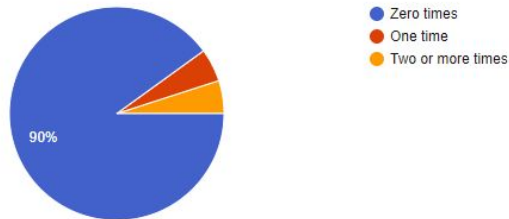
I feel safe in my school.

40 responses



At Ivy HS, how many times on school property were you harassed or bullied because of your race, ethnicity or national origin?

40 responses



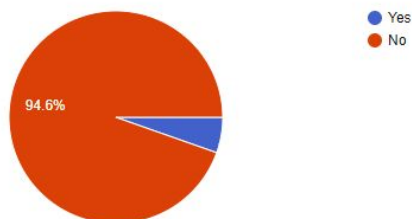
At Ivy HS, how many times on school property were you harassed or bullied because of your sexual orientation\*? (\*because you were gay or lesbian or bisexual or "someone thought you were.")

39 responses



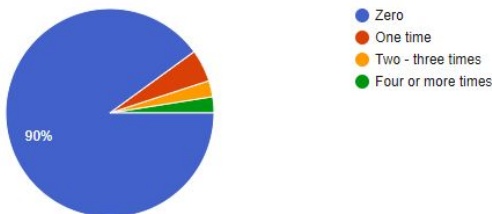
Do you consider yourself a member of a gang?

37 responses



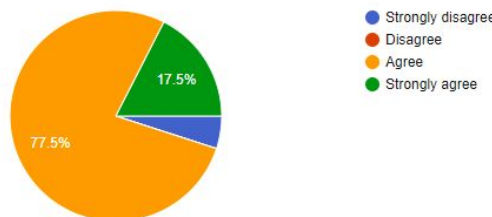
At Ivy HS, how many times did other students spread mean rumors or lies about you on the internet (i.e. Facebook, Snapchat, Instagram, Twitter, email, instant message)?

40 responses



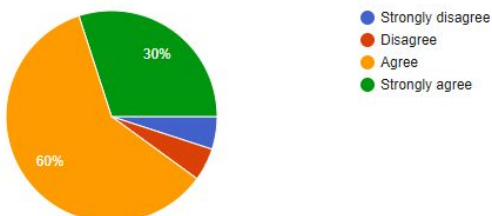
Teachers treat me fairly and with respect.

40 responses



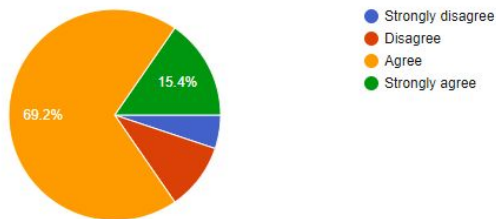
School administrators treat me fairly and with respect.

40 responses



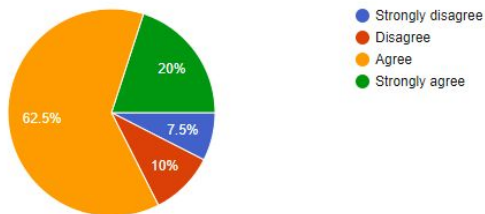
This school is a safe environment.

39 responses



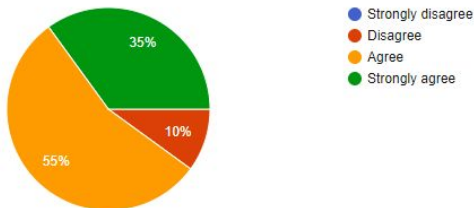
My counselor and teachers encourage me to excel in my classes.

40 responses



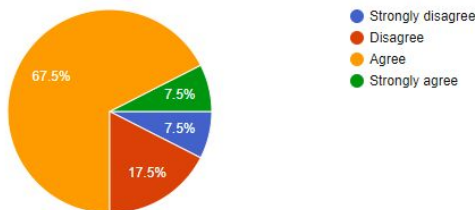
I understand what I am doing connects to my life after high school.

40 responses



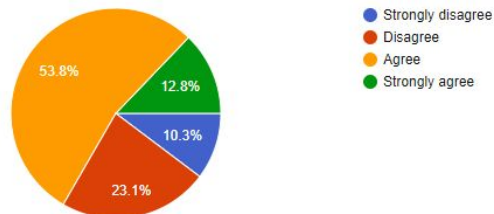
Students are encouraged to share opinions and ideas about school-wide issues.

40 responses



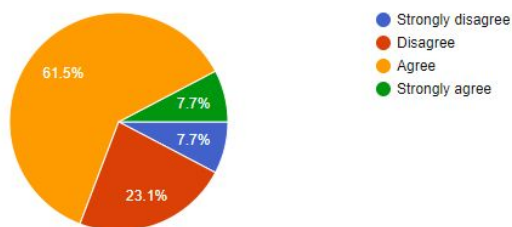
Student successes are celebrated.

39 responses



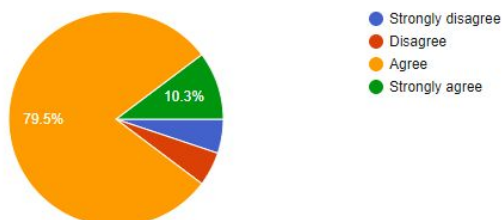
Teachers are happy to be teaching at this school.

39 responses



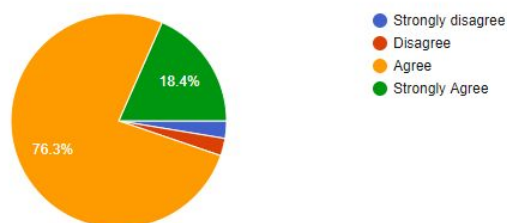
Teachers are supportive and help me when I am struggling with classes

39 responses



There are plenty of opportunities for me to participate in after school activities.

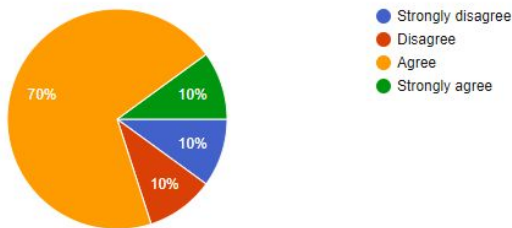
38 responses





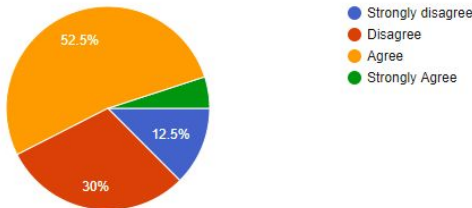
I believe Ivy's teachers care about me.

40 responses



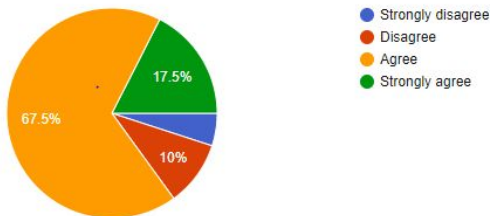
Ivy High School reflects a true sense of community/family.

40 responses



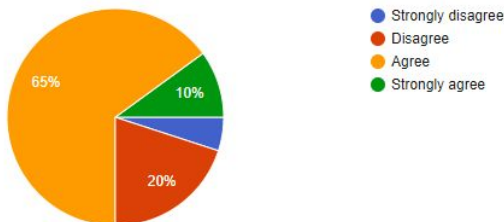
I enjoy attending Ivy High School.

40 responses



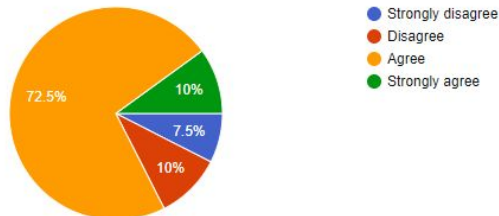
Ivy's teachers and counselor help me plan for my future after high school.

40 responses



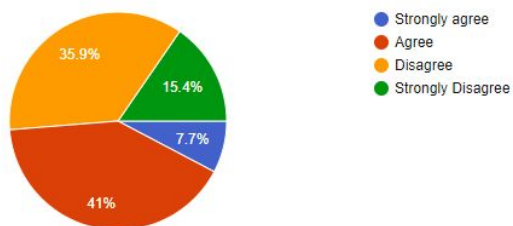
I'm happy to be at this school

40 responses



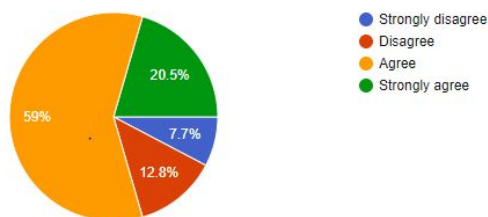
Student to student interaction in the classroom helps motivate me to pay attention and be interested in what I am learning.

39 responses



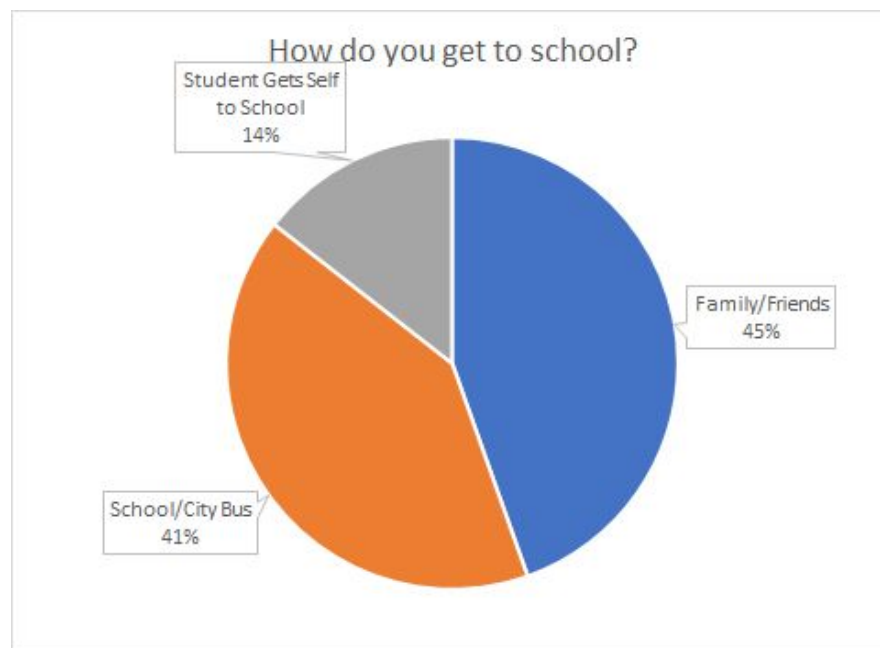
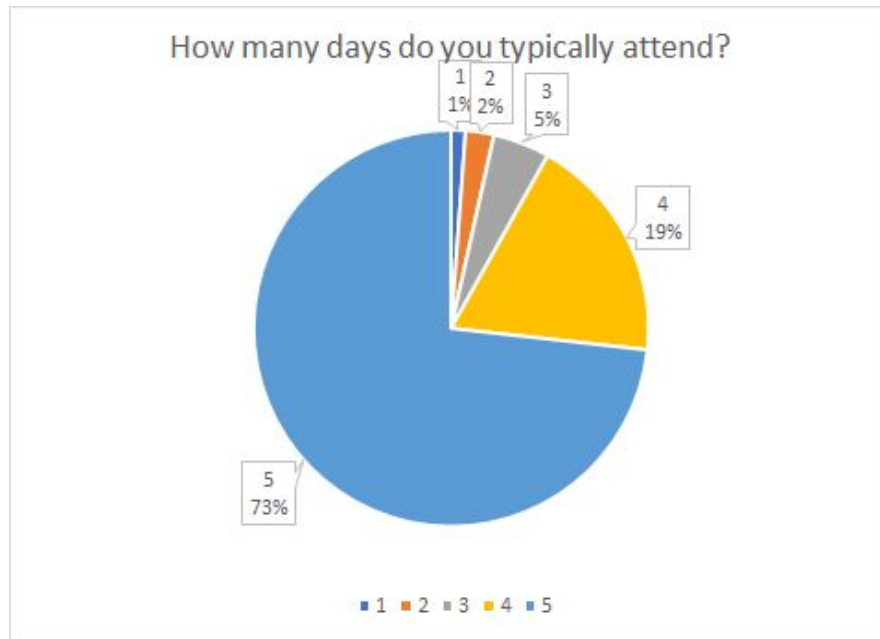
The chromebook initiative helps prepare me for college and career.

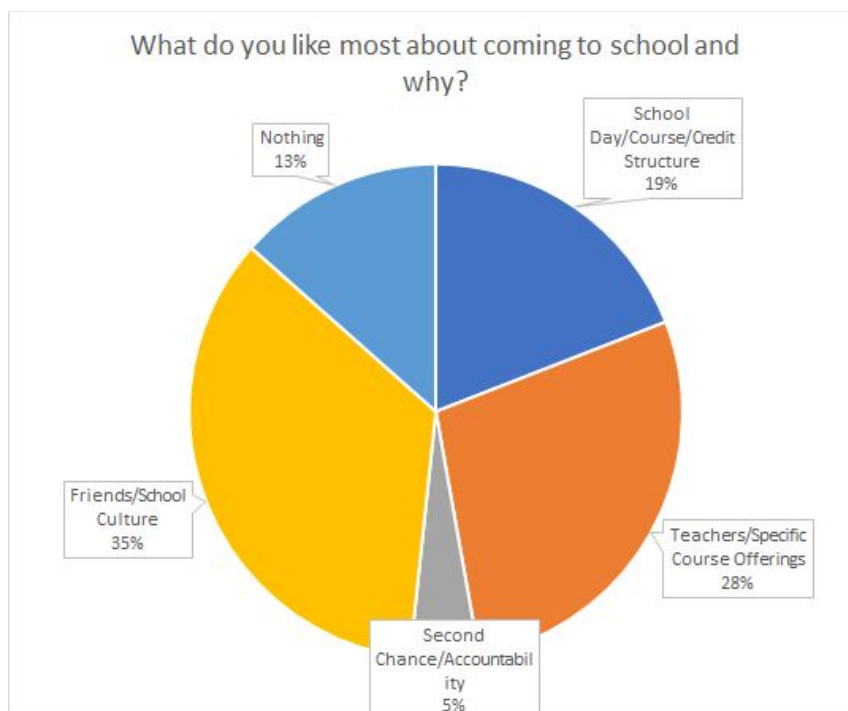
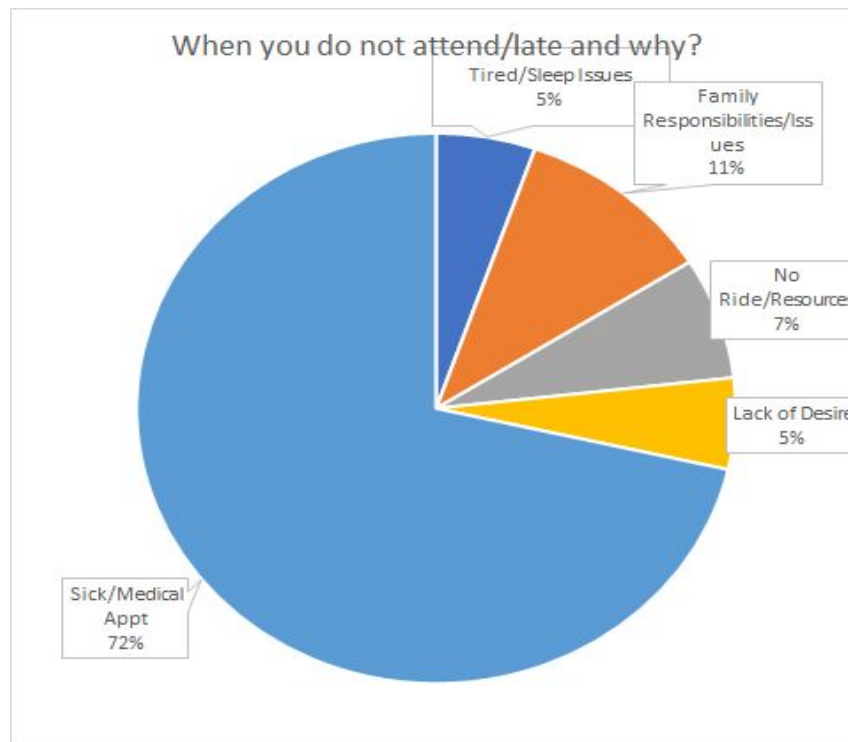
39 responses

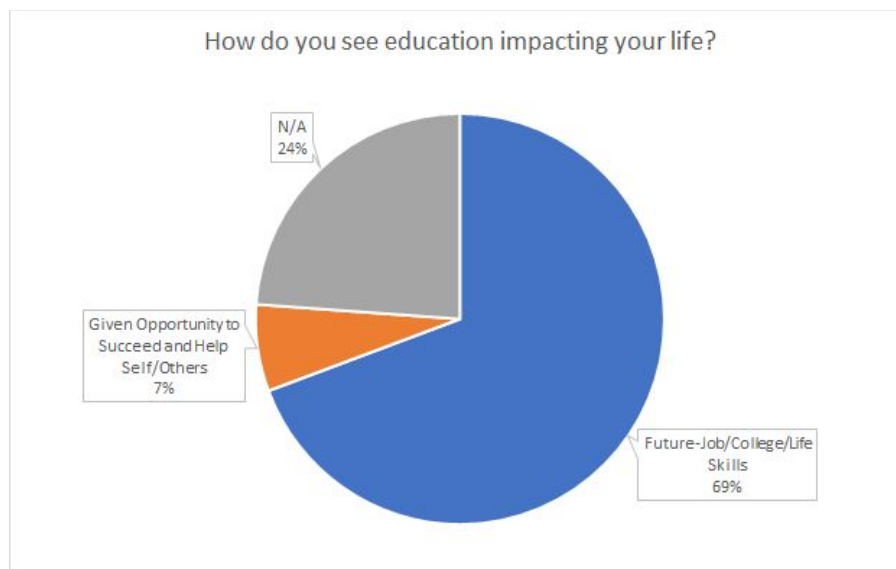
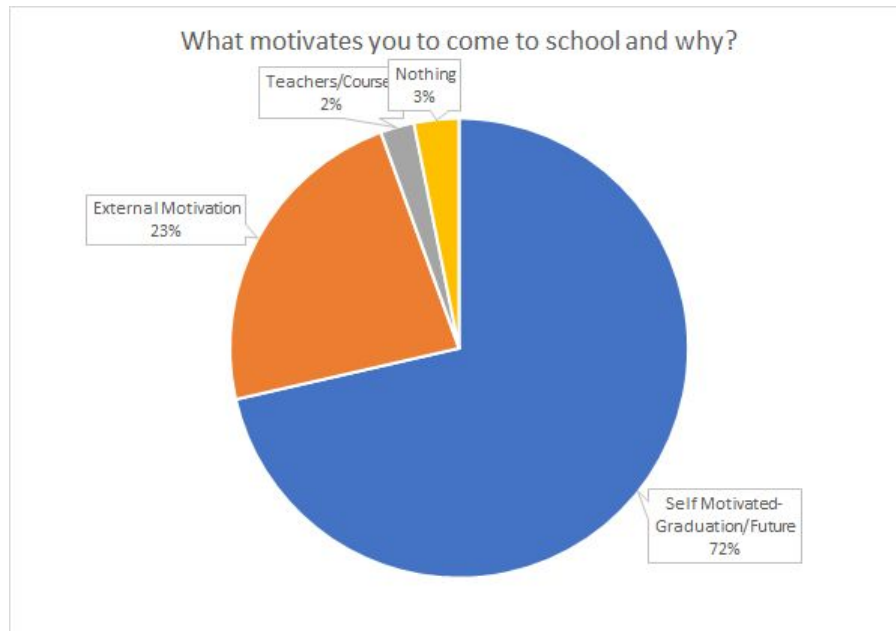


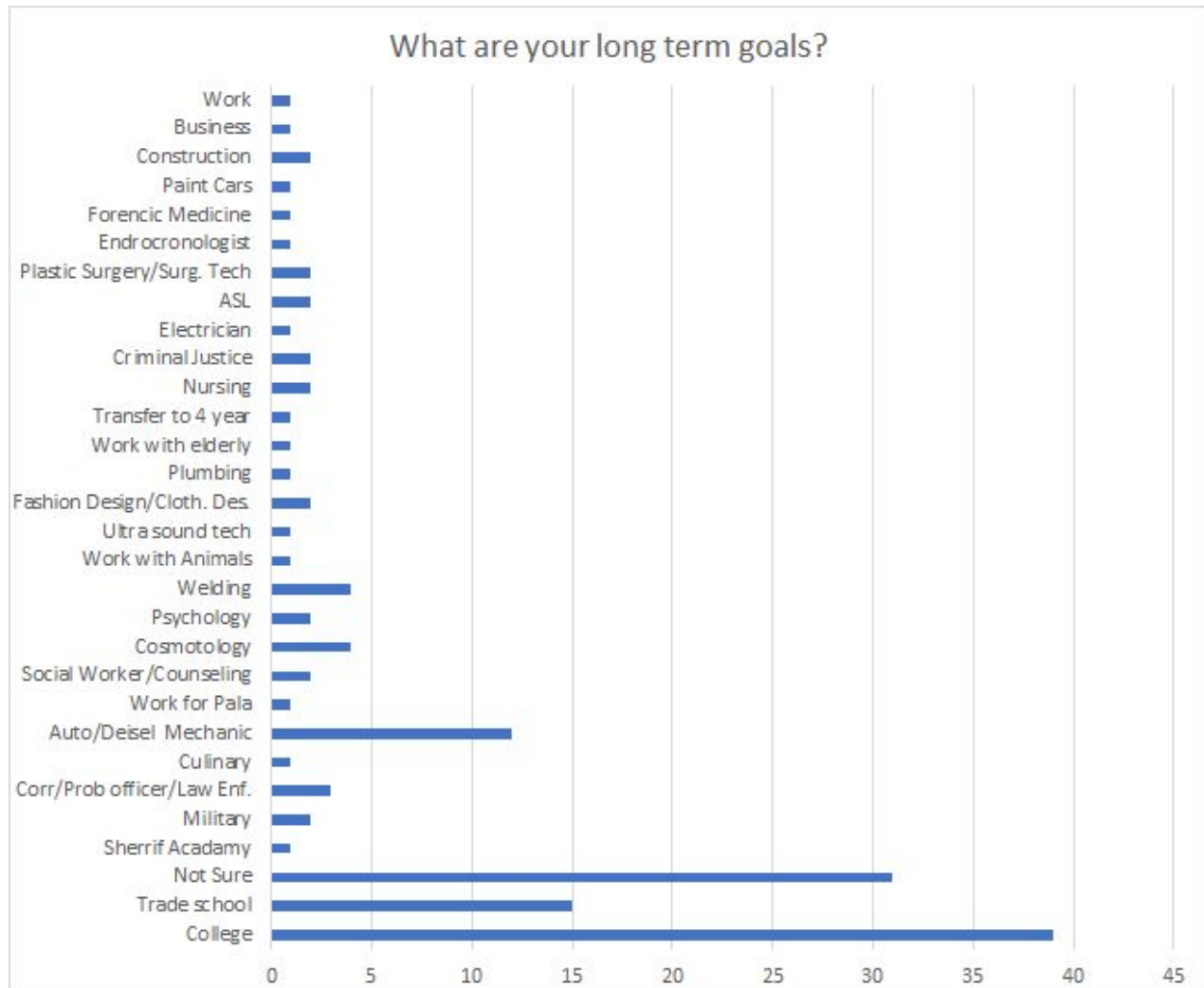
## CSI Empathy Interviews

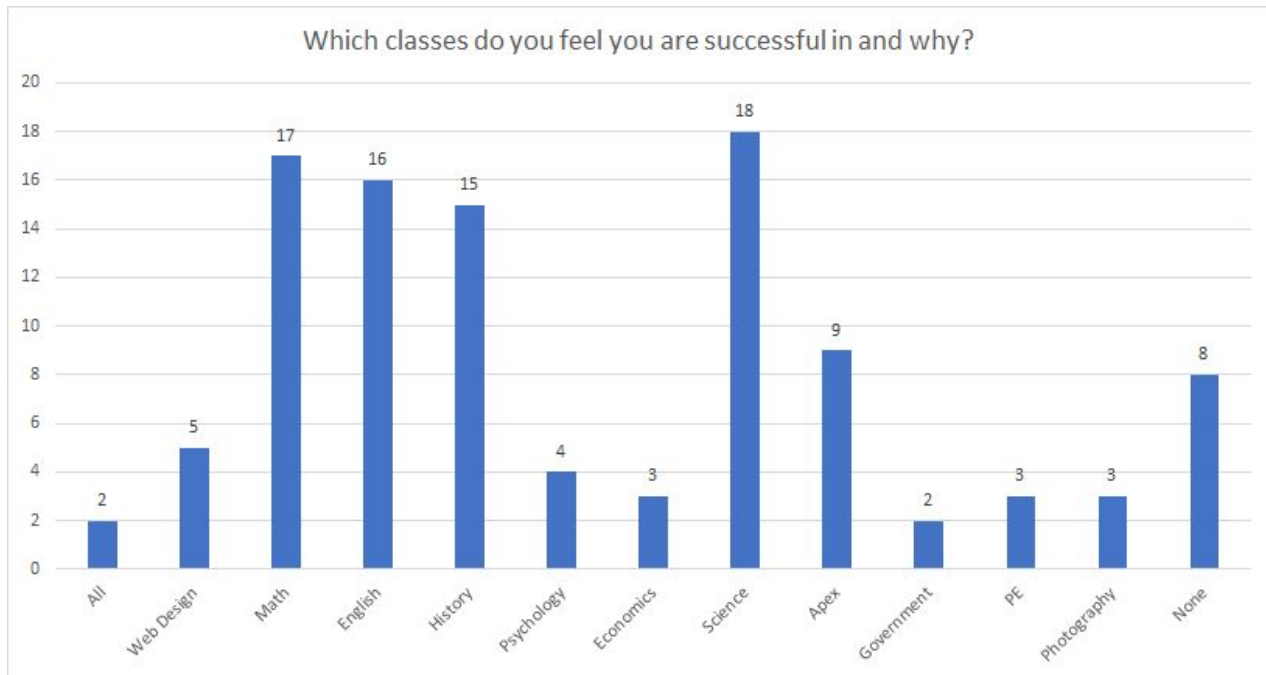
In addition to quantitative data analysis by the CSI Team, beginning in the 2019-2020 school year, the CSI Taskforce Coordinator conducted empathy interviews with Ivy High School students to gather needed qualitative data to help with decision making. Below is the summary of those empathy interviews.









