Amistad High School
Self-Study Report

February 4-7, 2018

*Proudly prepared
for the
Western Association of
Schools and Colleges and
the California Department
of Education –
Focus on Learning, 2017*

*83501 Dillon Avenue
Indio, CA 92201
P: 760-775-3570 F: 760-775-3575*

TABLE OF CONTENTS

Desert Sands Unified School District

Board of Education

Donald Griffith-President

Gary Tomak-Vice President/Clerk

Michael Duran, Member

Wendy Jonathan, Member

Linda Porras, Member

Leadership

Mr. Scott Bailey, Superintendent

Dr. James Novak, Assistant Superintendent, Business Services

Mr. Dan Miller, Assistant Superintendent, Educational Services

Ms. Laura Fisher, Assistant Superintendent, Student Support Services

Dr. Donna Salazar, Assistant Superintendent, Personnel

Amistad High School

Administration

David Gustafson, Principal
Sharon Hoff, Assistant Principal

Faculty

Alexis Arias	Rad Domingo	Elaine Lethcoe	Ralph Reyes
Dawn Barboza	Caren Gloyd	Scott McKee	Russell Robinson
Bradford Buskirk	Mark Hernandez	Ric Miller	Katherine Stahl
Rosa Corona	John Herndon	Rebecca Nabors	Dr. Bonnie Stefan
Hardiman Cureton	Terrance Lee	Deborah Parra	Floyddell Wilson I

Staff

Daniel Arredondo, Custodian
Anna Barrera, Paraeducator/Special Education
Rhonda Cadiz, Data Technician
Clyde "Pops" Carter, Student Assistance Program
Carlos Castaneda, Custodian
Liliana De Jesus, Administrative Specialist
Brook Edney, School Resource Officer
Xochitl Garcia, Nutrition Services
Janeth Mata, Nutrition Services Specialist
Tamara Meyers, Library Media Specialist
Minerva Munoz, Paraeducator/Bilingual
Jennifer Niday, Paraeducator/Special Education
Al Tenorio, Security Agent
Yvonne Terrones, Registrar

Amistad High School

Leadership Team

Dawn Barboza, Special Education Department Chair
Brad Buskirk, English Department Chair
Hardiman Cureton, Science Department Chair
David Gustafson, Principal
Sharon Hoff, Assistant Principal
Elaine Lethcoe, Instructional Coach
Scott McKee, Social Science Department Chair
Rebecca Nabors, Art Department Chair
Deborah Parra, Math Department Chair

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

Amistad High School began the self-study process at the beginning of the 2016-2017 school year. With the use of district allotted Professional Development days, weekly collaboration time, leadership meetings and department head pull-outs, the self-study began to develop. This pattern continued during the 2017-2018 school year with the end goal of having the self-study complete by the beginning of Winter Break-December 2017. Previous WASC documents, both the six year and mid-cycle follow up, were used to review past areas of strength and areas for growth.

The WASC team, consisting of the assistant principal, a counselor and the Instructional Coach, attended trainings provided by Riverside Office of Education and webinars to ensure implementation of the 2017 Focus On Learning (FOL) WASC Edition.

As a small school organization, focus groups often served as home groups as well. Re-grouping of teachers and staff members took place when the self-study deemed it necessary to ensure that groups were balanced. This format allowed our staff to tackle each self-study category and individually contribute to each section. Similarly, the self-study was also brought to the student ASB leadership team and School Site Council in an effort to ensure that all stakeholders were participants in the process.

During this self-study process, Amistad staff and other stakeholders reviewed and clarified many key measurements to ensure alignment with district goals. Through this collaborative work, the Vision Statement and Student Learner Outcomes were revised in a concentrated effort to target college and career readiness for Amistad students. Through the use of data analysis from state testing, critical learner needs were identified and those needs determined the action plan.

As a school that has experienced sufficient change in a short amount time, the heart of this self-study is evidenced in Chapter V, the school-wide action plan. With input from all stakeholders, the goal is to maintain the positive changes taking place on campus while building capacity within the academic program and supporting students through their time at Amistad.

At the beginning of the 2017-2018 school year, WASC expectations were brought before the staff and again reviewed with the leadership team. Amistad High School was contacted by the Visiting Chair in August 2017 and a preliminary visit was scheduled for November 7, 2017.

The Amistad community reviewed external and internal data, student and parent surveys and ongoing formative evaluations to analyze the academic program. Reports from EADMS, DataQuest and Synergy are included in this report.

As an alternative high school, Amistad is a school community willing to take risks, explore innovative options and create a memorable high school experience for students. Within this learning community, you will find a committed group of educators and students eager to succeed. With the collaboration of all Amistad High School stakeholders, this self-study contains a true analysis of the academic offerings as well as targeted areas of growth as detailed in the action plan. This process has refined the vision for Amistad High School as an alternative program for the students of Desert Sands Unified School District.

Amistad High School
Self-Study Timeline
2016-2018

Date	Task	Stakeholders
August 24, 2016	In preparation for our WASC visit (2017-2018), groups met to engage in an informal conversation on topics such as: Curriculum, Teacher Practice, Data/Assessments and School Culture. Documents are in shared Google Drive	Certificated/Classified Staff
September 2016-February 2017	Gathering data, working on Chapters 1 and 2: Student/Community Profile and Progress Report	Elaine Lethcoe
Sept. 21, 2016	Reviewed Parent/Student/Staff Surveys Discussed SLO's	Certificated/Classified Staff
October 4, 2016	Parent Survey Uploaded to School Website	Brad Buskirk
October 10, 2016	Focus Groups Vision Statement Activity-Update led by Mr. Gustafson Documents in Google Drive	David Gustafson Certificated/Classified Staff
October 12, 2016	Department Groups-Analyze Sections Documents in shared Google Drive	Certificated/Classified Staff
October 31, 2016	WASC Training-Riverside County Office of Ed.	Rosa Corona and Sharon Hoff
November 9, 2016	Vision Statement Survey (open for two weeks) of Staff and Students	AHS Students Certificated staff
November 30, 2016	Vision Statement ANNOUNCED	Certificated/Classified Staff
December 9, 2016	Teacher Survey Posted	Certificated Staff
December 12, 2016	WASC Webinar	Elaine Lethcoe
December 14, 2016	Focus Group Docs in Google Drive	Certificated/Classified Staff
January 20, 2017	Teacher Survey	Certificated Staff

January 25, 2017	Teacher Survey on SLO's	Certificated Staff
January 25, 2017	Student Surveys and SLO Vote	AHS students
January 27, 2017	Analysis of Staff/Student/Parent Surveys	Certificated/Classified Staff
February 1, 2017	Data Analysis-pull out day with Math Dept. Chair	Elaine Lethcoe and Deborah Parra
February 15, 2017	Focus Groups	Certificated/Classified Staff
February 21, 2017	Leadership team-FINDINGS for Category B	Certificated/Classified Staff
February 27, 2017	Uploaded Self-Study Visit Confirmation Form to ACS/WASC website Receipt of email in drive and sent to David Gustafson	Elaine Lethcoe
March 15, 2017	Focus Group	Certificated/Classified Staff
March 17, 2017	Data Analysis and Findings-Pull out with Math Dept. Chair	Elaine Lethcoe and Deborah Parra
March 2017-December 2017	Chapter III	Elaine Lethcoe
March 22, 2017	LCAP meeting/Survey for staff	Certificated Staff
March 23, 2017	LCAP meeting/survey for parents/students	Parents and AHS students
March 24, 2017	LCAP meeting/survey for classified staff	Classified Staff
April 19, 2017	Reveal SLO's to staff	Certificated/classified staff
May 17, 2017	Met with Science Teacher re: findings	Elaine Lethcoe and Hardiman Cureton
May 31, 2017	Met with English Department Chair re: findings	Elaine Lethcoe and Brad Buskirk
August 2017-December 2017	Chapter 4	Elaine Lethcoe
August 2017-December 2017	Chapter 5	Elaine Lethcoe
September 6, 2017	Leadership team-reviewed Findings	Leadership Team

September 13, 2017	Department-Data Analysis on CELDT, CAASSP ELA/MATH, Graduation and Dropout Rate	Certificated staff
September 14, 2017	Presented updated 2017-2018 SPSA to School Site Council	Elaine Lethcoe and David Gustafson
September 20, 2017	Schoolwide Meeting reviewing Action Plan from 2012 and Recommendations from 2015	Certificated/classified staff
September 20, 2017	Leadership Team-Review Category B&C identify strengths and areas for growth	Leadership Team
September 26, 2017	Met with Math Department Chair and reviewed Critical Learner Needs/Strengths and Areas for Growth/School Action Plan	Elaine Lethcoe and Deborah Parra
September 28, 2017	Met with English Department Chair and reviewed Critical Learner Needs/Strengths and Areas for Growth/School Action Plan	Elaine Lethcoe and Brad Buskirk
September 28, 2017	Met with Social Science Department Chair and reviewed Critical Learner Needs/Strengths and Areas for Growth/School Action Plan	Elaine Lethcoe and Scott McKee
September 29, 2017	Met with Special Education Department Chair and reviewed Critical Learner Needs/Strengths and Areas for Growth/School Action Plan	Elaine Lethcoe and Dawn Barboza
September 29, 2017	Met with Fine Arts Department Chair and reviewed Critical Learner Needs/Strengths and Areas for Growth/School Action Plan	Elaine Lethcoe and Rebecca Nabors
October 4, 2017	*BACK TO SCHOOL NIGHT* WASC overview presented to parents in attendance	Amistad Stakeholders: Parents/students/faculty
October 5, 2017	School Site Council WASC overview and initial action plan presented to council	Elaine Lethcoe and David Gustafson
October 9, 2017	Professional Development Day Part 1- Review Areas of Strength and Areas for Growth Part 2-Departmental data analysis Part 3-Review and develop School Action Plan	Elaine Lethcoe, Certificated and Classified

October 10, 2017	Meeting with SPED teachers to review procedures and program	Elaine Lethcoe and Caren Gloyd
October 19, 2017	ELAC-share SPSA and WASC goals	Elaine Lethcoe and David Gustafson
November 1, 2017	School action plan reviewed with leadership team	Leadership team
November 7, 2017	Visiting Committee Chair visit	VC Chair, David Gustafson, Elaine Lethcoe, Administrative Team
November 2017-December 2017	Finalize Self-Study Documents	Elaine Lethcoe, David Gustafson, Katie Stahl, Deborah Parra, Sharon Hoff, Leadership Team
February 4-7, 2018	WASC Accreditation Visit	All stakeholders

Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Significant Developments

The previous Western Association of Schools and Colleges accreditation process (WASC) cycle for Amistad High School took place in March 2012, with a follow-up visit in April 2015. Since the 2012 visit, there have been significant changes in all aspects of education from a state, district, and site level.

State Level Changes

A fundamental change was the adoption, transition and implementation to Common Core State Standards (CCSS). This prompted a revision of standardized testing, a revision of accountability measures, the elimination of the California High School Exit Exam (CAHSEE), revision of standardized testing for English Learners: California English Language Development Test (CELDT) to English Language Proficiency Assessments for California (ELPAC) and various revisions to curriculum. With these changes that have a direct impact on the classroom and instruction, training and guidance were provided at state and district levels to ensure that teachers and school sites were prepared for Common Core State Standards.

District Level Changes

In 2015, the alternative high schools within Desert Sands Unified were placed under the division of Student Support Services. Prior to this shift, alternative schools were solely under the direction of Educational Services. This reorganization was centered on the knowledge that unique services are provided to students who attend alternative high school programs. The department of Educational Services at Desert Sands Unified remains a support for alternative education with curriculum, professional development and on-going interaction with administrators and teachers. Under the direction of the Desert Sands Unified School District Board of Education and Superintendent, this movement to Student Support Services ensures that Amistad students receive both academic and emotional support.

As the state of California adopted Common Core State Standards, Desert Sands Unified School District was an innovative leader in ensuring that teachers were properly equipped for the transition. In an effort to provide teachers with that support, Educational Services expanded to include multiple Teachers on Special Assignment (TOSA's) positions at the district level to lead and facilitate professional development for all schools and content teachers. Even though there have been three superintendents since the last WASC visit, the leadership at the district level has served as a steady support for Amistad High School.

School Site Changes

As a school, Amistad has experienced changes in administrative, faculty and staff positions. Principal David Gustafson replaced Bob Blinkinsop in 2015. Also occurring in 2015 was the creation of an Assistant Principal position. This added administrative role is divided between Career Technical Education, Child Welfare and Attendance and Amistad High School. In 2013, an Instructional Coach position was added to the Amistad Staff. This position oversees Title 1 Compliance, serves as testing coordinator, oversees English Learners, is a member of the school leadership team and TRAC (Team Response to Achievement through Collaboration) team, and offers supports to teachers, students and families.

Due to the strong feeling of community on campus, there tends to be a low turn-over of teachers at Amistad High School. The current staff represents almost a fifty percent change in staff since the last WASC visit. This is primarily a result of teacher retirements.

Operations Changes

At the beginning of the 2017-2018 school year, Desert Sands Unified School District adopted a new student information system: *Synergy* was rolled out one week prior to students starting school. The district provided training to teacher representatives from each school site. These individuals attended training throughout the summer in order to train the teachers and staff at their site. Similarly, office staff attended training to learn the program and address the issues that pertain to their job description.

As Amistad is an alternative high school, the previous student information system did not provide the support or ability to maintain a gradebook for our credit recovery program. *Synergy,* widely used and also successful in other alternative high schools, will serve as the sole student management system for our site. While there are challenges to adapting to a new system, the goal is to maximize what *Synergy* can do with student information for our alternative educational setting.

Technology Changes

In the fall of 2012, the Board of Desert Sands Unified School District approved the *Bring Your Own Device* initiative to encourage every student to have a device that could be used in the classroom. Also included in this initiative was the acquisition of Chromebooks as a standardized use across the district. Currently, Amistad students have access to Chromebooks or desktops in every classroom on campus. Also, Chromebooks are available for students to checkout for home use. Going forward, the district's technology goal is to issue chromebooks to each student in a 1:1 ratio.

As a Google district, there are opportunities for training throughout the school year. Desert Sands hosts a yearly Google Summit where educators come together to share best practices.

Also, Google trainers share innovative technology skills as a way to maximize Chromebook usage.

During the 2016-2017 school year, Amistad was invited to participate in the Desert Sands Unified Technology and Flexible Furniture pilot program. A team from Amistad met with various vendors to select innovative furniture such as desks, chairs, tables and stools as well as provide input on color selection and aesthetic styles that would complement classrooms. Since then, additional flexible furniture has been added in most classrooms and in the library. Also, technology usage has also expanded to include Large Format Displays (LFD's) and tablets. These additional tools are currently in math and English classes. Teachers receive training throughout the school year to maximize usage. Desert Sands Unified continues to provide opportunity for teachers to promote student engagement, through the use of technology, while ensuring exposure and understanding of 21st century skills.

Academic Requirements

Amistad High School students are expected to satisfy the Desert Sands Unified 220 credit requirement for graduation purposes. The breakdown is as follows:

Course	Credit Requirement
English	40
Math	30
	(10 must be Math I)
Science	20
Social Science	30
Physical Education	20
Fine Arts/Foreign Language	10
Electives	70
Total	220

Due to the flexibility and self-paced option of the program, students are accommodated to move through curriculum in order to recover credit at a faster pace and match any necessary or missing gaps in the academic program.

Orientation

As a part of the registration process, all students and a parent/guardian must go through *New Student Orientation*. This is a mandatory requirement for incoming students and their parent/guardian. In this orientation students learn about the expectations Amistad holds for each student as well as the incredible support and resources they will be able to access while here at Amistad.

Academic Changes
School day

Since the last WASC visit, there have been adjustments to the academic offerings at Amistad High School. As a school that works with students who are seeking an alternative setting and are generally credit deficient, the primary focus has been to maximize the school day. This has led

to the addition of courses offered during 1st and 7th period which historically have been student-free periods.

The addition of these periods has led to the availability of also offering block periods throughout the day in math and English. It has also given the master schedule the flexibility for students to take APEX classes either 1st or 7th period during the day to give students more opportunities to recover credits.

Amistad's master schedule is driven by student needs. Whether new students require 30 credits to graduate or 130, the schedule allows students to progress at the pace they need individually. With a primary schedule of second through sixth period, students may also take advantage of a first period APEX digital curriculum class which will allow them to earn more credits. If seniors are in need of math credits, they can take advantage of a first and second period math class. We have 7th period APEX as well. So if a student needs an extra course but can either not start early, or stay late, possibly due to work responsibilities, parental responsibilities, or transportation, there are options. Counselors encourage students and parents to take full advantage of all the course offerings to get back on track and progress at an acceptable pace.

Two hour block courses are offered for both Math and English during the first quarter of the year, for math all year, and once again for English during the third quarter. These block courses are twenty-four days in length and allow a student to earn five credits in a much needed course within that time. Students must attend every day. Yet, Amistad's dedicated teachers work with students, in case illness or any other type of unforeseen event requires students to make up time after class.

Tutoring

Amistad's tutoring program is available to all students. Whether they need help in math, English, or Science, they can receive assistance before or after school at prescheduled times or by appointment with our credentialed teachers who serve as tutors. Amistad also has a retired credentialed math teacher who serves as a tutor as well. Students enrolled in math blocks take advantage of the tutoring support. Seniors approaching graduation find tutoring essential, and many take full advantage of it as that "big day" approaches.

College and Career Readiness

Desert Sands Unified is committed to preparing students for college and career upon high school graduation. This is evidenced in the support provided, across the district, for Career Technical Education (CTE) courses. Amistad High School currently provides two CTE pathways and is currently looking to expand CTE offerings. The CTE pathways offered at Amistad, are open to all Desert Sands high school students; a feature unique to Amistad. With district support, transportation is provided to students from the various high schools so that they can partake in the CTE courses offered at Amistad.

As the CTE program at Amistad continues to grow, members of our administrative team attend a variety of CTE professional development conferences-: *Career Technical Education*

Conference: The Future of Innovation held locally in Rancho Mirage, CA, at the state level *Educating for Careers* in Sacramento; and at the national level, *Career Tech Vision Conference* in Nashville, Tennessee.

To ensure alignment with the district office, the assistant principal attends monthly CTE AP meetings where topics include: legislation updates, budget, curricular and academic goals and community outreach. This provides opportunity to share information on CTE offerings across the district.

Students actively involved in our College and Career programs proudly wear their class shirt which signifies the career class in which they are enrolled.

CTE-Automotive Technology

Amistad is the steward of a $ 2.5 million-dollar automotive educational technology facility. Desert Sands took oversight of this program from the county's regional occupation program in 2013. The Eagle Garage is a facility that is equipped with everything a student will need in order to learn the necessary skills to be employed at the conclusion of the two year program. Vehicles are donated from both community members and car dealerships so that students have access to work on a wide range of mechanical issues. This hands-on learning provides students with the training necessary to partake in internship opportunities and seek further education at the college level. The second year CTE Automotive Technology students are scheduled to intern at local dealerships where they have the opportunity to learn various aspects of the automotive industry. As a bonus, students interning at a local Honda dealership are able to take a battery of tests to become Honda certified.

To keep abreast of hybrid technology in the ever evolving automotive industry, a recently added Hybrid Cutaway Trainer and Transmission provides our students with a thorough understanding of how hybrids operate. These cutaways are visual assets to hybrid training and manual transmissions and enhance our students' understanding of hybrid drive systems and manual transmission operation.

Donated vehicles also give our students vital hands-on experience with various automobile makes and models. Our team, which meets in the fall and spring, invites our Advisory Partners, District CTE Administrator, College of the Desert Automotive and Heating, Ventilation, and Air Conditioning (HVAC) instructors, neighboring school district CTE Automotive Technology instructor, our students and their families to collaborate on our program.

To ensure that our students receive the most current and relevant curriculum, the Auto instructor attends multiple industry-specific workshops and conferences each year. These include:

*California Automotive Teachers Conference   * NATEF BMW seminar
*Hybrid and EV training Riverside College
*Toyota Technical Information System Training
*Ayes Mentor-Intern Training
*STEM Universal Technical Institute

*NATEF National Conference Charlotte N.C.

During the 2016-2017 school year, this pathway was expanded to include students from traditional high schools within Desert Sands Unified. These classes are offered as either a morning or afternoon session as non-Amistad students are then able to return to their home school for the remainder of the school day. With the support of the district, transportation to Amistad is provided for students attending our CTE program from other high schools.

College of the Desert

As an expansion to CTE academic offerings, the 2017-2018 school year has brought a partnering with College of the Desert to provide Amistad students with a concurrent enrollment opportunity in an effort to obtain Heating, Ventilation and Air Conditioning (HVAC) certification. This is offered as an afternoon course from 1 p.m.-3 p.m. to Amistad students, high school students within Desert Sands, and community members. Similarly to the CTE Automotive Technology class, Desert Sands provides transportation from other high schools so that students across the district may also select this CTE class.

HVAC courses are taught by a College of the Desert professor and are offered Monday-Friday from 1 p.m.-3 p.m. in the multi-purpose room as well as in the area outside of the MPR as evidenced by the mobile-lab that is parked on campus. The mobile lab contains the necessary tools and equipment for students to use as they learn about this trade. Students must enroll through College of the Desert to participate.

College of the Desert participates in a K-14 Consortium with Riverside County Office of Education and the three school districts within the Coachella Valley: Desert Sands Unified School District, Coachella Valley Unified School District and Palm Springs Unified School District. Currently, the principal of Amistad, Mr. Gustafson, is a participant in this cohort of educational leaders. The purpose of this collaboration is to strengthen articulation within each educational setting while increasing awareness of services provided to students throughout the Coachella Valley.

As the partnership with College of the Desert continues, efforts to provide Amistad students with opportunity for concurrent enrollment are being explored. The goal is to provide students with ample opportunity to pursue post-secondary options through College of the Desert.

College of the Desert has been a support to Amistad counselors with their assistance in reaching out to students and their families. Amistad students approaching the 180 credits earned mark are eligible to attend a field trip to the College of the Desert campus and take the *Accuplacer* assessment; a web-based assessment tool that is used to determine skills in reading, writing and math. Furthermore, College of the Desert representatives assist Amistad counselors for FAFSA night and College Voc-Tech Night.

College of the Desert is a consistent presence at the Amistad Senior Career Fair. There are multiple departments that are represented at this event and students are able to learn more about various opportunities directly from College of the Desert affiliates.

College of the Desert offers *The Edge* program that is offered to new and continuing students who test below college-level courses. This three-week summer intensive provides a review of basic skills so that students can re-take the *Accuplacer* in an effort to score into college level courses. This also provides students with support as they transition to a post-secondary academic setting.

As part of College of Desert's commitment to the students in the Coachella Valley, the *plEDGE* program is an extension of *The Edge* program and was launched for students who graduated high school in 2017 and will also be open to 2018 graduates. This program guarantees two full years of free tuition and fees at College of the Desert. For the 2016-2017 school year, 37% of our graduates completed the steps to participate in the *plEDGE* program.

Project 180

Beginning during the 2016-2017 school year, Amistad High School partnered with California Desert Trial Academy (CDTA), College of Law, in Indio, to offer Project 180 to our students. CDTA funds the entire program through the law offices of John Dolan, a Coachella Valley defense attorney. Funding covers entrance fees to California Mock Trial Association, necessary materials, Project 180 uniforms, and professional attire for competition. Funds also cover field trips for college visits, trips to courthouses, law offices and other governmental agencies.

Students compete in an annual Mock Trial competition through Riverside County Office of Education and the Constitutional Rights Foundation. They compete against local schools and students from Riverside County. Successful groups have the opportunity to compete at state and national levels.

Weekly, students are transported to CDTA where they receive a special lunch and have a guest speaker who represents various aspects in the field of law. Speakers have included sitting judges, members of law enforcement, active and retired military personnel, law clerks, law students, and defense and district attorneys.

The class period held Tuesday-Friday, focuses on learning legal terminology, legal procedures, and courtroom etiquette. In addition, students are taught about Constitutional rights and the various interpretations of Constitutional amendments.

Students are recommended to the program by teachers and counselors and can participate in this elective program for up to two years. Amistad looks forward to a continued partnership with CDTA.