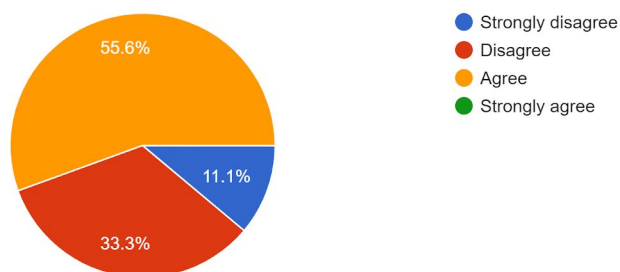


### Staff Survey Data

Members of the Ivy staff were surveyed in the August of 2019 and the following data was collected. Teachers were given a list of statements and asked to respond to each comment with “Strongly Disagree”, “Disagree”, “Agree” and “Strongly Agree”. The following is a summary of some of the responses gathered. It is worth noting that at the time of this survey, Ivy High School had an interim principal at the beginning of the year for the second time in three years, which may have had some effect on staff perceptions at the time.

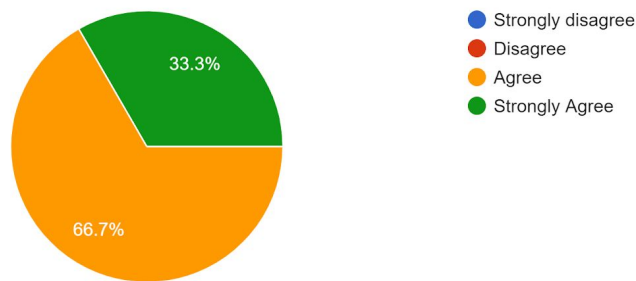
1. Teachers and staff regularly discuss instructional strategies and curriculum issues.

9 responses



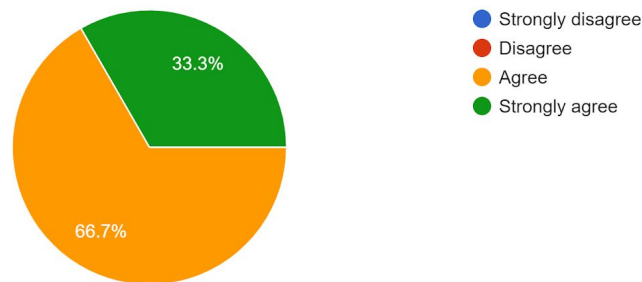
2. Teachers and staff are involved in the decision making process with regard to curricular materials and resources.

9 responses



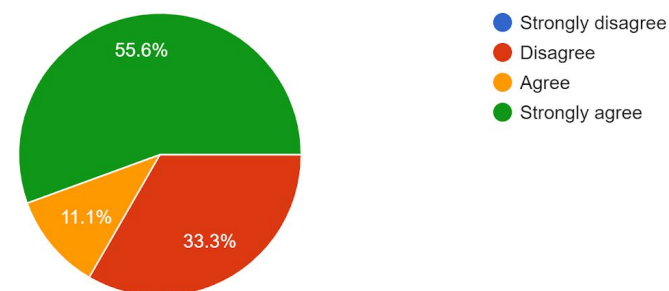
3. I feel the principal supports me with student disciplinary matters.

9 responses



4. I have the materials, supplies, and technology tools I need to be effective.

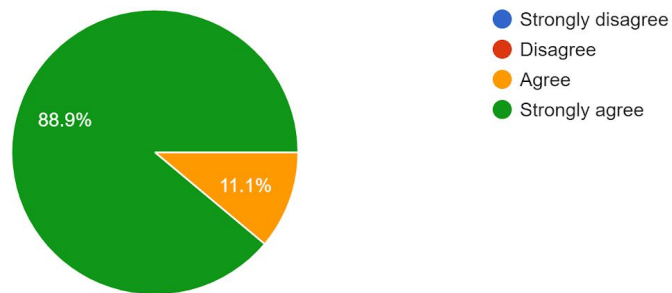
9 responses





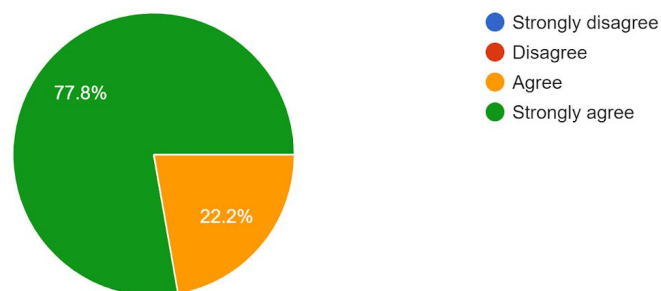
5. I feel comfortable discussing concerns with the principal and/or my peers.

9 responses



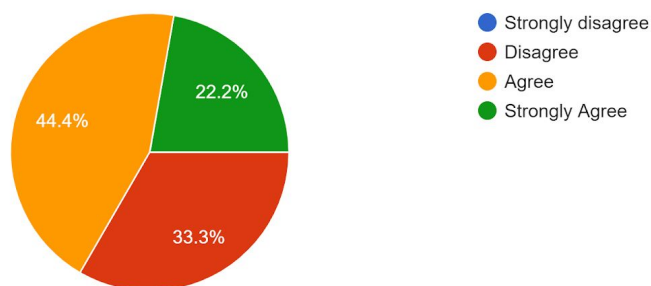
6. I am encouraged to share opinions and ideas about school-wide issues.

9 responses



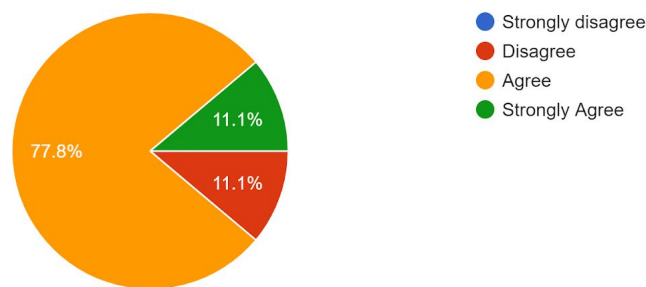
7. The PLC time allotted allows ample opportunity to communicate and collaborate about instructional challenges.

9 responses



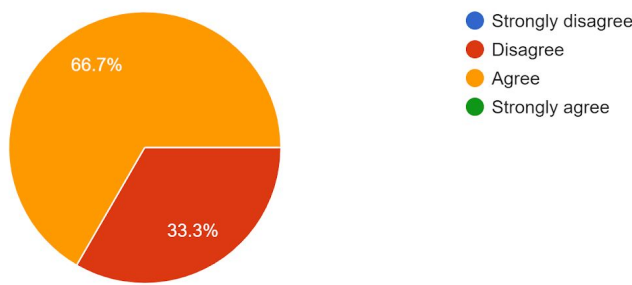
8. Teachers and staff share stories of success and celebrations that support the school’s core values.

9 responses



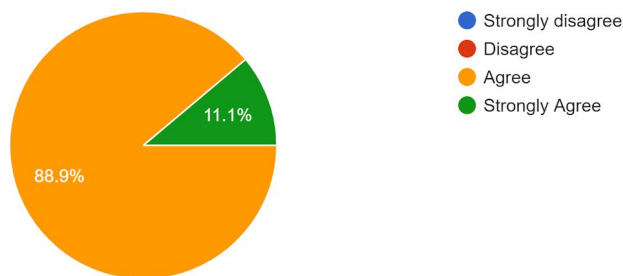
9. Teachers and staff share with all stakeholders in the school’s core values and vision.

9 responses



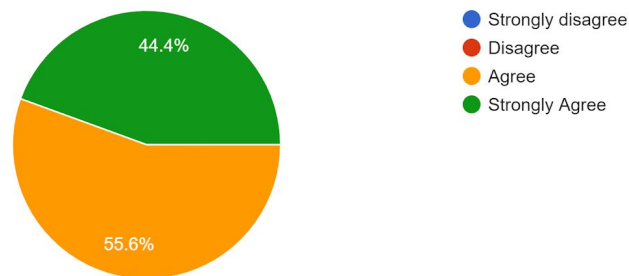
10. Members of our school community seek alternatives to problems/issues rather than react and repair.

9 responses



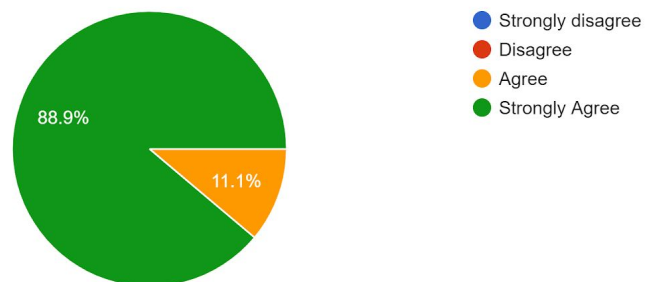
11. I am empowered to make instructional decisions rather than waiting for supervisors to tell me what to do.

9 responses



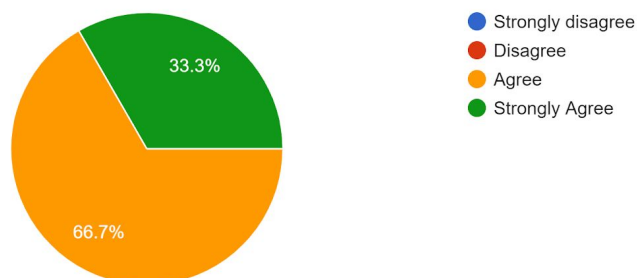
12. People work here because they enjoy and choose to be here.

9 responses



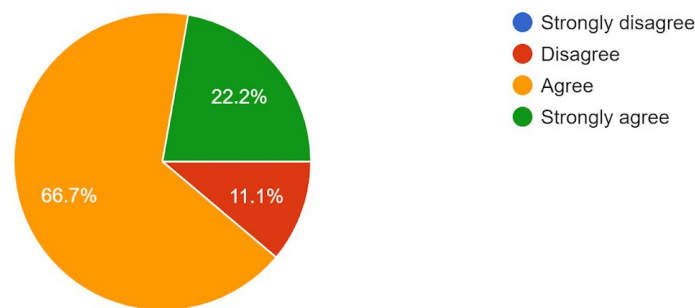
13. The principal facilitates communication and allows me to be an effective instructional leader.

9 responses



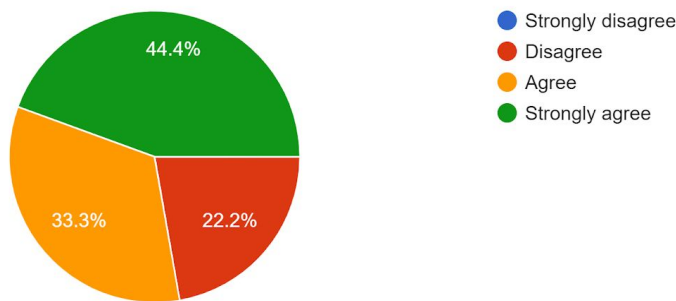
14. The principal communicates a clear vision of the success of our school.

9 responses



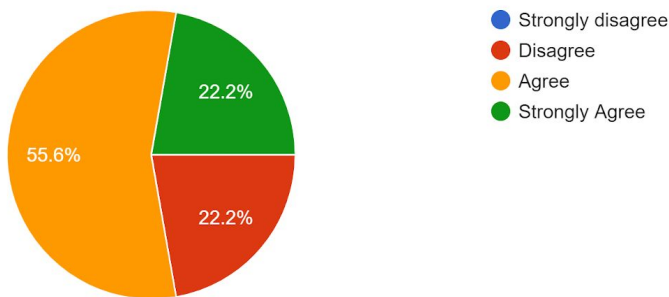
15. School/District administrators are supportive and treat me with respect.

9 responses



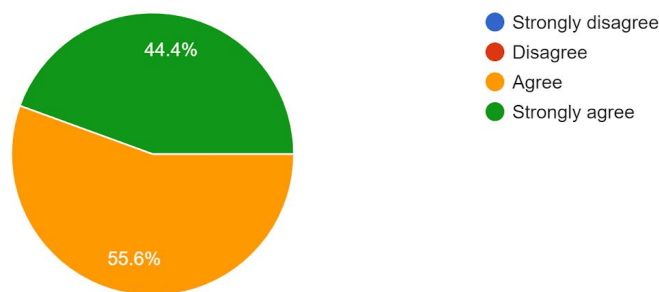
16. Our school reflects a true sense of community.

9 responses



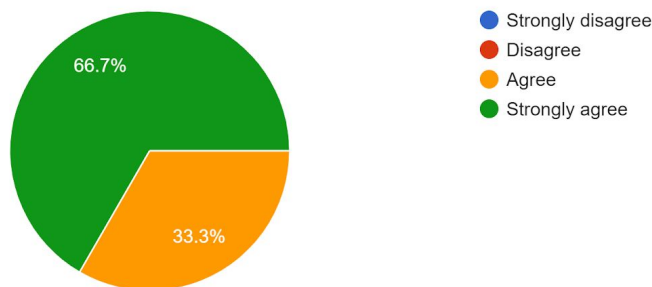
17. Our school supports and appreciates the sharing of new ideas by all stakeholders.

9 responses



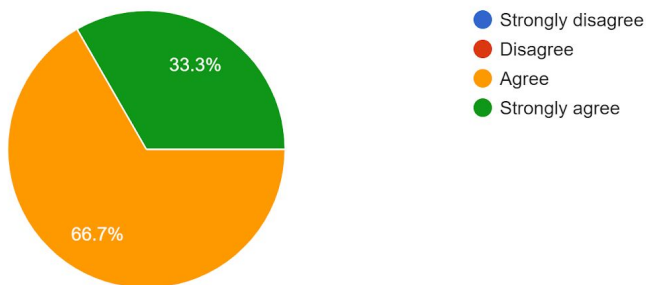
18. I understand the expectations of my role as teacher at Ivy High School.

9 responses



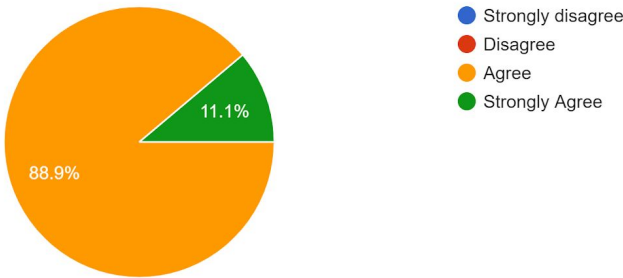
19. I believe students are appropriately placed in classes.

9 responses



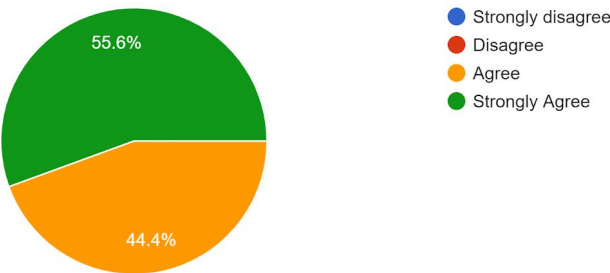
20. Teachers and staff effectively use data to drive instructional practice.

9 responses



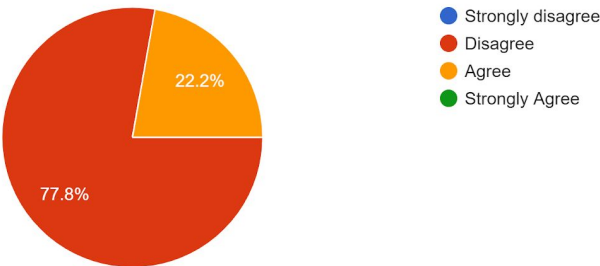
21. I believe that everyone on this campus has a voice.

9 responses



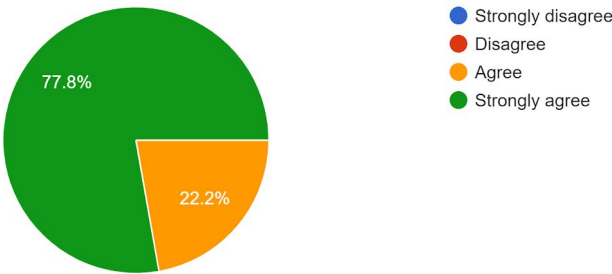
22. Teachers collaborate to make student learning across grade levels & curriculum

9 responses



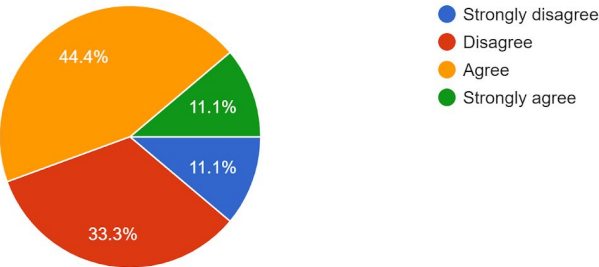
23. I feel safe at school.

9 responses



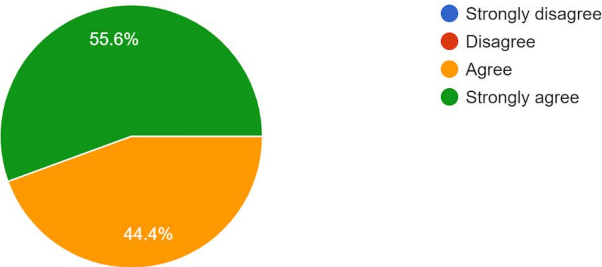
24. Students show respect for each other, teachers and the school.

9 responses



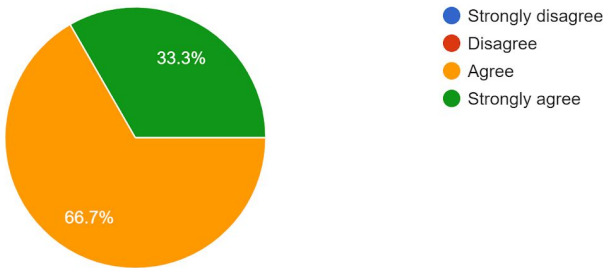
25. Teachers are happy to be teaching at this school

9 responses



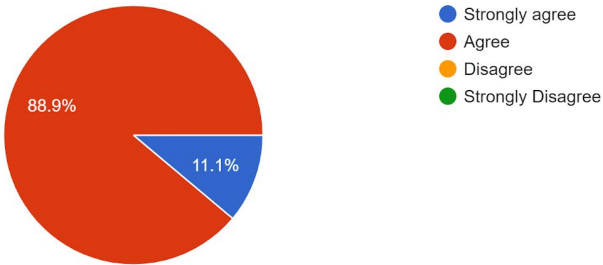
26. The school provides enough support if students are struggling with classes

9 responses



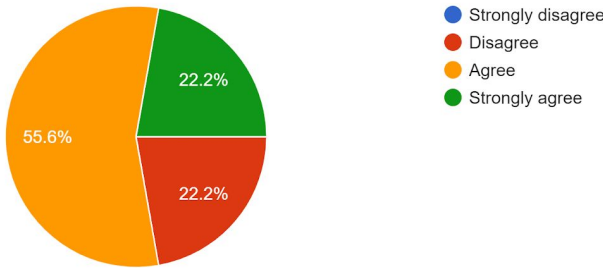
27. The one-to-one chromebook initiative has improved student engagement.

9 responses



28. The one-to-one chromebook initiative is effectively preparing students for college and career, including 21st century skills.

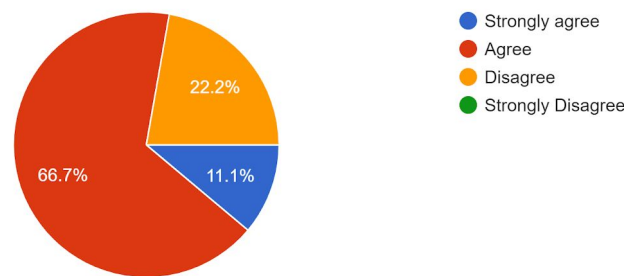
9 responses





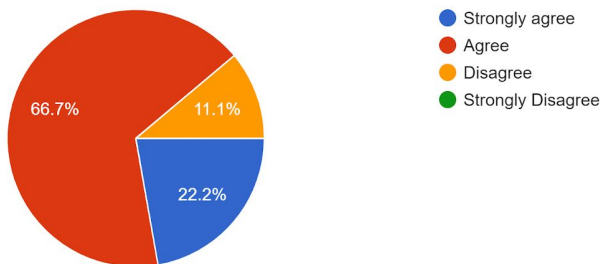
29. The one-to-one chromebook initiative is helping students demonstrate proficiency of state standards.

9 responses



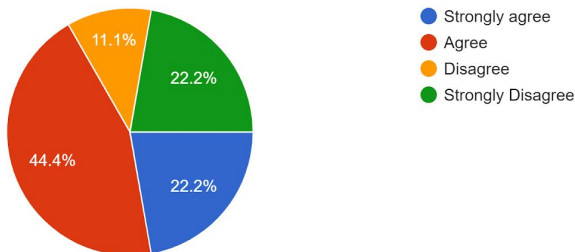
30. Student to Student Interaction has improved student engagement.

9 responses



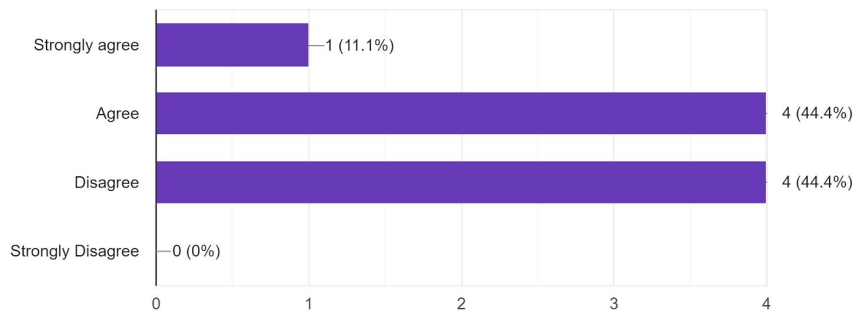
31. Student to Student Interaction is effectively preparing students for college and career .

9 responses



32. Student to Student Interaction is helping students demonstrate proficiency of state standards.

9 responses



### School Awards and Recognitions – Attendance, Behavior, Credits

Ivy High School has always taken pride in showcasing student achievements, and the staff in recent years has made an effort to both expand the opportunities to do so as well as to align these recognitions more closely with the Ivy ABC's. Each trimester, the school holds an awards ceremony for the whole school, in which awards are given for students who earn 25 credits or more with a 2.0 GPA (Principal's Honor Roll) and for students who earn a 3.5 to 4.0, with 25 or more credits (Academic Excellence Honor Roll). We previously gave awards for students who earned 20-24 credits, and did not hold students to GPA standards, but we "upped the stakes" because so many students have met or exceeded standards. We also wanted to place more of an emphasis on mastery instead of just passing a class with a D, and being rewarded for it. Other awards recognize perfect attendance and improved or exemplary behavior.