Counseling Changes

Goals

Amistad's counseling and guidance program is built around four primary goals:

1. Academic support for students

2. Post-secondary support and opportunity for students

3. Social and emotional support for students

4. Use of data to monitor and ensure support for students

Individual Graduation Plan (IGP)

After students and their parent/guardian have gone through New Student Orientation, they meet with their assigned counselor to develop a plan for success. Students are introduced to the Individual Graduation Plan. The IGP serves as a type of evaluation, but it has much more meaning. It is a method for both student and counselor to keep track of student progress, and it serves as a countdown to graduation. The IGP was instituted in the 2016-2017 school year. Students receive regular updates on their progress, congratulated when they finish a class, as well as encouraged to continue and not stop or slow down, until they reach their academic goal. That goal is first and foremost to earn a diploma. However, it can also be to graduate early, or return to a home high school, and graduate where the rest of their family members graduated, or reunite with old friends to finish the K-12 experience. The IGP mirrors the transcript and allows counselors and the registrar to ensure that all information is accurate and up to date. Teachers and students are sent schedule changes via email, and courses are prioritized based on each student's individual needs and their personal path toward their diploma. The emphasis is also on courses that will allow students to not only graduate but also benefit from post-secondary opportunities. The IGP update after a course is completed initiates a workflow that starts in the classroom when credits are earned and a grade assigned. It is then sent to the registrar who ensures changes are reflected accurately on the transcripts. Counselors complete the program change, update the IGP, and finally notify students and teachers.

Grade-level

Beginning in 2017-2018, counselors are now divided by grade-level caseloads as well as have separate office space. This change stemmed from a need to work with students and families in an environment that provides professional privacy. The counseling team continues to work together and this new system provides a clear understanding for teachers, students and families regarding the roles and responsibilities of each counselor.

Post-secondary options

Amistad's counseling and guidance team works cooperatively to assist students with post-secondary opportunities. This begins with assisting students and ensuring they complete filling out a FAFSA. Students have ample opportunity to obtain assistance from counselors, media tech as well as campus events that include parents/guardians, with the FAFSA process. This multi-tiered focus on FAFSA has seen improvement as the FAFSA completion rate for the 2016-2017 school year was 30%, up from 12% in previous years.

Students are encouraged to explore post-secondary opportunities through CCGI, a state initiative that Desert Sands Unified has adopted for district use. Counselors work with teachers and students to ensure that students have access to the information provided on CCGI.

Counselors also assist students with applications to community college, trade schools and certificate programs. Amistad's media technician also serves as a support to students and counselors to assist in this process. The goal is that students have a path towards their higher education goal upon high school graduation.

Social and Emotional Support
Amistad students have access to support groups in the areas of teen parenting, anger management, as well as AA/NA support on campus. Through support from the district, a student assistance counselor is on campus every day. This counselor is also available for one-on-one counseling if needed.

Counselors also assist in connecting students and families to community agencies for support. Also, students are encouraged to participate in a variety of clubs on campus such as Friday Night Live and the Junior/Senior Club. These clubs provide students with opportunities to join and engage in activities that will connect them to school and community.

Students are encouraged to participate in community service activities in non-profit organizations. The counseling and guidance department works with students to keep track of these hours. The counseling and guidance department oversees work permits and the work experience program. Amistad students are encouraged to seek out employment as a way to learn outside of the school day. However, students must maintain regular school attendance and adequate academic progress in order to maintain an active work permit.

Data to Monitor and Ensure Support for Students
Counselors track counseling sessions, credits earned, attendance, summer school attendance, and course completion. The IGP is updated regularly and used to monitor student progress. Seniors are encouraged to complete the Senior Survey as they approach graduation. This survey provides valuable information regarding Amistad High School's programs, as well as recommendations for improvement.

Curriculum Changes

Math Adoption
During the 2014-2015 school year, Desert Sands Unified adopted a new math curriculum. District implementation occurred 2015-2016 for Math I, II and III moving from traditional to integrated math. However, at Amistad, integrated math took longer to fully implement as some of our students needed to recover credit from the traditional courses.

In this specialized setting of alternative education and with continued district support, Math I was expanded to a 20-credit course sequence. Students initiating their Math I curriculum at Amistad can choose the Math 1A1, 1A2, 1B1, 1B2 option for mastering Math I content.

Beginning in 2017-2018, Math III is now offered at Amistad with additional district course offerings on the horizon.

ELA adoption

English Language Arts teachers from both middle and high school levels met and reviewed new text-book curriculum for adoption from two different curriculum publishers. After time exploring both options, the teachers from both middle and high school selected McGraw Hill Education-California. The majority of this program is accessible online and will further assist students with preparation in 21st Century skills. This collaboration was the first time that middle and high school level teachers worked together to select a curriculum that will serve students through their secondary years of 6th-12th grade.

District Benchmarks

For the 2016-2017 school year, Amistad English teachers collaborated with district TOSA's to modify English and Math benchmarks. Due to the differences in schedules, minutes in class period and student populations, it was important for Amistad to have a benchmark that could be completed in one class period. Currently, Amistad is in the early stages of administering benchmarks and using the data for instructional purposes.

Edgenuity

As a technology-centered district and school site, promoting 21st century skills in the classroom through a synchronous blended learning concept is evidenced in Social Science classes and select English classes. Courses are offered through Edgenuity as a district endorsed curriculum. Edgenuity is a Common Core State Standard aligned curriculum that combines direct instruction with performance tasks to promote content mastery.

In order to implement this program for the 2017-2018 school year, teachers received multiple days of training, time to collaborate with the other alternative high school within Desert Sands, and stipends to work with the program and modify it to best meet the needs of Amistad students. Additional offerings are being considered in the future.

APEX

This is an online program that allows for asynchronous instruction. Students are allowed to move through the curriculum at their own pace and completion is based on time spent on the program. Currently, there are four APEX teachers on campus and students are enrolled in both core and elective courses. Classes offered in Spanish, Social Science, and English are taught by teachers credentialed in that subject. This promotes opportunity for credit recovery and an alternative to a traditional classroom setting.

Independent Study Program

Amistad has an independent study program. Students and families work with counselors as well as the administration. If there is a change in a student's life, and that student is better served in Independent Study, they will meet with counselors and the Principal to develop a plan for success. Amistad helps fifth year seniors who are close to graduating to reach their goal of obtaining a diploma. These students "check in and connect" with the Principal and counselors to ensure that they are progressing as planned. Several of these working, adult students, benefit from Amistad's Independent Study Program.

State Testing

Amistad High School students are required to complete all state testing. All English Learner students have participated in the CELDT, and will take part in the upcoming ELPAC test. All juniors partake in CAASPP testing for ELA and Math. Currently, the California Science Test (CAST) is still in the field test phase; however, under the direction of the district office and their established criteria, students are expected to partake in the administration of that exam.

Beginning in 2016-2017, all tenth grade students in Desert Sands Unified are given the opportunity to take the PSAT. This is a district emphasis and provides strong feedback for students regarding their preparation for college and career. This test is provided to all Desert Sands Unified students at no cost. All Amistad students participate.

Every two years, 11th grade students take the *California Healthy Kids Survey.* This is intended to better understand the relationship with students' health behaviors and academic performance. This survey is used at a district level to monitor supports that are in place, identify gaps and assess school climate.

Special Populations

Special Education Department

Under the direction of Desert Sands Unified School District, during the 2016-2017 school year, Amistad High School implemented a more inclusive model in order to provide students with disabilities the least restrictive environment.

As the special education population fluctuates from year to year, the program evolves to address the needs of individual students. Special Education teachers work cooperatively with neighboring high schools when students transfer to Amistad and when they transfer back to their home school. This communication is vital as it assists Special Education teachers and academic counselors in scheduling and identifying the needs of both RSP and SDC students.

Due to a change of school equating a COP (Change of Placement), IEP's are held in order to ensure that proper accommodations/modifications are provided for each student. With the assistance of the Desert Sands Unified Special Education department, Special Education students

have an IEP prior to coming to AHS. This allows our Special Education to review transcripts and provide the counselors with an academic recommendation.

English Learners

Upon enrollment, counselors review transcripts and identify if students are English Learners. Students with a CELDT score of 1-3 are automatically placed in an EL lab for support; students with levels 4 and above are monitored to ensure progress and if support is deemed necessary, student may be placed in EL lab.

Amistad has a full-time bilingual paraeducator who is specifically for English Learner students. This support staff person is designed to work with students across the curriculum. Based on student needs, this position assists students in science, math and English to provide translation and support academic success for this student group.

Recognition

Model Continuation High School Recognition

During the 2015-2016 school year, Amistad High School received the Model School designation for the sixth consecutive time. This process, while similar to the WASC process, requires a review of current practices that align with the California Department of Education requirement for Model Continuation school. Once the report is received by the California Department of Education, a visit is coordinated. The most recent visit took place in the fall of 2015. A team of educators arrived on campus and spent time interviewing students and staff in an effort to evaluate the effectiveness of the academic program offered at Amistad High School. The visit concluded with a recommendation to the state that the Model Continuation High School designation once again be awarded to our school. Members of our school team were presented with this prestigious award at the annual California Continuation Education Association conference in April 2016. Also, Amistad was recognized by the Desert Sands Unified School District Board of Education for this accomplishment.

School Climate and Culture

Student recognition is a positive and important part of the culture on campus. This is evidenced in our graduation display near the front office, Eagle Excellence cards, attendance incentives and student awards assemblies.

170+Credits Display

This is a visual display that students see every day, as it is located right next to the cafeteria, and serves as a reminder to students of the importance of working towards earning credits. Students who have earned 170+ credits have their name displayed in this box and it is regularly updated to motivate students to move to the 220 credits earned as a requirement for graduation.

On Our Way T-Shirts

Students who have met the 190 credit requirement will be given a T-shirt that says, "I'm On My Way." This is intended to serve as an incentive for credit recovery as well as build school culture.

Eagle Excellence Cards

These are small 3x3, perforated cards that are used across campus. One half is designated for a positive recognition and given directly to students and the other half is designated for the student name and placed in a jar that is used for student drawings. These drawings take place weekly with prizes ranging from small treat to a gift certificate for a local restaurant. Students must be present to win, which adds to the attendance incentive.

Student Awards Assemblies

Each quarter, teachers select one student who is recognized with a certificate at an awards assembly. Recognition can be for attendance, positive behavior, academic excellence, and/or credit recovery. *Student of the Month* recognition and *Staff Member of the Quarter*, selected by students, are also recognized at this event. This is also serves as a time for the school community to come together and celebrate. Invitations are sent home and parents and guardians are encouraged to attend these ceremonies.

Student Clubs

Every Friday, student clubs (Friday Night Live, ASB, Junior/Senior Club, Yearbook) rotate hosting activities during lunch time. This promotes school spirit and adds to the school culture. Events can include games, music and advertisement for school-wide events. These student-led activities provide opportunity for leadership and team building.

School and Senior Activities

Eligible students have opportunity to attend senior activities such as Senior Beach Day and Grad Night. Also, throughout the school year there are activities that all students can attend. 10th-12th grade students can attend the Winter Dance and 11th-12th grade can attend Prom.

Multi-Tier System of Supports

Desert Sands Unified is adopting the state initiative, Multi-Tiered System of Support (MTSS), as a district wide focus on student interventions. Amistad High School, along with fourteen other Desert Sands Unified school sites, volunteered to be part of the first cohort to receive training. This group comprised of both of our special education teachers, two counselors, two regular education teachers, attendance clerk and assistant principal will participate in extensive training and bring this information to campus.

MTSS is a systematic range of student interventions that can be applied to all facets of the academic program. This program is intended to support both behavioral and academic student needs. MTSS is a framework that intends to promote positive behavioral supports and expected

learning outcomes. This program will provide a structure to the current practices used on campus and will serve to enhance positive school climate and culture.

Previous Action Plan (2012) Update:

During the previous full WASC cycle, the action plan centered around three areas of need: increase attendance, increase graduation rates and increase credit recovery. These areas were intended to work together to ensure progress for each Amistad High School student.

Previous Action Plan (2012) Growth Area 1: Improve Attendance

Since the last WASC visit, there continues to be a variety of methods used to encourage student attendance. With the Assistant Principal position, created in 2015-2016, one of the focus areas includes attendance. This coincides with the creation of district-wide, certificated positions across the district under the direction of Children Welfare and Attendance. This specific emphasis on attendance is a contributing factor to the ten percent increase in Amistad's cumulative attendance rate from 2014-2016.

A few effective methods of attendance intervention have been offering incentives for consistent attendance, student recognition in the form of announcements, Eagle Excellence cards and awards ceremonies as well as the practice of communication with parents/guardians through positive phone calls home. During the 2016-2017 school year, a school-wide shared document was created to promote teacher contact with students who are absent, tardy and/or exhibiting some challenges in the classroom. This shared document allows each teacher to make a comment and communicate with the staff the efforts that have been made to make contact with a student and their family. Due to the positive impact, this practice continues to be in effect for the 2017-2018 school year.

The following graphs show the increase in attendance over a three-year span:

2014-2015--Cumulative Actual Attendance Percentage				
Unexcused Absences (Possible minus Wks 1-4)	Cumulative Unexcused Absences	Cumulative Days Attendance	Cumulative Actual Attendance	Mo.
446	446	3,426	88.48%	1
775	1,221	7,911	86.63%	2
890	2,111	11,854	84.88%	3
906	3,018	14,814	83.08%	4
1,230	4,248	18,295	81.16%	5
1,116	5,364	22,193	80.53%	6
1,496	6,861	26,306	79.32%	7
1,181	8,041	29,154	78.38%	8
1,592	9,634	32,653	77.22%	9
1,094	10,728	34,684	76.38%	10

2015-2016--Cumulative Actual Attendance Percentage				
Unexcused	**Cumulative**	**Cumulative**	**Cumulative**	
Absences	**Unexcused**	**Days**	**Actual**	
(Possible minus Wks 1-4)	**Absences**	**Attendance**	**Attendance**	**Mo.**
324	324	3,401	91.30%	**1**
569	893	7,269	89.05%	**2**
716	1,610	11,171	87.41%	**3**
686	2,296	14,106	86.00%	**4**
860	3,156	17,590	84.79%	**5**
799	3,955	20,981	84.14%	**6**
1,160	5,115	24,704	82.85%	**7**
847	5,962	27,410	82.13%	**8**
1,140	7,102	30,572	81.15%	**9**
787	7,889	32,560	80.50%	**10**

2016-2017--Cumulative Actual Attendance Percentage				
Unexcused	**Cumulative**	**Cumulative**	**Cumulative**	
Absences	**Unexcused**	**Days**	**Actual**	
(Possible minus Wks 1-4)	**Absences**	**Attendance**	**Attendance**	**Mo.**
69	69	2,643	97.44%	**1**
224	293	5,904	95.27%	**2**
368	661	8,929	93.11%	**3**
433	1,094	11,167	91.08%	**4**
282	1,376	12,479	90.07%	**5**
503	1,879	15,269	89.05%	**6**
574	2,453	18,563	88.33%	**7**
0	2,453	18,563	88.33%	**8**
0	2,453	18,563	88.33%	**9**
0	2,453	18,563	88.33%	**10**
0				**11**

As an alternative high school, our master schedule also reflects alternative options for students that have a positive impact on attendance. For example, during the 2016-2017 school year, opening up core content classes during 1st and 7th period, periods that historically classes were not offered, allowed students opportunity to recover credit and make up "seat time." This option allowed teachers "block time" with students and these classes were attached to a course within the regular program (1st/2nd period block and 6th/7th period block). These intensive courses were met with success during 2016-2017 and continue to be offered for the 2017-2018 school year in both math and English.

Achievements:	Continued Growth:
-Increase in attendance **-Collaborative effort by the staff to make contact with student and parent/guardian** **-Innovative scheduling to maximize opportunity for students to earn credits and make-up seat time** **-District Initiatives and support**	-Multi-Tiered System of Supports (MTSS)-training for staff -Expand course offerings

Previous Action Plan (2012) Growth Area 2: Increase Graduation Rate

Increasing the graduation rate has been an area of focus for Desert Sands Unified School District. As one of two alternative high schools, Amistad serves to meet the needs of students and families for the entire district.   Our program is centered on offering students opportunity to recover credits, and graduate. While some students do transfer back to their home school, many decide to complete their high school career at Amistad.

As a part of the transition to Common Core State Standards, accountability measures for California schools have been adapted and revised. This is evident in the new California dashboard and ESSA component. While the accountability dashboard is in the process of roll-out for California elementary and traditional high schools, the alternative matrix and measurements have not been released for alternative schools to use at this time.

Based on data from Dataquest, over the span of 2012-2015, the Dropout Rate has decreased from 8.6% to 6.2% and the Graduation Rate has increased from 85.9% to 89.4%. This data is reflective of both Amistad High School and Desert Sands Unified. This is due to the fact that as an alternative educational setting, the students who are a part of our program and succeed benefit the district as a whole. Also, due to our fluctuating population, some students return to their home school and as a result, are a contributing student to that specific school's graduation rate.

In reviewing the Dropout and Graduation Rates, it is evident that district initiatives such as Attendance Facilitators, AVID programs and expanding college and career readiness are making a positive impact on students and their success.

Achievements:	Continued Growth:
-Steady increase in high school graduates **-Cooperative work with district and neighboring high schools**	-When released and clarified, use the CA dashboard (ESSA) to analyze graduation data -Expand course offerings

Previous Action Plan (2012) Growth Area 3: Increase Credit Recovery:

As an alternative high school, Amistad serves the students of Desert Sands Unified School District. Students, who for various reasons did not find success at their home school, find their way to Amistad. The priority is to allow students to recover credits and either return to their home school in order to graduate with their class, or remain with Amistad and graduate from our program. In an effort to ensure opportunity for students to recover and earn credits, there have been significant additions and purposeful decisions made to the master schedule and overall academic offerings.

During the 2016-2017 school year, JumpStart classes were offered. Originally, the class was the equivalent of three class periods held between two teachers with students earning up to ten credits (five content and five elective) in a twenty-four day span. Similar to a summer school course, students could not miss more than two days. If they did, they were dropped or had to make up the time before/after school or during lunch. Survey information was gathered and this was a positive experience as many students were successful and started out the school year earning credits within the first thirty days. During this JumpStart, for ELA there were twenty-six students enrolled and twenty-five completed. For Math IA, twenty –two students were enrolled and twenty students completed. This was a successful offering; however, the impact on the master schedule was not sustainable and JumpStart was revamped and offered as a block period.

Amistad students also have blended learning opportunities through APEX and Edgenuity. While offered as a part of the school day, students are able to complete courses at an accelerated pace. With the blended learning model used specifically in Edgenuity, students have both direct instruction and asynchronous time to work on their course. These blended learning options provide students with choices in classes that may not be offered in a traditional setting, but can be taken as a single section via APEX.

In order to avoid impact on the master schedule, block classes were paired with either a 1st period or 7th period time slot. Historically, 1st and 7th period were non-student times. Opening up the schedule in the day to allow for a 1st/2nd or 6th/7th block, allowed students to still carry five courses and focus on credit recovery while supporting the overall school schedule. Block periods are also offered throughout the day to provide students with support in a core class and opportunity to recover credit for students who prefer the five-period school day.

Achievements:	*Continued Growth:*
*2016-2017: 101 graduates	*MTSS training for all
*Blended Learning opportunities	*Use of MTSS as a source for interventions
*Innovative scheduling for students	

Mid-Year (2015) Visit Recommendations for Growth:

1. Continue the progress towards to improvement of attendance

Attendance is an ongoing area of focus. As a continuation high school, poor attendance is likely one of the contributing factors that brings students to our program. Measures have been put in place to increase attendance district wide. Beginning in 2015-2016, Attendance Facilitator positions were created to serve all schools within the district. These positions were assigned to specific school sites and worked with counselors, administrators and reported directly to the district department of Child Welfare and Attendance. In addition, a renewed focus on positive attendance is taking place on campus and is a contributing factor to improvement in this area.

2. Continue movement towards the implementation on the Common Core Standards across the curriculum

Under the direction of Desert Sands Unified, Team Response to Achievement through Collaboration (TRAC) professional development is offered throughout the year for content teachers. These pull-out days are specifically intended to assist with implementation of Common Core State Standards as well as target TRAC goals across the curriculum. These district sponsored trainings bring similar grade and content teachers together in an effort to promote CCSS alignment and collaborative opportunities.

During the current self-study process, this area for growth has been expanded to include further development on campus. Areas such as Rigor/Relevance training, gradebook alignment, and use of student -work , assessments and data to inform instruction are a part of our revised school action plan.

3. Teachers will continue analyzing data to drive instruction and increase student scores and graduation rates

This area for growth was not clearly evident due to educational changes at the state level and a few years without testing data (state testing and CAHSEE). During the current self-study process, this area for growth has been added as a part of our school action plan under curriculum alignment to CCSS.

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

The Community

Amistad High School is located in the city of Indio, California and is one of two continuation high schools located with Desert Sands Unified School District. Nestled in one of the original neighborhoods in Indio, Amistad is located next door to Eisenhower Elementary School.

The City of Festivals, also known as Indio, California, hosts recognized yearly events such as The National Date Festival, Coachella Music Festival, Stagecoach Music Festival and the Indio International Tamale Festival. These contribute to a diverse cultural environment and also to the local economy.

The Coachella Valley is comprised of the following cities:

Indio	Palm Desert	Coachella	La Quinta	Desert Hot Springs	Indian Wells	Thermal
88,488 (2016)	52,231 (2016)	44,953 (2016)	40,956 (2016)	28,492 (2016)	5,345 (2016)	2,865 (2010)

As the largest city in the Coachella Valley, Indio is projected to continue to grow in population over the next twenty years.

Population

1992	1998	2000	2004	2010	2016	2020	2035
40,378	44,509	49,800	59,100	84,393	89,000	100,000	170,000

In addition to the permanent residents another 8,800 people reside in the city during the winter months and Festivals and special events within the city collectively attract over 1.4 million visitors annually.

Based on 2015/16 US Census Data.

Median Age 27.3
Household Size 3.18
Hispanic 67.8%
White 27.0%
Children 30.1%
Owner-Occupied Housing 63.7%
Income $50,525

http://www.indio.org/about/demographics.htm

The School

Founded in the 1970's, Amistad is the original continuation high school for Desert Sands Unified School District. Over the last four decades, Amistad has been housed at various locations within the city of Indio.

In 2013, Amistad moved to its current location on the former Wilson Middle School campus. This state-of-the-art location boasts large size classrooms, a multi-purpose room, a full gymnasium, a library and media center, a fully functional automotive shop, ample shade around campus and access to technology in all classrooms. School pride is evidenced on campus through the meticulously cared for school grounds and the social expectation for all students to clean up after themselves.

Student Population

The majority of Amistad students live within the boundaries of the two high schools that serve the north-east part of the Coachella Valley. Indio High School, the first high school within Desert Sands, and Shadow Hills High School, the most recent addition to Desert Sands, are both located in Indio.

Students who choose to attend our program work with their school counselor and Amistad counselors to review transcripts and placement. Initially, students plan to transfer back to their home school; however, it is not uncommon for students to decide to stay and complete their high school pathway at Amistad. Students feel better served with the smaller class size, individualized attention and a positive academic atmosphere.

While each student who is a part of the Amistad program is special and unique, there are trends with our student population:

2014-2015

Subgroup	Enrollment
English Learners	105
Foster Youth	7
Homeless Youth	0
Migrant Education	3
Students with Disabilities	32
Socioeconomically Disadvantaged	249
All Students	312

2015-2016

Subgroup	Enrollment
English Learners	80
Foster Youth	5
Homeless Youth	1
Migrant Education	3
Students with Disabilities	32
Socioeconomically Disadvantaged	241
All Students	289

2016-2017

Subgroup	Enrollment
English Learners	77
Foster Youth	2
Homeless Youth	13
Migrant Education	0
Students with Disabilities	30
Socioeconomically Disadvantaged	195
All Students	227

Over the last three years, our percentage of socio-economic disadvantaged students has increased: 80% in 2014-2015; 83% in 2015-2016; 86% in 2016-2017. Amistad High School is now provided with Title I funding school wide to ensure that our at-risk demographic is being addressed. Also noted, there has been an increase in our Homeless Youth population. While this subgroup is too small to be noted on state data, it does represent nearly 6% of our student population and possibly one that will grow. While this is a small sub-group, it is an area for our staff to be cognizant of and address as needed.

Similarly, over the last three years, our Special Education population has increased: 10% in 2014-2015; 11% in 2015-2016; 13% in 2016-2017. As a school of choice and as our Special Education programs become more known and accepted across the district, there is a trend of families choosing Amistad due to lower class size and the individual attention students receive in our program.

For the 2016-2017 school year, Amistad High School had 270 students with the following demographic breakdown: 1.9% African American; 1.5% Native American; 81.5% Hispanic or Latino; 14.4% White; and .70% other. Because Amistad is an alternative educational setting, enrollment is very fluid and fluctuates throughout the school year. Within the last two to three years, the neighboring high schools have made adjustments to their schedules to accommodate

remediation needs. Indio High School has moved to an eight-period day and Shadow Hills High School has a seven-period day. This has impacted enrollment at Amistad as some student find they can remediate without having to leave their home school. Other continuing educational offerings within Desert Sands Unified and Riverside County Office of Education have also provided students with alternative educational options.