In the 2017 mid-cycle report students reported that they would welcome personal recognition from the faculty for academic, behavior and attendance efforts and improvements. As such, each Monday morning at staff meeting, Ivy teachers began to fill out postcards detailing student behavior or academic performance that merited special recognition. These postcards are then given to the students and, anecdotally, often become a source of pride, often for students who have not received such recognition before. Demonstrating our commitment to increasing opportunities such as this to recognize students, this school year Ivy has utilized display cases on campus to showcase further recognition of student achievements, such as the postcards that teachers have filled out for students, and efforts have been undertaken to increase the social media presence of the school so that such recognitions can be publicized for families, as well. In 2019 Ivy HS started recognizing students on Instagram and Twitter.

**Finances**

In addition to the monies from the general fund, the school site also receives money from other funding sources, including the following:

**Ivy High School Funding**

2017-18 Per Pupil and Salary Expenditures	Amount
Expenditures per pupil	\$9,992.41
Salary	\$659, 672.82

2018-19 Funding	Amount
<b>Total Budget</b>	\$1,046,490
Actual Expenditures	\$938,682.26
<b>Discretionary State Funding</b>	\$16,995
<b>Title I</b>	\$21,801
<b>Title II</b>	n/a - allocated by district for curriculum development
<b>Title III (English Learners)</b>	n/a
<b>ASSETs Program (After School Safety &amp; Enrichment for Teens grant)</b>	\$93,400

Category	Use of Funding
<b>Title I</b>	Student technology, Supplemental instructional materials, Library books, Vocabulary.com
<b>Title III</b>	Technology, Supplemental instructional materials
<b>EIA-LEP</b>	<i>Apex</i> Licenses

<b>ASSETs</b>	<b>Staff, Supplies, Bus, Kid Fit, Equipment, Misc. Snacks, District/SDCOE Indirect Costs</b>
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Details regarding categorical funding are outlined in the SPSA and the LCAP, which are included in the appendix.

## Analysis

### Schoolwide Learner Outcomes

<b>Learner Outcome</b>	<b>Analysis of Data</b>
<p><u><b>Critical 21st century thinkers who:</b></u>  Read, write, listen, and speak accurately and appropriately  Effectively interpret and utilize information from the various media.  Utilize decision-making strategies in both academic and personal situations.</p>	<p>The observational data focused on rigor and thinking skills indicates that students are engaged in a wide variety of activities in classrooms on campus, and the majority of classes use some form of grouped seating to facilitate student-to-student interactions emphasizing constructive conversation skills, which is understood to increase depth of knowledge and critical thinking in all content areas.</p> <p>English benchmark data from this year suggest that while the majority of students are approaching grade level, there is still room to emphasize the reading and critical thinking skills that would bolster performances on these and similar assessments.</p>
<p><u><b>Accountable 21st century citizens who:</b></u>  Attend classes and activities promptly and regularly  Have ethical, healthy, and responsible behaviors and understand the larger impact of</p>	<p>Disciplinary incidents and suspension rates have declined significantly in the last three years, from 9.7% to 1.3% in the case of suspensions. This indicates that RTI procedures and restorative practices, on which the staff received training prior to the 2017-2018 school year, have been</p>

<p>their behaviors on the global environment. Actively make progress towards Ivy High School, District, and State graduation requirements</p>	<p>effective.</p> <p>A sizeable majority of students on both statewide and internal school climate surveys indicated that they feel safe at school and free from bullying or harassment.</p>
<p><b><u>Technology literate 21st century individuals who:</u></b> Create projects and documents using various software and Internet resources Use technology to communicate thoughts and ideas with others, and are able to use the technology required to access online learning for school and career purposes. Exhibit a wide range of functional skills (including information, media, and technology literacy)</p>	<p>Implementation of the district's 1:1 chromebook initiative was aided by internal surveys of students which indicated that students felt they would be more engaged in classes with the increased use of technology.</p> <p>Teacher surveys from this year indicate that a wide majority of teachers feel that the chromebook initiative has increased engagement and is effective in increasing the technological literacy of students.</p> <p>Technology coaches and professional development last year, centered around innovative and effective use of chromebooks in the classroom, is assumed to have had a positive impact, but there is an opportunity to further investigate this impact by gathering observational data on student use of this technology in classes.</p>
<p><b><u>Self-directed 21st century learners who:</u></b> Create plans for their future related to specific educational and career goals Express themselves through the arts and humanities Demonstrate resourcefulness in school, life, or career situations that</p>	<p>Amending the school calendar in the 2017-2018 school year to increase the frequency of Advisory classes to twice monthly has allowed for teachers to engage students more frequently in reflection and goal-setting which enables them to monitor their own academic progress toward graduation, as well as encouraging them to plan ahead and</p>

<p>require problem-solving and information gathering</p>	<p>anticipate and overcome the challenges that have affected them in the past.</p> <p>The graduation rate, after showing a dramatic decline in the 2017-2018 school year, has recovered significantly in the years since. The conclusion is that Advisory planning and goal-setting is, in part, responsible for this improvement.</p> <p>The number of students meeting college and career readiness standards as defined by the state has decreased in recent years, underscoring the ongoing need to increase opportunities for students at Ivy to participate in CTE pathways and dual-enrollment classes.</p>
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### Perception Data

A concerted effort was made to accurately gauge school climate and perceptions in the spring of 2019 through the simultaneous administration of the California Healthy Kids Survey to 11th graders and a parallel survey developed internally and administered to our 10th and 12th grade students. While the data gathered is a snapshot which may not be an entirely accurate reflection of current perceptions, as some of those students have since graduated or transferred, it is nonetheless a reassuring picture.

Key indicators of school climate and student well-being all overwhelmingly suggest that students feel safe, respected, and valued here at Ivy High School. A vast majority (91% of 11th graders and 82.5% of 10th/12th graders) reported that they were “happy to be at this school.” Between 86-90% of students at any grade level reported no incidents of bullying or harassment (though, of course, it is troubling that any number of students did). Only 6% of 11th graders reported feeling unsafe at the school, and 85% of 10th and 12th graders agreed that it was a safe environment. Relationships between students and staff are similarly encouraging, in that clear majorities of students across all grade levels felt that they were treated fairly and with respect (from 80% of 11h graders to 95% of 10th and 12th graders) and that there were teachers on campus who cared about them and believed in them (ranging from 58% to 70% over a series of questions).

Despite these positive responses there is, of course, still room for improvement both in terms of student well-being and perception as well as staff monitoring of these perceptions. With regard to the latter, the school should re-administer this or a similar survey every year or even semiannually to better evaluate how the introduction of specific policies and practices affects school climate and perceptions. Likewise, efforts must be undertaken to include the perceptions of parents and other stakeholders in these surveys. Perception data at the school is gained informally through parent-teacher communications, Back-To-School and Open House nights, student meetings with the counselor, 504/IEP meetings, student study teams, and meetings orchestrated by the Ivy principal, but direct surveying is a strategy that has been underutilized. While we engaged parents in a survey this school year on the specific issue of the potential change to our bell schedule, there is value in gauging perceptions along a much wider range of topics and on a more regular basis. Doing so would not only enable us to refine our service to our students and the community, but would likely foster a deeper sense of engagement amongst families.

### **Implications of the Data**

On the whole, an analysis of gathered data through the self-study process indicates that while Ivy High School is providing an at-risk student population with a more positive, welcoming, and academically successful educational experience, there is still significant room for improvement to be made, particularly with regard to the school's self-identified goal of preparing students for college and careers. Indicators of academic achievement on standardized tests, while traditionally lower at alternative high schools in general, are nonetheless unacceptable and indicative of a need for increased academic rigor across curricular areas as well as more regular and effective implementation of benchmark testing and subsequent data analysis. Though there are logistical limitations to the number of CTE pathways and dual-enrollment courses that can be provided here on the Ivy campus, dedicated efforts must be undertaken to both improve our own offerings and expand the opportunities for our students to take advantage of the resources available at the comprehensive high school next door. While perception data clearly shows that students feel happy, comfortable, and respected here at Ivy, this sense of engagement is not borne out in attendance and graduation rates, which have fluctuated from year to year, too often below acceptable levels.

### **Preliminary Critical Student Learning Needs and Questions for Focus Groups**

The Leadership Team has identified some preliminary critical student learning needs based on the data.

- 1) Increase attendance and graduation rates.
  - a) What are the reasons for poor first-period attendance?
  - b) How can we engage chronically absent students?
  - c) What prevents students from graduating on-time or at all?
  - d) What interventions can we utilize to help students graduate?
- 2) Improve academic proficiency on standardized tests.
  - a) How can we better utilize benchmarks?
  - b) What specific academic focus can the school embrace to increase proficiency across all standards and subject areas?
- 3) Expand opportunities for students to participate in college and career pathways.
  - a) What CTE pathways can we offer?
  - b) How can we coordinate scheduling with FHS to enable our students to participate in some of their CTE classes?
  - c) How can we better utilize existing resources like chromebooks to increase students' college readiness?



# **Chapter III: Self-Study Findings**

## Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the major student learner needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

**Online Programs: iNACOL Standard A: Mission Statement:** The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

#### Indicators with Prompts

##### Vision – Mission – Schoolwide Learner Outcomes – Profile

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

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Members of the Ivy High School staff believe that all students can learn and can achieve at high academic levels. Our entire staff is dedicated to promoting high achievement for all students through:	<ul style="list-style-type: none"> <li>Ivy Philosophy, Mission, and Vision Statements</li> </ul>

<p>instruction using best practices; interventions that are innovative and effective; curriculum that is challenging and relevant and equally accessible to all students; assessment which includes varied formative and summative strategies, producing achievement data that is used effectively to improve instruction; and continual improvement of curriculum and instruction through professional development, staff collaboration, and professional learning community practices.</p> <p>The Vision, Mission, Philosophy and School-wide Learner Outcomes of Ivy High School all reflect the commitment of the entire staff to meet the needs of all students and increase student achievement for all students. These four ideals taken collectively form the basis of the strong foundation of what Ivy High School stands for as it services the students in our community.</p> <p>For the past several years, Ivy has maintained the same Philosophy, Vision, and Mission Statements. Although these statements were originally created by the staff before the last complete WASC six-year visit, each had been chosen to remain unchanged by members of the current school-wide community during WASC-related faculty meetings for the evaluation of the current school program.</p> <p>Ivy's school-wide learner outcomes, philosophy, mission and vision are first communicated to parents and students in the orientation process. They are further communicated to students, parents and staff through the Ivy School Site Council meetings and publications on the Ivy and FUHSD web sites.</p> <p>A culture of collegiality and mutual respect defines the staff, thereby creating a family atmosphere where students feel connected and supported.</p>	<ul style="list-style-type: none"> <li>• Ivy High's School Wide Learner Outcomes</li> <li>• District LCAP</li> <li>• Ivy SPSA</li> <li>• California Dashboard Alternative School Status (DASS)</li> <li>• District Leadership Team meeting agendas</li> <li>• District Board of Trustees Approved Minutes</li> <li>• Late start Monday faculty meeting agendas</li> <li>• District professional development agendas</li> <li>• New student orientation process</li> <li>• Ivy website (<a href="http://www.ivyhigh.org">www.ivyhigh.org</a>)</li> <li>• FUHSD website (<a href="http://www.fuhsd.net">www.fuhsd.net</a>)</li> <li>• Observations of staff interactions</li> </ul>
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#### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
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Our Guiding Principles for Leadership Decisions:

- i. Base decisions on best available information/data.
- ii. Keep the Ivy vision, the school-wide learner Outcomes, the WASC action plan, and the leadership team's guidance at the center of our decision-making.
- iii. Focus on what is best for the school but still maintain a balance on protection of the interests of all our students.
- iv. Recognize the constraints placed on us by allocation of resources and California Education Code.

The FUHSD Board of Trustees continues to critique our school site plan each year, which also displays the philosophy, vision, and mission statements. Each year the plan, along with the school philosophy, and the vision and mission statements, is accepted with positive comments.

FUHSD Board of Trustees approved minutes show the responses by individual board members. The superintendent is sent memos and kept in the loop by our principal about our planning on a regular basis, and is therefore an integral part of our FOL leadership team as well.

Ivy's school-wide learner outcomes have been developed in congruence with the vision and mission statements, and are consistent with national, state, and district standards, as well as CDE curriculum frameworks.

When refining the current school-wide learner outcomes, the intent was to carefully align learner outcomes with the vision and mission statements, as well as current educational trends that are facing our school—common core standards, Next Generation Science Standards (NGSS), student-to-student interaction (S2SI), Long-Term English Learner pedagogy. Current research on best educational practices was also considered. Visits have been conducted to other continuation schools for additional ideas and strategies that are working in terms of the articulation of school-wide learner outcomes for their schools.

Our students are reminded about the learner outcomes in class as teachers express the objectives and what student learner outcomes they cover.

The Ivy school-wide learner outcomes have been displayed in each of the classrooms. As students enroll and go through the

- Ivy Philosophy, Mission, and Vision Statements
- Ivy High's School Wide Learner Outcomes
- District LCAP
- Ivy SPSA
- California Dashboard Alternative School Status (DASS)
- District Leadership Team meeting agendas
- District Board of Trustees Approved Agendas and Minutes
- Late start Monday faculty meeting agendas and notes
- District professional development agendas and materials
- New student orientation process
- Ivy website ([www.ivyhigh.org](http://www.ivyhigh.org))
- FUHSD website ([www.fuhsd.net](http://www.fuhsd.net))
- Student surveys

orientation process, they are directed to the school website that explains our expectations of each student along with each learner outcome and gives students a chance to ask questions.

Ivy's Dashboard Alternative School Status (DASS) is published on both the Ivy and FUHSD websites.

Additional feedback was also gained through the administering and collection of results from student surveys.

#### Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Ivy High School develops its own School Site Plan, vision and mission statements, school-wide learner outcomes and school philosophy, which are reviewed annually. This process allows for reexamination of the school's purpose and identification of important focal areas for the future.</p> <p>Leadership Team, students, parents, and the faculty function as a Professional Learning Community to develop and refine Ivy's mission and vision statements to reflect the school's commitment to ensure high achievement for all students. Serving as a catalyst to drive student achievement to the next level, staff is focused on continuous school-wide achievement at high levels.</p> <p>The board of trustees annually assesses Ivy's School Site Plan and SPSA. After board review, the District Superintendent and other district personnel ensure the School Site Plan and SPSA are both aligned with district policy.</p> <p>The School Site Plan and SPSA are updated and revised annually.</p>	<ul style="list-style-type: none"> <li>• Ivy Philosophy, Mission, and Vision Statements</li> <li>• Ivy High's School Wide Learner Outcomes</li> <li>• District LCAP</li> <li>• Ivy SPSA</li> <li>• California Dashboard Alternative School Status (DASS)</li> <li>• District Leadership Team meeting agendas</li> <li>• District Board of Trustees Approved Minutes</li> <li>• Late start Monday faculty meeting agendas</li> <li>• District professional development agendas</li> <li>• New student orientation process</li> <li>• Ivy website (<a href="http://www.ivyhigh.org">www.ivyhigh.org</a>)</li> <li>• FUHSD website (<a href="http://www.fuhsd.net">www.fuhsd.net</a>)</li> </ul>

	<ul style="list-style-type: none"><li>• Ivy SSC agendas and minutes</li></ul>
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## A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

**Online Programs: iNACOL Standard B: Governance Statement:** Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

### Indicators with Prompts

#### Understanding the Role of the Governing Board and District Administration

**A2.1. Indicator:** The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.1. Prompt:** *To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance?*

Findings	Supporting Evidence
<p>All board meetings are posted on district calendar and all school calendars, including the calendar on our website.</p> <p>The regular time and location of Board meetings and the fact that they are open to the public is listed in the student handbook. The agenda for the FUHSD Board Trustees meeting is publicized about one week ahead of time.</p> <p>The Ivy Principal regularly attends every FUHSD Board Trustees meeting. The Ivy ASB has a student representative who regularly attends FUHSD Board Trustees meetings.</p> <p>During Back-to-School and Open House (through 2019) nights, there is a two-way street of inquiry—parents ask the Ivy staff questions, and the Ivy staff asks parents questions. When parents were asked about their knowledge of FUHSD Board of Trustees, parents responded that they knew they were able to attend Board meetings and that they knew how to find the information on where and when they were held. A small number said they had attended and/or spoken at Board Meetings.</p> <p>We invite all parents and community members to become involved with committees on campus. At our new student orientation meetings, parents are provided with a volunteer</p>	<ul style="list-style-type: none"> <li>• District calendar (online)</li> <li>• District website (www.fuhsd.net)</li> <li>• School website (www.ivyhigh.org)</li> <li>• Student and Staff Surveys</li> <li>• Board minutes</li> <li>• DASS</li> </ul>

sign-up sheet to indicate their interests in volunteering on campus or participating in school committees.

Parents can participate in the following committees and opportunities on campus and are encouraged to be involved in the decision making process at Ivy High School: School Site Council, DELAC, ELAC, Wellness Adv. Committee, Curriculum Advisory Committee, FELA classes at FHS on Saturday, Office Help, Field Trip Supervision, Thanksgiving Feast at Ivy, annual Blood Drives, CPR and Food Handlers' Trainings.

**A2.1. Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>Ivy High School has the full support of the district in regards to effective online instruction and upgrades/updates for technology.</p> <p>Ivy utilizes the <i>Apex Learning</i> web-based curriculum platform for its online instruction. This program utilizes an asynchronous form of learning—students work by themselves and interact only with computer resources and their instructor. Through this program, students are provided Internet-based textbooks, online assessments, email, bulletin boards, and paper-based assignments to complete their coursework. At the beginning of classes, the student is provided a set of deadlines, but is allowed to work at their own pace as long as the work is turned in by the deadline.</p> <p>Most teachers at Ivy have completed coursework through the San Diego County Office of Education to obtain the Leading Edge Online Certification. This certification process included training in the classroom use of Haiku wiki building for creating 100% online classrooms as well as "click and mortar" modified partial online classrooms and hand-on understanding, use and applications of other Web 2.0 tools and strategies for classrooms.</p>	<ul style="list-style-type: none"> <li>• School website (www.ivyhigh.org)</li> <li>• District website (www.fuhsd.net)</li> <li>• FUHSD board meeting minutes</li> <li>• FUHSD Goals</li> <li>• FUHSD Mission and Vision Statements</li> <li>• District Technology Committee agendas and minutes</li> <li>• Leading Edge Certifications</li> <li>• Apex Learning</li> <li>• Apex Online Guidelines</li> <li>• Board Policy 6163.4</li> <li>• 1:1 Chromebook Plan</li> <li>• Student and Staff Acceptable Use policies</li> </ul>



Ivy High School, along with the district, has adopted the use of Google Apps for Education in all classrooms to supplement direct instruction. Students use Google Docs to create, collaborate on, and edit writing assignments. Teachers use Google Classroom to post assignments, links to online resources, and quizzes or surveys.

The district is committed to providing all students with vital "21st Century Learning Skills", of which a cornerstone goal is providing online curriculum for students and training to teachers to create and use online resources. The idea is to eventually provide all students with online resources for completing their school work online and give all students available access to their school program "anytime, anywhere." Ivy High School's learner outcomes reflect this commitment to 21st Century Learning Skills. The Fallbrook Union High School District goals also reflect this strong commitment to technology.

Ivy High School, along with the district, is engaged in a 1:1 Chromebook initiative for students. All students now have a device which enables them to utilize the online resources intended to supplement instruction. Students are held accountable to Acceptable Use policies regarding this technology.

Throughout the 2018-2019 school year, Ivy teachers participated in technology trainings and were assisted in their incorporation of GAFE, Chromebooks, and other online resources by technology coaches, two of whom were Ivy teachers.

At both the district and school levels, student codes of conduct have been modified to include acceptable use policies of new technologies and website tools. Online curriculum use also has revisions to include codes of ethics concerning: accountability, source citation, plagiarism, and "netiquette."

#### **Relationships between Governing Board and School**

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

**A2.2. Prompt:** *Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
<p>The FUHSD Board of Trustees has policies and by-laws that support Ivy's Mission Statement, student learner outcomes, School Site Plan and SPSA, as well as the Common Core State Standards. These help parallel Ivy's school purpose and learning expectations with the District's mission, vision, and annual goals. The FUHSD Board of Trustees expects and supports that the basis for instructional decisions being made at Ivy are grounded in research and relevant local data and information. The FUHSD Board of Trustees supports the use of technology to help schools have easier access to this data and information.</p> <p>Board Trustees serve on several district and school committees comprised of teachers, parents, and community members.</p>	<ul style="list-style-type: none"> <li>• School website (www.ivyhigh.org)</li> <li>• District website (www.fuhsd.net)</li> <li>• FUHSD Board minutes</li> <li>• FUHSD Goals</li> <li>• FUHSD Mission and Vision Statements</li> <li>• DASS</li> <li>• District Technology Committee agendas and minutes</li> </ul>

#### Uniform Complaint Procedures

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

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>Fallbrook Union High School District policies and procedures established by the FUHSD Board of Trustees are in place for handling complaints at Ivy High School.</p> <p>In practice, most complaints are handled informally—usually with the student or parent talking to the counselor or teacher first. In general, the parties are encouraged to resolve their own conflicts in the most direct manner possible, with students and parents encouraged to work directly with the staff members involved. If the issue is not satisfactorily resolved in that manner, it is brought to the attention of the Principal.</p> <p>In extreme instances in which the conflict cannot be resolved internally, district administrators can be called on to intervene and a formal complaint may be filed. A formal complaint is a written statement alleging discrimination, harassment, or a violation of a federal or state law or regulation. A complaint must be filed by way of the Uniform Complaint Procedures</p>	<ul style="list-style-type: none"> <li>• District website (www.fuhsd.net)</li> <li>• Uniform Complaint Procedures (UCP)</li> <li>• Education Code 35186 is posted in the administrative building</li> <li>• Regular reports of Williams Complaints</li> </ul>

<p>(UCP) as written in the California Code of Regulations, Title 5, sections 4600-4687.</p> <p>Complaints related to insufficiency of textbooks or instructional materials, emergency or urgent facility conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and mis-assignments are investigated pursuant to the district's Williams uniform complaint procedure (AR 1312.4).</p>	
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### A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

**Online Programs: iNACOL Standard C: Leadership:** The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard D: Planning:** A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

**Online Programs: iNACOL Standard F: Commitment:** In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability:** In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

### Indicators with Prompts

#### Broad-Based and Collaborative

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

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Ivy's School Site Council is a collaborative team of administrators, teachers, parents, students, community members, and classified staff. The Council meets to review the School Site Plan and to review school-wide goals and makes decisions related to student achievement. The School Site Council continuously reviews the previous year's Site Plan to see if we are meeting its goals, and also discusses new issues as they arise. Data reviewed includes such things as CAASPP and Smarter Balanced Assessment results,	<ul style="list-style-type: none"> <li>• School Site Plans</li> <li>• School Site Council agendas and minutes</li> <li>• Staff meeting agendas and minutes</li> <li>• Student Surveys</li> <li>• Teacher Surveys</li> </ul>

NGSS assessment data, ELPAC data, budgetary information, survey results, and other pertinent data.	<ul style="list-style-type: none"> <li>• Parent Surveys</li> </ul>
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#### School Action Plan Correlated to Student Learning

**A3.2. Indicator:** The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
<p>Ivy's Single Plan for Student Achievement (SPSA) is reviewed and revised annually. It provides evidence of the analysis of student achievement data, including assessment and attendance data and graduation rates.</p> <p>The school staff collaborates on instructional decisions based on student performance. Formative assessments and benchmark testing in math and English help guide this process.</p> <p>Ivy High School constantly reviews the demographics and instructional needs of the student population since it is subject to rapid change within the school year. This can sometimes require immediate identification and intervention for student needs. Class scheduling must also be flexible to adjust to the altering landscape of student needs.</p> <p>As past SPSAs have identified a strong correlation between absences and difficulty achieving adequate credit toward graduation. As a result, we instituted a rewards system for students attending regularly. At the end of each trimester, there is a school-wide ceremony awarding certificates for students with perfect attendance, superior grades and credits earned. In addition, we award students with early lunch passes each week to recognize and reward perfect attendance for the prior week. These, and other programmatic changes, are being used as part of an ongoing process to address attendance and tardiness.</p> <p>We are, likewise, beginning to incorporate more positive recognition of students' attendance and academic</p>	<ul style="list-style-type: none"> <li>• Aeries Browser Interface (ABI)</li> <li>• Credit completion rates</li> <li>• SPSA</li> <li>• Ivy Master Schedule</li> <li>• Advisory Schedule</li> <li>• Ivy High School website and social media accounts</li> <li>• CSI data and analysis</li> </ul>

achievements using social media.	
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### Collective Accountability to Support Learning

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

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>Teachers review, discuss, and collaborate on curricular issues and instructional practices on a regular basis in monthly staff meetings, and informally through discussions with each other.</p> <p>Faculty analyzes data to evaluate the effectiveness of programs, ensuring there is congruence between the actual concepts and skills taught. Necessary changes or realignment of curriculum occur as a result of this analysis and discussion of data.</p> <p>In our staff meetings, we regularly share research and information on best practices.</p> <p>Staff has been participating in student to student interaction (S2SI) training and have been observing other teachers' classrooms to gain understanding of teaching strategies that are effective and reflect on ways of improving their own instructional practices.</p> <p>All Ivy High School teachers have been participating in peer observations to provide data on what strategies and methods of instruction are being employed by the rest of the Ivy staff and provide feedback as to what they are observing in the classrooms of their co-workers Peer observations are non-evaluative, but encouraged to promote a lesson-study paradigm of continuous reflection and learning.</p> <p>BTSA specifically encourages improvement through shadowing, coaching, observation and mentoring.</p>	<ul style="list-style-type: none"> <li>• Late Start Monday Professional Development Calendar and Agendas</li> <li>• S2SI training peer Observations and Data</li> <li>• FUHSD certificated evaluation process and documents</li> <li>• BTSA Process/Induction Process</li> <li>• FUHSD union contract</li> </ul>

Our RSP specialist sometimes sits in on classes when some of his students are struggling so that he will more effectively be able to help them during learning strategies sessions.