While our overall student enrollment has experienced a shift, it is evident that our overall attendance has a held a steady increase over the last three school years: 82.17% in 2014-2015; 84.14% in 2015-2016 school year; 89.04% in 2016-2017. This is due to a concentrated effort by our administrative team, phone call home efforts by staff, innovated course offering and incentives that range from positive note cards to a chance to win BEATS head-sets.

As an alternative school setting, the majority of Amistad students come to us because they are credit deficient or need a change of school placement. Many of our students struggle academically and many are English Learners/Long Term English Learner and/or receive special education services. Also, the majority of our students are considered socioeconomically disadvantaged.

School Programs

Athletics
Amistad High School students have opportunities to participate in intramural sports. As a part of the Serrano League, our students compete with other alternative high schools from the area: Coachella Valley Unified, Palm Springs Unified, Banning Unified and San Jacinto Unified. Students can try-out for volleyball, basketball, soccer and softball teams. Generally, there are about twelve members per sport and one coach. With the commitment to provide Amistad students with the athletic experience, Desert Sands Unified provides transportation and referees and our school site provides a guest teacher to cover the coach's classroom on game days.
As a way to promote school culture, students have opportunities to attend morning to support our school team. Through the use of a shared *Exclusion List* document, teachers are able to communicate names of students who may be behind in class or frequently absent and whose time would be better served in a classroom versus attending a school game.

Instructional Settings
As an alternative high school program, there are multiple enrollment options for students. Amistad offers Independent Study, Home and Hospital, Work Study and a daily class academic setting. Independent Study students meet with their teacher once a week for one hour and work at a pace that is manageable for each student. Some of our students are parents, hold full-time jobs or require a different setting. This allows students to complete their high school education while meeting their real-world obligations. Students on Home and Hospital have been given a health waiver by their doctor for a specific period of time. After school hours, an Amistad teacher travels to the student's home and provides academic instruction. Work Study is for a student who has a full-time job and attends school one day a week. They are given

homework to complete and assistance while on campus and are expected to finish their work while away from school.

The majority of Amistad students attend during the school day and benefit from the alternative program. Small class sizes allow for individual instruction and modification as needed.

Title 1
Since the 2012 visit, Amistad began receiving Title 1 funds in 2013. This funding is specifically for schools that have a large concentration of low-income students. The supplemental funding is intended to support students as they meet their educational goals. The main indicator for Title 1 qualification is based on a minimum of 40% of students enrolled in free and reduced lunch programs. Over the last three years, Amistad has experienced a steady increase of students in this area:

Amistad High School
2015-2016

School	CDSCode	Free and Reduced Price Meals	Enrollment Used for Meals
Amistad High (Continuation)	33670583331113	217 (75.1%)	289
District Total:		18,845 (65.6%)	28,719
County Total:		273,551 (64%)	427,539
State Total:		3,665,445 (58.9%)	6,227,268

2014-2015

School	CDSCode	Free and Reduced Price Meals	Enrollment Used for Meals
Amistad High (Continuation)	33670583331113	203 (65.1%)	312
District Total:		19,701 (67.9%)	28,999
County Total:		272,494 (64.0%)	425,924
State Total:		3,655,624 (58.6%)	6,236,439

2013-2014

School	CDSCode	Free and Reduced Price Meals	Enrollment Used for Meals
Amistad High (Continuation)	33670583331113	144 (43.8%)	329
District Total:		18, 370 (63.0%)	29,156
County Total:		270,404 (63.4%)	426,246
State Total:		3,707,508 (59.4%)	6,237,365

Effective for the 2017-2018 school year, Amistad is designated as Title 1, school-wide. This ensures that all students have access to supplemental instructional supports. Amistad, with the approval of School Site Council, uses Title 1 funds to offer tutoring in math and English, parent outreach, staff training, student incentives, as well as expanded use of technology and innovative classroom furniture.

Special Education

The Special Education population at Amistad High School consists of about thirty-five students. For data analysis purposes, the number is too small to register clear data using California Department of Education search engines. The following is a report using EADMS that shows current 12th grade student performance on their 11th grade CAASPP state tests.

Enrollment Date: 10/25/2017   School: AMISTAD HS CONT   Grade: 12th Grade   Department: All   Course: All   Period: All   Teacher: All   Filtered By: Special Ed Program IS RSP   Student Count: 17

Test ID	Test Name	Admin Date	# Tested
	SBAC All Grades ELA/Lit Summative	2016-2017	10
	SBAC All Grades Mathematics Summative	2016-2017	9

Cutpoint Legend:

Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

			SBAC All Grades ELA/Lit Summative		SBAC All Grades Math Summative	
			2016-2017		2016-2017	
	Site	# Tested	SS	Level	SS	Level
1	AMISTAD HS CONT	10	2446.1	1.2	2388.9	1.0
	Mean:		2446.1	1.2	2388.9	1
	Median:		2444.5	1	2381	1
	Mode †:		2466	1	*	1
	Standard Deviation:		46.5	0.4	53.2	0
	Standard Not Met:			8 (80%)		9 (100%)
	Standard Nearly Met:			2 (20%)		0 (0%)
	Standard Met:			0 (0%)		0 (0%)
	Standard Exceeded:			0 (0%)		0 (0%)

In both, ELA and math, the standards were not met. While a snapshot of our current enrollment, these students may have tested at their home school during their junior year. Also, this data is similar to our overall CAASPP data in that our students need continued support in ELA and math.

In an effort to provide support for our Special Education students and meet the requirements for classroom minutes, Special Day Class (SDC) students have their core classes in a SDC setting

and generally take elective classes in an inclusion setting. Resource students are in regular education setting for English and math; however, are also enrolled in a Career/Study skills class to obtain extra support.

The placement of SDC or RSP is made by a school psychologist-program specialist.
Student IEP's are held yearly and a re-evaluation of placement, tri-annuals, are held every three years to review grades, test scores and to meet with the school psychologist. When students are enrolled at Amistad High School, a Change of Placement (COP) occurs to ensure that services, accommodations and modifications are known and in place for the student.

Currently, Special Education caseloads are based on numbers to ensure equity for the two Special Education teachers. Paraeducators are assigned to a teacher and their schedule is based on student clusters and needs.   Schedules are evaluated every four weeks as students earn credits and their schedules change. Since Amistad High School is not semester based, student schedules change frequently.

Amistad students who receive Special Education services benefit from inclusion and the support of both certificated and classified staff in classrooms. In cooperation with the principal, the SPED department chair organizes the department to ensure that students have equal access to curriculum and material as needed.

Student Publications

Students are selected through an interview process to be a part of this student program. This group oversees the acquisition and documentation of preserving Amistad history through their involvement in yearbook, *Eagle Eye Student Newspaper*, and *Inklings.*

As members of Student Publications, students are involved with capturing events taking place on and off campus. This can include photographing a range of activities from lunch time events, random classroom pictures, club meetings or traveling with the school team for an away game. Also required is writing about events with a journalistic perspective for the *Eagle Eye* newspaper. *Inklings* is an annual publication comprised of student writing from across campus: memoir, poetry, short story, lyrics and visual artworks.

All publications in this program are decided and directed by students under the guidance of their teacher. This program is a vital part of commemorating school culture. Copies of these student publications are maintained and available through the library.

Career Readiness

California College Guidance Initiative- This is a resource that is available to all students within Desert Sands Unified. CCGI has two overarching objectives:
1. All high school seniors graduate with a thoughtful, well-informed, post-secondary plan.
2. Students' academic transcript, unique identifier, and college and career planning data follow them in a manner that reduces information gaps that hinder student success.

Through this online platform, students are able to complete modules that assist in preparing for life after high school. Students are able to research careers and college pathways as well as complete modules that help guide them through the college and career process.

Currently, our counselors work with Social Science teachers to ensure that all students utilize this resource.

College and Career Fairs

Amistad students have opportunity to attend college and career fairs within the local community. Each year there is a Career Fair that takes place at the Riverside County National Date Festival location. Students from across the Coachella Valley are invited to attend. In October 2017, with the financial backing of the district, twenty-two students were transported by bus to the Career Fair.

Similarly, Amistad High School hosts a College and Career Fair in December. This is a wonderful opportunity for students to learn about resources that are available to support their post-secondary goals. Representatives from technical schools, College of the Desert, United States Armed Forces, along with community members from various entities are present and available to provide information to interested students.

Bite of Reality

This is an event sponsored by local credit unions, in partnership with the Richard Myles Johnson Foundation, and targets high school students in order to teach life-long money management skills. This a field trip opportunity and takes place at a local hotel.
At the event, students are given a life profile which includes: career, income and family. Throughout the three hour workshop, students attend booths that represent various compartments of life such as healthcare, groceries, living expenses, entertainment, college, investment, and debt counseling. As they venture through the experience, various events occur that impact their financial well-being. Students leave this field trip with new insight on money management for adults as well as tools to replicate this experience at their school. Student's who attended this field trip, work with their teacher to model this for the rest of the student body as a school activity. *Bite of Reality* provides students with a hands-on experience to learn about real world economy as well as creates leadership opportunity for students who share the experience with their classmates.

Career Technical Education

Amistad High School offers two CTE Pathways for our students and students within Desert Sands Unified. The CTE Automotive-Technology pathway is a two-year program that prepares students for internship opportunities and NATEF certification. The second option is a dual enrollment with College of the Desert and offers courses for Heating, Ventilation and Air Conditioning. HVAC is a two year program that provides students with a certificate and units from College of the Desert.

Amistad hopes to continue to expand CTE offerings for students.

School-Community Partnerships

As an alternative school community, there are valuable partnerships that have been established and benefit students enrolled in our program. Amistad works closely with our School Site Council, district advisory committees and businesses in and around Indio. We are thankful for the opportunity to partner with the following organizations and local businesses:

*California Desert Trial Academy	*Life Stream
*TKB-The Kid's Business	*Unicars Honda
*Schools First Credit Union	*Brandman University
*College of the Desert	*Planned Parenthood
*Desert Sands Unified	*Indio Police Department
*Cal State San Bernardino-PD Campus	*National Alliance on Mental Illness
*Sons of Norway	*Dunn's Desert Landscape and Pool
*Center for Employment Training	*I-10 Toyota
*WyoTech	*I-10 Chrysler Dodge Jeep
*Angel Light Academy	*Safe House of the Desert
*Desert Literary Society	

Vision, Mission, and Student Learner Outcomes

Mission Statement:

To provide a non-traditional learning environment for students of diverse backgrounds in a safe and supporting setting which fosters positive relationships within a unique delivery system that enables students to identify and achieve their goals.

Vision Statement:

Amistad graduates will be informed citizens who are critical thinkers, possessing 21st century skills and empowered to achieve their goals in college and career

The mission statement of Amistad High School has not been revised since the last WASC visit as it continues to promote the main objectives for Amistad students; however, it is reviewed regularly.

The vision statement of Amistad High School was revised with input from all stakeholders to reflect the belief that all Amistad students will be provided with opportunity to be college and career ready by the time they graduate from Amistad High School.

School-wide Learner Outcomes:

Amistad Eagles are...

-Successful

-Open-Minded

-Active Learners

-Respectful

in the classroom and in the community. WATCH US SOAR!

School-wide Learner Outcomes were developed to reinforce positive attitudes and qualities that students are expected to have on campus, with an added expectation of emulating these qualities off campus. These were revealed at the end of the 2016-2017 school year and are in the early stages of integration on campus.

Data on Addressing the Eight State Priorities:

LCFF Priority 1: Basic Conditions of learning

Amistad Staff:

At Amistad High School, 100% of the teachers are assigned courses that align with their credential. Currently, there are zero teachers who are teaching outside of their credential area as well as zero teachers that have a short terms staff/provisional instruction permit at both the site and district level:

Name	Row Description	Secondary Special Education	Secondary English	Secondary Math	Secondary Science	Secondary Art, Dance, Drama, Music	Secondary Foreign Language	Secondary Social Science	Secondary Other Classes
Amistad High	Number of classes	34	56	50	24	19	0	34	0
	Number Compliant	34	56	50	24	19	0	34	0
	Percent Compliant	100	100	100	100	100	n/a	100	100
Desert Sands Unified	Percent Compliant	100	100.00	100	100	100	100	100	n/a
Riverside	Percent Compliant	84.05	93.11	95.77	93.59	94.89	97.95	94.73	82.89
State Total	Percent Compliant	84.88	90.98	90.39	91.27	86.54	92.50	88.43	88.27

Amistad does not have a high turnover rate as evidenced by the fact that over fifty percent of the current staff were here during the previous WASC cycle. When positions are vacated, they are filled by clearly qualified and credentialed individuals.

Teacher Credentials & Assignments				
	Amistad			DSUSD
	14-15	15-16	16-17	16-17
Total Teachers	19	21	19	1268
Teachers with full credentials	19	21	19	1262
Teachers without fill credentials	0	0	0	6
Teachers teaching outside subject area of competence (with full credential)	0	0	0	6
Teacher mis-assignments for English Learners	0	0	0	0
Total teacher mis-assignments	0	0	0	6
Vacant teacher positions	0	1	0	3

Amistad High School has two Academic Counselors who regularly meet and work with students to review their Individual Graduation Plan (IGP). At the beginning of the 2017-2018 school year, counselors were assigned grade level caseloads to best support the needs of students and to allow each counselor have a primary focus.

Amistad also has a full-time Library Media Technician on campus. This position supports students and teachers by providing assistance with instructional materials such as textbooks and chromebooks. With the emphasis on developing the library to include a College and Career Center, flexible furniture has been added to provide a welcoming feel. The library is also used for Cash for College Night and informational meetings on College of the Desert and post-secondary options for students and their families. Beginning in the fall of 2016, students are required to sign-in when they visit the library. In comparing student traffic from October 2016 to October 2017, there is already four times the amount of usage. This can be attributed to students being allowed to checkout chromebooks from the library, as well as the overall resource for students that this center provides.

Amistad High School has a school nurse assigned to our school. This position is shared with four other schools. The nurse is not on campus; however, she does visit our school site periodically and is available for questions or concerns.

Counselors & Support Personnel (Nonteaching Professional Staff) 2015-2016		
	No. of Staff	FTE
Academic Counselor	2	2.0
Library Media Technician	1	1.0
Nurse	1	0.2
Student Assistant Program Counselor	1	0.5

Instructional Materials:
Amistad High School students have access to the same materials available to students at a traditional high school. These include current curriculum aligned to common core, chromebooks, LFD technology, blended learning curriculum, materials needed for science labs and resources available in the school library.

School Facilities:
Amistad High School is an alternative educational program located in Indio, contained within Desert Sands Unified School District (DSUSD). Amistad is located in one of Indio's original neighborhoods and in the fall of 2013 moved to a brand new 80,000 square foot facility on twenty acres. This current site was once home to Wilson Middle School; however, due to neighboring school expansions, Wilson Middle School merged with an existing school and Desert Sands Unified renovated the building and moved Amistad to the current location. The new campus consists of full-size classrooms, a state of the art automotive shop, an expanded library, a multi-purpose room, and a full-size gymnasium. Currently, Amistad is neighbor to

Eisenhower Elementary School. With continued support from Desert Sands Unified, Amistad High School has the privilege to pilot innovative technology to bring 21st century learning to our students. Classrooms are equipped with chromebooks, LFD's, projectors and flexible seating options. Our alternative education program earned Amistad High School the Model Continuation High School Award from the California Department of Education in 2016; our sixth consecutive award.

In accordance with Education Code 17592.72(c)(1), Amistad High School has a yearly site inspection to identify unsafe or hazardous conditions. Amistad High School scored exemplary in all interior and exterior areas during the most recent inspection on September 28, 2016. The Amistad maintenance and facility team go above and beyond for students and faculty; and ensure that school grounds are safe and secure on a daily basis. School pride is evidenced in the student body by the effort students make to keep Amistad clean. This noticeable action contributes to the aesthetically pleasing feel of our school.

School Facility Good Repair Status Most Recent Inspection: Wednesday, September 28, 2016			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	√		
B. Interior	√		
C. Cleanliness	√		
D. Electrical	√		
E. Restrooms/Fountains	√		
F. Safety	√		
G. Structural	√		
H. External	√		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
√			

As a newly renovated campus, each building has been updated to accommodate 21st Century learning opportunities. Campus pride is evident in the daily maintenance of the facilities and the way in which the school community makes efforts to keep the campus clean and orderly. This contributes to a positive school environment and to the feeling of safety on campus.

LCFF Priority 2: Implementation of Academic Standards

With the state adoption of Common Core State Standards, there has been targeted planning for adoption, implementation and assessment of the transition. In anticipation of the move towards CCSS, and with the intention that teachers were properly supported, Desert Sands utilized the following timeline:

- 2012-2013: Professional development intended to begin the process of introducing staff to CCSS; objectives of CCSS standards; emphasis on the structure of CCSS and the expansion from previous standards
- 2013-2014: Professional development on CCSS and impact on instruction: critical thinking/questioning strategies; module development
- 2014-2015: Professional development focused on learning outcomes specific to student engagement

Historically, the Curriculum Council of Desert Sands Unified School District has worked cooperatively to ensure that curriculum reflects the district's educational objectives. As a part of the certificated employment contract, there is a specific composition of the council as well as membership procedures.

As Common Core State Standards were in transition, there was opportunity for teachers across the district to work on grade-level modules for each content course. This was intended to ensure fidelity to the standards as well as alignment between schools within DSUSD. Teachers interested in participating were required to apply and obtain a recommendation from their administrator. Each year, these modules are reviewed and updated to provide students with relevant instruction.

Team Response to Achievement through Collaboration, TRAC, is a model created by Desert Sands that began in 2007 as a response to No Child Left Behind for school accountability, specifically those schools placed in Program Improvement. Each year, the TRAC model has expanded and as NCLB was phased out and CCSS phased in, the model was adjusted and adapted in order to align with Desert Sands Unified goals.

LCFF Priority 3-Parent Engagement

Amistad High School seeks to work collaboratively and in cooperation with the parents/guardians of Amistad students. The partnership with parents/guardians begins with the delivery of an enrollment packet. Once that has been completed and turned in, the students must attend a *New Student Orientation* with a parent/guardian before they can start classes. These orientations are offered throughout the week, both morning and afternoon sessions, to accommodate our families. This is a crucial part of our academic program as it reviews the school wide expectations and offers information specific to parents/guardians with the invitation to be a part of our school community.

The *Amistad Parent Newsletter* is published twice a year: fall and spring. This is a way for staff and administration to provide parents with information about events that pertain to Amistad High School. This publication is printed in both English and Spanish and mailed home to all Amistad families, Desert Sands Unified school board members, and the office of the Superintendent;

copies are also available in the office. Similarly, there is also a student newspaper, *The Eagle Eye,* that is written by students specifically for the student body. This is published three times a year and distributed on campus.
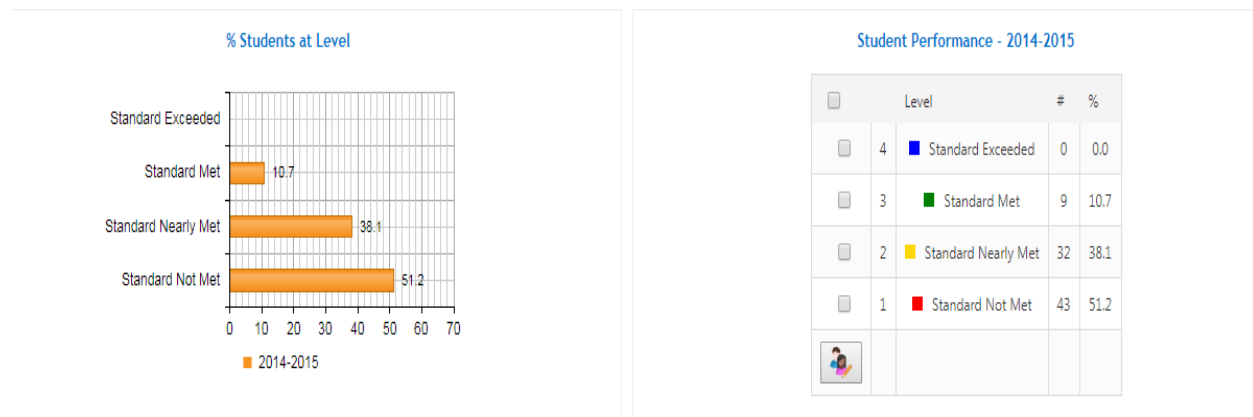
Throughout the year, there are other opportunities to engage parents/families. During the fall, Amistad holds a Back to School Night and in the spring, parents/guardians are invited to attend Eagle Information Night. Both events offer parents/guardians time to come on campus and mingle with teachers and staff and engage as a part of our community. As a response to low turn-out to parent outreach nights, Eagle Express Breakfast was initiated in the Spring of 2016. This is a morning event that targets parents when they drop-off students for school. Amistad staff is out at the curb with coffee or hot chocolate and a sweet bread to give to parents. Also, there is a handout in English and Spanish with dates and information for parents.

School Site Council is an imperative part of our program and consists of representation from all stakeholder groups: students, parents/guardians, teachers and administration. Elections are held at the beginning of the year and meetings take place on campus. Similar opportunities exist through involvement with ELAC, English Language Advisory Council. Parents can also serve as representatives at the district level in District Advisory Council (DAC) and District English Language Advisory Council (DELAC).
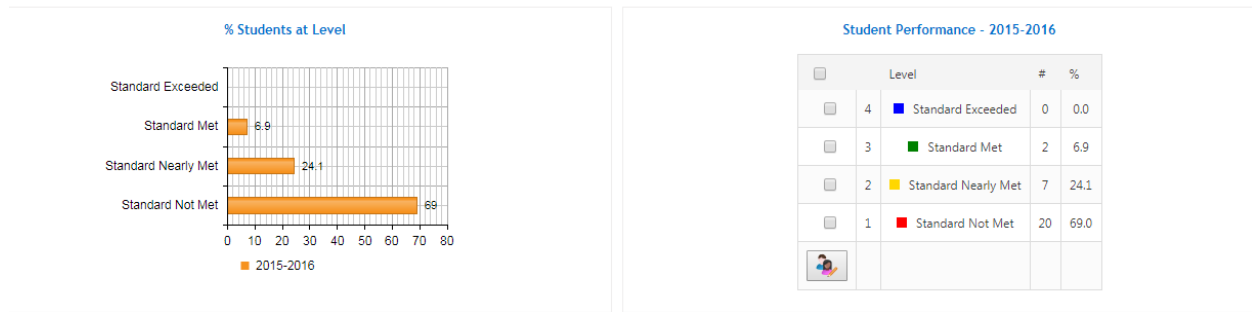
LCC Priority 4: Performance on Standardized Tests

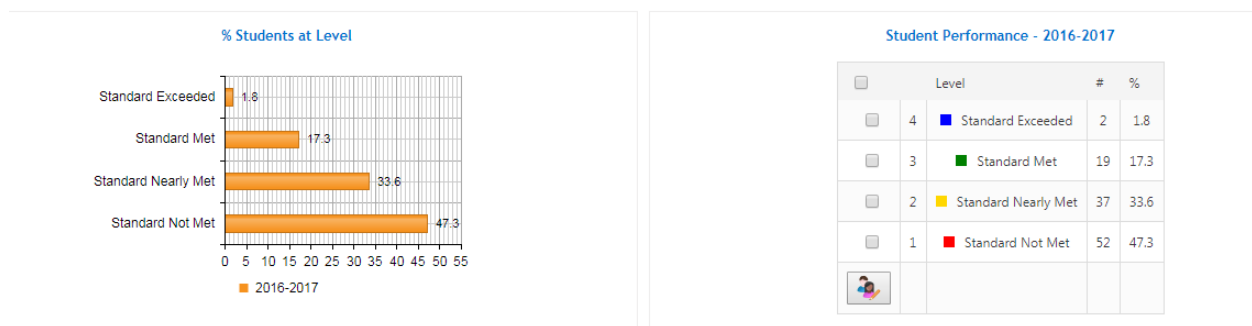### *CAASPP-ELA*

SBAC All Grades ELA/Lit Summative (2014-2015)

% Students at Level

	Level	#	%
4	■ Standard Exceeded	0	0.0
3	■ Standard Met	9	10.7
2	■ Standard Nearly Met	32	38.1
1	■ Standard Not Met	43	51.2

Student Performance - 2014-2015

SBAC All Grades ELA/Lit Summative (2015-2016)

% Students at Level

	2015-2016
Standard Exceeded	
Standard Met	6.9
Standard Nearly Met	24.1
Standard Not Met	69

Student Performance - 2015-2016

	Level		#	%
☐	4	■ Standard Exceeded	0	0.0
☐	3	■ Standard Met	2	6.9
☐	2	■ Standard Nearly Met	7	24.1
☐	1	■ Standard Not Met	20	69.0

SBAC All Grades ELA/Lit Summative (2016-2017)

% Students at Level

	2016-2017
Standard Exceeded	1.8
Standard Met	17.3
Standard Nearly Met	33.6
Standard Not Met	47.3

Student Performance - 2016-2017

	Level		#	%
☐	4	■ Standard Exceeded	2	1.8
☐	3	■ Standard Met	19	17.3
☐	2	■ Standard Nearly Met	37	33.6
☐	1	■ Standard Not Met	52	47.3

Our CAASSP scores show a high percentage of students performing below the state standards; however, for the 2016-2017 school year we can see an increase in student's scores for Standards Exceeded and Standard Met. Overall, the last two years show upward mobility in all categories. This can be attributed to the concentrated efforts across the district to promote ELA standards as a part of our TRAC plan. As our student population fluctuates between neighboring high schools, it is evident that these skills are being reinforced.
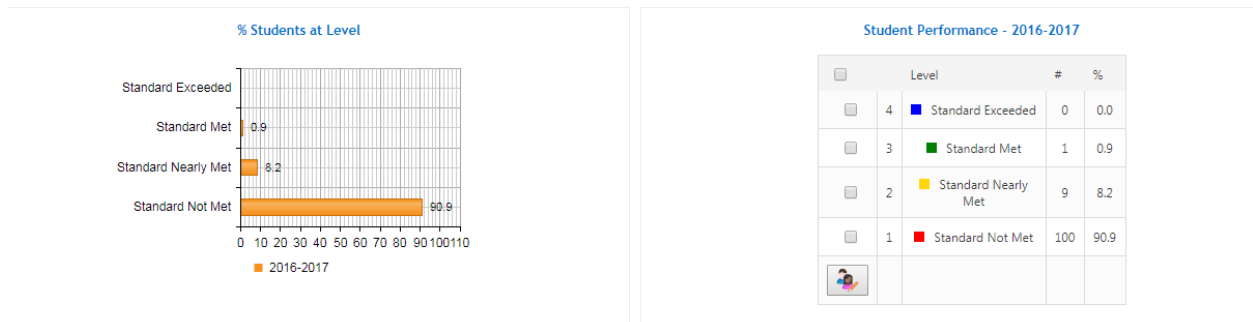
CAASSP-MATH

SBAC All Grades Mathematics Summative (2014-2015)

% Students at Level

	2014-2015
Standard Exceeded	1.2
Standard Met	1.2
Standard Nearly Met	14.6
Standard Not Met	82.9

Student Performance - 2014-2015

	Level		#	%
☐	4	■ Standard Exceeded	1	1.2
☐	3	■ Standard Met	1	1.2
☐	2	■ Standard Nearly Met	12	14.6
☐	1	■ Standard Not Met	68	82.9

SBAC All Grades Mathematics Summative (2015-2016)

% Students at Level

- Standard Exceeded
- Standard Met
- Standard Nearly Met — 7.1
- Standard Not Met — 92.9

0 10 20 30 40 50 60 70 80 90 100 110

■ 2015-2016

Student Performance - 2015-2016

		Level	#	%
☐	4	■ Standard Exceeded	0	0.0
☐	3	■ Standard Met	0	0.0
☐	2	■ Standard Nearly Met	2	7.1
☐	1	■ Standard Not Met	26	92.9

SBAC All Grades Mathematics Summative (2016-2017)

% Students at Level

- Standard Exceeded
- Standard Met — 0.9
- Standard Nearly Met — 8.2
- Standard Not Met — 90.9

0 10 20 30 40 50 60 70 80 90 100 110

■ 2016-2017

Student Performance - 2016-2017

		Level	#	%
☐	4	■ Standard Exceeded	0	0.0
☐	3	■ Standard Met	1	0.9
☐	2	■ Standard Nearly Met	9	8.2
☐	1	■ Standard Not Met	100	90.9

Math scores in CAASSP show that eighty percent or more of students have not met standard. For most of our students, this is a course they have not taken; therefore, students are being tested on material they do not know. This is a district-wide issue and there are measures in place to better prepare students for this test.

California English Language Development Test

CELDT 2016-2017

Performance Level	10	11	12	Total
Advanced	***	2 (8.0%)	7 (16.0%)	9 (13.0%)
Early Advanced	***	10 (38.0%)	21 (49.0%)	32 (44.0%
Intermediate	***	12 (46.0%)	11 (26%)	25 (35.0%)
Early Intermediate	***	1 (4.0%)	4 (9.0%)	5 (7.0%)
Beginning	***	1 (4.0%)	(0.0%)	1 (1.0%)
Number Tested	3 (100.0%)	26 (100.0%)	43 (100.0%)	72 (100.0%)

CELDT 2015-2016

Performance Level	10	11	12	Total
Advanced	1 (17.0%)	2 (8.0%)	6 (15%)	9 (13.0%)
Early Advanced	3 (50./0%)	11 (44.0%)	18 (44.0%)	32 (44.0%)
Intermediate	2 (33.0%)	4 (16.0%)	11 (27.0%)	17 (24.0%)
Early Intermediate	(0.0%)	6 (24.0%)	5 (12.0%)	11 (15.0%)
Beginning	(0.0%)	2 (8.0%)	1 (2.0%)	3 (4.0%)
Number Tested	6 (100%)	25 (100.0%)	41 (100.0%)	72 (100.0%)

CELDT 2014-2015

Performance Level	10	11	12	Total
Advanced	1 (13.0%)	3 (14.0%)	6 (11.0%)	10 (12.0%)
Early Advanced	2 (25.0%)	10 (45.0%)	24 (44.0%)	36 (42.0%)
Intermediate	3 (38.0%)	6 (27.0%)	18 (33.0%)	28 (33.0%)
Early Intermediate	2 (25.0%)	(0.0%)	5 (9.0%)	7 (8.0%)
Beginning	(0.0%)	3 (14.0%)	1 (2.0%)	4 (5.0%)
Number Tested	8 (100.0%)	22 (100.0%)	54 (100.0%)	85 (100.0%)

This data shows that the majority of our English Learner population are intermediate and above. While there is a large amount of level 3 students, there is evidence of upward mobility over the years. Similar to CAASSP scores, this can be attributed to a district-wide emphasis on ELA strategies across the curriculum. Students are being exposed to academic vocabulary, have language support through our English Learner Lab and a full-time EL paraeducator. These supports are showing overall progress in language acquisition.

2016-2017

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
10	6	0	3	2	0	11
11	32	1	28	5	0	66
12	64	6	46	34	0	150

2015-2016

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
10	10	0	6	2	0	18
11	48	4	25	13	0	90
12	78	10	49	44	0	181

2014-2015

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
9	1	0	1	0	0	2
10	13	0	9	3	0	25
11	41	3	24	17	0	85
12	81	13	71	35	0	200

Many of Amistad students arrive at our school with consistent scores of 4's and 5's on the CELDT exam. Due to the fact that they are not meeting the district standard of an A or B in their ELA class and/or making progress towards graduation, they remain an EL. Once these students are in our program, and see success in grades and recovering credit, they are able to become reclassified. This is evident by the consistent amount of students in our program who have been reclassified over the last few years. Though their designation may change, they are monitored closely and provided academic support as needed.

Dropout and Graduation Rates			
	Amistad High School		
	12-13	13-14	14-15
Dropout Rate	8.6%	7.8%	6.2%
Graduation Rate	85.9%	87.5%	89.4%
	DSUSD		
	12-13	13-14	14-15
Dropout Rate	8.6%	7.8%	6.2%
Graduation Rate	85.9%	87.5%	89.4%
	California		
	12-13	13-14	14-15
Dropout Rate	11.4%	11.5%	10.7%
Graduation Rate	80.4%	81.0%	82.3%

Amistad High School dropout and graduation rates are aligned with Desert Sands Unified. As many of our students come to us for a short period of time and may opt to return to their home school once they have recovered credits, our school is viewed as an intervention to prevent drop-outs. Compared to the rates for the state of California, Amistad and Desert Sands Unified have consistently higher graduation rates and lower dropout rates.

2016-2017 Suspension Rates

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Amistad	367	49	39	10.6%	79.5%	20.5%
Desert Sands	30,151	2,245	1,448	4.8%	71.7%	28.3%
Riverside Country	449,493	29,408	18,444	4.1%	70.3%	29.7%
Statewide	6,405,496	381,845	233,478	3.6%	69.3%	30.7%

2016-2017 Expulsion Rates

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Amistad	367	1	1	0.27%
Desert Sands	30,151	35	35	0.12%
Riverside County	449,493	861	855	0.19%
Statewide	6,405,4496	5,657	5,611	0.09%

2015-2016 Suspension Rates

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Amistad	442	41	30	6.8%	66.7%	33.3%
Desert Sands	30,147	1,818	1,170	3.9%	71.9%	28.1%
Riverside Country	449,765	30,111	18,504	4.1%	69.4%	30.6%
Statewide	6,410,668	396,755	234,175	3.7%	67.5%	32.5%

2015-2016 Expulsion Rates

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Amistad	442	4	4	0.90%
Desert Sands	30,147	35	35	0.12%
Riverside County	449,765	755	739	0.16%
Statewide	6,410,668	5,701	5,634	0.09%

2014-2015 Suspension Rates

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Amistad	517	39	33	6.4%	87.9%	12.1%
Desert Sands	30,506	2,343	1,493	4.9%	70.2%	29.8%
Riverside Country	448,834	32,413	19,270	4.3%	68.2%	31.8%
Statewide	6,417,261	420,878	243,052	3.8%	67.0%	33.0%

2014-2015 Expulsion Rates

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Amistad	517	6	6	1.16%
Desert Sands	30,506	71	71	0.23%
Riverside County	448,834	781	762	0.17%
Statewide	6,417,261	5,758	5,692	0.09%

Amistad High School suspension and expulsion rates have fluctuated over the last few years. The trend indicates that there will be a decrease in both. As a part of the registration process, students and their parents/guardians must attend an orientation session. This is a vital part of the school process as students and their parents review with administration the expectations for behavior and academic success. As a school of choice, there are options available to students and their families for an alternative placement program. This is clearly stated to students and their families and provides opportunity for the evaluation of our program to ensure that it is the best choice to meet the needs of the student. This alignment and communication during orientation is likely a contributing factor to our decrease in suspensions and expulsions. With the adoption of Multi-Tiered System of Support as a school-wide intervention program, the goal is to further decrease these two categories.

7-Access to a Broad Course of Study

As an alternative high school, Amistad has a student population that is often credit deficient. The purpose of our program is to meet students where they are and help them recover credit, possibly return to their home school or graduate from our academic program. As part of helping students achieve their goals, we offer a very broad course of study to ensure that students have access to classes that will lead toward graduation. Amistad offers traditional setting courses in most content areas as well as blended learning in social science and select English classes. ASB students are able to earn elective credit for participating in school leadership and character development opportunities. Also, APEX is offered to ensure that all classes are available for students. As a part of our program, students can take a physical education class, art course and electives such as Battle of the Books, Graphic Novel study, and American Sign Language. Amistad students are also eligible to partake in our CTE course offerings.

8-Other Pupil Outcomes

School Performance Indicators as Organized by the Local Control Funding Formula State Priorities

As part of the Local Control Funding Formula (LCFF), school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The plan includes information about the district's goals for all students, and the specific actions geared toward implementing and measuring the progress for student groups across multiple performance indicators according to the priorities set by the state: Student Achievement, Student Engagement, Other Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of State Standards, and Course Access.

The 2017-2018 Local Control Accountability Plan was approved by the Desert Sands Board of Trustees on June 27, 2017.

In alignment with the state priorities, Desert Sands identified three goals that pertain to all school sites.

1. All students will demonstrate growth as measured by federal, state and district assessments.

2. All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

3. All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

These goals were brought before stakeholder groups in an effort to ensure that there was alignment with our school action plan.

As part of the 2017 Single Plan for Student Achievement, the 2017-2018 Academic Goals for Amistad High School are as follows:

1. Amistad High School will increase the 2017-2018 Month-8 Cumulative Actual Attendance Percentage from 84.0% to 87.0%
2. Ninety percent or more of Amistad High School students will participate in state assessments (CAASPP) for the 2017-2018 school year.
3. Twenty percent or more of Amistad High School students will meet or exceed standards in English Language Arts as measured by CAASPP
4. Seventy-five percent or more of Amistad High School students will demonstrate participation in modified English 1, English 2, English 3 and Math 1A and Math 1B district benchmarks

Similarly, SPSA goals were used to develop target growth areas for Critical Areas of Need and the school action plan.

Perception Data

During the 2016-2017 school year, stakeholders were provided opportunity to give feedback on the Amistad program. Surveys were made available for students, parents/guardians and staff to provide input. During a professional development day, Amistad staff reviewed the data and analyzed the results.

Results of Parent/Guardian Survey:

Examination of Perceptual data:

What does this data tell us about our student population?	*Parents/Guardians want students to have good attendance *Parents/Guardians and students feel welcome and are provided with clear expectations *Parents/Guardians are aware of importance of attendance but acknowledge that there is room to improve on their end *Parents/Guardians appreciate a safe, clean environment *Parents/Guardians want their student to attend school
What are the areas of strength?	*Amistad High School is friendly *Registration is easy to complete *The registration process is easy to understand *Parents/Guardians understand school policies and expectations *Amistad has a welcoming environment *Parents/Guardians feel students are safe *Parents/Guardians feel school is welcoming *Parents/Guardians feel informed of student expectations
What are the areas of need?	*Parents/Guardians wish to receive adequate information from teachers and staff *Teacher and staff to increase communication with parents/guardians *Encourage parents/guardians to update communication information, attend back-to-school night/progress report night *Increase awareness for students and parents/guardians of support services/SAP *Increase school website awareness
How can this information impact instruction?	*Parents/guardians who are informed can help motivate students *Students and families know the student services that are available to them and receive support needed *Staff and parents/guardians can form a united front to support students

How can this information impact student achievement?	*Motivated students will perform better *If parents/guardians feel welcome, they will encourage their students to attend school *Continued united efforts equals motivation/early intervention for student achievement
What are the next steps?	*Student handbooks available for new students during advisory-however, parents/guardians need to acknowledge discipline policy *Progress report for all students not just "super" seniors. *Collaboration day make parent contact a priority *Awareness of district programs and services *Allow parents to enter comments/concerns on website

Result of Student Survey:

Examination of Perceptual Data:

What does this data tell us about our student population?	**Overall, the students' attitude toward Amistad is positive. *Students recognize and take advantage of the academic and extracurricular activities available to them. *Students feel that, in general, the teachers care about them and their education. *Students feel safe, supported, and informed. *Students feel they have an accessible staff. *Students can achieve credits on a self-pace and do so quickly if they put forth the effort **Students are unaware of, or don't use, district services *School climate is positive
What are the areas of strength?	**Student recognition and awards *Student-staff ratios; staff availability to students *Academic and extracurricular resources are student-focused. *Pleasant, safe learning environment. *Teachers provide differentiation and alternative learning options. *Discipline is enforced fairly and consistently *Opportunities for extracurricular activities *Adequate library services with technology and resources available *Adequate counseling staff that is easily accessible *Pleasant and safe learning *Opportunities for student involvement *Students feel comfortable with teachers
What are the areas of need?	**Students need to be more aware of the available support

	services provided by the district. *School-wide approach to discipline: fair, firm, flexible, loving. **Easier district support service access *Student awareness of discipline policy
How can this information impact instruction?	*School-wide approach to discipline **Positive reinforcement in classrooms used consistently *Focus on differentiation and student learning options *Amistad is dedicated to student success and is effective in helping students learn and achieve *Continue to develop a safe learning environment and climate
How can this information impact student achievement?	*Building a school culture that centers around achievement, respect and responsibility *Students can speak freely with their teachers about their class work and how to accelerate their progress. *Student connections=student achievement
What are the next steps?	*Staff from district to visit school to inform students about district services. *Consider the implications of "Discipline" response on survey *Add page of listed support services during the registration process *Discuss district service titles and names **Consider placement of "comment/feedback" box

Results of Teacher Survey

Examination of perceptual data:

What does this data tell us about our student population?	*Teachers have access to curriculum and materials *Teachers receive the intended curriculum *Teachers are providing students with direct instruction **Students don't know school wide goals *Student know and have access to their personal progress towards graduation *Students have access to and receive instruction on core materials **Teachers tailor their program to meet students' needs
What are the areas of strength?	*Students are aware of progress *Teachers feel supported *Teachers are providing access to instructional materials *Teachers have systems to assure students *Staff feels supported by the school community *Meetings operate with norms
What are the areas of need?	*Department time to develop department goals and learning goals

	*Time to sequence curriculum *More departmental time is needed to discuss students, curriculum and instruction *Establish and review learning goals as a department *Students have access to curriculum *Students receive timely feedback *Adequate number of direct instruction *Students need more input to set their grades
How can this information impact instruction? *How can this information impact student achievement?*	**Department could "streamline" curriculum contracts *Timely feedback allows opportunity for mastery *Data driven instruction to promote growth *Continuous feedback =student progress *Unified staff=student progress=graduation *More direct instruction to help students understand
What are the next steps?	*Department time to develop essential learning and department goals *Begin to sequence curriculum *Staff and departmental meetings can spend more time using data to drive instruction and goals *Develop entrance and exit assessments to monitor student growth

Important Questions That Have Been Raised by the Analysis of the Student Performance, Demographic, and Perception Data:

What ELA supports are in place for students in all courses?

How is student work used as an evaluative tool on campus?

How is our academic program preparing students for post-secondary options?

What measures/data are utilized to identify student learner needs and gaps?

How can we generate more parent/guardian involvement?

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

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 LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators 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
Since the last WASC cycle, there have been many changes in the academic program. From the implementation of Common Core State Standards, a change in administration at the site and district level, as well as adapting to the increasing changes of technology and how it is used in the classroom. As a priority for the 2016-2017 school year, a review of the Mission and Vision Statements, along with Student Learner Outcomes took place. The goal was to ensure that all were aligned with district goals and updated to reflect the Amistad learning community.	*Stakeholder Surveys *Collaboration Schedule
During the 2016-2017 school year, Amistad stakeholders reviewed and subsequently updated the vision statement and Schoolwide Learner Outcomes. It was decided that the mission statement was still relevant and the emphasis was to update the vision statement to include a college/career readiness factor. Similarly, the SLO's were updated to mirror the mission and vision of Amistad and incorporate a level of expectation that can be observed both in school and in the community.	*Website *Handbook
During the 2017-2018 school year, a group of Amistad teachers, along with teams from fourteen other schools within Desert Sands Unified, received training in Multi-Tier System of Support (MTSS). One area to be further developed will be the SLO's of the school. The goal is to describe each section of the acronym SOAR in an effort to expand and systematize the use on campus, make the SLO's visible and a part of school culture.	*MTSS notes *MTSS timeline

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
The process of refining our vision statement and SLO's took place over the 2016-2017 school year. Professional development days were used to collaborate and develop the vision statement as well as create various acronyms that would encompass Schoolwide Learner Outcomes. With the input of all stakeholders (classified/certificated staff, students, parents), ideas generated were then included in a survey and brought to staff and students for a vote.	*Stakeholder Survey *Collaboration Schedule
During the 2017-2018 school year, select teachers were participants in initial MTSS training. One of the early objectives was to review vision/mission statements and SLO's. Overall, the MTSS team felt strongly that these governing statements were strong indicators of the academic program; however, the group determined that expanding the SLO's by defining the acronym would also benefit the school.	*MTSS training

Understanding of Vision, Mission, and 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
All stakeholders are given opportunity to participate in school events that promote understanding the vision and mission of Amistad High School. Parents are invited to various events held throughout the year (Open House, Eagle Express, Eagle Information Night, Cash for College and School Site Council) to provide input and learn about the school community. During the 2016-2017 school year, parents were also encouraged to take a Parent Survey that was on the school website. Through the use of School Messenger, parents were reminded throughout the school year to visit the school webpage to complete the survey. Also, chromebooks were available for parents to complete a survey during Back to School Night and Eagle Information Night.	*Master Schedule *School Messenger *Parent Survey
Students are a vital part of developing school culture. During the 2016-2017 school year, students were given opportunity to provide feedback for updating	*Student Survey

the Vision Statement and SLO's. Students first picked the word SOAR to brainstorm an acronym that would best describe attributes of an Amistad student. Also, students were given a student-survey to respond to topics from perceptions on administration, classroom and curricular practices, and school culture.	
While the students collaborated, staff members were also working together to create a SLO acronym and partaking in a staff survey. Teachers were able to respond to questions that pertained to administrative support, curriculum choices and classroom practices.	*Staff collaboration schedule *Staff Survey
By November 2016, the Vision Statement was decided on by stakeholders and reflects an updated focus on college and career readiness. In reviewing the Mission statement, it was decided that it should remain because it continues to be a viable part of school culture.	*School Website
SLO's were revealed mid-April 2017 to both staff and students**.**	*SAST schedule

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career 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.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	*Supporting Evidence*
Amistad High School is a part of Desert Sands Unified School District. The Desert Sands Board of Education is composed of five elected members. Each member represents a geographic area within our district's boundaries and serves a four-year term. A student board member is also selected from each Desert Sands Unified high school and serves on the Board throughout the school year. This provides opportunity for students to have a voice in policy-making and input on engagement opportunities for students. Amistad High School is proudly represented on the Board of Education each school year.	*DSUSD Website *Board of Education roster

The Board of Education is responsible for the hiring of the Superintendent of Schools, who serves as the Chief Executive Officer of the District. The Superintendent is also the Secretary to the Board of Education and prepares the Board's agenda and maintains all Board records and files. The appointment of our current Superintendent, Mr. Scott Bailey, was announced on February 21, 2017.	*DSUSD Website *Board agenda *Board minutes
The Desert Sands Unified School District Board of Education meets on the first and third Tuesday of each month at 7:00 p.m. in the Boardroom of the District Education Center, unless otherwise posted. Special Board of Education meetings are scheduled as needed.	*Board Meeting schedule on DSUSD website
All Board agendas and minutes are posted at the District office 72 hours prior to the Board meeting and are available at each school site the day before the meeting. Agendas are also provided to all local newspapers for publication. The Board agenda/minutes and highlights are also published to the Web. Desert Sands currently has their board policies, administrative regulations and exhibits as part of the GAMUT Online System through Californian School Board Association (CSBA).	*Board Agendas on DSUSD website

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	*Supporting Evidence*
There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff. Board policies and procedures are aligned with California Education Code. Certificated and classified professional duties are outlined in employee contracts.	*Board minutes *Employee contracts *DSUSD website
Board meetings are held twice a month and are open to the public. Meeting agendas and meeting minutes are posted twenty-four hours in advance on the district website.	*Board meeting agenda/minutes on DSUSD website
Amistad High School has a strong relationship with our school board as they are visible attendees at Back to School Night, Eagle Express Breakfasts, graduation events, and various school visits throughout the school year.	*Sign-in sheets

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Amistad High School has multiple ways to encourage parental involvement through participation at school events, as well as involvement in school governance through advisory councils. Beginning with enrollment and orientation, parents are given information regarding school program and dates for school activities. In the fall, parents are invited to Back to School Night. This night also includes a Title I presentation and an overview on School Site Council and English Language Advisory Committee. In the spring, parents are invited to attend Eagle Information Night. This is an opportunity to learn about resources available in the local community. Also included in this night, is the LCAP presentation and opportunity for parents to partake in the LCAP survey that is offered in English and in Spanish.	*Sign-in sheets for Back to School Night *Sign in sheets for Eagle Information Night

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The cities of Desert Sands and district work together to enhance both facilities and programs. Evidence of community support took place in November 2014 when a local school's general obligation bond was approved by 70% vote. This bond allowed for construction, renovation and enhancement to classrooms and facilities throughout the district to prepare students for college and careers in math, science, engineering, technology and in skilled trades. Local cities are a resource to schools through grants, student scholarships, and other donations and the involvement of city officials' community volunteers in classrooms and at school events. Dignitaries throughout the community participate in Amistad's Commencement Ceremony each year.	*Election results *Board agenda *Board minutes *Graduation Ceremony Program
Desert Sands Unified School District has informed, consulted, and involved school and community stakeholders in the creation and annual update of the LCAP through participation in an annual LCAP survey and representation on	*LCAP survey *Sign-in sheets

the district's LCAP Advisory Committee, the District Advisory Committee, and the District English Learner Advisory Committee. To assist in the advancement and adjustments of actions and strategies to meet expected outcomes, DSUSD conducts an annual survey of parents, community members, students, and district certificated, classified, and administrative staff. The 2016-17 LCAP survey had 1,716 responders, rating the impact on student learning by key LCAP initiatives; further, more than 1200 written comments provided additional insight into the effectiveness of the use of resources. The LCAP Advisory Committee is comprised of a rich variety of stakeholders. This committee reviews data, discusses progress on LCAP-funded programs, and helps lead to the identification of LCAP new and/or continued priorities as specified in the LCAP. The committee met twice during the 2016-17 school year. The principal of Amistad High School served on this committee.