All certificated staff are evaluated by a fair and comprehensive evaluation system based on the latest research into effective evaluation. This process has been mutually agreed upon and successfully adopted by both FUHSD Board of Trustees and the FUHSD Teacher's Union. Probationary teachers are evaluated by administrators every year, tenured teachers are evaluated every two years, and administrators are evaluated each year.

#### Internal Communication and Planning

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

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Administration has an open door policy and staff members feel comfortable bringing items of concern forward. Potential problems/issues are addressed quickly, with open dialogue and a commitment to focusing on student achievement.</p> <p>At monthly staff meetings, issues are also addressed and collaboration occurs. Much collaboration and communication happens digitally through the district email system and by using Google Apps for Education (GAFE) (such as Google Docs).</p> <p>Staff survey also provides input for improvement.</p> <p>As a small school, we gather as a full staff at least three times (sometimes more frequently) every month to discuss individual student needs, overall student needs, current school issues, sharing ideas, making plans for curricular changes, and potential systemic changes.</p>	<ul style="list-style-type: none"> <li>• Staff meeting agendas and minutes</li> <li>• Late -start Monday professional development (PD) calendar</li> <li>• Teacher surveys</li> <li>• Email correspondences</li> <li>• Google Docs and GAFE</li> </ul>

Regular late-start Monday mornings are set aside for professional development and staff collaboration. This time is created by scheduling students to start their day on these selected Mondays one hour later at 8:38am instead of 7:38am (or instead of the 8:00 am start time on our new schedule).

All teachers also have prep time at the end of the day, after Assets programs end at 2pm. This time is also used as needed for staff meetings.



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

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

**Online Programs: iNACOL Standard E: Organizational Staffing:** A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

#### Indicators with Prompts

##### Qualifications and Preparation of Staff

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

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>As stated above, 100% of our teachers hold appropriate CA teaching credentials in the areas they instruct.</p> <p>All teachers have Cross-cultural, Language and Academic Development (CLAD) or the equivalent Specifically Designed Academic Instruction in English (SDAIE).</p> <p>Most teachers have passed the Leading Edge Online Certification course sponsored by the San Diego County Office of Education (SDCOE).</p> <p>All staff members are screened by the district office to ensure proper credentialing and employment requirements. New teachers are placed in assignments aligned with their credential and experience, and every effort is made to provide them with a schedule to ensure their success.</p>	<ul style="list-style-type: none"> <li>• District Employment Policies and Documents</li> <li>• Teacher Credentials</li> <li>• Online Certifications of Teachers</li> <li>• FUHSD certificated evaluation process and documents</li> <li>• FUHSD Union Contract Agreements</li> </ul>

##### Professional Development and Learning

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

**A4.2. Prompt:** *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
<p>As detailed previously in this report, all of our teachers regularly engage in individual professional development.</p> <p>Both the district and Ivy school administration encourage teachers to participate in staff development workshops and conferences. In the past, many local, state, and national conferences were attended yearly, such as California Continuation Education Association (CCEA), Computer Using Educators (CUE), California Business Educators Association, and Association of California School Administrators (ACSA). Due to budget cuts, attendance at such conferences has been limited.</p> <p>Staff professional development training in recent years has been aligned to achievement of district and school goals: departmental curriculum meetings related to Common Core State Standards, Smarter Balanced Assessment, Student to Student Interaction (S2SI) training in coordination with the SDCOE, and technology workshops related to the introduction of the Chromebook initiative.</p> <p>Additional support includes Beginning Teacher Support and Assessment (BTSA) workshops, WASC training for Self Study coordinators, and the Peer Assistance and Review (PAR) program training.</p>	<ul style="list-style-type: none"> <li>• Late-start Mondays PD Calendar</li> <li>• Staff meeting agendas</li> <li>• Leadership team meeting agenda</li> <li>• District PD agendas and materials</li> </ul>

**A4.2. Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>There is no distinction between “online staff members” and regular teachers at Ivy High School. When called upon to teach a Learning Center or Apex class, teachers are trained by their colleagues in the use of the Apex Learning System, as well as involved in collaboration around deadlines for assignments within the different courses offered on Apex.</p>	<ul style="list-style-type: none"> <li>• Apex Learning System</li> <li>• District Technology Committee agendas and notes</li> <li>• District Chromebook policy</li> <li>• Technology training</li> </ul>

All teachers in the 2018-2019 school year participated in an extensive schedule of technology trainings facilitated by technology coaches throughout the district. These professional development activities focused on the use of technology, aided by the 1:1 Chromebook initiative, to enhance instruction in classrooms.	agendas and notes
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**Measurable Effect of Professional Development on Student Learning**

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

**A4.3. Prompt:** *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
<p>On a district level, data on student achievement has been used to determine the focus, implementation, and modification of a professional development program that has, in past years, included S2SI, Common Core State Standards and Depth of Knowledge, curriculum writing, and ELD training.</p> <p>In staff and PD meetings at Ivy, teachers review standardized test data and observation data; discuss the results and effectiveness of formative assessments; collaborate on differentiated instructional techniques and benchmarks; and review student work samples. It is through these staff discussions that reflection is made on the effectiveness of the various implementations of best practices as introduced through professional development work and determination is made as to whether these practices are either continued, modified, or discontinued at Ivy High School.</p>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Formative assessments</li> <li>• ELPAC test scores</li> <li>• SBA test scores</li> <li>• Benchmarks in English and math</li> </ul>

**Supervision and Evaluation**

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

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Tenured teachers are evaluated every other year; probationary teachers each year.</p> <ul style="list-style-type: none"> <li>• Faculty members being evaluated are required to complete at least two formal classroom observations.</li> <li>• Lesson plans are submitted in advance.</li> </ul>	<ul style="list-style-type: none"> <li>• FUHSD Certificated Evaluation Process and Documents</li> <li>• Teacher objectives</li> <li>• Lesson plans</li> </ul>

<ul style="list-style-type: none"> <li>• The evaluating administrator hosts a post-observation meeting for each observation.</li> <li>• The evaluating administrator hosts a final meeting that shares the evaluation findings with the teacher.</li> </ul> <p>Frequent random classroom walk-thrus by the principal and district administrators assure that standards are being met in class and that a high caliber of instruction is taking place.</p> <p>All Ivy High School teachers have been participating in peer observations in the course of district-wide S2SI training to provide data with what strategies and methods of instruction are being employed by the rest of the Ivy staff and provide feedback as to what they are observing in the classrooms of their co-workers Peer observations are non-evaluative, but encouraged to promote a lesson-study paradigm of continuous reflection and learning.</p>	<ul style="list-style-type: none"> <li>• Written observations</li> <li>• Written final evaluations</li> <li>• Informal Observations</li> <li>• Classroom Walk-Thrus</li> </ul>
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**A4.4. Additional Online Instruction Prompt:** *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>Ivy teachers who utilize Apex in Learning Center classrooms are expected to interact with students when appropriate and necessary, using the “coaching” model of assisting students in finding appropriate online resources to aid them in their coursework.</p> <p>The technological competencies of all Ivy teachers are supported by the district through professional development like the technology trainings from the 2018-2019 school year that were facilitated by technology coaches recruited from the faculty.</p> <p>Ivy teachers in Learning Center classrooms are supervised and evaluated using the same criteria as all teachers in the district.</p>	<ul style="list-style-type: none"> <li>• Apex Learning System</li> <li>• District evaluation and supervision procedures from staff handbook</li> <li>• Technology training agendas and notes</li> </ul>

#### Communication and Understanding of School Policies and Procedures

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

**A4.5. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Clear district-wide policies have been established defining duties and responsibilities of administrators and staff. All staff members are given an FUHSD employee handbook.</p> <p>Certificated and classified Union contracts are reviewed annually by the district office and union representatives to ensure adherence to all legal requirements and timelines.</p> <p>The administration reviews and updates the student discipline plan, dress code, safety plan each summer. The Ivy staff is then provided with any changes to these plans at the start of each new school year.</p>	<ul style="list-style-type: none"><li>● FUHSD Employee handbook</li><li>● FUHSD Certificated Evaluation Process and Documents</li><li>● Certificated and Classified Union Contract</li><li>● Discipline Plan</li><li>● Dress Code</li><li>● School Safety Plan</li></ul>

## A5. Resources Criterion

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

**Online Programs: iNACOL Standard G: Financial and Material Resources:** A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

### Indicators with Prompts

#### Resource Allocation Decisions

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

**A5.1. Prompt:** Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards

Findings	Supporting Evidence
<p>Utilizing student performance data from the previous year, including DASS as well as school and district assessment, attendance, and behavior data, the Leadership Team, SSC, and staff collaborate on the allocation of resources that pertain to our school-wide Action Plan.</p> <p>Once major allocations are made by the district, many decisions about exactly how they will be used at Ivy are discussed in staff meetings. Together, we discuss our students' needs, and what specific courses and other programs we can afford to offer.</p> <p>The District allocates funds to each school site each year, determining FTE, classroom space, and other major determinations of where funds go. The Ivy Principal can negotiate for the best possible allocations for our school site, as was done to fund the position of the Ivy Project teacher when that class was piloted in the 2017 school year.</p> <p>Allocations for supplies and consumables are made by the Ivy principal who carefully considers each request and allocates funds when possible. Teachers who spend money for</p>	<ul style="list-style-type: none"> <li>● Ed Code 41020,42100, 42127</li> <li>● ADA allocations to Ivy</li> <li>● DASS</li> <li>● SSC agenda and minutes</li> <li>● Purchase requisitions</li> <li>● Scholarship awards</li> </ul>

classroom supplies, for example the food used in cooking class, are reimbursed by the district upon approval.

We also use some private funds donated to the school to provide scholarships for students who attend local community colleges or trade-tech schools. These scholarships are awarded to seniors upon graduation, to be collected when they return to Ivy upon enrollment.

### Practices

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

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>School resource allocation is based on a projected enrollment-per-student formula. District personnel reviews and allocates funds to the Ivy school site. Other funds, such as categorical funds are usually specified for certain programs as dictated by the state or federal government.</p> <p>The district is audited annually. The audit tests the district's internal control procedures as well as expenditures and revenue incurred each fiscal year. In addition, FUHSD submits an annual report to the California Department of Education with the California Standardized Account Code Structure and supplemental criteria.</p> <p>Our district has extremely strict and clear practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.</p>	<ul style="list-style-type: none"> <li>• Ed Code 41020,42100, 42127</li> <li>• Annual district audits</li> <li>• ADA allocations to Ivy</li> </ul>

### Facilities Conducive to Learning

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

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning*

*environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>Ivy High School is a safe campus. To help ensure its safety, the school is monitored by a campus supervisor shared with Fallbrook High School. Plus, the school principal has the use of on-site digital cameras for monitoring student activities.</p> <p>Ivy High School consists of portable buildings divided into 7 classrooms and a well-equipped gym, administrative offices, a library with additional offices, and two bathrooms for students, as well as three ungendered individual restrooms available to all. In addition, Ivy students have access to the multi-use sports field adjacent to the campus when it is appropriate for class or school activities.</p> <p>The current Ivy High School facilities and grounds were entirely renovated for the beginning of the 2014 school year, with more modern buildings replacing the antiquated ones that had been on the campus since 1979. In addition, the school layout was re-thought to allow for the turnaround at the top of the driveway, a more open campus design with a courtyard clearly visible from the administrative offices, and a more secure campus with adequate fencing.</p> <p>The district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.</p>	<ul style="list-style-type: none"> <li>• Campus map</li> <li>• Appearance of campus and classrooms</li> </ul>

#### Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.

Findings	Supporting Evidence
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<p>Ivy High School has adequate access to a wide variety of instructional materials and, generally speaking, teachers who request specific materials have no issues with their approval and procurement, including manipulatives and student access to online programs like vocabulary.com. Likewise, Ivy's digital photography, web design, gardening, and PE classes have adequate supplies and equipment.</p> <p>Each classroom has been equipped, over the years, with an adequate number of desktop computers, as per teachers' request. All classrooms have digital projectors and document cameras available to use, and there are multiple technology carts with laptops and iPads for use in classrooms upon request.</p> <p>Fallbrook Union High School District has, since Fall 2018, undertaken a 1:1 Google Chromebook initiative for all students, issuing each a device which is to be used in classes throughout the day, often in conjunction with the Google Apps for Education (GAFE), during their time in the school.</p> <p>Ivy High School is in compliance with the Williams Act, which requires schools to have enough standards-aligned textbooks for all students.</p> <p>Ivy teachers are included in district-wide departmental panels that evaluate and approve of large-order curriculum purchases for the district. The emphasis, of course, in evaluating these course materials is an analysis of their perceived potential impact on student learning.</p> <p>Ivy also has adequate licenses for students who need access to the <i>Apex Learning</i> online curriculum.</p>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Elmos</li> <li>• Video projectors</li> <li>• Digital Photography, PE, and Web Design, supplies and equipment</li> <li>• Google Chromebooks and GAFE</li> <li>• Technology Committee Minutes</li> <li>• APEX Licenses</li> </ul>
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#### Resources for Personnel

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

**A5.5. Prompt:** Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
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<p>The students at Ivy High School are mentored by an instructional staff of experienced and qualified educational professionals, and supported by caring staff members at all levels, as well as representatives from outside organizations contracted by the school and district.</p> <p>FUHSD Human Resources policies and practices focus on the hiring and training of highly qualified staff and support personnel that can effectively help all students succeed. The District posts every teaching position locally and online through Ed Join. Once a position closes, district personnel do an initial screening to make certain that all required paperwork is complete.</p> <p>The District provides resources for hiring and nurturing a well-qualified staff. Despite state funding cuts in recent years, the District has been able to maintain Ivy's FTE at a level that lets us maintain an average class size of about 20.</p> <p>All personnel in FUHSD are required to complete online training modules at the beginning of the year focused on topics like mandated reporting and suicide awareness and prevention.</p> <p>Teachers participate in professional development throughout the year, focused on academic rigor and student achievement. In past years, this PD has included S2SI, Common Core mastery and understanding of Depth of Knowledge, and curriculum writing.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Job Applications</li> <li>• Interview documents</li> <li>• Credential documentation</li> <li>• Human Resources records</li> </ul>
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### Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The Leadership team and School Site Council have supported the SPSA. This plan has components from our current WASC action plan.	<ul style="list-style-type: none"> <li>• WASC Action Plan</li> <li>• Site Council Agenda</li> </ul>

<p>Funding decisions are based on the school’s vision, the learner outcomes, and students’ needs.</p> <p>Ivy is supported by human, material, physical, and financial resources that are sufficient to accomplish its mission. The district has well-conceived planning mechanisms that include thoughtful consultation with the school sites and with the district’s separate stakeholders.</p>	<ul style="list-style-type: none"><li>• District and School Budget</li></ul>
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## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified major student learner needs)**

Ivy High School is well-supported by district policies, in alignment with state laws, in our mission of providing students with a high-quality, standards-based education that enables them to recover credits and graduate from high school while also preparing them for post-secondary education and career options. The district is engaged in appropriate and extensive professional development cycles that serve the LCAP goals, which Ivy shares. Emphasis has been placed, in recent years, on technology resources and standards-based curriculum development with the specific goals of better preparing students for college and careers and improving measures of student success like standardized test scores. Multiple structures are in place for stakeholders in the Ivy High School community to participate in decision making and planning both at the school and district level. The administrations of Ivy and Fallbrook High School communicate and collaborate regarding shared instructional initiatives and the identification of students for transfer to Ivy. There is room for improvement, on a district level, in the analysis of demographic data and identification of systems which will result in a more proportionate student demographics at Ivy High School and Fallbrook. In addition, collaboration with FHS in developing a systematic approach to extending CTE opportunities to Ivy students would benefit our students greatly. With more stability in the administration of both schools this collaboration should be possible in the future, as Ivy and the district have proven committed to providing all students with equitable and appropriate educational opportunities.

### **Prioritize the strengths and areas for growth for Category A.**

#### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- Coherent vision for student learning outcomes shared by Board, district leadership, and Ivy staff
- Opportunities for all stakeholders to participate in decision-making
- Opportunities for Ivy teachers to collaborate with colleagues, at a district level, to plan and participate in professional development
- Professional development cycles addressing standards-based curriculum and use of technology
- Implementation of 1:1 Chromebook initiative

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- There is a need to create a tool to truly measure and analyze the effectiveness of district-wide professional development on student academic performance
- Limited CTE opportunities currently exist for Ivy students due to logistical constraints
- The demographic differences in student populations between Ivy and FHS must be addressed at a district level by analysis of data related to student achievement and programmatic efforts to ensure that the district is providing equitable access to resources and opportunities for academic success.

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

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

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

**Online Programs: iNACOL Standard J: Curriculum and Course Design:** A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

#### Indicators with Prompts

##### Current Educational Research and Thinking

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

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>The principal and staff at Ivy read and review the latest research via books, journals, internet articles, and internet resources (such as webinars) on educational pedagogy and sound instructional practices. Recent examples include Student to Student Interaction (S2SI) training facilitated by SDCOE, staff reviewing a webinar containing strategies involved with teaching reading using the common core standards and staff participation in CCSS trainings.</p> <p>Both FUHSD and Ivy administration place importance on Ivy staff being trained in the most current and effective, student-centered teaching strategies available.</p> <p>The district and Ivy emphasize standards based instruction and data driven instructional practices based on current research and “best practices.” Plus, the Ivy staff stays current with the use of research-based reading strategies.</p> <p>Issues of curricular alignment and instructional practices are discussed amongst all Ivy staff on a regular basis.</p> <p>Common Core standards expect students to write arguments on discipline specific content as well as expecting students to spend 70% of time reading/analyzing expository text. For example, students in U.S. history classes are reading, writing,</p>	<ul style="list-style-type: none"> <li>● Staff meetings agendas and minutes</li> <li>● Professional development</li> <li>● S2SI Training</li> <li>● SDAIE techniques for EL learners</li> <li>● Differentiated instruction</li> <li>● ERWC student writing samples available</li> <li>● Early Assessment Program (EAP) results</li> <li>● Student work samples from all disciplines</li> <li>● RIASEC/ONET Career Inventories</li> <li>● TCI Government Alive!</li> <li>● TCI Economics Alive!</li> </ul>

<p>and thinking “like historians” using primary document lessons created by the Stanford History Education Group.</p> <p>English 11 class reads &amp; analyzes non-fiction texts in order to find common themes and information relevant to topic of study.</p> <p>The English 12 teacher has training and experience with Expository Reading and Writing Curriculum (ERWC) training. Accordingly, Ivy High seniors are completing a rigorous, college prep level course of study, using the ERWC curriculum.</p> <p>English 10 and 11 curricular units also mirror the ERWC structure. English 11 students read and analyze non-fiction texts in order to find common themes and information relevant to the topics of study.</p> <p>Students in math classes participate in group work that includes both written and conversational reflections on content. Our mathematics teacher has participated in EEI, SDAIE, and CCSS professional development in recent years as well as the Kagan cooperative learning strategies, which target academic literacy.</p> <p>The Mild/Moderate teacher uses career interest inventories to prepare for students Individual Transition Plans.</p> <p>The government and economics teacher uses the Teacher’s Curriculum Institute’s (TCI’s) Government Alive! And Economics Alive! curriculum to engage students. The curriculum has lessons to help students understand content through hands-on and experiential exercises.</p> <p>Our Digital Photography instructor is a professional photographer who maintains comprehensive knowledge of industry standards and incorporates the most current technology and techniques into student instruction.</p> <p>Our Science instructor has been trained in the Next Generation Science Standards. Collaboration with all science teachers in the district has been ongoing since 2016. Several consultants worked with staff to help plan out scope</p>	<ul style="list-style-type: none"> <li>• NGSS Science Standards</li> </ul>
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and sequence for science curriculum. Science teacher is implementing NGSS science standards.	
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### Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>Ivy’s curriculum for all subject areas is aligned with district and Common Core State Standards, as well as with local curriculum frameworks. The content standards are incorporated into each teacher’s course of study.</p> <p>Students receive a copy of the course syllabus and/or are directed where to find the online link to the course syllabus for most classes.</p> <p>School-wide learner outcomes are posted in all classrooms, the library, counselor’s office, and the main office.</p> <p>Our Digital Photography course, for three years between 2014 and 2017, was aligned with Palomar College course standards, enabling students to earn college credit for completing this class in high school. The current application to re-articulate this course has already been submitted.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• List of Ivy Course offerings</li> <li>• Course Syllabi</li> <li>• Ivy website at <a href="http://www.ivyhigh.org">www.ivyhigh.org</a></li> <li>• School-wide learner outcomes</li> <li>• CCSS</li> <li>• Graduation Requirements</li> </ul>

**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

Findings	Supporting Evidence
<p>The opportunity to take classes on Apex is offered to students both during the school day and as part of our Tiger Territory programs. Apex is an accredited online learning management system which offers courses that are both standards-based and A-G aligned for UC and CSU schools.</p>	<ul style="list-style-type: none"> <li>• Apex</li> <li>• Ivy Master Schedule</li> </ul>

### Congruence



**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>The skills and concepts taught at Ivy are regularly examined and realigned as necessary to ensure they meet current academic standards and Ivy's school-wide learner outcomes.</p> <p>The entire staff analyzes data to evaluate the effectiveness of each of its programs, ensuring there is congruence between the actual concepts and skills taught, the academic standards, and Ivy's school-wide learner outcomes. Necessary changes, review of essential standards, and/or realignment of curriculum occur as a result of this analysis and discussion of data.</p>	<ul style="list-style-type: none"> <li>• Citizenship grade in ABI</li> <li>• Faculty meetings</li> <li>• CAASPP data</li> <li>• SBA Math and English results</li> <li>• ELPAC results</li> <li>• Credit completion data</li> <li>• Attendance data</li> <li>• Student work samples from all disciplines</li> <li>• Teacher observations</li> </ul>

#### Integration Among Disciplines

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

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
<p>Ivy and FUHSD administration encourages integration among disciplines, and consistency across disciplines can be found in the use of S2SI strategies and GAFE, both of which encourage collaboration between individuals when working on a common goal, skills valuable in career programs.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• List of Ivy Course offerings</li> <li>• GAFE</li> <li>• S2SI training</li> </ul>

English and Social Studies classes both feature a heavy emphasis on college-level academic skills through the ERWC and Reading Like a Historian programs, which emphasize the annotation of text and use of primary documents as supportive evidence in argumentation.

Math has a very strong influence in science lessons as students must utilize basic number sense, measurement strategies, graphing techniques, and data collection for most lessons; students must also use algebraic reasoning when balancing chemical equations. The teachers in these disciplines collaborate on lessons throughout the school year, when possible.

The English teacher chooses literature coordinated with historical topics such as the The Cold War, Great Awakening, Harlem Renaissance, and The Diary of Anne Frank.