Desert Sands Unified School District remains dedicated to implementing the State priorities related to the Local Control Funding Formula (LCFF) and continues to provide a learning environment that meets the physical, emotional, social, and intellectual needs of all students. It is evident that stakeholders are very proud of our schools, our students and of the dedicated, talented certificated and classified staff who support them.

*DSUSD Website

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
The Desert Sands Unified School District welcomes questions, ideas, suggestions, and concerns from the community. Community members are encouraged to communicate with Desert Sands Unified staff and Board of Education members. Examples of opportunities to communicate include board meetings, email, phone, and face-to-face appointments. If an appropriate resolution is not reached at the site level, community members can also contact the district office and request to speak with a district administrator or member of the board of education.	*DSUSD website
Stakeholders are welcome to communicate with school administration and counselors. Parent-teacher conferences, email communication and phone calls are available as needed.	*Counselor sign-in form
Students can express concerns through their elected ASB officers. They can also take advantage of the administrators, counselors, and support staff open	*Email

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

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.

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*
Amistad High School, as a continuation school, uses multiple metrics to identify student needs. The majority of our students transfer from our neighboring high schools and the majority of their data is on our student information system eschools and EADMS. Credit recovery is a universal need for our student population and programs such as JumpStart, APEX and Block Classes allow students the opportunity to accelerate their matriculation. This innovative schedule and options for students has been embraced by our staff members and supported by Desert Sands Unified School District.	*Master schedule *Eschools *EADMS
Weekly collaboration time and monthly department meetings allow teachers opportunity to review benchmark data and identify areas of instruction to focus on for student learning growth.	*Sign in Sheets *Agendas
With the district implementation of SAST during the 2016-2017 school year, the first week of each month is devoted to the use of data to guide instruction for EL/LTEL students. As a district, all schools are using the book, *Meeting the Unique Needs of Long Term English Language Learners: A Guide for Educators* by Laurie Olsen, PhD. This provides the pedagogy of reaching EL/LTEL students and a common language/area of focus for our school site.	*SAST folder *Dr. Olsen book
As SAST continued during the 2017-2018 school year, the schedule is created by the district office and the Desert Sands Teachers Association. As a part of the teacher contract, each week has a specific focus similar to the one used for 2016-2017 school year. Each month there is a different emphasis for the district directed week. Some topics have included Special Education, Suicide Prevention, School Safety, Attendance, and Safety Protocol. The other weeks are Principal	*Sign-in sheets *SAST schedule *Sign-in Sheets

directed, Principal/Site Leadership directed and teacher directed.

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
During the 2016-2017 school year, the SPSA was brought before the Leadership Team and School Site Council in October 2016. In the early spring of 2017, all Desert Sands schools were notified of new procedures for SPSA that would require the 2017-2018 plan to be submitted by May 2017. This preliminary SPSA was created using data acquired from CAASPP, CELDT, and recent SARC in an effort to ensure that plans are centered on meeting the needs of our critical learners. As a Title 1 school, we serve an at-risk population, and as a continuation high school, our students are credit deficient. The emphasis has been supporting students in ELA and math, working with EL/LTEL students and providing teachers with interactive furniture, technology and training to promote student engagement and achievement.	*SPSA *District Timeline

Staff Actions/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 and programs 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
Due to the small size of the Amistad staff, the Leadership team represents nearly 50% of our teachers. This is an integral part of our school as these individuals are instrumental to the decision-making process of our school. The leadership decides on School Wide Activities, provides input on SPSA, and helps plan school events. As department leaders, they take information from Leadership Meetings to their respective content areas and facilitate those meetings.	*Leadership Sign in sheets *Leadership Agenda *Master Calendar
Throughout the school year, the staff is given opportunity to partake in anonymous surveys that pertain to reflection on School Wide Activities, school climate and LCAP funding.	*Google Forms
As a part of our school schedule, there is built-in collaboration time for weekly meetings. Per Desert Sands Unified, we follow the Structured Academic Support Time (SAST) directive each week.	*SAST schedule
School Site Council has teacher, student, administrative and parent representation. Each meeting discusses school issues and contains opportunity for input from all stakeholders.	*SSC agenda *SSC minutes
The Language Acquisition Team (LAT) meets three times a year to collaboratively reviews information that pertains to potential students that are candidates for language reclassification. Also, this team follows up on students who have been re-classified within the last three years to ensure that they are continuing to progress in school.	*LAT team sign in
Following each School Wide Activity, during Wednesday collaboration, teachers review student work and respond using a Google Form. This information helps identify if documents need revision and ways that we can revise this process and ultimately, improve student performance. Using a Google Form also allows staff to view data using multiple parameters and filter data for relevant information	*Sign in sheets *Google Form
The Activities Team is comprised of one teacher, one counselor and the ASB members. These individuals work together to create activities on campus and promote school involvement.	*ASB roster

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*
Amistad teachers have a district email that is heavily used for communication. This can be used for group emails or to send an all-school email. Similarly, the Amistad master calendar can sync school events to staff calendars as a way to communicate school activities.	*DSUSD emails *Master Calendar
There is a Desert Sands Teachers Association (DSTA Union) representative on site. This representative assists in communication between Desert Sands Unified and union members. This representative is also available to assist with needs of unions members on campus. Similarly, CSEA, California School Employees Association, the union for classified staff, has representation at the site and district level.	*DSTA meetings *CSEA meetings
Amistad has a positive and friendly classified staff who are a vital part of making the school a welcoming place. From our administrative, nutritional services, custodians, library media and security staff, these individuals go above and beyond to work with students, parents and faculty.	*Staff work schedules
Amistad Principal and Assistant Principal have an open door policy and are available to all stakeholders. They are a visible presence before school, during lunch and after school and in classrooms during the school day.	*Observable
The counselors work with students, teachers and parents on a daily basis. They attend trainings and conferences and communicate information at meetings and via email. They monitor student progress and communicate with individual students while reviewing Individual Graduation Plans.	*Counselor sign-in google form
During the thirty minute lunch time all certificated staff members are out on campus. This allows for casual collaboration, student conversations, informal interaction with teachers, and opportunity to discuss with administrators if necessary.	*IGP's *Observable

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates 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.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Amistad High School works in cooperation with the hiring practices established within Desert Sands Unified School District. When a position is open, the district will "fly" a position internally in an effort to accommodate transfer requests. When that does not fill an open position, it then moves to Ed-join and becomes open for outside applicants who fit the qualifications.	*Emails *Edjoin website
Amistad interviews are conducted with a balance of administrative and certificated staff. Interviews follow the protocol outlined by the district.	*Interview procedures
Throughout the school year, teachers have opportunity to attend various trainings based on interest and alignment with school needs. Examples of recent professional development attended by staff include: Google Conference, California Continuing Education Association, CUE Conference, ERWC, CABE, Model Schools Conference, CTE Conferences and Desert Sands Summer Institute. Also, Administrative team rotates attendance to the Alternative Education Principals Learning Network through Riverside County Office of Education.	*Training registration *Training Certificate
Amistad High School incorporated Edgenuity for the 2017-2018 school year, during the spring of 2017 ELA and Social Science teachers received, and will continue to receive, training from the company, time to collaborate and a stipend to work over summer 2017 in order to be prepared to implement the program Fall 2017. The offering of this blended learning curriculum comes with the full support of Desert Sands as a way to meet the learning needs of Amistad High School students.	*Edgenuity roll out timeline *Master Calendar

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Teachers who are new to the profession are placed in an induction program and provided a mentor teacher through Beginning Teacher Support and Assessment (BTSA). This is a 1-2 partnership that provides guidance to the new teacher.	*BTSA Documentation
Desert Sands Unified School District has developed a culture of collaboration and peer-to-peer learning. Instructional leaders from the district office, and Teachers on Special Assignment (TOSA's), have worked with our school to develop the practice of Instructional Rounds with the emphasis on student engagement. This has allowed Amistad teachers to share best practices and identify learning trends on campus. This also provides insight to our student population and how to improve student learning.	*Instructional Rounds documents: Schedule, Agenda, De-brief notes

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. 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
Amistad High School follows the guidelines established by Desert Sands Unified School District and tailors it to meet the needs of our school population. Organizational leadership is established in three groups: Administrative Team, Leadership Team and Activities Team. The Administrative Team includes the Principal, Assistant Principal, Counselors, Instructional Coach and Lead Secretary. The second group is the Leadership Team that consists of all department chairs, Instructional Coach and both administrators. The third group is the Assistant Principal, Activities Team that includes our ASB teacher and one counselor. Norms for all groups are established at the beginning of the year and reviewed at meetings.	*Organizational Leadership document *Agendas *Sign in Sheets *TRAC goals *Meeting norms
A staff handbook was created and implemented for the 2017-2018 school year. This will be reviewed and revised yearly by the leadership team to	*Staff handbook

ensure it covers relevant information.	
Amistad High School students are provided with a Student Handbook upon enrollment or Orientation. This outlines expectations, bell schedule and dress code. For the 2017-2018 school year, students will have this document emailed to them and they can download it to their Google drive.	*Student Handbook
In cooperation with Desert Sands Unified, ELA and math teachers adhere to the modules that are aligned with Common Core State Standards. These mirror a pacing guide, however, allow some flexibility in regards to timing and teacher lesson planning.	*ELA modules *Math modules

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. 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.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	*Supporting Evidence*
As a permanent part of our bell schedule, Amistad High School has weekly collaboration time for teachers. The Leadership provides input at the beginning of the school year and a working outline is created. Based on needs of the school, the outline is adjusted periodically. For the 2016-2017 school year, Desert Sands Unified School District has employed SAST: *Structured Academic Support Time.* During 16-17, the emphasis has been English Learners and Long Term English Learners and this is reflected in the professional development created at the district level and disseminated at each school site.	*Bell schedule *SAST schedule

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	*Supporting Evidence*
Amistad High School adheres to the supervision and evaluation procedures that are outlined by Desert Sands Unified School District and Desert Sands Teacher Association. Teachers who are new to the district are assigned an administrator and evaluated twice during their first year. Teachers who are new to the profession participate in BTSA, an induction program that partners teachers with a veteran mentor. While BTSA is not an evaluative program, the BTSA mentor works with the school administration to best offer support to the new teacher.	*DSUSD evaluation process *BTSA Rosters

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 academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
All decisions related to the distribution of resources are made with input from the Leadership Team and School Site Council. The driving force behind allocating funds is identifying how expenditures will support student learning. For example, one area that has been determined to be a priority is the purchase of flexible furniture, Large Format Display's (LFD's) for classrooms and professional development for teachers; all based on promoting student engagement and ultimately student achievement.	*Agenda-Leadership *SSC

Practices

A5.2. Indicator: There are processes operating in relationship to district practices 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
During the spring of 2016-2017 school year, the district office adjusted the procedures for all school sites in regards to budgetary and school-wide plans for the following school year. This preliminary budget was first brought to the Leadership Team for input and then to School Site Council. This document was reevaluated in September 2017.	*District timeline *SPSA agenda

Facilities

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

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
In the year 2013, Amistad High School moved to its current location. The current space was once home to a middle school. Prior to Amistad moving in, the school site was completely renovated and an Automotive Technology classroom, with a connecting "shop" was built to accommodate our CTE program. The school gym was also added as a part of renovation.	*Amistad website
Desert Sands has provided an aesthetically pleasing location and made sure that classrooms were equipped to accommodate projectors, teacher desk tops, and that students have access to media center, MPR and gym to use while at Amistad. Students reflect school pride by keeping environment clean. Also, our custodial team goes above and beyond to keep the campus pristine and safe for our students.	*Custodial team schedule *Observable on campus
Amistad's nutritional service team consistently earns a 95% or better rating on Riverside County Department of Environmental Health inspections. In 2016 they received *2016 Award of Recognition for Outstanding Food Establishment Performance*. Students are offered with fresh food options for both breakfast and lunch.	*Observable on campus

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 materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
For ELA and math, the majority of instructional materials are accessible online. Modules are contained in shared drives and for math, the textbooks and supplemental resources are accessible online. As ELA (district wide) approaches a textbook adoption, one of the components is finding online offerings to complement textbooks.	*ELA Modules *Math Modules

The media specialist on campus is a resource for supplemental materials. If requested items are not available at our school site, the media specialist is able to locate and request access to materials. These materials are checked out to the teacher and returned when the teacher no longer needs them.	*DSUSD media resources

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	*Supporting Evidence*
Desert Sands offered Summer Institute during the summer of 2016 and many Amistad teachers attended. During the 2016-2017 school year, Amistad teachers participated in content specific TRAC days, CUE conference, CABE along with weekly time for professional development in accordance with DSAT and Desert Sands Unified SAST time. Similarly, training for Edgenuity, was provided to the teachers who will use this curriculum.	*Summer Institute Schedule *Registrations for training *SAST schedule
As a district, DSUSD is adopting a new Student Information System, Synergy, for the 2017-2018 school year. Training is offered to all staff, certificated and classified, as well as a supplemental training for the site lead for this program.	*Synergy training schedule
The two counselors at Amistad also receive and participate in training offered through Riverside County Office of Education to stay abreast of resources that are available for students and their families.	*Counselor schedules
As a part of SPSA and school budget, teachers are encouraged to attend training that is offered through the district as well as training that will enhance their classroom and support student achievement.	*SPSA

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 continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

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

Findings	Supporting Evidence
All stakeholders (certificated, classified, students, parents, community members, administrators) are offered the opportunity to participate in a yearly survey that is used by DSUSD to determine how LCAP funding is used. During the spring Eagle Information Night, the Principal presented an overview of LCAP to families in attendance and Chromebooks were available so parents could take the survey that evening. The surveys were available in English and in Spanish.	*Agenda Eagle Information Night *LCAP powerpoint

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 critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Amistad High School works cooperatively with Desert Sands Unified School District to ensure that our students are afforded a rigorous and relevant academic program. The internal structures of school leadership promote opportunity for all stakeholders to provide input on the overall direction of the school. Decisions on programs and funding are made with the distinct goal of promoting access for students to obtain credit recovery and mastery of academic standards.

Prioritize the strengths and areas for growth for Category A.

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

*Strong District Support
*District leadership in core alignment to CCSS
*Targeted SAST emphasis from district
*Collaborative Staff
*Students invested in school culture
*CTE offerings
*Vision for Amistad-current and future as administrators plan to expand CTE pathways
*Positive climate on campus

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

*Promote SLO's and Vision/Mission Statements
*Increase Parent Involvement
*Expand use of ELA/math Benchmarks

Category B: Standards-based Student Learning: Curriculum

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 academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	*Supporting Evidence*
Current educational research is a priority to Desert Sands Unified School District. This is evidenced through a partnership with *International Center for Leadership and Education.* With the implementation of Common Core State Standards, Desert Sands Unified School District has made content alignment a priority and devoted time and attention to the creation of modules for use across the district. Also, in 2016, Desert Sands Unified offered *Summer Institute Training* that showcased nationally known educational leaders. Having this professional support by our district provides benefits to our school site. Members of Amistad's Leadership Team attended Summer Institute and that has served as a reference throughout the school year. In addition, the monthly Structured Academic Support Time (SAST) provided by Desert Sands Unified, builds on previous training and offers tangible instructional strategies that can be applied to classroom instruction. In ELA, Amistad teachers use the same grade-level modules that are used in the other Desert Sands Unified high schools.	*District Modules *Benchmark data *2016 Summer Institute Schedule *SAST *ICLE
Similarly, Desert Sands Unified has also created math modules that are used across the district high schools. With the support of the district, Amistad offers blocks of math classes so that students have more time to complete modules in an effort to promote mastery for credit recovery.	*Master Schedule

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

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
As a continuation high school, Amistad's emphasis for students and course offerings is centered on credit recovery. However, there is also an effort to provide a college and career readiness for our students through Career Tech Education. CTE Automotive Technology and beginning in 2017-2018, Heating, Ventilation and Air Conditioning, will be two pathways available for Amistad and Desert Sands Unified students to promote career and college readiness.	*Master Schedule
As part of Amistad's TRAC plan, emphasizing Close Reading and Analytical Writing skills are also a school wide area of focus. These ELA skills are derived from Common Core State Standards and intended to be practiced across the curriculum.	*TRAC plan *ELA CCSS
With the exception of AP Art Studio and APEX courses, most courses are not A-G.	*Master Schedule
Currently, APEX is used in some classes. This is an A-G accredited CCSS aligned curriculum. Students can take core classes and various elective courses and complete these classes at an accelerated rate. Some coursework has been modified to accommodate IEP's.	*Student Roster *APEX Gradebook *APEX Performance Reports/Student Log in
ELA teachers use online resources that are literacy learning programs such as Flocabulary, Actively Learn, No Red Ink and Newsela.	*Student Roster *Student Writing samples *Grammar/Mechanics Feedback *Proficiency Reports *Read 180 curriculum

Congruence

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

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

Findings	Supporting Evidence
Desert Sands Unified implemented a TRAC emphasis with the intention of offering congruence and consistency across the district. This is most notable with the establishment of a TRAC plan that is then adapted to meet the needs of a school site. At Amistad, the TRAC goals, as established by the Leadership Team, have been to emphasize close reading skills and evidence based writing. As a school community, these skills are used across the curriculum and practiced in a School-wide Activity three times a year.	*TRAC Plan *TRAC Day (2) document *School wide activity documents *Annotation bookmark *Project 180 curriculum *Student work samples

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Amistad has pursued alignment with our TRAC plan and the leadership team has found opportunities to integrate close reading and evidence based writing skills in their respective departments. For the purpose of a School-wide Activity, there are times when articles used are content specific and times when the leadership team decides on a document that will be used school wide.	*TRAC Plan *School Wide Activity documents
As a product of our SAST time, members of our leadership team have created a garden project that involves an art/science and health component. Curricular decisions are discussed periodically in order to promote alignment across disciplines.	*SAST calendar *Agendas

Articulation and Follow-up Studies

B1.5. Indicator: The school 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: *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
As a continuation high school, Amistad is unique in that students choose to attend our program to recover credits. High schools within our district communicate regularly with counselors to discuss students transferring to our program. A month prior to the end of the first semester, counselors from neighboring high schools meet with Amistad students who intend to transfer back to their home school in an effort to review individual student progress to ensure that a transfer is in the best interest of the student. Similarly, Amistad counselors visit the same schools to meet with students who intend to transfer to Amistad for second semester in an effort to review student transcripts and Amistad expectations.	*Counselor schedule
Amistad is also home to the sole CTE Automotive-Technology Pathway program in Desert Sands Unified. This two year program is open to all high school students within Desert Sands Unified. This requires coordination with counselors from the other high schools to ensure that students from other high schools who attend the CTE Automotive classes are maximizing their schedules at their home school.	*CTE Automotive Roster
Amistad counselors are in regular communication with representatives at College of the Desert. During the 2016-2017 school year, students were provided with opportunity to complete their FAFSA, take the College of the Desert placement test and enroll for classes in the fall.	*Counselor Schedules

B2.   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.

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
Amistad High School proudly holds the title as the only school in Desert Sands Unified that offers a CTE Automotive-Technology Pathway. This opportunity expanded during the 2016-2017 school year as both morning and afternoon classes were offered to our students and to students from the other high schools within Desert Sands Unified. With the support of the district, transportation is provided to students from these high schools so they can partake in this program while attending their home school. Part of this program includes opportunity for students to gain internship opportunities from local automotive companies. Students who complete the two year program earn NATEF certification.	*Master Schedule *DSUSD CTE plan *DSUSD transportation schedule *NATEF certification *Student Roster
As an expansion to our CTE offerings, during the 2017-2018 school year, Heating, Ventilation and Air Conditioning was added to our course offerings. This is a course offered through College of the Desert which allows students to complete high school requirements while enrolled in college courses. This is a one year program at Amistad. Similarly as with our CTE Automotive-Technology program, Desert Sands Unified provides transportation from neighboring high schools so other Desert Sands students can partake in this pathway. Because this is a College of the Desert course, enrollment is also offered to the community. Currently, there are five students outside of Desert Sands Unified attending.	*HVAC roster *Master Schedule
Project 180 is a course offering unique to Amistad High School. This entails a deep commitment from the Coachella Valley's sole Law School: California Desert Trial Academy College of Law, located less than two miles from our campus. Students involved with this group participate in life skills training, student advocacy, community outreach and Mock Trial. With the support of Desert Sands Unified, students are provided with round-trip transportation once a week to to engage in leadership training and to listen to speakers from	*Master Schedule *DSUSD transportation schedule *Student Roster

the legal field. Students also participate in college field trips (UCLA) and to Calipatria State Prison.	*Counseling emails *Cash for College brochure *CCGI modules
Our counseling team works in tandem to assist students and their parents/guardians with completing FAFSA applications. Cash for College is an outreach that is offered to parents/guardians to answer questions and to help them submit their FAFSA. Also, counselors work with teachers in the social science department to guide students with CCGI: California College Guidance Initiative, a district endorsed resource that guides students in their post-high school preparation.	*College and Career Center
During 2016-2017 school year, preparation to create a college and career center in the library began under the direction of the Media Specialist and Counselors. This cohort visited neighboring high schools and College of the Desert, our local community college, to observe first hand their College and Career Centers. This provided insight and inspiration for preparing the College and Career Center at Amistad High School.	*COD enrollment
For first-year students entering College of the Desert, Fall 2017, there was an opportunity to enroll in the PLEDGE program. This provided students with a year of junior college, with no cost to students and their family. Out of Amistad's one hundred and one graduates 37%, took advantage of this program and will be attending community college in the fall.	*COD

Accessibility of All Students to Curriculum

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
Amistad students have an Individual Graduation Plan (IGP) that is continuously monitored and updated. With high school graduation as the first goal, this helps students monitor their own progress and motivates them to continue with their coursework.	*IGP
In an effort to ensure fidelity to the district's TRAC plan, the leadership team initiated a School-wide Activity emphasizing close reading and evidence based writing skills. With the use of a standardized annotation tool, double entry journal and rhetorical précis template, all teachers utilize these documents in their respective content area. This promotes access for students to engage in reading and writing skills across the	*TRAC plan*Master Calendar-School Wide Activity Schedule *Annotation tool *Double Entry Journal document

curriculum.	*Rhetorical Précis template
As an alternative high school, our goal in our academic program is to provide ample opportunities for credit recovery. Our JumpStart class was birthed from a real need to provide students with success in the areas of math and English. The concept mimics a summer school setting, where a student spends one class for an extended period of time during the day for a period of three to six weeks, depending on the student's need for one or two semesters of that class. Built in to this program was an ELA and math lab for added instructional support. Students were able to earn five credits for their ELA or math class and five elective credits for the lab. Class enrollment for JumpStart was sheltered to ensure students had a higher degree of attention.	*Master Schedule *Student contracts *Attendance
Due to the success of JumpStart, and an analysis on the impact to the master schedule, this class evolved to a block class and is currently being offered in both ELA and math classes	*Master schedule
Desert Sands Unified is a Google district and Amistad High School has Chromebook carts in each ELA, math, science and social science classroom. Teachers have opportunity to attend Google Conference, Cue Conference and district sponsored training to help facilitate the use of technology in the classroom. Google Classroom is a widely used tool and students are learning real life skills in managing and organizing technology. Part of Desert Sands Unified's commitment to ensuring our students are obtaining 21st century skills includes an awareness and responsibility with navigating technology and social media. Digital Citizenship is a mandated curriculum that is used across the district. Every year, Amistad teachers provide two lessons during the school year that address real world issues that pertain to an individual's digital footprint. These are engaging lessons that promote conversation and help students practically apply what they have learned.	*District website *Chromebook check-out lists *Conference registration *Digital Citizenship Completion form *Digital Citizenship student work

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. (This includes the evaluation of whether online instruction matches the student's learning style.)