English 11 uses historical United States documents such as the Declaration of Independence and The Bill of Rights as foundations for its curriculum.

Economics uses math strategies (i.e. rounding and the order of operations), graphing, pie charts, and formula application procedures for understanding of key economic concepts such as elasticity, inflation, unemployment, money multiplier effect, gross domestic product (GDP), GDP per Capita, and the establishment of a poverty threshold.

Psychology coordinates the study of a person with anti-social personality disorder (ASPD) through the literary work of "*One Flew Over a Cuckoo's Nest*" whose protagonist has the disorder. Some Ivy students read the novel as well in their English class.

- Course Curriculum for English, Social Studies, Math, Science, Psychology, and Economics
- Economics projects
- Reading selections related to historical topics
- Student work samples from all disciplines

### Community Resources and Articulation and Follow-up Studies

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

**B1.5. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the*

*effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Ivy has an established relationship with local community colleges and technical schools on the basis of our past participation in campus visits and the college and career fair held on our own campus.</p> <p>By the end of the current school year, it is planned to have the Ivy digital photography class curriculum once again articulated with Palomar College photography department so that students may earn Palomar college credits while enrolled and passing the digital photography course at Ivy.</p> <p>The web design course is aligned with CTE/ROP standards of the San Diego County Office of Education (SDCOE).</p> <p>The Ivy counselor coordinates concurrent enrollment at the local community college to provide students with more course opportunities and career-related certificate programs. FUHSD is sometimes able to offer Palomar college courses to students outside of regular school hours, as well.</p> <p>Representatives from a variety of technical, vocational, and community colleges visit Ivy throughout the school year to make students aware of the various college opportunities and entrance requirements.</p> <p>Students are well-informed of their opportunities for post-secondary education in classes like the English 12 “What’s Next” unit and the Consumer Economics unit on colleges.</p> <p>Ivy tracks graduates’ post-secondary achievements through the scholarship awards given to students which are collected upon their providing us proof of enrollment at a post-secondary institution. Alumni of Ivy also visit campus to catch up with teachers and staff who had an impact on their lives, sharing informal, anecdotal follow-up data on the effectiveness of our educational program.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• List of Ivy Course offerings</li> <li>• Concurrent enrollment data</li> <li>• Ivy Counselor’s schedule</li> <li>• Web design curriculum</li> <li>• Digital photography course goals and objectives</li> </ul>

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

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

**Online Programs: iNACOL Standard H: Equity and Access:** A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

**Indicators with Prompts****Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>The ability for Ivy High School to provide students with a wide range of academic choices is limited somewhat due to the size and resources of the school, as well as the credit recovery that students must pursue in order to graduate. While opportunities for technical education, in particular, is limited, the faculty and administration of Ivy is committed to providing students with a thorough understanding of the options available to them in the future, as well as a solid academic base that will enable them to be successful in these pursuits.</p> <p>All core courses are aligned to state standards and intended to prepare students for post-secondary education. APEX course are A-G approved.</p> <p>Ivy students may enroll concurrently at Mira Costa Community College and Palomar Community College to obtain elective high school credit and can earn college credit with their concurrent enrollment at the community college.</p> <p>Students engage in college and career planning in the Consumer Economics and English 12 classes.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• List of Ivy Course offerings</li> <li>• List of web design competencies</li> <li>• List of representatives at career day</li> <li>• Apex Online (College and Career Prep - 2 Semesters)</li> <li>• Photography curriculum</li> <li>• Student work samples from English 12 and ROP Web Design classes</li> <li>• FELA photography classes</li> </ul>

<p>Ivy offers students courses within the Media, Arts &amp; Entertainment Career Pathway. Classes include digital photography and web design.</p> <p>Efforts are underway to align our photography course with the Career Technical Education (CTE) program requirements.</p> <p>Between 2014 and 2018, students completing digital photography were able to successfully transition into Palomar Community College photography classes and earn Palomar college credits while enrolled in and passing the digital photography course at Ivy. Efforts are currently underway to rearticulate the course.</p> <p>Classes, such as web design, have mandated curriculum built in that offer students career readiness skills that include interviewing techniques, completing job applications, creating resumes and cover letters.</p> <p>Student IEPs include credit completion checks and monitoring, goal setting, intervention plans, counselor conferences, and post-secondary planning.</p> <p>Teachers individualize learning plans within certain classes to maximize student success.</p> <p>Both the counselor and the principal at Ivy are able to move students to different courses any time during a grading period to fit the students' individual needs; students may request to change classes whenever the need arises.</p>	
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### Accessibility of All Students to Curriculum, including Real World Experiences

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Ivy staff strives to provide an engaging, enriching, standards based curriculum, accessible to all students which helps students achieve academic competency, communicate</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> </ul>

<p>effectively, demonstrate growth in character, &amp; explore future opportunities as they become participants in the global community.</p> <p>A Master Schedule is developed each trimester and is adjusted according to student needs.</p> <p>A new student orientation occurs 4-5 times during school calendar year (as space permits to matriculate to Ivy).</p> <p>Teachers provide individual instruction and use multiple instructional groupings including pairs, whole, and small groups. Direct instruction is utilized throughout all disciplines. The RSP specialist works with staff to differentiate instruction, offer accommodations, and provide curricular support.</p> <p>All teachers incorporate real world applications into their direct instruction and coursework, from annotating primary historical documents to debating current events or studying relevant scientific phenomena and analyzing the data gathered from scientific experiments.</p> <p>RSP classes incorporate study skills, journal writing, direct instruction, small groups, technology, research, goal setting activities, and post high school transition planning.</p> <p>Ivy counselor coordinates concurrent enrollment with local community colleges, giving students more course opportunities.</p> <p>Ivy strives to help all students prepare for the transition to the work place and all post-secondary options through college and career planning units in Consumer Economics and English 12, the opportunities for college visits, exams, and scholarships offered to students, and the participation of students in college and career fairs.</p>	<ul style="list-style-type: none"> <li>• Ivy school-wide learner outcomes</li> <li>• List of Ivy Course offerings</li> <li>• Daily math learning targets</li> <li>• Student work, including journals and research</li> <li>• Concurrent enrollment documentation</li> <li>• Student participation in Career Day</li> <li>• Career Day schedules</li> <li>• New student orientation materials</li> <li>• Student schedules</li> <li>• Classroom observations</li> <li>• Student IEPs</li> <li>• Lesson plans</li> </ul>
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**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
The opportunity to take classes on Apex is offered to students both during the school day and as part of our Tiger Territory (ASSETS Grant) programs. Apex is an accredited online	<ul style="list-style-type: none"> <li>• Apex</li> <li>• Ivy Master Schedule</li> </ul>

learning management system which offers courses that are both standards-based and A-G aligned for UC and CSU schools.

### Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals.

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Parents and guardians are apprised of a student's learning plan initially through the new student orientation process. Parents are also given or asked to sign copies of course syllabi which outline learning expectations and procedures.</p> <p>At the halfway point (6-weeks) of each grading period, progress reports are sent out to parents to inform them of how their child is doing at Ivy (passing, in danger of failing, or failing courses).</p> <p>The parents/guardians are informed of their students' grade and credit earned through grade reporting at the end of three separate twelve week grading periods (a trimester).</p> <p>Grades, progress checks, and progress reports are also available online "anytime, anywhere" through the ABI portal for students and parents.</p> <p>Conferences with the counselor, teachers and/or principal is always available at anytime by a student or a parent or both. Student IEPs are complete and in compliance with current laws and practices.</p> <p>Student Success Team (SST) conferences are held when students grades or classwork indicates a need to collaborate with families and intervene on behalf of the student. All Ivy teachers participate in these conferences, at which the student is encouraged to articulate achievable academic goals and the ways in which their family and teachers can support them.</p> <p>Through the efforts of the Ivy counselor and an English teacher, seniors are given support and training including</p>	<ul style="list-style-type: none"> <li>• New student orientation</li> <li>• Master Schedule</li> <li>• List of Ivy Course offerings</li> <li>• ABI portal for parents and students</li> <li>• SST meeting notes</li> <li>• FUHSD Board meeting agendas and minutes</li> <li>• SSC agendas and minutes</li> <li>• College and Career Fair</li> <li>• English 12, Consumer Economics, and Web Design curriculum</li> <li>• District 1:1 Chromebook Initiative</li> </ul>

completing college applications, applying for scholarships, and understanding the FAFSA.

A College and Career Fair is held each school year. Community college representatives, vocational colleges, vocational career representatives, and military recruiters visit campus and provide students with college and career specific information

Representatives from community colleges are invited to visit Ivy to inform students of the opportunities they offer and to help students be aware of and understand entrance requirements.

Students are offered an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) on campus.

Associated Student Body (ASB) allows students to express concerns on the Ivy campus and represent their school at board meetings.

Student Site Council (SSC) allows for both students and parents to participate and help guide the school's budgetary and curricular initiatives.

Classes, such as Web Design and Consumer Economics have curriculum built in that offer instruction and experience to students on career readiness skills that include interviewing techniques, completing job applications, creating resumes and cover letters. Consumer Economics and English 12 feature units of study related to college planning.

Students use computers and other technology on campus to support academic standards across the curriculum. All students have access to Google Chromebooks.

Students have access to an online library; they learn how to access databases for primary and secondary sources.

#### Post High School Transitions

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

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college,*



*career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Ivy students may enroll concurrently at Mira Costa Community College and Palomar Community College to obtain elective high school credit and can earn college credit with their concurrent enrollment at the community college.</p> <p>Ivy offers students courses within the Media, Arts &amp; Entertainment Career Pathway. Classes include digital photography and web design.</p> <p>Between 2014 and 2018, students completing digital photography were able to successfully transition into Palomar Community College photography classes and earn Palomar college credits while enrolled in and passing the digital photography course at Ivy. The application to renew this articulation is currently being processed.</p> <p>Courses offered through Apex Online Learning System are A-G approved for UC and CSU requirements.</p> <p>Through the efforts of the Ivy counselor and an English teacher, seniors are given support and training including completing college applications, applying for scholarships, and understanding the FAFSA.</p> <p>A College and Career Fair is held each school year. Community college representatives, vocational colleges, vocational career representatives, and military recruiters visit campus and provide students with college and career specific information</p> <p>Representatives from community colleges are invited to visit Ivy to inform students of the opportunities they offer and to help students be aware of and understand entrance requirements.</p> <p>Classes, such as Web Design and Consumer Economics have curriculum built in that offer instruction and experience to students on career readiness skills that include interviewing techniques, completing job applications, creating resumes and cover letters. Consumer Economics and English 12 feature units of study related to college planning.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• List of Ivy Course offerings</li> <li>• List of web design competencies</li> <li>• Photography curriculum</li> <li>• English 12 and Consumer Economics curriculum</li> <li>• List of representatives at career day</li> <li>• Apex Online</li> <li>• Students who took a concurrent community college course</li> </ul>

<p>Students use computers and other technology on campus to support academic standards across the curriculum. All students have access to Google Chromebooks.</p> <p>Students have access to an online library; they learn how to access databases for primary and secondary sources.</p> <p>Students are offered an opportunity to take the ASVAB on campus.</p>	
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## ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

### Summary (including comments about the preliminary identified major student learner needs)

Ivy High School continues to offer students high-quality classroom instruction in courses which are aligned to state standards, in service of our goal of preparing students for post-secondary opportunities. Ivy staff has demonstrated commitment, through both faculty collaborative planning and district-wide professional development cycles, to improving instruction through the acquisition of research-based best practices. Collaboration with core academic departments at FHS in recent years has resulted in standards-aligned curriculum maps and pacing guides, as well as interim assessments and benchmark testing. While most courses at Ivy do not meet A-G requirements due to limitations of the trimester schedule, courses which do meet these requirements are available to students through our online learning management system. Limited opportunities for students to engage in CTE courses and pathways do exist through collaboration with the district and utilization of more extensive resources available at FHS, but these opportunities should be extended equitably to all students. Students at Ivy are exposed to college and career-based curriculum or units of study in many classes. Ivy teachers, administration, and other staff members all support students' learning through demonstrations of caring and commitment, as well as celebrations of academic successes.

### Prioritize the strengths and areas for growth for Category B.

#### Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Ivy is committed to offering students the courses they need based on graduation requirements and credit deficiencies.
- Ivy High School provides its students with a rigorous curriculum aligned to state standards which includes critical thinking, problem solving, real-life applications, and project based learning activities.
- Students and their families each have opportunities to meet with Ivy's academic counselor to plan their academic pathway to graduation and ensure that they are taking the appropriate classes that they need.
- Families are involved in student success meetings with teachers when their students are not meeting the academic expectations that will ensure their success
- Students in advisory class engage regularly in academic goal-setting
- Teachers engage in high-quality direct instruction and meaningful student collaboration in classes
- Students have access to A-G approved courses via Apex

- Even with its small staff, Ivy still is able to provide a variety of elective offerings include art and music appreciation, psychology, consumer economics, agriculture/gardening, ASB, digital photography, film studies, learning strategies, physical education, and web design.

**Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- Despite alignment of curriculum with state standards and related professional development, Ivy's standardized test scores indicate a need to improve learner outcomes
- More clearly-articulated barometers of students' success should be utilized in arranging academic interventions like SST meetings and parent meetings
- Limited access to CTE pathways is currently offered to Ivy students
- Most electives offered to Ivy students are through Apex due to the limitations of the school's size; more extensive elective opportunities would help to engage students
- There is a need for a more formal and comprehensive method of gathering data on the post-secondary achievements of graduates, in order to more accurately gauge the effectiveness of our programs in preparing students for college and career.

## Category C: Standards-based Student Learning: Instruction

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

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

#### Indicators with Prompts

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>School-wide, teachers at Ivy are committed to engaging students in standards-based coursework that is rigorous, relevant to them, and which will help them to achieve the Ivy learner outcomes as well as their own personal academic and life goals.</p> <p>Ivy teachers design rigorous instruction based on alignment of curriculum, content area standards, and school-wide learner outcomes in order to promote the expectation of high achievement for all students.</p> <p>Course curriculum is aligned to content standards and measured through formative assessments and standards-based assessments.</p> <p>To foster achievement, teachers continually revise instruction, assignments, projects, summative and formative assessments, and courses of study to provide students with meaningful learning experiences.</p> <p>Teacher peer observations, conducted district-wide as part of S2SI training, found that the majority of students were responding to the teacher, participating in class discussion, or engaged in a writing activity during those observations.</p> <p>Furthermore, the data collected noted that formative assessments were widely observed in each of the classrooms visited.</p>	<ul style="list-style-type: none"> <li>• Courses of study</li> <li>• Course Syllabi</li> <li>• Peer observation results</li> <li>• School-wide analysis of high, middle, and low samples of student work</li> <li>• Student interviews and surveys</li> <li>• Samples of student work</li> <li>• School-wide use of formative assessments resources</li> </ul>

Formative assessment strategies primarily used by teachers included clarifying questions, having students answer questions for correct content, or by working with a single student or small group during class time.

### Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
<p>All Ivy teachers provide students with a course syllabus (or a course of study description) for each class that outline the standards, expected behaviors, learning objectives, and expected performance levels for each class.</p> <p>Teachers provide rubrics for individual assignments, projects, and classroom participation, which allows students to self-monitor their learning to meet expected performance standards.</p> <p>Some teachers include peer review activities, which allow the students to give and receive feedback. This best practice not only requires an understanding of the expectations but also reinforces that understanding.</p> <p>Students further understand expected results via actual examples of student work which are presented in class; they are provided with deadlines, timelines and resources that help them self-monitor their progress and engage and focus on expected results.</p> <p>Exemplary student work models are shown in addition to teacher modeling to demonstrate what is expected of students for any particular assignment (examples of photography class).</p> <p>As measured by student interviews, Ivy students reported that they are aware of performance requirements before beginning an assignment or being tested.</p>	<ul style="list-style-type: none"> <li>• Student interviews</li> <li>• Courses syllabi</li> <li>• Student websites</li> <li>• Student project work</li> <li>• Rubrics</li> <li>• Classroom observations</li> <li>• Academic standards</li> <li>• Exemplary student work models</li> <li>• Peer review checklists</li> </ul>

Students actively participate in their learning process through multimedia projects, such as group work, oral and visual presentations, research-based projects, and labs that include both formal and informal assessments.	
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## C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

**Online Programs: iNACOL Standard K: Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

### Indicators with Prompts

#### Teachers as Facilitators of Learning

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

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>While all classes at Ivy utilize the direct instruction model of education, teachers understand the need to act as facilitators of active student learning rather than simply sources of information.</p> <p>S2SI professional development has specifically trained teachers to guide student conversations in class into more productive areas by emphasizing constructive conversation skills and using sentence and dialog stems to prompt deeper understanding.</p> <p>Teachers at Ivy strive to create a more student-centered environment in our classrooms by incorporating more project-based learning in which students make their own decisions to structure the learning, such as identifying personally-relevant topics for essays in English classes or outlining their own plans post-graduation in Consumer Economics projects.</p> <p>During the 2018-19 school year, Technology Coaches throughout the district, including two Ivy teachers, worked with their colleagues to organize professional development related</p>	<ul style="list-style-type: none"> <li>● S2SI training resources</li> <li>● Web 2.0 Tools</li> <li>● Student projects created with various Web 2.0 tools</li> <li>● Ivy school-wide learner outcomes</li> </ul>



to the regular use of technology in classes, including how to align this technology with S2SI protocols.

With the district's 1:1 Chromebook initiative, all students have access to technology which enables teachers to incorporate web 2.0 tools in their instruction for students to use in order to create student-centered projects that are relevant and meaningful. Examples of online resources and tools currently used at Ivy High School are: GAFE, vocabulary.com, Pixton, Animoto, Glogster, Turnitin, Wix.com, Weebly.com, Wordle, Voicethread, and Mindmeister.

Mathematics classes make use of online resources like Khan Academy which allow for differentiation of instruction and courses of study which can be tailored to students' individual learning needs or interests.

Manipulatives are also used in Math classes to enable students to access different modalities of learning. Examples include geometry tools like compass and protractor, whiteboard, geometric solids, origami, and Algebra tiles.

Teachers use technology to enhance the visual experience of lessons. For example, in Math classes, using a document camera facilitates step-by-step instructions and examples, while the same can be used in Social Studies classes to display exemplary work samples.

### Creative and Critical Thinking

**C2.2. Indicator:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.2. Prompt:** *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
All teachers at Ivy include in their curriculum a variety of assignments which allow Ivy students to demonstrate that they are able to think, reason, and problem solve in group and individual activities or projects.	<ul style="list-style-type: none"> <li>classwork and course curricula</li> <li>Websites designed by students using <a href="http://www.wix.com">www.wix.com</a></li> <li>GAFE</li> </ul>

As part of S2SI implementation in classes, students learn and practice the construction, support, and comparative evaluation of claims.

Students use web 2.0 tools in order to create student-centered projects that are relevant and meaningful.

Ivy photography students publish a website they have created using [www.wix.com](http://www.wix.com) that is a portfolio of all their best photographic work.

Psychology students have conducted extensive Internet research and make a multimedia presentation for a selected/assigned disorder using *MS Powerpoint*. In the process, each student becomes the teacher as they collectively instruct the unit on psychological disorders—for each student is the only one to present their particular information to the other students who are assessed in how well they gather that information from other students.

Students in the Film Studies elective have worked collaboratively and individually to write scripts, sketch storyboards, and direct short films which creatively incorporate specific compositions or editing techniques studies in class.

In economics class , students are taught to think like economists and solve economic enigmas. Additionally, students identify factors that undermine economic freedom and create a plan that identifies changes a government should make.

In world and American history, students think like historians when reading primary documents to answer central historical questions.

In government, students conduct an inquiry project to assess democracies around the world and provide a foreign policy recommendation.

- Multimedia Projects
- Projects based on common core standards
- Web 2.0 Tools

### Application of Learning

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and*

create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<p>Students in all classes are instructed on content objectives with the intent that they will then be able to apply that knowledge in deeper investigative or inquiry-based learning.</p> <p>Ivy teachers in all content areas strive to incorporate the latest in technology and technological strategies into the classroom.</p> <p>Students use web 2.0 tools in order to create student-centered projects that are relevant and meaningful.</p> <p>Web 2.0 tools currently used by Ivy students are: Pixton, Animoto, Glogster, Turnitin.com, GAFE, Wix.com, Weebly.com, Wordle, Voicethread, and Mindmeister.</p> <p>Students create projects and other demonstrative-based assignments that reflect their acquired level of learning.</p> <p>Ivy students create multimedia presentations in various classes using <i>MS PowerPoint</i> to present information that they have learned in class and or have researched on their own. These range from demonstration (“how-to”) presentations to presentations that are used to help instruct their fellow students in a modified class-wide jigsaw group activity.</p> <p>In economics class , students are taught to think like economists and solve economic enigmas. Additionally, students identify factors that undermine economic freedom and create a plan that identifies changes a government should make.</p> <p>In world and American history, students think like historians when reading primary documents to answer central historical questions.</p> <p>In government, students conduct an inquiry project to assess democracies around the world and provide a foreign policy recommendation.</p>	<ul style="list-style-type: none"> <li>• Web 2.0 Tools</li> <li>• Student projects created with various Web 2.0 tools</li> <li>• Psychology disorder projects</li> </ul>

#### Career Preparedness and Real World Experiences

**C2.4. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.4. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Students are encouraged to explore career options through the various mechanisms which have been previously mentioned, including: units of study in English, Consumer Economics, and Web Design, access to ASVAB testing through our academic counselor, exposure to different potential career pathways at the College and Career Fair, participation in the Camp Pendleton job shadowing program (prior to its dissolution), and the various employment opportunities that our counselor brings to their awareness via emails and postings around campus.</p> <p>Seniors at Ivy now have the opportunity to participate in CPR, Food Handler's Safety, and OSHAA certification courses, which they are encouraged, in the course of some of the aforementioned units of study in classes, to include on their resumes.</p> <p>ASB students coordinate on-campus events that help build school spirit and help the community. Students have donated their time and effort to run a campus-wide recycling program (all paper, cardboard, plastic, and aluminum) and have made annual events like the Ivy Blood Drive very successful.</p> <p>Ivy students are encouraged to attend extra-curricular events, district social events (like the Prom), and community events (such as the Avocado Festival) throughout the school year.</p> <p>Students who participated in the Camp Pendleton USMC Base job shadowing field trip were able to select fields that interested them and were then paired in small groups to follow, interview, and learn from some of the non-military workers who are employed on the base. This program was valuable in exposing students to various civilian careers and presented students with a unique opportunity to speak with a person in that career. It also illustrated to students that students do not have to enlist in the U.S. Marine Corps in order to get a job on the base that is right next to their community.</p>	<ul style="list-style-type: none"> <li>• Course curricula</li> <li>• ASVAB testing</li> <li>• Participants in College and Career Fairs</li> <li>• Rosters for OSHAA, CPR, and Food Handler's trainings</li> <li>• Camp Pendleton field trip list of occupations for student shadowing</li> <li>• Ivy Blood Drive</li> <li>• Campus Recycling</li> <li>• Kid Fit</li> <li>• Student Photography Exhibited campus-wide and at the DO</li> </ul>

<p>Kid Fit comes to the Ivy campus to give students the chance to participate in extra-curricular sports (soccer, flag football, softball), self defense, and other physical activities, competing in organized league matchups against other continuation high schools in the county when the opportunity presents itself.</p> <p>Photography students compete and have their images submitted and displayed at the San Diego County Fair Photography Exhibit in June of each year, just as professional photographers do.</p> <p>A College and Career Fair is offered during the spring trimesters each school year. Community college representatives and military recruiters visit campus and interact with students presenting additional career options during career day.</p>	
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**C2.4. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

Findings	Supporting Evidence
<p>Apex courses are designed to teach students to utilize online resources and research techniques as well as to provide some real-world experience when possible and appropriate.</p>	<ul style="list-style-type: none"> <li>- Apex course curriculum</li> </ul>

## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified major student learner needs)**

Ivy offers students high-quality standards-based direct instruction and rigorous coursework in all core classes. Teachers are current in their knowledge of instructional content taught and in research-based instructional methodology, and are dedicated to differentiating instruction to ensure that they are delivering curriculum in creative and motivational ways to provide equitable learning experiences to all students. Ivy teachers utilize assessments, both formative and summative, to inform and improve instruction. Students at Ivy have a clear understanding of what is expected of them to enable their academic success - "The A-B-C's of Ivy"—in terms of attendance, behavior, and earning credits. Students have access to a diverse choice of elective courses for such a small school; these classes serve to enhance their learning experiences and prepare them for career and higher education opportunities. Students have access to a variety of technology tools with which they can access resources or use web 2.0 tools to produce academic work in and outside of class. This assists in their achievement of the academic standards and school-wide learner outcomes.