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
Amistad High School offers multiple opportunities to involve parents/guardians in their student's personal learning plan. Beginning with New Student	*Visitor Logs *IGP

Orientation, parents/guardians and their student are introduced to the Amistad school community with the presentation given by the Principal or Assistant Principal. This is a pivotal part of the process as this orientation reviews school expectations for student behavior and academic success. Once students are registered, they meet with their counselor and review transcripts, create an Individual Graduation Plan and a class schedule is issued.	*Sign in sheets
Teachers have weekly collaboration time and monthly department time to discuss overall student progress. As an alternative high school, Amistad teachers often have multiple sections in a single period and monitor their students work in and out of their class. It is not uncommon for teachers to email each other and counselors about a concern they may have about a student. Sometimes this leads to a Student Success Team meeting that includes the student, teachers, a counselor and parents/guardians. For students with an IEP, yearly meetings are held to monitor student progress, ensure accommodations are in place and update their IEP if necessary.	*Agendas *SST documents *IEP documents *Master calendar
Amistad provides multiple opportunities for parents/guardians to be a part of developing student learning plans. Our yearly events include Back to School Night in the fall, Cash for College in the winter and Eagle Information Night in the spring. These are informative nights designed to give parents/guardians insight to our school community. School Site Council is a valuable part of our school and relies on parental/guardian participation. Parents who do attend have found this to be rewarding due to the interaction with other parents, students, teachers and administrators. In an effort to reach out to families, Amistad started *Eagle Express,* a morning social with coffee and pastries. This is intended to promote parent/guardian engagement with the school and positively impact student learning.	*Sign-in sheets *School Site Council Sign In *School Site Council Posting *Eagle Express posters
During the 2016-2017 school year, Amistad had one parent representative for DELAC and one parent representative for DAC. At the respective meetings, these representatives learned about the district emphasis for promoting college and career readiness, purpose of testing and visited the Cal State San Bernardino, Palm Desert campus.	*DELAC schedule *DAC schedule

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*
As an alternative high school, and with students who are generally credit deficient, our primary goal is to facilitate students with credit recovery. With that focus, Amistad recognizes the need to provide students with	*Student Rosters

postsecondary high school options. As a school, we aim to promote balance: credit recovery while exploring college and career interests.

As the only school within Desert Sands Unified with a CTE Automotive-Technology Pathway, students can earn NATEF certification upon completion of the two year program. Also, this pathway includes internship opportunities that can lead to job placement. Similarly, students enrolled in our CTE HVAC program have the ability to earn a one year certificate along with internship possibilities.	*Master Calendar *NATEF Certification *Automotive Internship list *CTE rosters
Project 180 provides students with a weekly trip to the local law school. Each week, students have exposure to all aspects of the legal world and learn about career options in this field. Also, college field trips and a visit to Calipatria Prison for exposure to both sides of the legal spectrum.	*Project 180 student roster *Project 180 curriculum
CCGI includes online modules that are offered in Social Science classrooms. Amistad counselors help to facilitate these mini-lessons in classrooms. This online resource allows students to take a personal inventory on interests and aptitude, as well as navigate post-secondary options.	*CCGI Log-in *CCGI Module completion
During the 2016-2017 school year, Amistad counselors took seniors on a college trip to College of the Desert. Students were able to meet other seniors from the Coachella Valley and learn about the opportunities available at COD.	*Field trip roster
A College/Career Fair takes place on campus each year. Representatives from College of the Desert, technical schools and community resources are present to answer questions and provide insight to Amistad students. This is an opportunity for students to begin thinking about post-secondary goals.	*College/Career Fair sign in *College/Career Fair pamphlet

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

In alignment with Desert Sands Unified School District, Amistad High School uses Common Core State Standards curriculum and teachers modify as necessary for our student population. Teachers receive content-based training that promotes an emphasis on building skills for our English Language population in the form of vocabulary development, close reading, and analytical writing. Also, Desert Sands Unified School District has partnered with ICLE: International Center for Leadership and Education. This educational research based training is primarily used as a tool to monitor rigor and relevance in lesson planning and delivery. Through the use of research based rubrics, learner engagement is an area of emphasis as it is closely related to evidence of rigor. These are intended to serve as a backing to curriculum and add depth of knowledge to a lesson or unit of study.

At Amistad High School, administrators, counselors and teachers look at programs that will work with our student population and meet our critical learner needs-students who have not met standard in ELA. As a staff, making decisions on academic offerings are always to ensure and promote student mastery, which ultimately leads to graduation. This is evidenced in master schedule decisions to offer block-courses in ELA and ,ath, develop CTE programs and emphasize skills that are promoted in our School-wide Activities: close reading and analytical writing.

As a part of the self-study process, areas for growth include analysis of student work, expanding opportunity for students to earn A-G credit and a clear and equitable grading policy.

Prioritize the strengths and areas for growth for Category B.

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

District Support-ICLE training

Opportunity for credit recovery

CTE programs

TRAC Plans

School Wide Activity

Emerging COD pathway

Counselors-IGP plans

Innovative scheduling

Access to technology in all subjects and for all students

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

Provide opportunity for A-G credit recovery

Provide meaningful feedback to students on their assignments

Display student work

Continue to develop College and Career Center

Continue to increase enrollment of Amistad graduates applying to COD

Continue to develop relationship with COD and post-secondary options

Increase A-G offerings

Develop a clear and consistent school wide grading plan

Increase exposure to CCGI

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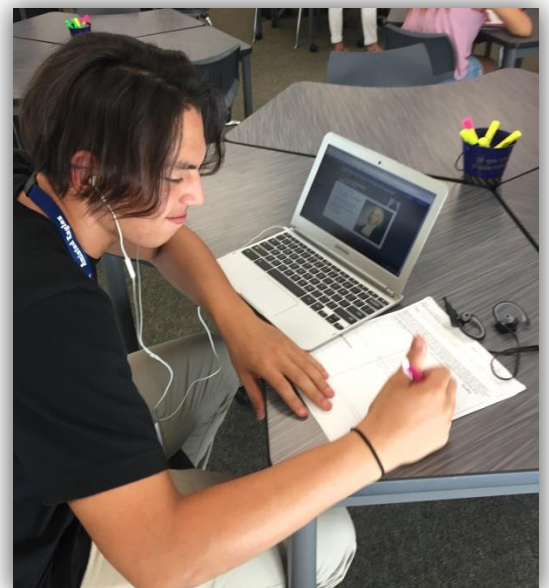
Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, 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 academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	*Supporting Evidence*
In an effort to best align with our TRAC plan, Amistad has implemented School Wide Activities three times a year. Generally, on a School Wide Activity day, during a specific class period, all students are working on a close read, double entry journal and rhetorical précis. This creates a common area of focus as well as emphasis on skills that are used across the curriculum.	*TRAC Plan *Master schedule *School Wide Activity documents
As part of the debrief process, during a Wednesday collaboration time, teachers work in small groups to review samples of authentic student work. Prior to the debrief, the instructional coach will collect random samples from teachers showing various levels of performance from high, mid to low and samples from EL and Special Education populations. Student names were removed and the samples were numbered so teachers could review work without bias. Another component to this debrief included usage of the *Learning Toolkit: Depth of Knowledge Quadrants*. Teachers used this to identify quadrant placement of student work. The conversation is intended to generate strategies on how to move students to higher levels on the chart. The purpose of this activity is to identify trends in student work and how to incorporate best practices to improve student performance. During the 2016-2017 school year, teachers engaged in this process twice and found it to be a valuable process.	*Agenda *Sign in sheets *DOK Quadrants *Student samples
As a part of the Desert Sands Unified culture, Learning Rounds are a part of our professional learning community. Amistad teachers have opportunity to participate in Learning Rounds by visiting classrooms and/or opening their classroom to colleagues. For those participating as visitors to classrooms, the area of focus is centered on student engagement. These teachers visit a	*Master Schedule *Learning Rounds documents

classroom for ten to fifteen minutes and then debrief immediately after in their small group. The group is led by the instructional coach and TOSA's from the district office. The questions are directed to identify student participation, strategies and procedures in place that serve as a support.	*Sign in sheet *Agenda
In February 2017, Amistad teachers joined La Quinta High School, a high school within our district, on their Learning Rounds. The purpose of this was to see students in a traditional school setting and gain familiarity with the Learner Engagement Rubric. After each visit, teachers de-briefed on student observations using the rubric. This activity allowed teachers to partake in vital conversations, using the language of the rubric, to identify levels of student engagement during our visit in that class. This rubric, along with the three other rubrics, will be used district wide to promote rigor and relevance in all classrooms. Participating in Instructional Rounds with La Quinta High School allowed a group of teachers the opportunity to see the rubric in use.	*Learning Rounds schedule *ICLE Rubrics
With the implementation of SAST during the 2016-2017 school year, use of data to identify critical learner needs has increased. Oftentimes, the SAST caters to a traditional high school setting and modifications are made to it to ensure that the critical learner needs are addressed. SAST's activities involve the use of EADMS to review CELDT scores and CAASPP scores. Also included in SAST time are research based instructional strategies that are embedded to the presentation given each month to the staff. Specifically, structured conversation, structured group activities and developing academic vocabulary are areas of focus that have been explicitly suggested to use in classrooms.	*SAST schedule *EADMS log in records *Sign in sheets
Preparing students to be college and career ready is a focal point at Amistad High School. In 2015-2016, and November 2017, *Bite of Reality*, a seminar class that introduces concepts of financial responsibility, was offered. Students who were participants then had opportunity to be facilitators for future seminars. Similarly, *When You Become Eighteen,* is a Social Science module that derives from the California Bar Association. This reviews with students basics of adult citizenship such as, how to register to vote, reading through a rental agreement, and an overview on California laws.	*Master Schedule *Student Work
Desert Sands Unified provides our students with access to CCGI which is utilized in Social Science classes. Each student is expected to complete five milestones including an interest profile, work values sorter, career cluster survey, resume builder and job interview practice. Counselors facilitate and guide students through question that may arise in the process.	*CCGI Log in records *CCGI completed modules

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

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

Findings	Supporting Evidence
Amistad students have individual contracts in each class along with class syllabus. Historically, there has been a push for students to demonstrate 70% success with 100% completion of assignments. However, this is currently a topic for discussion and school collaboration as clarity is needed to be implemented in all classes.	*Student Contracts
Amistad High School is exploring how to implement the practice of using rubrics for evaluation of student work. Currently, ELA teachers are using Smarter Balanced rubrics during ELA grade level TRAC days.	*TRAC agendas *ELA Rubrics
English Learners and Long Term English Learners are reviewed annually for reclassification purposes. During the 2016-2017 school year, data acquired from the CELDT test administered during the school year was used to identify students who could be reclassified. Many of Amistad's EL/LTEL students scored in the 4-5 range making them eligible for reclassification. However, the added Desert Sands Unified criteria of a C-or-higher in ELA and evidence of a student making progress towards high school graduation, made it challenging for our credit deficient students to be re-classified. Upon further analysis, many of these students had consistently similar CELDT scores tracing back to middle school and while not "caught-up" in terms of credits, there was evidence of students moving ahead towards earning credits. This analysis provided opportunity for reclassification.	*EL/LTEL Data *Testing Schedule 2016-2017
The new state test for EL students, ELPAC, will be implemented during the 2017-2018 school year and the testing window is four months later than the CELDT has traditionally been administered. For the 2017-2018 school year, reclassification will rely on 2017-2018 CELDT data.	*DSUSD Assessment and Accountability calendar

Differentiation of Instruction

C1.3. Indicator: The Cchool's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs.*

Findings	*Supporting Evidence*
Amistad students have access to technology, via Chromebooks, in their core classes: English, math, science and social science. As a Google district, use of Google tools is available for teachers. Google Classroom is widely used on campus and this provides students with opportunity to download, create, share, upload and co-collaborate documents and assignments. The recent Common Core math textbook adoption provides an online textbook component where students have access to online personal tutors, math games and math practice.	*Student Google Accounts *Teacher Google Classroom *Chromebooks in classrooms
With the growth of online classes for Amistad students, there are Chromebooks available for student checkout. Barring any outstanding holds on a student's account, students can check out a Chromebook for one week and renew for a total of three weeks from the library.	*Chromebook Checkout List

C2.   Student Engagement 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 higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	*Supporting Evidence*
Amistad classrooms are equipped with projectors, white screens, desk top computers and the majority also have a class set of Chromebooks. This provides teachers with multiple avenues to incorporate technology in the classroom. A popular choice is the use of Google Classroom. This allows teachers to have a place online that students can access learning material, respond to posted discussion topics, and submit coursework using this site.	*AHS Classrooms *Google Classroom- teacher accounts
During the 2016-2017 school year, four classrooms were outfitted with collaborative furniture that provides ample options for student grouping. The library also received flexible furniture to enhance the space and encourage students to use the facility. There are plans to expand outfitting classrooms with functional furniture across the school.	*Billing for furniture

Core classes have Chromebook-carts for students to use and five classrooms have additional technology such as LFD's and tablets to expand technology usage with students.	*Training schedule
Teachers have opportunity to attend conferences that promote technology such as Google Summit, CUE Conference and CABE.	*Registration information
Read 180 is a reading intervention program that relies on an online component. Students are assessed to determine their reading and comprehension level. This information is shared with ELA teacher and Read 180 remains as a support to core classes.	*Read 180 roster *Read 180 data
APEX, an online credit recovery program, was used with success during the 2016-2017 school year. Students were able to take core classes and electives while registered for APEX.	*APEX roster
Additionally, Edgenuity, a blended learning curriculum, will be piloted in social science and ELA during the 2017-2018 school year. In May 2017, Amistad teachers (social science and ELA) collaborated with Summit High School, a second alternative high school in Desert Sands, to observe students working with Edgenuity. Amistad teachers were able to talk about the program with Summit teachers and then debrief as an Amistad staff on how to bring this to the Amistad school community. Teachers were provided training by Edgenuity in May and June 2016, along with extra service hours for the summer in order to be ready to implement this beginning Fall 2017.	*Master calendar

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	*Supporting Evidence*
The move to cooperative learning and collaboration in all classes is happening at Amistad High School. One of the benefits of having a School-wide Activity that emphasizes close reading skills and evidence based writing, means that this is being practiced across the curriculum. The activity is centered on the idea of the teacher as the facilitator with both guided and independent components embedded in the steps.	*School wide activity schedule
During the 2016-2017 school year, the SAST emphasis was English Learners and Long-term English Learners. Staff development created at the	*SAST schedule

district level and then brought to the site has included strategies that encourage academic vocabulary and critical thinking opportunities.	*District created SAST presentations *Dr. Laurie Olsen Booklet
Project 180 requires collaboration to prepare for Mock Trial competition and students in this program have opportunity to participate in court style events and field trips. The California Desert Trial Academy mentors and coaches Amistad students in the field of law.	*Project 180 roster *Trial Binders

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels 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*
Preparing students for college and career is a priority for Amistad High School. With Chromebooks is every core class, students are able to access curriculum and organize coursework. Students are learning how to organize their Google Drive, access their student email account and locate information as it pertains to their classroom.	*Observable in classrooms
With our School-wide Activity being an instructional focal point, the practice of these skills (analytical thinking/writing) is reinforced across the curriculum. These tools are intended to provide the support needed for students to access documents in varied formats (multimedia, article, journal, audio, etc.).	*TRAC goals
In many classes, students have project based assignments that often include presentations as a culminating activity. This generally involves creating a Google Slides Presentation and in some cases, is a collaborative creation. Other forms of assessments that have been used on campus are writing poems and essays, visual art, and student-created videos.	*Observable in classroom

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
The use of student work on campus is starting to shift. Past practice has been for teachers to hold on to student work and submit work with a paper credit slip once credit is earned. It was then given to counselors and placed in cabinets for storage. As teachers begin the process of using Google Forms and Synergy for grade input, the conversation on how student work can be used for instructional purposes has started.	*Observable
During the 2016-2017 school year, as a part of School-wide Activity, student work was used to evaluate writing samples. Teachers worked in small groups, with a rubric, to review work and calibrate samples. Student work samples included SPED and EL examples and all work was identified by numbers so students were anonymous. Teachers also identified trends in an effort to better prepare for subsequent school-wide activities and increase literacy skills.	*Staff development agenda *Student samples
Student work from the art department is visible on campus and prominently displayed in front office and library.	*Observable on campus

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The use of student work is varied on campus. However, there is a shift towards students utilizing their Google Drive to organize their assignments.	*Observable in classrooms
In ELA, in alignment with district modules, students access Google Classroom, Actively Learn, No Red Ink and Newsela to supplement activities in the classroom. Also, embedded in district modules, are links to articles and/or works of fiction that students are to read/annotate and analyze. Students also complete some of the ELA coursework using Hyperdocs: documents in their Google Drive they may access at all times using Google Classroom. These interactive documents contain links to videos, presentations, and other resources to supplement learning through the use of technology.	*Virtual classrooms-Google Classroom and Edgenuity *Student Google Drive

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	*Supporting Evidence*
The use of student work on campus is in the early stages of review. However, embedded in district sponsored ELA modules, there is a direct connection to ensure that students are exposed to various types of documents in order to teach analysis and eventually learn how to synthesize documents. Skills such as reading graphs, identifying purpose in a visual, and connecting themes to documents, students are provided with learning real-world analysis.	*ELA modules
At various times throughout the school year, social science teachers also use CCGI which is intended to connect students with real world planning. Modules cover how to create a resume, complete personal inventory assessments and research post-secondary options.	*CCGI module completion data

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. 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*
During the 2016-2017 school year, the library began to include a College and Career emphasis. The media specialist and a counselor visited College and Career centers at neighboring high schools and College of the Desert. Also during 2016-2017, presentations from College of the Desert, Cash for College and FAFSA assistance took place in the library. The goal is to utilize this space as a resource for Amistad students and their families to gain information on post-secondary options. This will continue to evolve and expand in 2017-2018.	*Observable *COD presentation *Cash for College sign in *FAFSA completion data
As a part of Amistad's CTE Automotive Technology Pathway offering, students are able to connect with local car dealerships. Some students have had internship opportunities. Also, students who complete the two-year program and become NATEF certified have been offered jobs locally.	*CTE Auto student roster *Completion student list *Logs of student interns

As Amistad expands CTE offerings with a HVAC Pathway, the goal is to provide students (both Amistad students and students within Desert Sands Unified) with a job skill that research shows is a growing industry. Project 180, a career exploration, also is intended to provide Amistad students with an overview of the legal field and skills (debate, interview, mock trial) that will benefit them in college and career. Currently, Amistad is investigating co-enrollment opportunities in partnership with College of the Desert.	*Student Roster *Project 180 roster

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 identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Amistad is committed to offering students high quality instruction that is Common Core State Standards aligned. As teachers engage in professional development centered on rigor and relevance in the classroom, activities such as site-based learning rounds, attending Summer Institute and content based training provide opportunity to learn instructional strategies. This is also intended to support critical learner needs in our EL/LTEL population, which includes about 35% of students who have not progressed past a "3" on CELDT test. Equipping teachers with strategies that promote language development close reading and analytical writing will also support the critical learner needs of students who have not met the ELA standard on the CAASPP.

As a school site, Amistad promotes college and career readiness. Amistad students have access to Chromebooks in every core classroom. Similarly, some classrooms on campus are equipped with LFD monitors, teacher tablets and flexible furniture to promote relevance and collaboration in the classroom.

With the access to technology, course offerings have expanded to include online options. Edgenuity and APEX are offered for credit recovery purposes. Credit deficient students enrolled in these courses also have the ability to checkout a Chromebook to work on their course outside of the school day. This is intended to support our critical learner need of the 10% of students who are most at risk of being a non-graduate. Allowing opportunity for students to recover credit and complete school work from home is providing students with the tools needed to earn credit.

As a part of the self-study process, areas for growth center on grading and evaluation of student work in the form of assignments, equity in grading and use of data for instructional purposes. Currently, student work may or may not be returned; grading philosophy currently under review by leadership team shows data is not clearly utilized for instructional lesson planning or overall student analysis.

Prioritize the strengths and areas for growth for Category C.

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

*Classroom furniture

*TRAC plans

*Learning Rounds (on and off site)

*Access to technology

*Pilot of LFD's and Tablets

*CTE Pathway

*Support from Desert Sands Unified

*Offering CTE to neighboring high schools

*Project 180

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

*Use of EADMS

*Develop an updated school wide philosophy on grading and department alignment

*Clarity on grading and 70% mastery and 100% completion

*Continue development of blended learning

*Continued training for teachers to support technology, functional furniture and Chromebooks in the classroom

*Continued training to promote student rigor, relevance and engagement

*Continue to develop post-secondary college and career readiness

*Student work on display (other than art, mainly non-existent in classrooms)

*Student work and procedures for "check-out" for credit purposes

*Use of Data to inform instruction

*Use of student work to direct instruction

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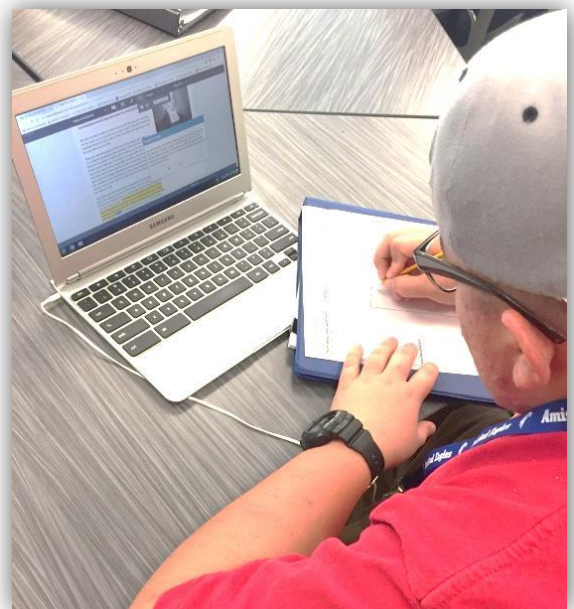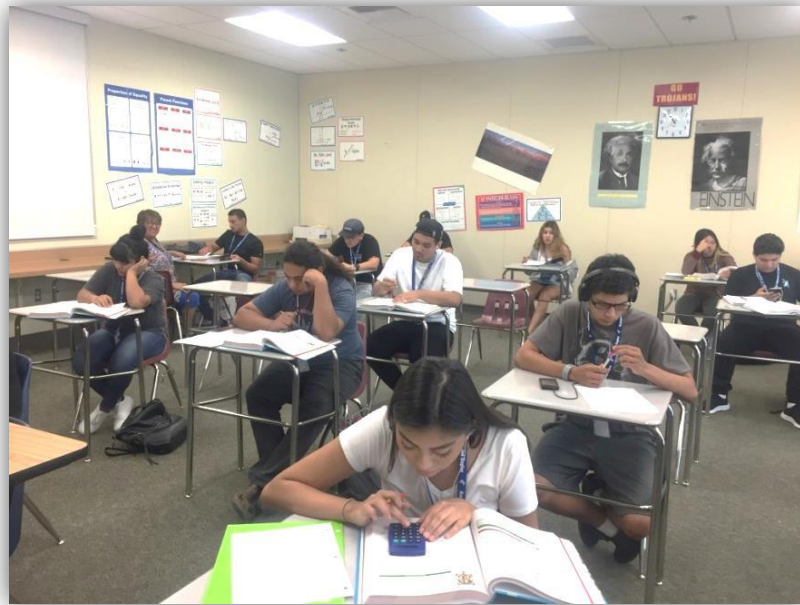
Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

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

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
As an alternative educational setting, our assessment programs are varied. Due to the population of students, our assessment practices take place on an individual basis throughout each course. Also, formative assessments take place continuously during the school year and are in alignment with TRAC goals.	*TRAC Plan *Master Schedule
Math and English classes are participating in administering modified versions of district benchmarks. These benchmarks are shortened in an effort to provide students with a one-sitting test. The scores are instantly visible on EADMS and teachers bring this data to department meetings. Some of the features on EADMS allow various filters to be used to create reports to see subgroups and their performance on benchmarks and state tests.	*Benchmark data *EADMS log in

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Amistad is proud to showcase our school to all stakeholder groups. Yearly, the principal of Amistad presents to the Desert Sands Board of Education a state of	*Board video

the school and update on current school activities and progress. This takes place in a public forum and parents, teachers and students are invited to attend.	*Amistad website
The Amistad website is maintained regularly and contains vital information on school activities, updates, SARC report and school/staff contact information.	*Amistad website
Amistad teachers maintain a collaborative Google document to record contact made to parents/guardians of student behavior, attendance concerns and overall progress.	*Google spreadsheet
Desert Sands Unified provides all students with access to California College Guidance Initiative (CCGI). This tool is used to navigate post-secondary options in both college and career pathways.	*CCGI modules completed
The Automotive Technology Pathway at Amistad works cooperatively with local businesses to coordinate internships and fieldtrips for students in the automotive field.	*Roster *Internship list

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 academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, 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 academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	*Supporting Evidence*
Each Amistad student has an Individualized Graduation Plan (IGP) that outlines their current status and plans towards meeting graduation requirements. This tool is updated as students earn credits and progress towards graduation.	*IGP
Amistad students who are English Learners and/or Long-Term English Learners are evaluated yearly to see if they are ready to be reclassified as English proficient. This involves an evaluation of their recent CELDT scores, credits completed, current enrollment, and recent ELA grade. This information is brought to the LAT team and decisions regarding reclassification ensue. Students who are reclassified, their parents/guardians are notified. If the student is also SDC/SPED an addendum to his/her IEP is created. Meetings are held for students who are not ready for reclassification and students are explicitly told what it is that is holding them back from reclassification. Also, their parents are sent an Annual Notification and all documents are placed in their Purple Folder.	*EL list *LTEL List *Reclassification list

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.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Amistad students are on individual contracts and oftentimes, there may be students at different levels within the same class. This makes student work extremely important as it provides a key part of the assessment process.	*Student contracts *Student work
Desert Sands Unified offers Benchmark Assessments for various levels of English and math classes. With the support of Desert Sands Unified, Amistad teachers have modified these benchmarks and have started administering these assessments during the 2016-2017 school year. These provide data, via EADMS, as the assessments are aligned with CCSS. Teachers are then able to review student performance and modify instruction based on this data.	*DSUSD Benchmarks *EADMS report
Amistad engages in a School-wide Activity (SWA) three times a year. Following each SWA, teachers review student work and evaluate using a rubric. Also, teachers review Depth of Knowledge (DOK) quadrants and discuss how to strengthen the SWA to promote rigor in the classroom.	*SWA documents *Master Schedule *DOK quadrants *Collaboration presentations
As a part of DSUSD's TRAC goals, grade level content teachers are pulled two days a year to meet collectively at the district office for training. English and social science have focused on writing and use of rubrics. During the second English session during the 2016-2017 school year, teachers brought student work and calibrated using the Smarter Balanced rubrics.	*DSUSD TRAC schedule *Smarter Balanced Rubrics

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of 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 assessments to guide, modify and adjust curricular and instructional approaches. This includes 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*
During a SAST time, a district led staff development, during the 2016-2017 school year, Amistad teachers utilized EADMS to review student test scores (state testing, CELDT scores and benchmarks) and began the discussion of how to adapt instruction based on scores. For further development is using EADMS to isolate standards that may need re-teaching and identify intervention needs.	*EADMS reports
Similarly, student work from School-wide Activity is used to monitor revisions to documents (double entry journal, precis) as needed to ensure that this activity aligns to TRAC goals.	*SWA student work
Historically, district benchmarks were not administered at Amistad prior to the 2016-2017 school year. In an effort to align with district TRAC plans and ensure that data was compiled in English and math classes, teachers from these content areas modified the district benchmarks to create a shorter version of benchmarks. These modified assessments meet the needs of Amistad students because they can be completed in one sitting and are targeted to assess high powered CCSS.	*Benchmark data
Since some Amistad students return to their home school, it is vital to adjust curriculum and collaborate with teachers from neighboring high schools. This is evidenced in the art department as the teacher often collaborates with fellow art teachers at traditional high schools, acquires materials with other teachers, and assesses student work from other schools in an effort to ensure that students leaving Amistad have a smooth transition back to their home school. In addition, Amistad participates in district sponsored TRAC days for all schools.	*Student rosters throughout the school year

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform 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 student feedback.*

Findings	Supporting Evidence
The students of Amistad have the benefit of smaller class sizes which allows teachers to have one-to-one discussions with students and informally assess their understanding of the material being taught. With each student having an individual contract in each class, there is a clear understanding of the expectations placed on student performance.	*Student class list
Grading rubrics and reflective questions are also given to students prior to starting tasks so students are clear as to what is expected of them.	*Rubrics

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Amistad, in compliance with district and state regulations, will begin ELPAC administration, the successor of CELDT, in February 2018. In the interim, teachers have access to previous CELDT scores in EADMS. This information is used for placement purposes and possibly for reclassification.	*CELDT roster *EADMS scores
During the spring, Amistad administers the various CAASPP tests. Juniors are expected to take the SBAC in both English and math.	*CAASPP rosters
During the 2016-2017 school year, Amistad English and math classes administered modified district benchmarks. This is used to monitor student	*Benchmark data

progress and modify instruction as needed.	
All tenth grade students were offered the opportunity to take the PSAT exam in March 2017. Students attended an assembly during 5th period a week prior to the test to review the importance of the test and how students can use the results for self-diagnosis purposes.	*PSAT rosters
As a part of our Automotive Technology Pathway, students can earn NATEF certification and oftentimes job placement is available. Many students take advantage of the internship opportunities that provide them with real work experience under the supervision of their teacher and community mentor.	*NATEF certification list
Amistad counselors regularly meet with students to review their progress towards graduation and when scheduling student classes.	*Counselor schedules
The Amistad website provides a summary of what is happening on campus. This is available to all stakeholders and contains information that pertains to our CTE programs. Because of the dual enrollment option, community members are becoming aware of the positive atmosphere at Amistad and making it a viable option to the traditional high schools for the CTE Pathway choice.	*Amistad website

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Desert Sand Unified has provided EADMS access to all teachers. This database allows teachers to pull reports and review data. The district focus for the 2016-2017 school year has been EL/LTEL learners. This includes reviewing the work of Dr. Laurie Olsen and specific strategies to promote academic vocabulary.	*EADMS log in *Dr. Olsen book
In English and math department meetings, benchmark data is reviewed to identify gaps and discuss re-teaching strategies. Other departments are encouraged to use CELDT data and monitor their EL/LTEL student population.	*CELDT Scores

Schoolwide Modifications Based on Assessment Results

D3.3. 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.

D3.3. 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
Amistad has followed the lead of Desert Sands Unified in focusing on EL/LTEL data. As a district, this emphasis is across all schools and grade levels. This has impacted allocated Professional Development days that took place during the 2016-2017 school year. This has proved to be reinforced at district TRAC days and throughout our weekly collaboration.	*SAST schedule *PD Day's agenda

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, 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
During the 2016-2017 school year, a Jump Start program was offered. This was intended to mirror a summer school course within the framework of the regular school day and year. Students were offered two periods of either ELA or math, followed with a third period of a Math Lab or English Lab. The school day was extended by utilizing first or seventh period; times that students were not generally scheduled. While this was a successful program, the impact on master calendar was evident. This evolved to block classes that were offered for the remainder of the school year. The block schedule provided opportunity for credit recovery while keeping the master schedule balanced. This process was a continuous dialogue between administration, teachers and counselors and evaluated based on student success and/or challenges found through implementation. Grading policies are an ongoing conversation between teachers and administration. Since students are moved regularly based on their personal IGP and credit recovery, the need to have alignment especially in similar content levels is apparent. Beginning in 2016-2017, teachers began issuing credits through a Google Form. Under the direction of the Principal, for the 2017-2018 school year, the issue of grading will be a collaborative undertaking to ensure that policy support student needs.	*Master Schedule *IGP

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Under the direction of the district office, all staff members sign an affidavit for testing purposes. This allows all teachers and support staff (paraeducators and media specialist) to administer and/or support the administration of state testing.	*Affidavit roster
With the exception of CELDT/ELPAC, state testing is completed online using a secure server. CELDT and ELPAC remain a paper/pencil exam and those materials are locked up and organized by the testing coordinator.	*Observable on campus
ELA and math teachers administer district benchmarks through EADMS. Students complete this online using their personal login credentials.	*EADMS benchmark data

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 identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

As an alternative high school, Amistad's priority is to ensure that our critical learners, the 10% of students who are at risk of being a non-graduate, have opportunity to recover and complete credits. Providing students with a pathway towards graduation is the ultimate purpose of our school. However, while students are a part of the academic program offered at Amistad High School, providing them with CCSS aligned curriculum that is intended to prepare them for college and career is a priority. With that emphasis, using assessments, both formative and summative, in a way to direct instruction and monitor student growth is an area currently being explored.

Professional development that includes access and use of resources such as EADMS, district benchmarks and state tests, will be offered to ensure that instructional decisions are targeting specific student needs.

Prioritize the strengths and areas for growth for Category D.

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

*Initial use of Benchmarks
*School Wide Activity

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

*Use of data to direct instruction and monitor student growth

*Expand use of Benchmarks

*Develop clarity with Schoolwide activity to SLO's mission and vision statement

*Use of EADMS to assist in data acquisition

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

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, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, 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
During the school year there are various ways that Amistad invites parents and guardians to be a part of our school community. In the fall, we offer Back to School Night invitation to families. This night begins with a welcome from the principal, teacher introductions in the MPR, Title I presentation and school information offered to those in attendance. There is also a translation of the night's events happening in tandem.	*Master Calendar *Sign in Sheets *Title 1 presentation *Open House Presentation
School Site Council is an advisory group that meets five times throughout the school year. Some parent members of School Site Council are also district council members and attend meetings at the district and then bring that information to School Site Council. This is open for parents/guardians to participate and if needed, translation is offered.	*Master Calendar *School Site Council sign in *School Site Council agenda *School Site Council meetings
Eagle Express Breakfast is a concept that started February 2017. The idea was to greet parents/guardians during the school drop-off time and offer them coffee/hot chocolate and pan dulce (sweet bread). Students and staff participated and due to the positive feedback, this is something Amistad plans to offer a few times a year.	*Flyers *Master Calendar *Pictures *Master Calendar

Eagle Information Night is offered in the spring and is designed to serve as a resource for Amistad families. Presentations from the local community college, Job Corps, and public service entities created to emphasize student safety are asked to share with Amistad students and parents. Also, educators from Desert Sands Unified district office are brought in to share resources that are available through the district that parents may not be fully aware of and are given the opportunity to learn more. Translation is offered during the presentations.	*Sign in Sheet
Every Tuesday and Thursday Amistad orientation is offered to incoming students. Parents/guardians are required to attend with their student. This provides a small environment to learn about Amistad, speak with administrators and learn about opportunities for continued parental/guardian involvement. Translation is provided if needed.	*Master Calendar *Sign in Sheet
During the 2016-2017 school year, Amistad High School partnered with California Desert Trial Academy (CDTA), the sole law school in the Coachella Valley, to offer Project 180 to Amistad students. This has been a wonderful opportunity for Amistad to learn about the many facets that pertain to the field of law. Each week, students are transported from Amistad to CDTA. At CDTA, lunch is provided and students hear speakers from various legal professions. Project 180 students were also trained and coached by CDTA to participate in Mock Trial local competition and at the Riverside County Level. This partnership has garnered visibility on both local media and social media.	*Project 180 roster *DSUSD Bus Schedule *Local Media *CDTA Social Media
Parents/Guardians are invited to attend Student Award Assemblies. Initiations are sent out to the families of the student's receiving an award. This is a way to celebrate student success and involve parent/guardians.	*Award Assembly Invitations
Amistad High School seeks opportunities to continually engage all stakeholders.	

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community member's expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Project 180, the partnership with California Desert Trial Academy, has provided an opportunity for extended learning in and out of the classroom. Students attend a weekly session on the CDTA campus, and during the remainder of the classes at Amistad, students continue their	*Master Calendar *Lesson Plans *Project 180 roster

research to prepare for Mock Trial.

As the only school in Desert Sands Unified that offers an Automotive Technology Pathway, students who participate in this program are eligible to be NATEF certified at the end of two years. Part of their involvement includes internships at local dealerships across the Coachella Valley. This program attracts students from other Desert Sands Unified high schools and the addition of dual enrollment allows students to remain at their home school and obtain the training of this CTE pathway.

*Auto-Tech roster
*Internship Schedule

Amistad High School offers a College/Career Fair that showcases post-secondary trade/technical schools, community college, community resources, military information and career options. Students visit each booth and learn about the various opportunities that await them after high school.

*College/Career Fair Flyer
*Vendor Sign in sheet
*Booth arrangement map

Indian Wells Speaker Series is a wonderful resource for local students. Each year, four to five high profile individuals (politicians, authors, and journalists, American treasures such as former Presidents, former First Ladies, Astronauts and similar public figures) are scheduled to speak and this local event is highly respected and attended. In partnership with the local districts, the Indian Wells Speaker Series provides each school with up to six tickets for students to attend this event. This has proven to be a very learning experience opportunity for students who have attended this event.

*Indian Wells Speaker Series Schedule
*RSVP List

E. School Environment Criterion

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

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.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Amistad takes pride in being a clean campus. This is achieved with the support of all staff members. Teachers are a visible presence during lunch time and reinforce school expectations of cleaning up after eating and making sure that trash is placed in the right places. The Amistad custodial team completes regular upkeep of school facilities on a continuous basis.	*Observable practice *Custodial schedules
Friday Night Live (FNL) is a visible presence on campus and has a solid group of student club members. FNL hosts Red-Ribbon-Week, an anti-drug campaign, and brings in special speakers to motivate students to remain drug-free.	*FNL club members *FNL schedule of yearly activities
Desert Sands Unified supports internet safety for all students. Part of that plan is the offering of Digital Citizenship for all students. Each teacher on campus provides two lessons a year that deal specifically with digital awareness. Some topics include social media footprint, online bullying and how to safely navigate the internet.	*Digital Citizenship completion documentation
Amistad has a full time Student Assistant Program (SAP) counselor on site. This position facilitates Anger Management sessions, grief counseling and AA/NA meetings.	*Student rosters
AHS student handbook outlines student expectations on campus and emergency procedures. The principal, in cooperation with Desert Sands Unified, reviews School Safety plan with School Site Council and staff on a yearly basis.	*Student Handbook *School safety plan *SSC minutes/agenda
Amistad has a full time police officer and security agent on campus that is both in continuous communication with Indio Police Department and district security personnel.	*Observable *Personnel Schedules

Amistad participates in The Great American Shake Out which reviews safety procedures in the event of an earthquake. This is a coordinated drill with Desert Sands Unified and Indio Police Department.	*Master Calendar *DSUSD Calendar

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences 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*
Amistad aims to make student recognition a part of school culture. Currently, student award assemblies take place every quarter. Each teacher identifies one to two students for individual recognition.	*Student of the Month list *Master Calendar
Pyramid of Interventions, expanded to include MTSS during 2017-2018, is used to help resolve student conflict and offer support for both teachers and student body. Teachers are encouraged to make phone call homes and track using a school spreadsheet. Oftentimes, there are trends with student behavior (disruption/attendance) and this is a way for teachers to communicate on individual students.	*Pyramid of Interventions document *MTSS Tiers
Positive reinforcement is highly used by the Amistad teaching staff. Eagle Cards are given to students with a positive note and the second part is torn off with the student's name and entered into a drawing. Students can earn a special treat, movie tickets, meal certificate from a local restaurant and possibly BEATS headphones. These incentives are to reward positive behavior and attendance.	*Teacher/Parent Contact Spreadsheet *Eagle Cards
Amistad has a Safety Committee that meets one time a year. This group meets under the direction of the school principal and contains certificated, classified members, as well as our School Resource Officer. The purpose of this group is to review elements of campus safety procedures to ensure that the school is ready in the event of an emergency situation.	*School Safety Plan
ASB students are positive contributors to school climate. They also have opportunity to influence activities on campus. New this year is a school Eagle mascot. This symbol of school spirit is now present during school games and other school related activities.	*Observable
As a way to continue to promote graduation and school spirit, ASB students petitioned for Senior T-Shirts, ASB T-Shirts and new Amistad T-Shirts. The Senior T-Shirts are for students who are within 30 credits of completion and given to students as an incentive. ASB T-shirts are only for	*Observable *ASB receipts

ASB students and read "The Heart of Amistad." Also available for staff
and students to purchase are Amistad T-shirts that have the updated SLO's
printed on the back side.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school 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; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Amistad strives to be a learning community where trust, respect and professionalism are evident in classrooms, front office and within local community. Amistad staff meets on a weekly basis for collaborative purposes. This can be a whole school meeting or department meetings; however, the objective is the same as the focus is on improving student learning and engagement.	*Master Schedule *SAST schedule
Amistad has seen faculty changes and since 2013 66% of the current staff is new to the school. These changes are noted in administration, certificated and classified staffing.	*Faculty listings
With the emphasis on Amistad being a school of choice, students who choose to attend our program are here because they want to be and are looking to fulfill their personal educational goals within our school community.	*Student Enrollment *SPSA
The Single Plan for Student Achievement for Amistad is brought before the administrative team, leadership team and School Site Council and opportunity for input is garnered during specific sessions; however, the SPSA is available for all stakeholders to review and discuss with administration at any time.	*Admin Meeting Agenda *Leadership Agenda *SSC Agenda/Minutes
The District's Local Control Accountability Plan is a survey that is given to students during a 5th period class. Staff members complete the survey during a collaboration meeting. Parents are encouraged to take the survey during our Spring Eagle Information Night in the spring. Also, the link is on the Desert Sands Unified website and it is accessible to the public for a 30-day window of time.	*DSUSD Website *Eagle Information Night Agenda

E3.   Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Amistad is committed to ensure that our students are aware of the support services that are available for their use both on and off campus.	*School website
Under the direction of Desert Sands, Amistad has a Student Assistance Program (SAP) presence on campus. Students are able to receive services such as Grief Counseling, Anger Management and NA support. There is a referral process that can be used by teachers if there is a concern about a particular student.	*SAP rosters *SAP referral link
The two counselors on campus are trained and available to meet with students for mental health purposes. Also, counselors meet with students regularly to ensure that students are progressing and are in the correct academic classes.	*Counselor schedules
Students on an IEP meet yearly with their Special Education case worker, a counselor, general education teacher, administrator and a parent/guardian to make changes and update the IEP as necessary. This information is then given to the other teachers so that accommodations and modifications are consistent throughout the school day.	*IEP schedule

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
As an alternative educational setting, there are embedded strategies in the school day. Smaller class sizes, paraeducators and smaller school setting are a benefit for all students.	*Para educator Schedule

In addition, students have the option to partake in the Independent Study program or Work Study program. These two options allow students to come to school one day a week. Oftentimes, students who choose these options have full time jobs or children that require them to have flexibility in their school day.	*Independent Study roster *Work Study roster
APEX is utilized to fill in gaps within a student's schedule. Electives and core classes are available via APEX. This is given as an option based on student need and schedule availability.	*APEX roster

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	*Supporting Evidence*
As a part of the scheduling process, student needs are highly evaluated in the registration process. Students who are classified as EL are generally placed in an EL lab with a teacher and full time EL paraeducator. Similarly, students with an IEP are generally placed in a Special Education class for at least one period a day. Inclusion is also an option for Special Education and RSP students. The two Special Education paraeducators are rotated throughout the day to various classrooms to support students. Due to the nature of alternative education and the regular changes in student schedules, para-educator schedules also change in order to best support student learning.	*EL Lab roster *SPED/RSP roster *Para educator schedule

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
As an alternative educational setting, there is constant examination in course offerings and distribution of students. School counselors and administrators regularly review master schedule and adapt as needed to accommodate student needs.	*Master schedule
Desert Sands Unified has offered summer school and many Amistad students take advantage of this in an effort to recover credits. Currently, summer school does not include acceleration and is limited to credit recovery.	*Summer school offerings
Throughout the school year, before and after school tutoring is available to students in both ELA and math. Students who need a quiet place to work are also encouraged to attend. Students may also make up time for block classes through tutoring with special arrangements.	*Tutoring sign in sheets
For JumpStart (fall 2016) and throughout 2016-2017 for block classes, 1st and 7th period were utilized to allow students to enroll in these offerings. The majority of classes are offered 2nd-6th period. Opening up courses during 1st and 7th period allowed students further opportunity to recover credit.	*Master Schedule *Student roster

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. 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 academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
As an alternative school, extra-curricular sport offerings are primarily incorporated during the school day. While practice takes place after school, actual games with other alternative education schools take place during the school day.	*Sport rosters *Master calendar

Clubs such as Friday Night Live and Junior/Senior Club meet during lunch and plan events such as Red Ribbon Week, Prom, Senior Beach Day and Grad Night. The Bible Club also meets once a week and is facilitated by a community member.	*Master Calendar
Battle of the Books is a yearly competition that takes place across all the high schools within Desert Sands Unified. Students involved commit to reading the literary selections for the event and studying all aspects of the books. At the competition, students engage in trivia questions and either face elimination or continue to move forward. In 2015-2016, Amistad took 1st place and in 2016-2017, Amistad took 2nd place in this event.	*Battle of the Books-roster
As a way to increase school spirit, ASB petitioned to have a Winter Dance in December, acquired an Eagle Mascot and has ideas for the spring that leads up to graduation. These are in addition to the main offerings for seniors such as Prom, Senior Beach Day and Grad Night.	*Master Schedule

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 identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Amistad High School is a committed to working with students towards a path to high school graduation. Program decisions are made based on need and with the goal of supporting students. With an at-risk population, resources such as Student Assistance Programs are available on campus. With a 10% dropout rate, in alignment with the district's overall rate, efforts to engage students through school clubs and sports are also available. With the overall academic program offered at Amistad as the focus, it is also valuable to create a school culture that promotes connections to the school community.

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

*Innovative scheduling

*Orientation for student and parent/guardian

*CTE-open to Amistad and non-Amistad students

*Clean and safe campus

*Student recognition

*SAP services

*RFEP EL students

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

*Develop SLO's as a part of school culture

*Continue to engage parents

*Maintain innovative schedule for student needs

*EL/LTEL-reclassifying

*Develop college and career readiness

Prioritized Areas of Growth Needs from Categories A through E

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

*Continued professional development targeting EL/LTEL populations in both traditional and blended learning classroom settings

*School wide training and implementation of MTSS

Category B: Standards-based Student Learning: Curriculum

*Develop a clear and consistent school-wide grading plan

*Provide meaningful and timely feedback to students on their assignments

Category C: Standards-based Student Learning: Instruction

*Continued Rigor/Relevance training to promote student engagement in both traditional and blended learning classroom settings

*Continue to develop post-secondary college and career readiness, skills and opportunity

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

*Use of data (both summative and formative) to direct instruction

*Accessing and utilizing data acquired via Student Information Systems: Synergy and EADMS

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

*Promote SLO's and Vision/Mission Statements on campus

*Increase Parent Involvement

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Critical Learner Need #1

Increase proficiency of students scoring below basic in ELA and Math on CAASSP

Growth Targets

- Ninety percent or more of Amistad High School students will participate in state assessments
- Twenty percent or more of Amistad High School students will meet or exceed standards in English Language Arts as measured by CAASSP
- Seventy-five percent or more of Amistad High School students will demonstrate participation in modified English 1, English 2, English 3 and Math 1A and Math 1B district benchmarks
- Recover credit in core classes

Rationale

- With a fluid population, ensuring that students are in attendance for instruction as well state testing provides students and the academic program with data
- Supports English Learners and Students with Disabilities in core classes
- Previous CAASSP data showed that there was room for growth in both ELA and Math to bring students up to proficiency levels
- Success in core classes continues to drive achievement of high school graduation
- Building relevancy is core classes so students can better understand the connection between learning and real world application in an effort to increase student engagement and overall academic success

Critical Learner Need #2

Increase Long Term English Learners capacity to progress on state designated EL assessments

Growth Targets

- All English Learners will participate on CELDT, and/or its successor, ELPAC test
- Amistad High School will increase the 2017-2018 Month-8 cumulative actual attendance percentage from 84% to 87%
- ELA strategies across the curriculum

- Recover credit in core classes

Rationale

- Focus on attendance has multiple benefits as students who are present benefit from the exposure to ELA strategies
- Focus on attendance promotes testing participation
- All English Learners are required to take a yearly language exam per CDE
- Focus on attendance increases ability to recover credit

Critical Learner Need #3

Identify and assist students who are not recovering credit in a timely manner, are remaining highly credit deficient and are in danger of not graduating

Growth Targets

- Amistad High School will increase the 2017-2018 Month-8 cumulative actual attendance percentage from 84% to 87%
- Continue to monitor IGP's to ensure that students are matriculating; student access to personal IGP in their Google Drive
- Increase parental involvement
- Increase in graduation rate
- Build teacher capacity to access data and identify

Rationale

- Focus on attendance increases ability to recover credit
- Students able to self-monitor and have access to their personal progress
- Parental support will benefit student and school
- Continue to serve Desert Sands as an alternative academic program

Chapter V: Schoolwide Action Plan

Amistad High School Action Plan

#1. Continued school-wide emphasis on attendance and credit recovery in an effort to increase graduation rates.

The staff of Amistad High School has developed a WASC action plan that aligns with the Single Plan for Student Achievement. The continued emphasis on increasing graduation rates is multi- layered and also promotes positive attendance and opportunities for credit recovery.

SLO's Addressed: Successful, Open-Minded, Active Learner, Respectful
District LCAP Goal: ALL STUDENTS WILL GRADUATE AND BE PREPARED TO MAKE A SUCCESSFUL TRANSITION TO FURTHER EDUCATION AND/OR CAREER OPPORTUNITIES

Rationale and supporting data:

As a continuation school, Amistad's student population arrives at our school site as a risk of not graduating due to being credit deficient With high school graduation as the ultimate goal, the focus on attendance becomes vital, as the first step towards earning credits and staying on a path towards graduation is attendance. Offering innovative class scheduling, utilizing 1st and 7th periods, and incentives for positive attendance are used cohesively to promote our alternative school program.

Currently, Amistad High School and Desert Sands Unified share a 90% graduation rate. This is higher than the state average; however, it does reflect that there are 10% of our students that are at risk of not graduating. As a continuation school with a revolving student population, making effort to empower students to get back on track academically is our school's mission.