Ivy strives to deliver the best instruction possible to every student. In evaluating this goal, several areas have been identified as needing improvement. Teachers need to continue to expand the use of rubrics and continue to incorporate more reading and writing across the curriculum. Teachers also need to develop additional instructional strategies to help them create a student-centered learning environment and permit them to become more like "coaches" to facilitate student learning. Teachers could also seek more opportunities in the curriculum to collaborate with other teachers and plan more interdisciplinary units and projects. Students would benefit greatly by Ivy improving in these areas, and higher achievement will result from a school-wide effort to do so.

**Prioritize the strengths and areas for growth for Category C.**

### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- Ivy's greatest strength is in the commitment and capacity of teachers to develop meaningful and supportive relationships with students who have largely had negative experiences in school throughout their lives.

- Differentiated instruction, personal attention, and smaller class setting benefit all Ivy students.
- Ivy teachers are all well-qualified in their fields.
- The Ivy staff is flexible and experts at problem solving and finding ways to adapt instruction to the ever changing and evolving needs of Ivy students.
- Utilization of technology as both an instructional and learning tool is an integral part of Ivy's standards-based curriculum and support of student learning.
- Ivy teachers have, over the years and as a result of professional development, adopted the practices of Essential Elements of Instruction (EEI), Specially Designed Academic Instruction in English (SDAIE) techniques, principles of Student to Student Interaction (S2SI), and the incorporation of technology in supplementing standards-based instruction.
- A wide variety of instructional practices are used to address different student learning styles.
- Courses of study are aligned with state standards, and the Ivy staff has been trained in Standards Based Instruction .

**Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- Continue to research and adopt best practices through professional development and faculty meetings with the aim of increasing student engagement and better facilitating acquisition of content-area knowledge with the aim of improving standardized test scores.
- Increase the use of teacher designed rubrics across the curriculum.
- Increase teacher collaborative opportunities in order to create more thematic activities that engage students in cross-curricular learning experiences.

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

### D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

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

**Online Programs: iNACOL Standard R: Program Evaluation:** A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

**Online Programs: iNACOL Standard S: Program Improvement:** A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

### Indicators with Prompts

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
<p>Ivy evaluates assessment results on an annual basis. This data is reported through the Dashboard Alternative School Status (DASS) as well as being reported through the newspaper and California Department of Education website.</p> <p>In addition to annual SBA testing of 11th grade students in ELA and Math, Ivy has collaborated with FHS in administering Interim Assessment Blocks (IABs) throughout the year. Standardized testing scores are analyzed at the school, department and classroom level. Students' needs are considered when evaluating performance and appropriate instructional strategies are implemented.</p>	<ul style="list-style-type: none"> <li>• DASS</li> <li>• Ivy website at <a href="http://www.ivyhigh.org">www.ivyhigh.org</a></li> <li>• Minutes from FUHSD board meetings</li> <li>• AERIES</li> <li>• Aeries Browser Interface (ABI) Portal for parents and students</li> <li>• Advisory Days</li> </ul>



<p>Testing dates for state assessments are pre-designated throughout the school year. Stakeholders have access to these dates via the Ivy calendar located on the Ivy website at <a href="http://www.ivyhigh.org">www.ivyhigh.org</a></p> <p>FUHSD uses AERIES as its primary data collection resource. It is an online database, and is the student information system used. It contains student enrollment data, class gradebooks, attendance, master schedule, medical information, special programs, State Testing results, Service learning logs, ELL/SPED Designation and contact information for teachers and staff. Parents and students can log on at school and at home to check current grades, attendance, missing assignments, and current assignments.</p> <p>Grades, progress checks, and progress reports are also available online “anytime, anywhere” through the Aeries Browser Interface (ABI) portal for students and parents.</p> <p>Credit transcripts are given to every student and credit evaluations for graduation are then created by each student at least once a grading period during advisory classes.</p> <p>The Ivy principal, counselor, and teachers report to parents at School Site Council (SSC) meetings.</p> <p>Ivy High School maintains a web page containing a variety of information regarding aspects of school programs: the school calendar of important events/dates, Ivy school-wide learner outcomes, vision and mission statements, school-wide policies, student awards, student of the month, graduation requirements, DASS, WASC Self-Study, a scholarship search engine, college information, departmental pages, and teacher e-mail addresses.</p> <p>Special Education students and their parents receive progress updates on IEP goals three times a year.</p>	<ul style="list-style-type: none"> <li>• Credit Evaluation Forms</li> <li>• SSC meetings</li> <li>• Individualized Education Plans (IEPs)</li> </ul>
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**Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students’ grades,

growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Before entry to Ivy High School, students' transcripts are reviewed to develop an appropriate educational pathway for students and determine if Ivy High School will be a good placement for a student.</p> <p>Ivy faculty engage in regular discussions of grading policies and procedures to ensure that students are evaluated on a consistent basis, for example agreeing to missing work policies for students affected by absenteeism.</p> <p>Ivy staff members use a variety of formal and informal assessments to analyze its programs, to collect data, and then use the findings to modify the teaching and learning process.</p> <p>At staff meetings and during late start Monday PD meetings, teachers have shared student work to standardize what constitutes high, medium, and low for exceeding, for meeting, and for approaching the standards and school-wide learner outcomes.</p> <p>Special Education students are tested using the Woodcock Johnson III for triennial testing in the areas of comprehension, reading fluency, and broad math.</p>	<ul style="list-style-type: none"> <li>• Classroom assessments</li> <li>• Student observations</li> <li>• Student work samples</li> <li>• Staff meeting agendas and minutes</li> <li>• Late Start Monday PD agendas</li> <li>• ABI</li> <li>• Rubrics</li> </ul>

### Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
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<p>The Ivy staff monitors students' progress to ensure all students are making progress toward meeting the academic standards and school-wide learner outcomes. Appropriate interventions, such as SST meetings are held when this progress is not being made.</p> <p>Students' schedules are established or changed as appropriate after reviewing assessment results, transcripts, and teachers' recommendations for appropriate placement.</p> <p>Ivy counselor and Ivy principal access grades and progress when meeting with students.</p> <p>Grades, progress checks, and progress reports are available online "anytime, anywhere" through the Aeries Browser Interface (ABI) portal for students and parents, and are discussed on a regular basis in Advisory classes.</p>	<ul style="list-style-type: none"> <li>Modified Schedules</li> <li>Differentiated Instruction</li> <li>Staff Meetings</li> <li>School Site Council Meetings</li> <li>Master Schedule</li> <li>Student schedules</li> <li>ELPAC results</li> <li>Graduation checks</li> <li>Graduation conferences</li> <li>Aeries Browser Interface (ABI) Portal for parents and students</li> </ul>
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**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.*

Findings	Supporting Evidence
<p>Ivy teachers who utilize Apex collaborate and reach consensus on the deadlines for assignments in each course as well as expectations for work that is graded by hand and policies regarding student re-testing when scores fall below the mark required by Apex to proceed to the next unit. Apex courses all consist of online assessments as well as paper-based classwork and tests which must be done in the presence of the teacher to ensure academic integrity.</p>	<ul style="list-style-type: none"> <li>Apex course policies</li> </ul>

### Assessment of Program Areas

**D1.4. Indicator:** The partnership with district leadership, the school leadership, and instructional staff

periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Graduation requirements are established on a district level, though Ivy teachers are included in Curriculum and Instruction committees at this level to offer input from the alternative school perspective.</p> <p>Grading and homework policies as well as credits and course completion are established at the school level as a result of regular faculty meetings, led by Ivy High School's administrator.</p> <p>The guiding principle behind Ivy's discussions and modifications of these policies is to maintain a high level of academic rigor while providing students with reasonable opportunities to recover credits and work toward graduation.</p>	<ul style="list-style-type: none"> <li>• District Curriculum Advisory Committee meetings</li> <li>• Ivy Staff meetings</li> <li>• FUHSD Board policies</li> </ul>

#### Schoolwide Modifications Based on Assessment Results

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Changes in programs, professional development activities, and resource allocations are made as a result of monitoring and assessing student performance. Ivy staff adapts to the learning needs of its population in order to provide our students with the best and most relevant education possible.</p> <p>In the time since the last full WASC visit, Ivy has been participating with the district as a whole in providing the following professional development, built around principles of</p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Student Observations</li> <li>• Professional development calendars and agendas</li> <li>• Master Schedule</li> </ul>

analyzing and improving assessment results, for teachers: Common Core training, curriculum writing by department, Student to Student Interaction training in coordination with the SDCOE, and technology workshops organized by peer technology coaches on faculty.

Ivy's Master Schedule is revised as needed throughout the school year to address identified student needs, offering classes that will enable the best student:teacher ratios based on the credit deficiencies of our student population at the time.

Ivy has demonstrated a results-driven, continuous process of school-wide improvement based on our monitoring and assessment of student outcomes. The school, and district as a whole, has come a long way in improving student achievement and successes in the past 6 years since the last full WASC Self Study was conducted.

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

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

**Online Programs: iNACOL Standard L: Assessment of Student Performance:** A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

### Indicators with Prompts

#### Assessment Strategies to Measure Student Achievement

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Teachers evaluate students' prior knowledge to determine the degree of scaffolding necessary for instruction.</p> <p>Ivy Teachers use appropriate formative and summative assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills.</p> <p>Students demonstrate their skills and knowledge through large group and small group interactions with peers and the teacher.</p> <p>Self-evaluation and reflection by all students is promoted as an ongoing strategy to help students identify and develop their meta-cognitive skills.</p> <p>Students receive feedback from teachers using technology such as e-mail, ABI portal, Google Docs, and Google Classrooms.</p> <p>Ivy evaluates standardized assessment results on an annual basis. This data is reported through the Dashboard Alternative School Status (DASS) as well as being reported through the newspaper and California Department of Education website.</p>	<ul style="list-style-type: none"> <li>• DASS</li> <li>• Ivy website at <a href="http://www.ivyhigh.org">www.ivyhigh.org</a></li> <li>• Minutes from FUHSD board meetings</li> <li>• AERIES</li> <li>• Aeries Browser Interface (ABI) Portal for parents and students</li> <li>• Advisory Days</li> <li>• Credit Evaluation Forms</li> <li>• SSC meetings</li> <li>• Individualized Education Plans (IEPs)</li> <li>• Rubrics</li> <li>• Classroom assessments</li> <li>• Student observations</li> </ul>

In addition to SBA testing of 11th grade students in Math and ELA, Ivy has collaborated with FHS in the past in administering Interim Assessment Blocks (IABs) throughout the year. Standardized testing scores are analyzed at the school, department, and classroom level.

Ivy's English teacher administers the same department created English benchmark test that FHS administers and meets with FHS English teachers to collectively score and debrief the assessment.

Testing dates for state assessments are pre-designated throughout the school year. Stakeholders have access to these dates via the Ivy calendar located on the Ivy website at [www.ivyhigh.org](http://www.ivyhigh.org)

FUHSD uses AERIES as its primary data collection resource. It is an online database, and is the student information system used. It contains student enrollment data, class gradebooks, attendance, master schedule, medical information, special programs, State Testing results, Service learning logs, ELL/SPED Designation and contact information for teachers and staff. Parents and students can log on at school and at home to check current grades, attendance, missing assignments, and current assignments.

Grades, progress checks, and progress reports are also available online "anytime, anywhere" through the Aeries Browser Interface (ABI) portal for students and parents.

Credit transcripts are given to every student and credit evaluations for graduation are then created by each student at least once a grading period during advisory classes.

The Ivy principal, counselor, and teachers report to parents at School Site Council (SSC) meetings.

- Student work samples
- Project based assessments
- Student photography websites

Ivy High School maintains a web page containing a variety of information regarding aspects of school programs: the school calendar of important event/dates, Ivy school-wide learner outcomes, vision and mission statements, school-wide policies, student awards, student of the month, graduation requirements, DASS, WASC Self-Study, a scholarship search engine, college information, departmental pages, and teacher e-mail addresses.

Special Education students and their parents receive progress updates on IEP goals three times a year.

**D2.1. Additional Online Instruction Prompts:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Ivy teachers who utilize Apex collaborate and reach consensus on the deadlines for assignments in each course as well as expectations for work that is graded by hand and policies regarding student re-testing when scores fall below the mark required by Apex to proceed to the next unit. Apex courses all consist of online assessments as well as paper-based classwork and tests which must be done in the presence of the teacher to ensure academic integrity.	<ul style="list-style-type: none"> <li>• Apex course policies</li> </ul>

#### Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Findings	Supporting Evidence
There is a broad range of student work and formative assessments that is used to demonstrate student achievement of the academic standards and the school-wide learner outcomes, including those students with special needs.	<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Rubrics</li> <li>• Course syllabi</li> </ul>



Examples of types of formative and summative assessments used by each department:

- English—essays, journals, presentations, creative projects, short writing assignments, project-based assessments, Web 2.0 projects, and student observations.
- Math—daily assignments, unit review, worksheets, practice, hands-on projects using math manipulatives & measuring instruments, illustrations of math ideas, summative tests, formative tests, student observations.
- Social Studies—primary source document based questions, creative projects, quizzes, end of unit summative exams, out the door quizzes, class presentations, whole class simulations, project-based assessments, projects using Web 2.0 tools, cooperative group projects, student observations.
- Science—written exams and quizzes, group projects, posters outlining important concepts in reading, weekly reviews, daily informal evaluation of student work, student observations, project-based assessments, projects using Web 2.0 tools.
- Art (Digital Photography)— student observations, student scrapbook assignments, elements and design assessments, formative assessments, image submissions after post processing with *Adobe Photoshop CS5.5*, student portfolio websites.

Students use technology for project collaboration & present projects to classmates to receive verbal/written feedback about specific project elements; this assessment process emphasizes a community of learning & supports academic competency.

Student collaboration and presentation of projects for peer review offers opportunities for students to learn from each other and further develop academic competencies, technology skills, and meet school-wide learning outcomes.

- Assessments using primary source documents
- Web 2.0 Tools

**Teacher and Student Feedback**

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>Student feedback is part of the teaching process and is effectively used to create a supportive and dynamic learning environment. Ivy teachers regularly adjust lessons based on student feedback that may be observed through the students' body language, through quick writes, journal writings, wrap up questions, discussions, interviews, and various formative assessment activities that are a regular part of the every-day classroom experience.</p> <p>Student surveys are conducted periodically and the results are disseminated to staff and discussed. These surveys are used to gather feedback regarding specific initiatives (i.e. chromebook distribution or late-start schedule changes) or general feedback to gauge the climate of an attitudes toward the school.</p> <p>Our academic counselor engages in extensive dialog with students around expectations and graduation requirements as well as student performance and progress.</p> <p>Empathy interviews have been conducted through the 2019 school year as a part of the CSI data coordinator's efforts to improve and maintain attendance with the goal of increasing graduation rates.</p> <p>Strategies that support student meta-cognition include the use of goal setting in advisory classes, rubrics in content areas, portfolio selections, student responses through quick writes, journal writings, tickets out the door, and guided questions.</p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Student work samples</li> <li>• Rubrics</li> <li>• Student survey</li> <li>• Informal student interviews</li> <li>• Anecdotal student interviews</li> <li>• CSI empathy interviews</li> </ul>

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

### **Summary (including comments about the preliminary identified major student learner needs)**

Ivy Teachers routinely use formal and informal assessments as integral to the teaching process; they implement current “best practice” assessment and teaching strategies with differentiated instructional practices and assessments based on student needs and performance levels. Daily instruction is student-centered and students are encouraged to take an active role in the learning and assessment process which develops their meta-cognitive skills.

FUHS and Ivy effectively utilize standardized assessment data at the school and district-wide department levels to inform decisions about curriculum and instruction. Interim Assessment Block (IAB) data is analyzed and used to support student needs and to inform instruction. However, there is room for improvement. Data should be analyzed more frequently and in a timely manner to more effectively impact instruction. Collaboration between Ivy and FHS on the administration of IABs has been inconsistent at times and the benchmarks have tended to be administered in alignment with FHS's semesters, which creates some incongruence with Ivy's trimester-based instructional calendar.

### **Prioritize the strengths and areas for growth for Category D.**

#### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- The Ivy staff analyzes assessment data to design, monitor, and modify classroom curriculum and instruction to address evolving student needs and to maximize student achievement.
- Student assessment data at Ivy forms a cohesive basis for alignment of all student improvement programs, including the allocation of resources to support professional development, curriculum and instruction.
- Student assessment data is systemically used to drive the Ivy school program and determine student progress toward achievement of academic standards.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Ongoing training of teachers on analyzing data to help drive curricular decisions.
- Increase the opportunity for students to monitor themselves and assess their own learning independently from the teacher (i.e. increasing the use of rubrics and other meta-cognitive assessment strategies).
- The effectiveness of administering IABs in coordination with FHS is mitigated by differences in the academic pacing of English and Math classes, since Ivy is not on the same semester system as FHS. Ivy would benefit from developing our own calendar for IAB administration.
- Improve standardized test scores of 11th grade students on Smarter Balanced Assessments

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

### E1. Parent and Community Engagement Criterion

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

**Online Programs: iNACOL Standard Q: Parents/Guardians:** In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

### Indicators with Prompts

#### Parent Engagement

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

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Ivy staff and parents/guardians are members of Ivy's School Site Council, ELAC, and DELAC.</p> <p>Ivy holds a "Back-to-School" night each fall to invite all parents to come visit the school and meet with other parents and students, teachers, counselor, the principal, district office representatives, and board members.</p> <p>Ivy effectively includes parents and guardians and other support stakeholders, including community members, as active partners in the teaching and learning process. For example, Ivy's ASB group is a much utilized organization to promote positive interaction between Ivy and the community with activities like the Ivy Red Cross blood drive, Ivy recycling program, the annual Thanksgiving feast, and career days. Ivy ASB coordinates a variety of projects and activities to positively promote Ivy High School in both the school and greater Fallbrook community.</p>	<ul style="list-style-type: none"> <li>• School Site Council</li> <li>• ELAC and DELAC meetings</li> <li>• Back to School Night</li> <li>• Ivy ASB group and organized activities</li> <li>• Ivy Blood Drive</li> <li>• Graduation ceremony translations</li> <li>• Observations of office staff's interaction with non-English speaking parents</li> <li>• Ivy Website</li> <li>• FELA</li> </ul>

The inclusion of Ivy's non-English speaking stakeholders is a high priority goal and Ivy utilizes an assortment of strategies to accomplish this goal, including regular ELAC and DELAC meetings as well as translations of all important Ivy documents, newsletters, & communications (oral/written) from English into Spanish. Three office staff members are fluent in Spanish.

Ivy website <http://www.ivyhigh.org> has a translation button. All important documents are downloadable in English and Spanish.

Members of the Ivy staff who are bilingual (our counselor and attendance clerk) are available to communicate with Spanish speaking stakeholders in all programs during the day if needed and to provide translation services at all school functions (i.e. student orientation and graduation), and meetings (such as an IEP and School Site Council meetings).

Ivy students and parents are invited to participate in the Fallbrook Extended Learning Academy (FELA) classes which are held on Saturdays and have included language and financial management classes for parents.

## E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

**Online Programs: iNACOL Standard P: Organizational Support:** A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

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

**E2.1. Prompt:** *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
<p>Ivy and FUHSD enact facilities policies that make effective use of resources to ensure a safe, clean &amp; orderly place for learning.</p> <p>Students exhibit respect for staff, school grounds, as well as for other fellow students. Tagging, destruction of property, and theft are not an issue on campus.</p> <p>The Ivy campus is well maintained by the custodial and grounds keeping staff. The district provides adequate resources and personnel to ensure the maintenance of Ivy's facilities and grounds.</p> <p>Ivy effectively allocates appropriate resources to provide adequate personnel and equipment to ensure a safe and calm learning environment.</p> <p>Ivy participates in Fire, Earthquake, and Lockdown Drills throughout the school year to ensure that students and staff understand these important procedures in the event of an emergency.</p>	<ul style="list-style-type: none"> <li>● Student surveys</li> <li>● Student handbook</li> <li>● Ivy school-wide discipline policies</li> <li>● Informal student interviews by Ivy staff</li> <li>● Classroom observations</li> <li>● Safety drill reports (lockdown, fire, duck-and-cover, intruder alert)</li> <li>● Staff development on school and student safety issues (provided by district during mandatory teacher work day at the beginning of each school year)</li> <li>● Emergency supplies in each classroom</li> </ul>

<p>Ivy has an effective, progressive, incremental, and proactive policy regarding discipline. This policy is regularly reviewed at school site council and faculty meetings to ensure the consistent implementation of policy in support of student success.</p> <p>There is a clear district-wide adopted Internet use policy that is given to students and parents at the time of orientation. FUHSD Internet use policy is also available on the Ivy High website.</p> <p>The district utilizes an effective electronic filtering system (<i>Lightspeed Systems</i>) for monitoring the content/types of information/communications coming into as well as used within the district as well as tools from Google Apps for Education.</p> <p>All FUHSD teachers complete training at the beginning of the school year to recognize signs of child abuse, neglect, and suicidal ideation, as well as to understand their responsibilities in reporting these concerns.</p> <p>Ivy HS recognizes and rewards positive student behavior that contributes to an orderly learning environment. Ivy recognizes students with the "Ivy 180 Award".</p>	<ul style="list-style-type: none"> <li>• Ivy High School website</li> <li>• FUHSD website</li> <li>• FUHSD Internet use policy</li> <li>• District Content filter</li> <li>• Course syllabi</li> <li>• Classroom rules/discipline policies</li> <li>• Tour of the Ivy Campus</li> <li>• Campus Supervisor</li> <li>• Ivy award assemblies</li> </ul>
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#### High Expectations/Concern for Students

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

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Ivy staff members have high expectations for student achievement and student success, and strive to maintain an environment that values individual differences and believes that diversity is recognized as a strength for Ivy High School.</p> <p>All Ivy students are encouraged by staff to set goals for their academic achievement and post-secondary plans; all Ivy students are supported by staff in achieving their goals.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Teachers' behavior intervention plans</li> <li>• Ivy ABCs Awards ceremony each trimester</li> </ul>



Ivy students are engaged in an environment where high expectations for behavior and academics are the standard. Across the Ivy campus, all students are held accountable for meeting those high standards.

Ivy employs positive behavioral intervention to create an equitable disciplinary process. Teachers utilize intervention strategies that keep students in class, reinforce Ivy's philosophy and values, and minimize suspensions. Student conflicts are monitored and mediated by administration according to the tenets of restorative justice practices.

In 2017 Ivy HS revamped its advisory class. Every adult on campus, with the exception of office staff, meets twice a month with a small group of students (11-14) to build, develop and support positive relationships with students. During our advisory we deliver social/emotional lessons, establish Ivy ABC goals, and review progress toward meeting those goals.

All staff were trained prior to the 2017 school year on the concept of restorative justice and the use of circles in classes as a means of breaking down barriers between students which can lead to misunderstandings and conflicts.

All staff at Ivy are responsible for completing online training modules at the beginning of the year which address our role in mandated reporting and suicide awareness and prevention.

A nonprofit organization, Boys to Men, has worked with the Ivy staff since 2015 to provide mentoring services to our population of at-risk male or male-identifying students. The search for a similar mentoring service for female students is ongoing.

Small group discussion circles for at-risk female students were held on a regular basis prior to the 2015 school year when the counselor responsible for organizing these left the district. In more recent years efforts have been made to re-establish this program with counseling interns in the 2016-2017 and 2018-2019 school years. An outside organization called Women Wonder Writers will soon be brought in to fill this role on a, hopefully, more permanent basis.

- Student of the month program
- Staff meeting agendas
- Student surveys
- Graduation ceremony
- Graduation rates
- Classroom observations
- Syllabi for subjects
- Rubrics
- Boys to Men rosters

Students have open door access to all Ivy staff members to receive support on various needs and issues. Teachers are available after school and during prep periods. More extensive mental health needs can be referred to district resources.

Monthly staff meetings are utilized to discuss student needs and collaborate to ensure a rigorous curriculum. Two to three times each year, the staff meets to address concerns about students and brainstorm interventions and supports.

Ivy's Master Schedule offers a variety of options to support student achievement of academic standards.

Ivy teachers model professional behavior and encourage students to extend their growth in the personal/social areas.

Recent data from the California Healthy Kids Survey (CHKS) as well as internal surveying has shown that students feel strongly that Ivy teachers and staff provide an open and welcoming atmosphere where students can participate in their learning experiences with confidence. Students also felt that classroom environments focus on providing a place where they (students) feel valued, respected, and where they can achieve the necessary skills and gain information to succeed as students and members of the Ivy educational community.

Awards are given each trimester for students who have had perfect attendance (awards are given for each month). Awards are given each trimester for students who earn 25 credits or more, with a 2.0 GPA (Principal's Honor Roll) and for students who earn a 3.5 to 4.0, with 25 or more credits (Academic Excellence Honor Roll). We previously gave awards for students who earned 20-24 credits without a GPA standard, but we raised our level of expectation because so many students had met or exceeded those standards. We placed a GPA standard in order for a student to receive the award. By doing so, there has been a new emphasis on a higher standard of mastery instead of just passing a class with a D, and being rewarded for it.

#### **Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The entire school community has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Supporting Evidence
<p>The atmosphere at Ivy High School is nurturing and supportive. Nearly all students reported on the CHKS that teachers encourage them and offer them help in courses.</p> <p>Ivy students have indicated, both anecdotally and on the CHKS, that they feel more supported personally/emotionally at Ivy than in previous schools. A clear majority of students has reported on the CHKS that their overall experience at Ivy has been a positive one. CHKS data further indicated that the vast majority of Ivy students report the ability to speak with an adult at school about school/academic problems.</p> <p>Ivy's lower student-teacher ratio nurtures an atmosphere of partnership and respect between students and teachers.</p> <p>Students at Ivy have daily access to teachers, principal, counselor, and Ivy support staff. Access can happen during a wide variety of times: during classroom hours, passing times, nutrition break, before school, after school, at school functions, during field trips, during extracurricular activities, and outside of school hours via email, or texting and by phone calls and messages. The entire Ivy staff supports students who are coping with the myriad of academic, social and personal issues faced by our at-risk students.</p> <p>The Ivy staff is representative of different cultures, ages, and life experiences, offering students a diverse group of individuals with whom to interact and emulate.</p> <p>The atmosphere at Ivy provides a trusting and caring learning environment for students to achieve and thrive. It is the mutual admiration between the students and staff that permits a level of trust that highly impacts the addressing of Ivy students' critical academic and interpersonal needs.</p>	<ul style="list-style-type: none"> <li>• California Healthy Kids Survey (CHKS) data</li> <li>• Ivy High School student survey data</li> <li>• Informal student interviews by Ivy staff</li> <li>• Classroom observations</li> <li>• Number of students who stay at Ivy to graduate</li> <li>• Graduation rates</li> <li>• Support services</li> <li>• Student of the month program</li> <li>• Ivy school-wide learner outcomes</li> <li>• Counseling support</li> <li>• Back to school nights</li> <li>• Involvement in extracurricular activities</li> </ul>

**E3. Personal and Academic Student Support Criterion**

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

**Online Programs: iNACOL Standard N: Organizational Support:** A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

**Online Programs: iNACOL Standard O: Guidance Services:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

**Indicators with Prompts****Equitable Academic Support**

**E3.1. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.1. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>All students entering Ivy High School meet with the academic counselor to review their transcripts and test scores as they determine the best class schedule for that student. No student is denied access to any course that we offer.</p> <p>Students are admitted to Ivy High School on the basis of their need to recover credits in order to graduate on time. Although the student body at Ivy is demographically disproportionate to that of the district as a whole, this is not a function of Ivy's admittance procedures or policies.</p> <p>All students have access to A-G approved courses on Apex.</p> <p>FELA provides all students with additional opportunities for elective credits, college tours, and life skills taught by school staff as well as local community members and business people.</p>	<ul style="list-style-type: none"> <li>• Ivy master schedule</li> <li>• Student class schedules</li> <li>• Apex</li> <li>• FELA</li> </ul>

All teachers at Ivy offer students after-school support in the form of tutoring or mentoring. No student is denied access to these services.

### Multi-Tiered Support Strategies for Students

**E3.2. Indicator:** School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
<p>In the course of Advisory classes, students regularly engage in personalized goal-setting, including the identification of support systems which will enable the achievement of these goals.</p> <p>Student class schedules are created on an individual basis by our academic counselor based on credit needs of students and taking into account previous coursework and assessments.</p> <p>In 2017 Ivy HS revamped its advisory class. Every adult on campus, with the exception of office staff, meets twice a month with a small group of students (11-14) to build, develop and support positive relationships with students. During our advisory we deliver social/emotional lessons, establish Ivy ABC goals, and review progress toward meeting those goals.</p> <p>Students, in Advisory, complete credit checks to ensure that they are enrolled in the classes that they need. When this is not the case, students are welcome to meet with our counselor to amend their schedules.</p> <p>Students in need of academic intervention are identified by teachers in faculty meetings and supported, progressively, with parental contacts, consultation with the principal, participation in SST meetings, after-school tutoring, schedule changes when necessary, or identification for special education testing when appropriate.</p>	<ul style="list-style-type: none"> <li>• Advisory goal-setting</li> <li>• Advisory agendas</li> <li>• Master schedules</li> <li>• Individual student schedules</li> <li>• Advisory credit check graphic organizer</li> <li>• Counselor meeting request slips</li> <li>• SST meetings</li> <li>• IEPs</li> </ul>

Students with IEPs have access to additional resources in the form of our Resource teacher, the study skills classes at the beginning of the day, and other resources available through the district, when necessary.

**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>Students, upon enrolling at Ivy, meet with our academic counselor to determine the best class schedule that will meet their credit needs for graduation; this includes scheduling Apex classes and informing students of the opportunity to earn additional credits through completion of Apex courses.</p> <p>Students in Apex classes are monitored in terms of meeting the deadlines for units and courses; students who are not meeting deadlines are counseled or identified for SST meetings with their families</p> <p>Due to a limited number of Apex licenses available for our school, students in the Learning Center after school program who are not meeting deadlines for courses may be dropped to make room for another student to take a class on Apex</p>	<ul style="list-style-type: none"> <li>• Ivy master schedule</li> <li>• Apex deadlines</li> <li>• Orientation agenda</li> </ul>

### Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

**E3.3. Indicator:** The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

**E3.3. Prompt:** *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
<p>Indicators of student success and achievement, like daily attendance, graduation rates, progress of credit recovery for active students, and GPAs are used as indicators of the effectiveness of school support systems.</p> <p>Faculty and administration, in regular meetings, use these indicators as the basis for ongoing discussions about the efficacy of these systems and the opportunity to revise or replace them.</p> <p>In 2017 Ivy HS revamped its advisory class. Every adult on campus, with the exception of office staff, meets twice a</p>	<ul style="list-style-type: none"> <li>• Faculty meeting agendas and notes</li> <li>• Student Survey data</li> <li>• Advisory Calendar</li> </ul>

month with a small group of students (11-14) to build, develop and support positive relationships with students. During our advisory we deliver social/emotional lessons, establish Ivy ABC goals, and review progress toward meeting those goals.

Likewise, student surveys, as mentioned previously, provide insight into the impact of these support systems on student well-being.

**E3.3. Additional Online Instruction Prompt:** *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet.*

Findings	Supporting Evidence
Ivy students who take Apex during the school day or as part of the after school program have access to a regular classroom teacher who is in the room every day to help monitor their progress and support them in their coursework.	<ul style="list-style-type: none"> <li>Ivy master schedule</li> </ul>

#### Co-Curricular Activities

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

**E3.4. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Students all have access to co-curricular activities primarily through Tiger Territory (formerly ASSETS). Activities include: Cooking Class, Physical Education, Kid Fit Athletic Programs, Driver's Education, ASB activities, Learning Center Apex classes.</p> <p>While some of these programs are directly tied to academic standards, like Learning Center, others are enrichment activities that support Ivy's schoolwide learner outcomes of accountable citizenship (such as the sportsmanship learned in extracurricular sports) and self-directed learning (like when students in cooking class elect to try an unfamiliar recipe or cuisine).</p> <p>Our after-school program coordinator is responsible for collecting daily attendance, ensuring that we meet the requirement of participation to maintain funding for the</p>	<ul style="list-style-type: none"> <li>Tiger Territory classes</li> <li>Participation data</li> <li>Kid Fit basketball, soccer, and softball teams</li> <li>Ivy Blood Drive</li> <li>Ivy Thanksgiving Feast</li> </ul>

<p>program, and increasing attendance through the creative use of incentives for after-school participants.</p> <p>Surveys have been conducted to determine student interest in specific programs and, in past years, outside organizations and volunteers have helped to increase the range of options for our students, from guitar classes here at Ivy to a variety of art classes at the local Fallbrook Art Center.</p> <p>In addition to these programs, students have the opportunity to participate in co-curricular activities like the Thanksgiving Feast and Ivy Blood Drive. Helping to organize and volunteering to work in service of these events supports our expected learner outcomes for students.</p>	
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**E3.5. Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Ivy doesn't offer any online-only instruction; students who take Apex classes are regular Ivy students and are therefore included in all school activities and programs.	<ul style="list-style-type: none"> <li>n/a</li> </ul>



## **ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified major student learner needs)**

Ivy High School's greatest strength and support for students' personal and academic growth is the positive and trusting relationships between staff and students. Facilitated by smaller class sizes and a staff that shares a belief in our students' inherent value and academic capabilities, Ivy is able to provide students, by and large, with a far more positive experience than they have had in previous schools. Anecdotal evidence supports this contention, as well as the data gathered by surveying. We have found that, as connections between individual students and our staff are nurtured, student academic performance, behavior, and attendance will all show improvement over time. For what is considered an at-risk and largely low-income population of students, these personal connections, along with the feeling that school staff believe in and support them, are critical aspects of our mission to enable academic, as well as social and emotional, growth. The climate at Ivy fosters an open and honest exchange of ideas, and provides opportunities for students and staff to share experiences in an accepting, supportive, and non-judgmental environment.

Among the challenges that remain is the high mobility of Ivy's student body and the limited resources that are available to us as a smaller school. New students join Ivy approximately every six weeks throughout the year, and our staff is therefore tasked daily with the responsibility of reaching out, bonding, and engaging newer students who traditionally may not have felt a close connection to their schools or who may have lost trust in the education system in general. We strive to offer a positive and emotionally supportive learning experience to all our students and the sooner we are able to achieve this for new students, the better. As mentioned, another ongoing struggle for our school is the reliable procurement of funding for mental health professionals on campus to address ongoing and acute crises that students may be experiencing. The Boys to Men organization has worked with us since the 2016 school year, meeting with and mentoring groups of male students. After years of searching for a similar organization to mentor our female students, plans were made this year to bring in Women Wonder Writers in the Spring. This should bolster our ability to address the social-emotional needs of all of our students. In addition, a social worker will begin working on campus in the Spring to address, on a more individual basis, the needs of students and families. While the culture at Ivy, overall, would be accurately described as positive and supportive, and behavioral issues stemming from student conflicts are notably minimal, another struggle that we have is to

encourage students to monitor their language and curtail the use of casual profanity. While harsh disciplinary approaches would not be appropriate in this regard, redirection and intervention by staff and teachers does seem to have incremental effect on changing these linguistic habits.

Overall, the school culture at Ivy is an undeniable strength which supports students' academic and personal growth and enables them, in many cases, to literally turn their lives around and forge a new path that will lead them into the post-secondary educational and career fields that they may not have considered, in the past, to be options for them. With that said, the academic growth that we see in terms of GPA and credit acquisition are not as strongly reflected in standardized test scores. Thus, there is still a need to more closely tie our culture into academic achievement, which we have made an effort to do in recent years by emphasizing the "ABCs of Ivy" in awards ceremonies and student celebrations posted throughout campus.

**Prioritize the strengths and areas for growth for Category E.**

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- Positive, supportive, and trusting bonds exist between students and staff.
- A safe, welcoming culture and facility is provided that nurtures student learning and success
- Individualized supports are provided to address student issues rather than a one-size fits all philosophy.
- A comprehensive system of individual student support both on and off campus ensures that students do not "fall between the cracks."
- Students are celebrated for their individual successes or contributions to overall school culture via awards ceremonies, social media postings, and bulletins on school campus.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- Continue efforts to maintain and expand parent and community involvement to support student achievement and success.
- Ensure that students who transfer in throughout the year are immediately connected with support services such as our advisory classes and the Boys to Men and Women Wonder Writers mentoring organizations.
- Work with FUHSD to explore additional funding for expanding counseling and career support services for students.
- Increase partnerships with local businesses and community organizations to build on those relationships to help provide Ivy students with more real-world educational opportunities, jobs and resources.

## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- Efforts should be renewed to try to establish access for Ivy students to CTE Pathway classes offered at Fallbrook High School, most likely during the 6th period. This will require coordination of administration and counseling departments at both schools.
- Continue to coordinate with FHS on the administration of IABs , with increased instructional focus on the “Reading Informational Text” standard for English, which can be instructed across all subject areas. Teachers will take this IAB themselves prior to administering this benchmark to students
- The opportunities for Ivy students to take different electives should be increased, including a 3rd year math class in anticipation of the upcoming three year math requirement for graduation.
- Explore more opportunities for collaborative planning between teachers of different subject areas, increasing the relevance of cross-curricular connections for students.
- Continue to use Advisory class as an opportunity for both students and staff to establish and monitor progress toward attendance, behavior, and credit recovery goals, as well as generally monitoring student progress toward graduation.
- Expand opportunities for students to focus on social-emotional growth through advisory and mentoring programs like the Boys to Men organization and Women Wonders which will serve our female students.

# **Chapter IV: Summary from Analysis Of Identified Major Student Learning Needs**

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

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

Develop a programmatic approach to increasing attendance and graduation rates.

Aligns with district LCAP Goal #1: Improve engagement of all students and families

Though school climate surveys indicate strong engagement on the part of students as it relates to their experience and sense of well-being at our school, this has not correlated to an increase in attendance and graduation rates, which have fluctuated over the years due, in part, to the lack of a programmatic approach to maintaining these at high levels. Throughout the turnover in administration over the last several years different approaches have been implemented and subsequently abandoned or replaced.

This is evident in the data from the 2016-2017 school year, which was the first under a new administrator after Ivy's long-term principal left the position. The approach to addressing truancy and keeping students on track to graduate during those years, which was largely personality-driven and based on student and parent outreach, was largely lost in the 2016-2017 school year, and is among the factors which led to a sharp increase in the number of truancy incidents that year, as well as the historically low graduation rate of 51.8%, with many students returning the next year as fifth year seniors because they did not finish their graduation requirements. The next two years saw some stability in administration and both metrics subsequently began to show a return to more acceptable levels.

While fluctuations in data are to be expected at a continuation high school given the somewhat more transitory nature of the student population and the manner in which data is collected by the state, the staff recognizes a pressing need to avoid such extreme fluctuations in the future and, as such, has been committed in the last few years to developing more systemic approaches which will produce more consistent outcomes.

Among these approaches has been the commitment to increasing the frequency of Advisory classes and using these as an opportunity not just to celebrate students successes but to build a foundation for future achievement through an increased emphasis on reflection and goal-setting related to the Ivy A-B-C's.

Through our designation as a school under CSI we have also had the opportunity to

devote a full-time position for data analysis and student outreach. Through this analysis a strong correlation was found between students maintaining an 85% attendance rate and graduating with their four-year cohort. This 85% mark has become the basis for both goal-setting in Advisory as well as student outreach and interventions.

Likewise, as a result of the empathy interviews conducted by our CSI coordinator with students, it was determined that family obligations involving other school-age children were largely contributing to first-period tardies and trancies. Subsequently, the staff and administration developed a plan to shift our bell schedule so that first period could start at 8:00 am rather than 7:40. After conducting surveys with students and parents related to this potential change, we were able to make the adjustment beginning in January, and are optimistic that we will see an improvement in attendance as a result.

Finally, recognizing that mental health and social factors can play a part in school engagement, attendance, and therefore graduation, efforts are being made to expand the range of mentoring and counseling services that we are able to offer to students. Though the Boys to Men organization has been providing mentoring service to young male-identifying students for years, no comparable organization for young women had been identified until this year, when a diligent search found the organization Women Wonders Writers, which will be contracted to provide such a service to the school beginning in the Spring. Likewise, though the school has inconsistently had a part-time counseling intern on campus to help address student mental-health needs, this position has been unfilled for some time. Plans are in place this year to bring a social worker on campus both to address those students' needs as well as to work more closely with families and students who are struggling with chronic truancy.

Altogether, these approaches should provide a more consistent foundation upon which to maintain and improve acceptable attendance and graduation rates.

Expand and improve existing programs for students to participate in college and career readiness pathways.

Aligns with district LCAP Goal #2: Prepare all students for college and career including 21st Century Skills

Ivy High School has always made a concerted effort to provide students with college and career guidance, including high-quality standards-based classroom instruction, our academic counselor's tireless efforts to connect students with resources, the annual College and Career Fair hosted on campus, and the college visits and guest speakers

that have been a part of our English 12 “What’s Next?” unit. With that said, the school has been limited in our ability to provide students with access to the CTE pathways and a range of courses that are used as the metric for college and career readiness. This was a point of emphasis in both the 2014 and 2017 WASC visits, with the latter making a clear recommendation that Ivy students should have the opportunity to take advantage of CTE courses available at Fallbrook High School.

Historically, this had once been the case in the district, but unfortunately this program was discontinued long ago due to logistical issues in scheduling. To restart a coordinated enrollment initiative like that between the two schools will require a commitment and level of cooperation that has, in the past several years, been stymied by a high-rate of turnover in the administration of both schools as well as in the counseling department of FHS. One positive development is that Ivy has, since 2016-2017, been successful in advocating for students who had previously been enrolled, and successful, in some of these programs at FHS to continue once they transferred to Ivy. Students at Ivy have been able to participate in Woodshop classes and the JROTC program, for example. These opportunities have not been extended to the whole of our student body, however, though this remains a goal of ours, to the extent that it is possible, given that Ivy and FHS have different bell schedules, academic calendars, and student information systems for scheduling classes. Efforts are being made to find a solution to these obstacles so that our students will have full access to a wider range of academic and technical programs than we are able to offer as a small school.

Regarding those college and career pathways that we are able to offer here on our campus, the lapse in articulation between our Photography classes and Palomar College has had a noticeable effect in that students were no longer able to earn college credit for their participation in that course. As that was the only class offered during the school day that counted as dual-enrollment, the percentage of students who met the definition of being “Prepared” for College and Career has declined from 8.4% to 1.5%. While Fallbrook Union High School District has offered dual enrollment courses in the early evening which are accessible to Ivy students, the number of our students who have participated in those courses is low.

Among the efforts that have been undertaken to address these issues is the renewal of the application to articulate Photography with Palomar College once again, which was approved at the end of 2019, as well as an increased emphasis, through Advisory class announcements, on the benefits of participating in the FUHSD dual-enrollment program. A system for gathering data on the number of participants from Ivy in this program should also be developed.

Another initiative that will be undertaken in coming years is the expansion of A-G

course offerings and electives, in conjunction with an impending district initiative to increase the mathematics graduation requirement to three years. We are exploring options for math classes like Financial Literacy which will be of benefit to our students as they explore potential careers.

In addition to these more traditional course offerings, Ivy has explored other avenues by which we can offer students college and career readiness opportunities. In recent years FUHSD has been able to give all 11th graders the opportunity to participate in the PSAT exam and Ivy has been able to offer CPR and Food Handler's Safety training on Saturdays. In the 2019-2020 school year these concepts were merged as Ivy had a day devoted to college and career preparation, as 10th and 12th graders had the option to complete CPR, Food Handler's Safety, and OSHA safety training courses at the same time that 11th graders were taking the PSAT test. This innovative program is something that will be continued in the future.

Implement a schoolwide instructional focus which will improve academic achievement as measured by performance data.

Aligns with district LCAP Goal #3: All students will demonstrate proficiency of state content standards including Common Core, English Language Development, and Next Generation Science.

The goal of our school, as with all continuation high schools, is not just that our students recover credits and graduate, but that they will be academically proficient in all content areas. As such, standardized testing data is an important metric to guide our practices. While continuation high schools traditionally see fluctuations in data from year to year, Ivy High School's scores on Smarter Balanced Assessments in Math and ELA are not where we would like them to be. Over the last five years, the percentage of students who have met or exceeded ELA standards has ranged from 22-34%, while the percentage of students who are nearly meeting the standard in Mathematics has been between 2-20%. There are significant factors affecting these scores, including the fact that, these tests are only administered to 11th graders and are representative of three years of high school instruction. Ivy students typically enroll as 11th graders and obviously do not receive three years of instruction at our school. Nonetheless, we are in a position to help students make significant strides in their academic proficiency, and we are committed to improving in this regard.

The district has been engaged, for the past three years, in a professional development cycle that has included Common Core State Standards training with an emphasis on increasing rigor and leveraging Depth of Knowledge in classroom instruction. Student



to Student Interaction (S2SI) has also been a focus of professional development, with the intent that constructive conversations about coursework will lead to deeper understanding. Finally, with the inception of the 1:1 chromebook initiative, teachers were trained on incorporating technology into their classrooms and facilitating S2SI in innovative ways using this technology. Ivy teachers have been active and enthusiastic participants in this work and continue to use these teaching practices in their classrooms.

In a more specific effort to address academic performance, the staff at Ivy has committed to adopting an instructional focus on “Reading Informational Text,” a critical ELA standard which also permeates every other subject area, significantly Math and Science. All teachers will focus on reading comprehension in their classes and all students will be administered benchmark assessments (IABs) at different points throughout the year. The data from these benchmarks will be used to help us refine our teaching practices and ensure that students are being given the best chance to succeed on the battery of assessments that measure their academic proficiency.

# **Chapter V: Schoolwide Action Plan**

## Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

**SPSA Goal #1:** To have students attend school 80% or more throughout the year.

**LEA/LCAP Goal:** Improve engagement of all students and families.

### Identified Need:

Ivy High School students have struggles with attendance. Although approximately 80% of students on average attend every day, only 22% of students attend school 96% of the time or more. When students do not attend, they fall further and further behind. We know that we need to identify the reason for Ivy's attendance struggles so that we can implement an appropriate intervention to support our students and our families. We currently have a temporary CSI Coordinator to assist in the root cause analysis and implementation of a research based intervention. These measures on attendance and truancy. This coordinator position is currently paid through our CSI Funding.

### Annual Measurable Outcomes

Metric/Indicator:	Baseline/Actual Outcome:	Expected Outcome:
To have students attend school 80% or more throughout the year.	Only 22% of the students attended school 96% of the time.	Our goal is to have 30% of the students attend school 96% of the time for the year 2019-2020.

**Strategy:**

- 1.1) Continue providing a small learning community/environment model at Ivy High School to accommodate student academic and behavioral needs.
- 1.2) Promote and foster a better sense of belonging/mentoring between students and adults, individualized 1 to 1 engagement and support.
- 1.3) Possibility of changing start times
- 1.4) Bring in Social Worker to address the needs identified through CSI.
- 1.5) Continue data analysis and program implementation and review through CSI

**Additional Strategies:**

- Continue to use twice-monthly Advisory meetings to set attendance and credit recovery goals.
- Continue to recognize perfect attendance through weekly “Early Lunch Passes” and trimesterly awards.
- Continue to work with students experiencing financial hardship to secure access to bus passes.
- Conduct empathy interviews to determine causes of truancy and tardiness.
- Survey students and parents to assess benefits of potential changes to bell schedule.
- Adjust “Regular Start” bell schedule so that first period begins at 8:00 am instead of 7:40am.

**SPSA Goal #2:** Increase proficiency on the ELA common core standards.

**LEA/LCAP Goal:** All students will demonstrate proficiency of state content standards including Common Core, English Language Development, and Next Generation Science.

**Identified Need:**

Students have poor scores and GPA scores on ELA in SBAC. Due to CSI root cause analysis we have identified that Ivy students need a small learning environment to meet social and emotional needs.

**Annual Measurable Outcomes**

**Metric/Indicator:**

ELA Reading and Writing-In 2018-2019 the overall student achievement on CAASPP was well below average.

**Baseline/Actual Outcome:**

The actual outcome for 2018-2019 was 12.5% of students who met the standard for the CAASPP in ELA.

**Expected Outcome:**

The goal for 2019-2020 is that 15% of students will meet the standards for the for ELA portion of the CAASPP

**Strategy:**

2.1 Add a section to decrease class size.

2.2 Identify any literacy support programs that can be implemented for all students.

**Additional Strategies:**

- Continue to use S2SI teaching strategies to help students develop language, communication, and critical thinking skills.
- Continue to use chromebooks in class to bolster literacy skills and technology proficiencies.
- Emphasize “Reading Informational Text” standard across subject areas

- Implement regular administration of “Reading Informational Text” IABs
- Analyze data from IABs as a staff and use this data to monitor and adjust instructional practices throughout the year.

**SPSA Goal #3:** Increase opportunities for A-G Readiness at Ivy High School and provide students with College and Career planning opportunities.

**LEA/LCAP Goal:** Prepare all students for College and Career Including 21st Century Skills.

**Identified Need:**

Ivy High School students are identified as not ready on the College and Career Readiness Dashboard Indicator due to low SBAC scores in ELA and math, low GPAs, and lack of access to A-G courses.

**Annual Measurable Outcomes:**

**Metric/Indicator:**

To increase opportunities for A-G readiness and CTE courses for students at IVY High School.

**Baseline/Actual Outcome:**

Our actual outcome was that there are currently limited opportunities for A-G or CTE courses on our campus.

**Expected Outcome:**

To develop a plan we will provide for either/or A-G or CTE opportunities to be at IVY High School.

**Strategy:**

3.1. Do research and initiate collaboration with teachers to identify A-G math classes that would support Ivy High School students and provide opportunities for A-G Courses.

3.2. Setting goals with a career and college counselor.

**Additional Strategies:**

- Continue to emphasize College and Career planning in English 12 and Consumer Economics.
- Continue to use Advisory classes as an avenue for College and Career planning.
- Explore opportunities to expand access for Ivy students to CTE classes at FHS.
- Renew articulation of Digital Photography classes with Palomar College.
- Encourage more students to attend Dual Enrollment classes offered at FHS.
- Collect data on students in Dual Enrollment classes.

## Appendices:

Table of Contents for Appendix (included below)

Pg. 200	Campus Map
Pg. 201	New Bell Schedule
Pg. 202	Graduation Requirements
Pg. 203-204	Master Schedule
Pg. 205	Advisory Calendar
Pg. 206	Three Year Grade Comparison
Pg. 207-208	Examples of Rubrics
Pg. 209-210	Spring 2020 Dual Enrollment Brochure
Pg. 211	Spring 2020 Fallbrook Extended Learning Academy (FELA) Brochure

Table of Contents for Digital Appendix

- A. [Local Control and Accountability Plan \(LCAP\)](#): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link
- B. [Single Plan for Student Achievement \(SPSA\)](#)
- C. [California Healthy Kids Survey](#)
- D. Digital copies of items included in physical appendix

Information Accessible Online

- . [UC a–g approved course list](#):  
<https://hs-articulation.ucop.edu/agcourselist/institution/1865;academicYearId=23>
- . [California School Dashboard performance indicators](#)  
<https://www.caschooldashboard.org/reports/37681223732195/2019>
- . [School accountability report card \(SARC\)](#)  
<https://sarconline.org/SarcPdfs/10/37681223732195.pdf>





## 2019–2020 Ivy High School



### Regular Day Schedule

	Period 1	Period 2	Period 3	Nutrition	Period 4	Period 5
Late Start Monday	8:40-9:29 49 min	9:31-10:20 49 min	10:22-11:11 49 min	11:11-11:34 23 min	11:36-12:25 49 min	12:27-1:16 49 min

	Period 1	Period 2	Period 3	Nutrition	Period 4	Period 5
Tuesday - Friday	8:00- 8:58 58 min	9:00-9:58 58 min	10:00-10:58 58 min	10:58-11:21 23 min	11:23-12:21 58 min	12:23-1:21 58 min

### Advisory Schedule

Period 1	Period 2	Advisory	Period 3	Nutrition	Period 4	Period 5
8:00-8:53 53 min	8:55-9:46 51 min	9:48-10:18 30 min	10:20-11:11 51 min	11:11-11:34 23 min	11:36-12:27 51 min	12:29-1:21 51 min

### Alternate Schedule

No late Start Monday weeks of: 5/4/2020, 5/11/2020, 5/18/2020, 6/1/2020

	Period 1	Period 2	Period 3	Nutrition	Period 4	Period 5
Monday - Friday	8:00-8:57 57 min	8:59-9:55 56 min	9:57-10:53 56 min	10:53- 11:16 23 min	11:18- 12:14 56 min	12:16-1:12 56 min

### Minimum Day Schedule

Minimum days: 12/17/2019, 12/18/2019, 12/19/2019, 2/27/2020, 6/01/2020, 6/02/2020, 6/03/2020

Period 1	Period 2	Period 3	Nutrition	Period 4	Period 5
8:00-8:47 47 min	8:49-9:34 45 min	9:36-10:21 45 min	10:21-10:46 25 min	10:48-11:33 45 min	11:35-12:20 45 min

## IVY High School

### Graduation Requirements

ENGLISH	4 years	40 credits
<b>SOCIAL SCIENCE:</b> World History (1), United States History (1), 1-semester of American Government (1/2) and 1-semester of Economics (1/2)	3 years	30 credits
MATHEMATICS	2 years Must pass <u>Algebra I</u> (1) and <u>Geometry</u> (1) OR Integ Math I & Math II	20 credits
SCIENCE	2 years [ Biological Science (1) and Physical Science (1) ]	20 credits
FINE ARTS <u>OR</u> WORLD LANGUAGE	1 year	10 credits
PHYSICAL EDUCATION	2 years	20 credits]
ELECTIVES (Health embedded in FUHS class or Health class for 5 credits)	7 years	70 credits
TOTAL CREDITS REQUIRED		<b>210</b>
Students are also be required to Complete 40 hours of Community Service.		

**If you have any questions please contact Hector E. Barraza***Counselor for Ivy HS* at (760) 723-6395, x4104 or through E-mail at [hbarraza@fuhdsd.net](mailto:hbarraza@fuhdsd.net)

Ivy High School

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2019-2020

MASTER SCHEDULE BY TEACHER and PERIOD

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	Gn	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Hp	T/A
111	1	2	MTWTF	22001	English 10 NCP	E	3	Boice, Cory	6	5.0	9	12	35	24	16 66.7	8	33.3	0	0.0					
212	2	2	MTWTF	23001	English 11 NCP	E	3	Boice, Cory		5.0	9	12	35	22	16 72.7	6	27.3	0	0.0					
309	3	2	MTWTF	23001	English 11 NCP	E	3	Boice, Cory		5.0	9	12	35	19	12 63.2	7	36.8	0	0.0					
131	4	2	MTWTF	24102	ERWC	E	3	Boice, Cory	6	5.0	9	12	35	20	13 65.0	7	35.0	0	0.0					
137	5	2	MTWTF	24102	ERWC	E	3	Boice, Cory	6	5.0	9	12	35	21	13 61.9	8	38.1	0	0.0					
Totals:			Seats: 175		Students: 106		Class Average: 21.2			Boys: 70			Pct: 66.0			Girls: 36		Pct: 34.0		Other: 0		Pct: 0.0		
117	1	2	MTWTF	70401	Learning Strtg	N	991	Camacho Martin	8	5.0	9	12	35	4	3 75.0	1	25.0	0	0.0					
122	5	2	MTWTF	70401	Learning Strtg	N	991	Camacho Martin	8	5.0	9	12	35	3	2 66.7	1	33.3	0	0.0					
Totals:			Seats: 70		Students: 7		Class Average: 7.0			Boys: 5			Pct: 71.4			Girls: 2		Pct: 28.6		Other: 0		Pct: 0.0		
147	1	2	MTWTF	74020	School Service			157 Gage Kim		5.0	9	12	35	0	0	0	0						Y	
214	2	2	MTWTF	74020	School Service			157 Gage Kim		5.0	9	12	35	3	1 33.3	2	66.7	0	0.0				Y	
311	3	2	MTWTF	74020	School Service			157 Gage Kim		0.0	9	12	35	0	0	0	0						Y	
411	4	2	MTWTF	74020	School Service			157 Gage Kim		5.0	9	12	35	0	0	0	0						Y	
141	5	2	MTWTF	82001	Phys Ed	P		157 Gage Kim	5	5.0	9	12	35	21	17 81.0	4	19.0	0	0.0					
Totals:			Seats: 175		Students: 24		Class Average: 12.0			Boys: 18			Pct: 75.0			Girls: 6		Pct: 25.0		Other: 0		Pct: 0.0		
116	1	2	MTWTF	72011	Consumer Educat	O	846	Keener Greg	3	5.0	9	12	30	0	0	0	0							
112	1	2	MTWTF	72011	Consumer Educat	O	846	Keener Greg	3	5.0	9	12	35	25	17 68.0	8	32.0	0	0.0					
213	2	2	MTWTF	31101	Algebra I	M	846	Keener Greg		5.0	9	12	35	10	6 60.0	4	40.0	0	0.0					
121	2	2	MTWTF	31111	Int Math 1	M	846	Keener Greg	3	5.0	9	11	30	2	2 100.0	0	0.0	0	0.0					
129	3	2	MTWTF	32101	Geometry	M	846	Keener Greg	3	5.0	9	12	35	21	18 85.7	3	14.3	0	0.0					
135	4	2	MTWTF	31111	Int Math 1	M	846	Keener Greg	3	5.0	9	12	35	9	6 66.7	3	33.3	0	0.0					
512	5	2	MTWTF	32111	Int Math 2	M	846	Keener Greg		5.0	9	12	35	14	9 64.3	5	35.7	0	0.0					
Totals:			Seats: 235		Students: 81		Class Average: 11.6			Boys: 58			Pct: 71.6			Girls: 23		Pct: 28.4		Other: 0		Pct: 0.0		
125	1	2	MTWTF	21001	English 9 NCP	E	6	Ryan Sheri	4	5.0	9	12	35	4	2 50.0	2	50.0	0	0.0					
126	1	2	MTWTF	70725	Gen Elect NCP	O	6	Ryan Sheri	4	5.0	9	12	35	3	2 66.7	1	33.3	0	0.0					
127	1	2	MTWTF	71011	Health	J	6	Ryan Sheri	4	5.0	9	12	35	2	2 100.0	0	0.0	0	0.0					

## Ivy High School

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## MASTER SCHEDULE BY TEACHER and PERIOD

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	Gn	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Hp	T/A
119	2		2	MTWTF	72009	A	6	Ryan Sheri	4	5.0		9	12	35	16	10 62.5	6 37.5	0 0.0						
113	3		2	MTWTF	42001	R	6	Ryan Sheri	4	5.0		9	12	35	10	6 60.0	4 40.0	0 0.0						
114	3		2	MTWTF	41001	Q	6	Ryan Sheri	4	5.0		9	12	35	13	7 53.8	6 46.2	0 0.0						
132	4		2	MTWTF	41001	Q	6	Ryan Sheri	4	5.0		9	12	35	16	12 75.0	4 25.0	0 0.0						
133	4		2	MTWTF	42001	R	6	Ryan Sheri	4	5.0		9	12	35	10	7 70.0	3 30.0	0 0.0						
138	5		2	MTWTF	70725	O	6	Ryan Sheri	4	5.0		9	12	35	5	4 80.0	1 20.0	0 0.0						
139	5		2	MTWTF	21001	E	6	Ryan Sheri	4	5.0		9	12	35	1	0 0.0	1 100.0	0 0.0						
140	5		2	MTWTF	71011	J	6	Ryan Sheri	4	5.0		9	12	35	1	0 0.0	1 100.0	0 0.0						
<b>Totals:</b>			<b>Seats: 385</b>		<b>Students: 81</b>		<b>Class Average: 7.4</b>			<b>Boys: 52</b>		<b>Pct: 64.2</b>		<b>Girls: 29</b>		<b>Pct: 35.8</b>		<b>Other: 0</b>		<b>Pct: 0.0</b>				
143	1		2	MTWTF	70725	O	1	Smith Dana	7	5.0		9	12	35	9	5 55.6	4 44.4	0 0.0						
144	1		2	MTWTF	21001	E	1	Smith Dana	4	5.0		9	12	35	2	2 100.0	0 0.0	0 0.0						
145	1		2	MTWTF	71011	J	1	Smith Dana	4	5.0		9	12	35	0	0 0.0	0 0.0	0 0.0						
110	2		2	MTWTF	60101	F	1	Smith Dana	7	5.0		9	12	35	21	13 61.9	8 38.1	0 0.0						
211	3		2	MTWTF	71013	S	1	Smith Dana	4	5.0		9	12	35	7	4 57.1	3 42.9	0 0.0						
130	4		2	MTWTF	60101	F	1	Smith Dana	7	5.0		9	12	35	20	14 70.0	6 30.0	0 0.0						
136	5		2	MTWTF	72004	V	1	Smith Dana	7	5.0		9	12	35	10	5 50.0	5 50.0	0 0.0						
<b>Totals:</b>			<b>Seats: 245</b>		<b>Students: 69</b>		<b>Class Average: 11.5</b>			<b>Boys: 43</b>		<b>Pct: 62.3</b>		<b>Girls: 26</b>		<b>Pct: 37.7</b>		<b>Other: 0</b>		<b>Pct: 0.0</b>				
146	1		2	MTWTF	13001	S	836	Walker Kelly	2	5.0		9	12	35	15	11 73.3	4 26.7	0 0.0						
120	2		2	MTWTF	12001	S	836	Walker Kelly	2	5.0		9	12	35	15	12 80.0	3 20.0	0 0.0						
128	3		2	MTWTF	14001	S	836	Walker Kelly	2	5.0		9	12	35	21	13 61.9	8 38.1	0 0.0						
410	4		2	MTWTF	14002	S	836	Walker Kelly	2	5.0		9	12	35	16	8 50.0	8 50.0	0 0.0						
142	5		2	MTWTF	13001	S	836	Walker Kelly	2	5.0		9	12	35	15	10 66.7	5 33.3	0 0.0						
<b>Totals:</b>			<b>Seats: 175</b>		<b>Students: 82</b>		<b>Class Average: 16.4</b>			<b>Boys: 54</b>		<b>Pct: 65.9</b>		<b>Girls: 28</b>		<b>Pct: 34.1</b>		<b>Other: 0</b>		<b>Pct: 0.0</b>				

**Ivy High School 2019-20 Advisory (Approximately every other Thursday)**

<b>Date:</b>	<b>Activity:</b>
Sept 5	Norms/Getting to know you - "2 truths and a lie"
Sept 19	Personal/Academic Goal Setting
Oct 3	Grad Status Review - 6 wk progress report and review - Are you on the right track to achieving your trimester goals?
Oct 17	Field Days
Oct 31	Personal/Academic Goal Reflection/Conversations
Nov 14	Grad Status Review
Nov 21	Thanksgiving
Dec 5	1st Trimester Awards ceremony - Celebrate Ivy A,B,C's
Jan 9	Revised Goals
Jan 23	Social/Emotional Learning
Feb 6	Motivational Speaker/Film/Activity?
Mar 5	2nd Trimester Awards ceremony - Celebrate Ivy A,B,C's
Mar 19	Credit Check (New Students, 3rd Trimester)
Apr 2	Goals/Reflection
Apr 16	CAASPP Preparation??
Apr 30	
May 14	Summer Camp Apps/ Final Credit Check
May 28	Personal Goal Reflection/Conversations

**IVY Lunch is 10:51-11:14 on Advisory Days.**

	2017 Tri 1			2018 Tri 1			2019 Tri 1		
Grade	# of Stu	% of Stu		# of Stu	% of Stu		# of Stu	% of Stu	
A+	6	1.08%	15.59%	8	1.74%	15.22%	12	2.84%	13.48%
A	54	9.68%	A	42	9.13%	A	29	6.86%	A
A-	27	4.84%		20	4.35%		16	3.78%	
B+	15	2.69%	20.25%	7	1.52%	16.74%	14	3.31%	28.61%
B	68	12.19%	B	40	8.70%	B	62	14.66%	B
B-	30	5.38%		30	6.52%		45	10.64%	
C+	30	5.38%	28.85%	24	5.22%	33.70%	14	3.31%	31.91%
C	78	13.98%	C	57	12.39%	C	75	17.73%	C
C-	53	9.50%		74	16.09%		46	10.87%	
D+	15	2.69%	18.64%	6	1.30%	16.74%	5	1.18%	13.24%
D	56	10.04%	D	41	8.91%	D	25	5.91%	D
D-	33	5.91%		30	6.52%		26	6.15%	
F	57	10.22%	16.67%	58	12.61%	17.61%	49	11.58%	12.77%
NM	36	6.45%	F/NM	23	5.00%	F/NM	5	1.18%	F/NM
	558			460			423		
		A-C	64.70%			65.65%			74.00%
		D-F/NM	35.30%			34.35%			26.00%
	The A-C % raised by 9.3%								
	The D-F/NM % dropped by 9.3%.								
	The F/NM % dropped by 3.9%.								



<b>Rubric for Academic Language Use in Group Discussion</b>			
	<b>Inadequate</b>	<b>Proficient</b>	<b>Strong</b>
<b>Collaborative Discussion</b>	Does not participate in discussions or participates only occasionally; seldom includes others in discussion.	Participates in discussions; sometimes includes others in discussion.	Initiates and participates in discussions in groups; reaches out to include others in discussion.
<b>Listening</b>	Does not listen carefully to what others say; may not understand what others have said.	Listens to what is said and occasionally refers to the ideas of others	Listens carefully to what is said and regularly refers to the ideas of others.
<b>Evidence</b>	Offers little evidence from either own experience or texts.	Draws on own experience; occasionally refers to texts for evidence.	Draws appropriately on own experience; regularly refers to texts for evidence.
<b>Questioning</b>	Seldom asks or responds to questions.	Asks questions to clarify understanding; responds briefly to questions.	Asks questions about the evidence and reasoning of others; responds fully to questions.
<b>Vocabulary and Syntax</b>	Does not try to use academic sentence starters, new vocabulary, or even simple sentence structures.	Attempts to use a limited number of academic sentence starters, new vocabulary, and sentence structures.	Attempts to use a range of academic sentence starters, new vocabulary, and more complex sentence structures.



History textbook assignment 20%	
P	9/10 <ul style="list-style-type: none"> <li>Annotate the reading</li> <li>answer questions in your own words, bulleted, <b>DO NOT USE COMPLETE SENTENCES</b></li> <li>synthesis of bulleted answers indicates an excellent understanding of the reading</li> </ul>
	8 <ul style="list-style-type: none"> <li>Annotate the reading</li> <li>answer questions in your own words (vast majority), bulleted, <b>DO NOT USE COMPLETE SENTENCES</b></li> <li>synthesis of bulleted answers indicates thorough understanding of the reading</li> </ul>
	7 <ul style="list-style-type: none"> <li>Annotate the reading</li> <li>answer questions in your own words (for the most part), bulleted, <b>DO NOT USE COMPLETE SENTENCES</b></li> <li>synthesis of bulleted answers indicates a good/acceptable understanding of the reading</li> </ul>
F	6 <ul style="list-style-type: none"> <li>may or may not have annotated the reading</li> <li>copies answers from the textbook more than your own words, bulleted</li> <li>synthesis of bulleted answers shows a lack of understanding of the reading, some confusion</li> </ul>
	5 <ul style="list-style-type: none"> <li>No learning or understanding</li> </ul>

**ALL MAKE-UP WORK/REVISED WORK/ASSIGNMENT REDO**

**WILL BE DUE OCTOBER 25**

Primary documents assignment – analysis 30% or synthesis 40%	
P	9/10 <ul style="list-style-type: none"> <li>Insightful and exceptional analysis/annotations/interpretation</li> <li>Response demonstrates an excellent understanding of situation</li> <li>makes new connections</li> <li>No misconceptions</li> <li>Answers – complete sentences, but does not use sentence starters</li> </ul>
	8 <ul style="list-style-type: none"> <li>Analysis, annotations and interpretation demonstrates a thorough understanding of situation but lacks insight or new connections</li> <li>No misconceptions</li> <li>Answers – complete sentences, may use sentence starters</li> </ul>
	7 <ul style="list-style-type: none"> <li>Analysis, annotations and interpretation are good, satisfactory</li> <li>A basic understanding of situation</li> <li>Minimal misconceptions</li> <li>Some ideas not supported</li> <li>Answers – complete sentences, uses sentence starters</li> </ul>
F	6 <ul style="list-style-type: none"> <li>Response is acceptable on a few ideas</li> <li>Some understanding and some confusion</li> <li>Some lapses in consistency</li> <li>May be confusing</li> <li>Answers – not using complete sentences</li> </ul>
	5 <ul style="list-style-type: none"> <li>No response</li> <li>Significant confusion</li> <li>Response does not demonstrate any understanding</li> </ul>



## FHS DUAL ENROLLMENT COURSES WITH PALOMAR COLLEGE EARN COLLEGE CREDITS!

### SIGN UP NOW FOR SPRING 2020

High school students can get a head start on college with Palomar College Dual Enrollment programs at Fallbrook High School. FUHSD students may earn college credit at Palomar while earning high school credits. Classes start January 2020. Tuition and textbooks are no cost to students.

#### **SPRING 2020 courses to be offered:**

CS 102 *US History from a Chicano Perspective II* - M & W 2:55 - 4:30 pm

COUN 110 *College Success* - T & TH 2:55 - 4:45 pm

SPCH 100 *Oral Communication* - T & TH 2:55- 4:30 pm

CSNT 280 *Computer Forensics Fundamentals* – T 2:55 – 4:50 pm & TH 2:55 – 4:55 pm

*(required additional 16 hours online – to be arranged with instructor)*

All courses are part of the Inter-segmental General Education Transfer Curriculum (IGETC), a series of courses California Community College students can complete to satisfy freshman and sophomore level general education requirements before transferring to most colleges and majors at CSU and UC campuses.

## **FUHSD DUAL ENROLLMENT COURSES**

### **DESCRIPTIONS**

#### **CS 102 United States History from a Chicano Perspective II**

**Note:** *This course plus CS 101 meets the State requirement in American History and Institutions.*

**Transfer acceptability:** *CSU; UC – CS 102, AS 110 and AIS 102 combined: maximum credit, one course*

A survey course in American history that covers the period from the American acquisition in 1848 of Mexican territory to the present. Emphasis is placed on the role of the Chicano in the development of the United States throughout the nineteenth and twentieth century. Topics include slavery in the former Mexican territories, the native American experience, immigration patterns and constitutional development and government in California. Intended for students interested in history, ethnic studies, or other social issues.

#### **COUN 110 College Success**

**Transfer acceptability:** *CSU; UC*

Provides students with the skills and knowledge necessary to reach their educational goals. Topics include academic learning strategies, college and life skills, diversity awareness and assessment of personal characteristics related to educational success. The role of race, ethnicity, gender, class, sexual orientation and age in higher education and personal identity is a central theme of the course.

#### **SPCH 100 Oral Communication**

**Transfer acceptability:** *CSU; UC*

An introduction to the fundamental principles and techniques of public address. Students will frequently prepare and present talks of information or persuasive intent. Emphasis will be placed on the collection, analysis, and organization of material appropriate to typical public address situations, as well as on the linguistic, vocal, and physical skills needed for effective delivery.

#### **CSNT 280 Computer Forensics**

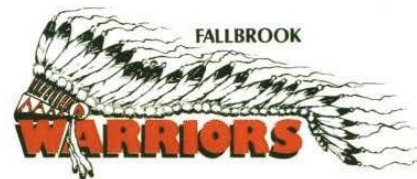
##### **Fundamentals**

**Transfer acceptability:** *CSU; UC*

Introduces methods used to properly conduct a computer forensics investigation beginning with a discussion of ethics, while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification. Topics covered include an overview of computer forensics as a profession; the computer investigation process; understanding operating systems boot processes and disk structures; data acquisition and analysis; technical writing; and a review of familiar computer forensics tools.

Come, you are invited!

**FALLBROOK UNION HIGH SCHOOL DISTRICT**  
**Fallbrook Extended Learning**  
**Academy (FELA)**



**CLASSES START January 11th, FROM 9 AM TO 1 PM**

Fallbrook Extended Learning Academy is inviting you to join one of our free classes.

Registration: At the cafeteria. Starting at 8:30 am.

Transportation, lunch (for FHS students) childcare (8 months - 8th grade) **ALL FREE!**  
Join us! Open to Fallbrook high school students and the community.

**ELECTIVE CLASSES (5 credits, with 60 Hrs attended) For High School**  
**Students ONLY**

- Photography
- Danza Folklorica
- Sociology
- Community Service Hours available
- Tutoring (no elective credits)

**ADULTS and STUDENTS CLASSES:**

- ESL. (English as a Second Language)
- Computers (Basic Instructions)
- INEA (prepare Spanish speaking students to take Elementary, Middle and High school equivalent exam from Mexico.)
- Citizenship

Remember classes are from 9 a.m to 1 p.m. 13 Saturdays per semester.

Contact information: 760-723-6300 ext. 2311, 2062, 3610 or [fela@fuhsd.net](mailto:fela@fuhsd.net)

Call us now, there is still time to enroll.

Mrs. Minderman (442)444-0192 (Room 62) or Ms. Mendez (442) 444-0197 (inside Gym) After School

Food Pantry available every Saturday.