Tasks	Resources Needed	Person(s) Responsible	Timeline	Progress Monitoring
1. School wide emphasis on making parent/guardian contact when students are chronically absent.	PD on SAP/MTSS services that can assist students in crisis; Funding for incentives and rewards	All teachers, counselors, administrators, attendance clerk	Ongoing	Shared Google document used school-wide, reports on automated calls home, SAP rosters

2. MTSS trained staff to implement interventions	School-wide Professional Development on MTSS and how to promote student interventions	Principal, Assistant Principal, Counselors, MTSS site team	2017-2018-initial year 2018-ongoing	MTSS emphasis in Professional Development agendas
3. Develop clear opportunities for College/Career Readiness through current and future CTE/COD pathways	Ongoing articulation between COD and Amistad; Ongoing articulation between Amistad and DSUSD regarding growth for CTE	Principal, Assistant Principal, Counselors	Ongoing	Student rosters for CTE/COD classes; completion rates for Pathways
4. Continue to develop credit recovery opportunities through innovative scheduling and course offerings in both traditional and blended learning settings	Ongoing articulation between teachers and administration regarding blended learning and course offerings based on student needs: block classes, use of 1st and/or 7th period; Consistent articulation between general education teachers and special education teachers	Principal, Assistant Principal, Counselors, Core teachers, SPED teachers	Every 4-6 weeks; at the end/beginning of each semester ; monthly meetings for Core/SPED teachers	Master calendar updates; student schedules; meeting agendas/sign in sheets
5. Examination of school schedule and how to best implement advisory course	Clear and concise expectations communicated to all staff members	Principal, Assistant Principal, Counselors, all teaching staff	Every 4-6 weeks; at the end/beginning of each semester	Master calendar updates; student schedules

#2. Continue to implement curriculum that is aligned to Common Core State Standards by use of district sponsored material for both traditional and blended learning environments; ensuring that supplemental curriculum does not supplant CCSS focus.

Amistad High School will ensure all students have access to curriculum, modified included, that is aligned to Common Core.

SLO's Addressed: Successful, Active Learner
District LCAP Goal: ALL STUDENTS WILL DEMONSTRATE GROWTH AS MEASURED BY FEDERAL, STATE AND DISTRICT ASSESSMENTS

Rationale and supporting data:

In cooperation with the TRAC plan established by Desert Sands Unified School District and in an effort to provide instruction that is both rigorous and relevant, as an alternative school it is vital that instructional decisions stem from a quest to maintain fidelity to Common Core State Standards. From this foundation, modifications that support credit recovery can be made as well as initiation of conversations that involve grading and use of data as it pertains to instruction.

With over 50% of our student population not meeting the standard in both ELA and Math, and with the guidance of *ICLE*, providing students with curriculum and instruction using higher levels of Depth of Knowledge strategies, is a way to support student progress with the expectation that there will be positive movement in state testing.

Tasks	Resources Needed	Person(s) Responsible	Timeline	Progress Monitoring
1.Continue to promote district TRAC plan through School-wide Activities, Learning Rounds and ICLE training	Continued professional development in support of TRAC plan	Principal, Assistant Principal, Instructional Coach, Department Leads	Ongoing	Master Calendar on School-wide activities and Learning Rounds, ICLE training schedule
2. Utilize district curriculum adoptions for traditional, Independent Study program, and blended learning classrooms.	Continued professional development for curriculum	Principal, Assistant Principal, Instructional Coach, all teachers	Evaluate each year as needed based on curriculum changes at the district level	Curriculum adoption schedule; training schedule and sign-in sheets

3. Determine a school-wide and/or department grading/gradebook policy	Continued collaborative time for school leaders to discuss and develop	.Principal, Assistant Principal, Instructional Coach, Department leads	Initiated during 2017-2018 school year; evaluate at beginning and end of school year	Leadership Team sign in sheets/agenda
4. Utilize EADMS as a resource to analyze student data for instructional purposes: district benchmarks, CELDT/ELPAC scores, CAASSP scores	Professional development geared towards data acquisition using EADMS	Principal, Assistant Principal, Instructional Coach	Initiated during 2017-2018 school year; evaluate at beginning and end of school year	Sign in sheets/agenda
5. Continued and purposeful collaboration between ELD department and GE teachers	Collaboration time used specifically to discuss student progress	Principal, Assistant Principal, Instructional Coach, ELD department members and GE teachers	Initiated during 2017-2018 school year; evaluate at beginning and end of school year	Sign in sheets/agenda
6. Continued and purposeful collaboration between SPED department and GE teachers	Collaboration time used specifically to discuss student progress	Principal, Assistant Principal, Instructional Coach, SPED department members and GE teachers	Initiated during 2017-2018 school year; evaluate at beginning and end of school year	Sign in sheets/agenda

#3. Develop a campus culture that promotes college and career readiness

In cooperation with LCAP goals established by Desert Sands Unified School District, Amistad High School seeks opportunity to strengthen current Career Technical Educational pathways (Automotive Technology and HVAC) with the possibility of expanding CTE course offerings.

SLO's Addressed: Successful, Open-Minded, Active Learner, Respectful

District LCAP Goal: ALL STUDENTS WILL GRADUATE AND BE PREPARED TO MAKE A SUCCESSFUL TRANSITION TO FURTHER EDUCATION AND/OR CAREER OPPORTUNITIES

Rationale and supporting data:

Currently, Amistad High School's graduation rate is the same as Desert Sands Unified-90%. As an alternative educational setting, Amistad provides a critical option for the students within Desert Sands who may find themselves at risk of becoming a non-graduate. In order to facilitate credit recovery, while preparing students with 21st Century skills, offering CTE pathways is a way to meet the needs of the 10% group who are at risk of being a non-graduate. Similarly, by offering these courses to students throughout Desert Sands Unified, the culture of Amistad is beginning to shift.

Tasks	Resources Needed	Person(s) Responsible	Timeline	Progress Monitoring
1.Continued articulation with College of the Desert in an effort to strengthen and expand current offerings and develop pathway for all Amistad graduates	Time and opportunity for meetings on/off campus; transportation to assist students in COD enrollment process	Principal, Assistant Principal, Counselors	Ongoing	Meeting Agenda/Sign in Sheet
2. School-wide emphasis on post-secondary options	Professional development; college/career speakers on campus; increase student exposure to CCGI	Principal, Assistant Principal, Counselors	Ongoing	College emphasis in classrooms/CCGI completion information

3. Emphasis on College/Career evidenced on campus: Classrooms, Fairs, Field Trips	Professional development; college/career speakers on campus; funding for field trips; increase student exposure to CCGI	Principal, Assistant Principal, Counselors	Ongoing	Student roster for trips/CCGI completion information
4. Develop College and Career Center on campus	Professional development; college/career speakers on campus; increase student exposure to CCGI	Principal, Assistant Principal, Counselors, Media Specialist	Ongoing	Master calendar/CCGI completion information/library traffic information

#4. Implement ELA strategies across the curriculum

In cooperation with the TRAC plan established by Desert Sands Unified School District, Amistad High School integrates ELA strategies in all classes. The emphasis is on close reading and analytical writing, skills that support learning in all content courses.

SLO's Addressed: Open-Minded, Active Learner

District LCAP Goal: ALL STUDENTS WILL DEMONSTRATE GROWTH AS MEASURED BY FEDERAL, STATE AND DISTRICT ASSESSMENTS

Rationale and supporting data:

Based on CAASSP scores from the last three years, 47-50% of Amistad students are scoring in the "standard not met" range for ELA. By teaching and practicing close reading and analytical writing strategies across the curriculum, the goal is to help students with accessing academic content.

Similarly, there are approximately 35% of Amistad EL/LTEL students who have consistently scored a 3 on the CELDT over the last three years. By implementing ELA strategies across the curriculum, students will be exposed to vocabulary development, close reading strategies and analytical writing opportunities to build their skills in English.

Tasks	Resources Needed	Person(s) Responsible	Timeline	Progress Monitoring
1.Ongoing PD support focusing on EL	Time in SAST schedule	Principal, Assistant Principal, Instructional Coach	2017-2018 school year and ongoing	PD Schedule/Agenda/Sign in Sheets
2. PD on utilizing EADMS so teachers can identify students in need of support	Time in SAST schedule	Principal, Assistant Principal, Instructional Coach	2017-2018 school year and ongoing	PD Schedule/Agenda/Sign in Sheets
3. Collaboration time with SPED and Gen Ed teachers	Time in SAST schedule	Principal, Assistant Principal, Instructional Coach	2017-2018 school year and ongoing	PD Schedule/Agenda/Sign in Sheets

4. Use of data for instructional purposes	Time in SAST schedule	Principal, Assistant Principal, Instructional Coach	2017-2018 school year and ongoing	PD Schedule/Agenda/Sign in Sheets

Appendices

1. Acronyms

2. Structured Academic Support Time-Calendar for 2017-2018

3. Teacher Schedule

4. Amistad High School-Student Survey

5. Amistad High School-Parent Survey

6. Amistad High School-Teacher Survey

7. National Student Clearinghouse documents

Acronyms

ASB	Associated Student Body
BTSA	Beginning Teacher Support and Assessment
CAASPP	California Standardized Testing and Reporting (STAR) Program
CABE	California Association for Bilingual Education
CAHSEE	California High School Exit Exam
CAST	California Science Test
CCGI	California College Guidance Initiative
CCSS	Common Core State Standards
CDTA	California Desert Trial Academy College of Law
CELDT	California English Language Development Test
CTE	Career and Technical Education
CUE	Computer Using Educator
DOK	Depth of Knowledge
EADMS	Educator's Assessment Data Management System
EL	English Learner
ELPAC	English Language Proficiency Assessments for California
ERWC	Expository Reading and Writing Course
FNL	Friday Night Live
HVAC	Heating, Ventilation and Air Conditioning
ICLE	International Center for Leadership in Education
LAT	Language Assessment Team

LFD's	Large Format Displays
LTEL	Long Term English Learner
NATEF	National Automotive Technicians Educations Foundation
SAP	Student Assistance Programs
SARC	School Accountability Report Card
SPSA	Single Plan for Student Achievement
SWA	School Wide Activity
TRAC	Team Response to Achievement through Collaboration

Structured Academic Support Time (SAST)
2017-2018

August 2017

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Legend

- Week 1 – District Directed
- Week 2 – Principal Directed
- Week 3 – Principal/Site Ldshp
- Week 4 – Teacher Directed
- Holidays (No School)
- Teacher Prep Days (No students)

Teacher Work Day: 7:10-2:20 AM Lunch: 7:50-2:20 PM Lunch: 7:10-1:40			Period 1 7:25 – 8:20 / 7:44 – 8:20	Period 2 8:25 – 9:15 / 8:25 – 9:01	Period 3 9:20 – 10:10 / 9:06 – 9:42	Period 4 10:15 – 11:05 / 9:47 – 10:23	LUNCH 11:05-11:35 / 10:23 – 10:53	Period 5 11:40 – 12:20 / 10:58 – 11:34	Period 6 12:25 – 1:15 / 11:39 – 12:15	Period 7 1:20 – 2:10 / 12:30 – 1:30
Rm	Teacher	Chair								Collaboration
229	Parra	*	Applied Math		Math II / Math III (2nd Qtr)	ASB	Supervision	Math II		Lunch
228	Domingo		Lunch	Math 1A		Applied Math	Supervision	Math 1A/1B	Math 1B	
624	Cox			Applied Lab	Math 1A Lab	Applied Lab	Supervision	Math 1B Lab	Math II Lab	
202	Buskirk	*	English IV (1st Qtr Block) APEX (1st pd only)	(2nd – 4th Qtr): English IV (2nd Qtr)	English IV	English IV	Supervision	Lunch	Adv: Project 180	APEX
201	Hernandez		Conference	English I/II SI	EL Lab APEX Electives	Adv: ASL	Supervision	English III/IV SI	EL Lab APEX Electives	Lunch
205	Arias		Conference	English I/II	English I/II	English I/II (1st Qtr Block)	Supervision	English I/II (1st Qtr Block)	English II	Lunch
204	Stahl		Lunch	English III (1st Qtr Block)		Adv: BOB, Ind Read, Graphic Novels	Supervision	English III	English III	Conference
218	Stefan		Lunch	Independent Study		Read180 Ind Read	Supervision	Read180 Ind Read	Read180 Ind Read	Conference
221	McKee	*	Conference	Econ Gov't	Econ Gov't	Econ Gov't	Supervision	Adv: Geo, Current Events	Econ Gov't	Lunch
219	Wilson		Conference	US History	US History	Adv: Elective	Supervision	US History	US History	Lunch
220	Miller		Conference	World History	World History	World History	Supervision	World History	APEX/Elective	Lunch
225	Cureton	*	Lunch	Geo-Science Adv: Garden Project	Conceptual Physics, Biology	Conceptual Physics, Biology	Supervision	Conceptual Physics, Biology	Conceptual Physics, Biology	Conference
224	Nabors	*	Lunch	Ceramics I, II Sculpture I, II	Art I, II, Studio Art, AP Studio Art, TA	Art I, II, Studio Art, AP Studio Art, TA	Supervision	Yearbook I, II Photography I, II Adv: Student Publications	Art I, II, Studio Art, AP Studio Art, TA	Conference
612 Gym	Robinson		Lunch	Athletic PE PE I, II Pers Fitness, TA	PE I, II Personal Fitness TA	Adaptive PE PE I, II Personal Fitness, TA	Supervision	Athletic PE PE I, II Pers Fitness, TA	Adv: Health and Wellness PE I, II, TA	Conference
301	Herndon		CTE Automotive Technology Block		Adv: Driver's Ed	Internships		Lunch	CTE Automotive Technology Block	
604	Barboza	*	Conference	English	Soc Studies Sci, St Skills	Soc Studies Science, St Skills	604	Soc Studies Sci, St Skills	Soc Studies Science, St Skills	Lunch
626	Gloyd		Conference	Gen Ed - Math	Math	Gen Ed - Math	Supervision	Careers, St Skills	Gen Ed - Math	Lunch
N/A	Niday						Student Store			
N/A	Barrera						Supervision			

8/23/2017

QUESTIONS   RESPONSES   86

Section 1 of 2 ▌   ⌄ ⌃   ⋮

Amistad High School Student Survey

Amistad is engaged in an accreditation evaluation. The self-study process requires the efforts of the students, parents, staff and community. This survey is part of the process. It gives you the opportunity to reflect on Amistad's success in meeting your needs.

If there is some aspect of the school that you wish to comment about that is not adequately covered with the questions use the space provided at the end of the questionnaire for that purpose.

Please use this scale when answering questions:
1= Strongly Disagree
2= Disagree
3= No Opinion/Neutral
4= Agree
5=Strongly Agree

Amistad has a pleasant and safe learning environment.   *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Discipline is enforced in a fair and consistent manner. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Amistad has opportunities to be involved in extracurricular activities. *

	1	2	3	4	5

I understand my course work because teachers use different ways to teach. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Current library services with technology and resources are available and easy to access. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Academic and extracurricular achievements are recognized by awards or certificates. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The school keeps me informed of my academic progress. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

There is adequate school/career counseling available. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

It is easy for me to meet with teachers, the counselor, or principal. *

Strongly Disagree   ◯   ◯   ◯   ◯   ◯   Strongly Agree

I can use the district support services (SAP, C.W.A.). *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

My teachers care about me and my education. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

I can speak freely with my teachers about my class work, and how to accelerate my * progress.

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

In general, Amistad is dedicated to student success and it is effective in helping * students learn and achieve.

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

If there is some aspect of the school that you wish to address, use the space below for comments:

Long answer text

E

QUESTIONS   RESPONSES   86

86 responses

| SUMMARY | INDIVIDUAL |

Accepting responses ⚫

Amistad has a pleasant and safe learning environment.

86 responses
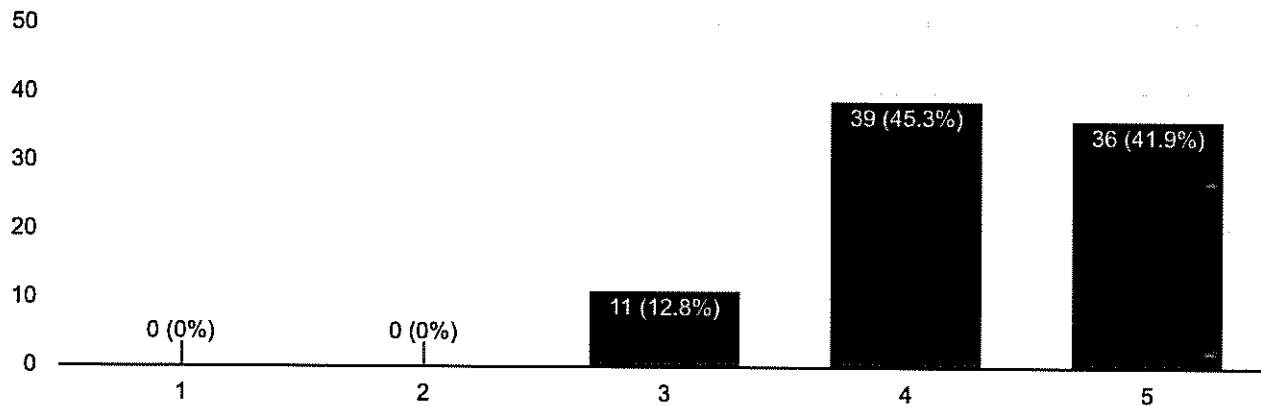
Discipline is enforced in a fair and consistent manner.

86 responses

40

Amistad has opportunities to be involved in extracurricular activities.

86 responses

Bar chart:
- 1: 0 (0%)
- 2: 1 (1.2%)
- 3: 16 (18.6%)
- 4: 37 (43%)
- 5: 32 (37.2%)
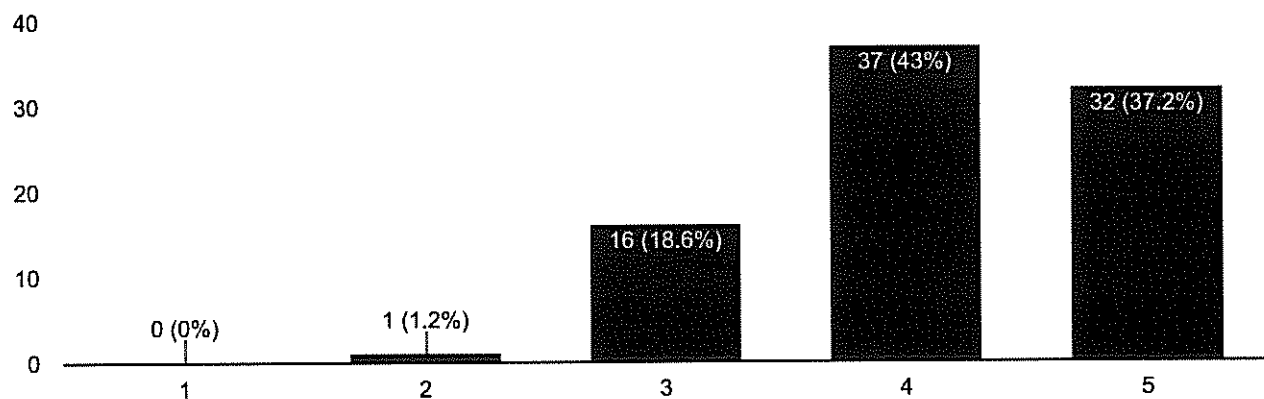
I understand my course work because teachers use different ways to teach.

86 responses

Bar chart:
- 1: 0 (0%)
- 2: 5 (5.8%)
- 3: 15 (17.4%)
- 4: 32 (37.2%)
- 5: 34 (39.5%)
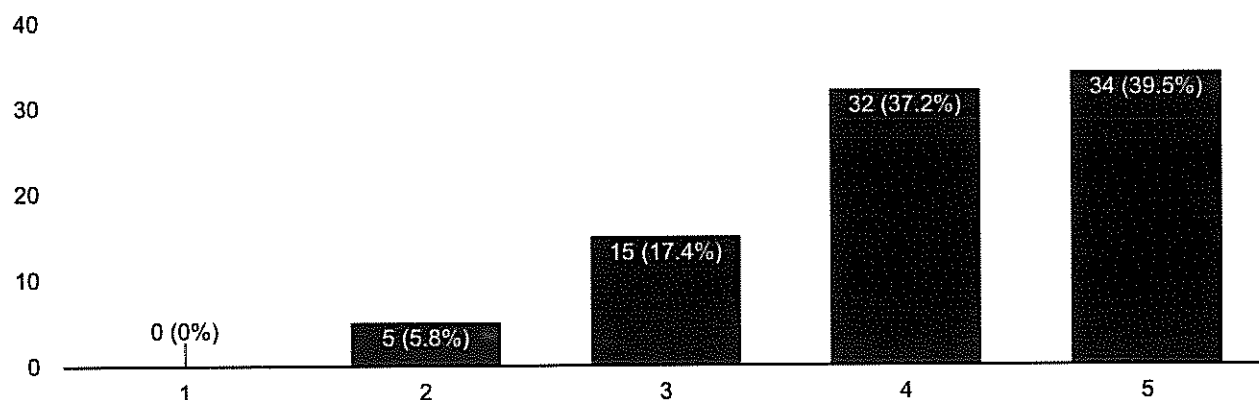
Current library services with technology and resources are available and easy to access.

86 responses
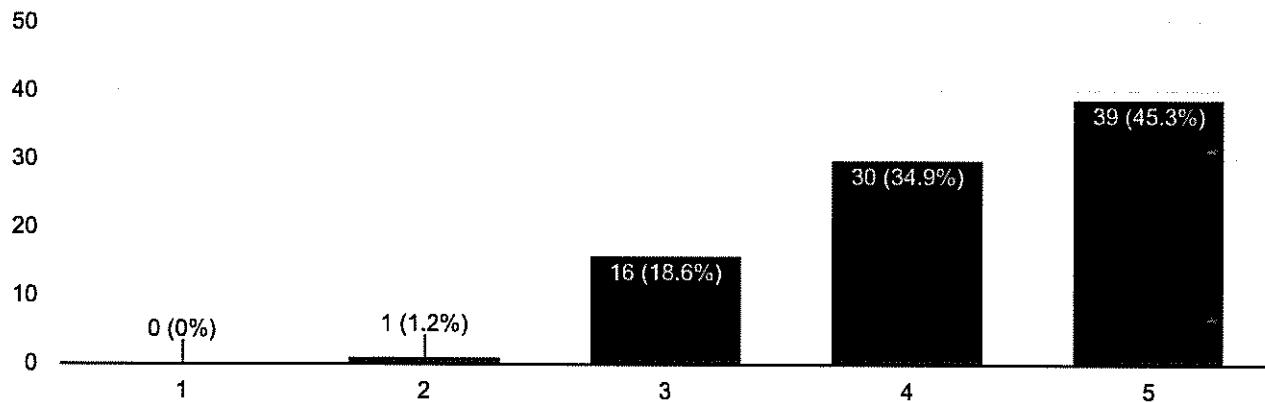
Academic and extracurricular achievements are recognized by awards or certificates.

86 responses
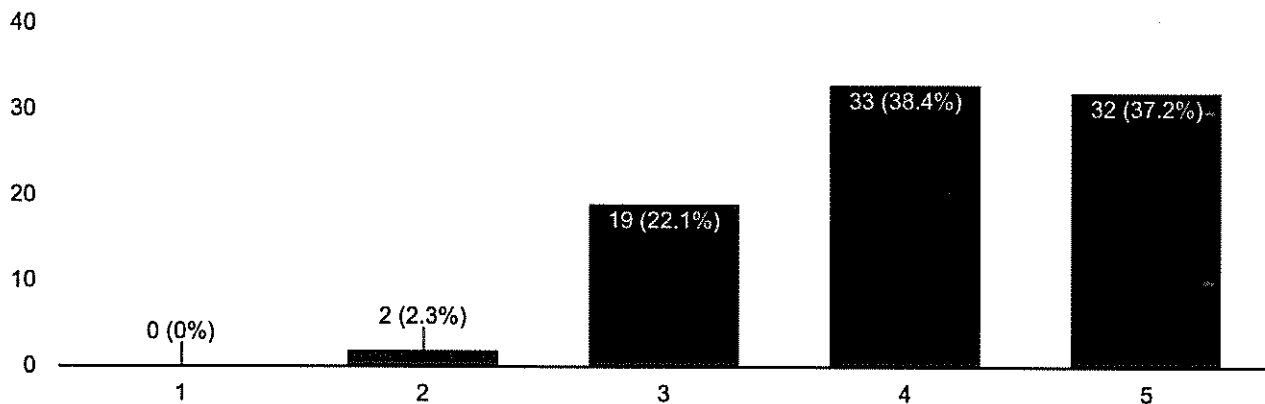
The school keeps me informed of my academic progress.

86 responses
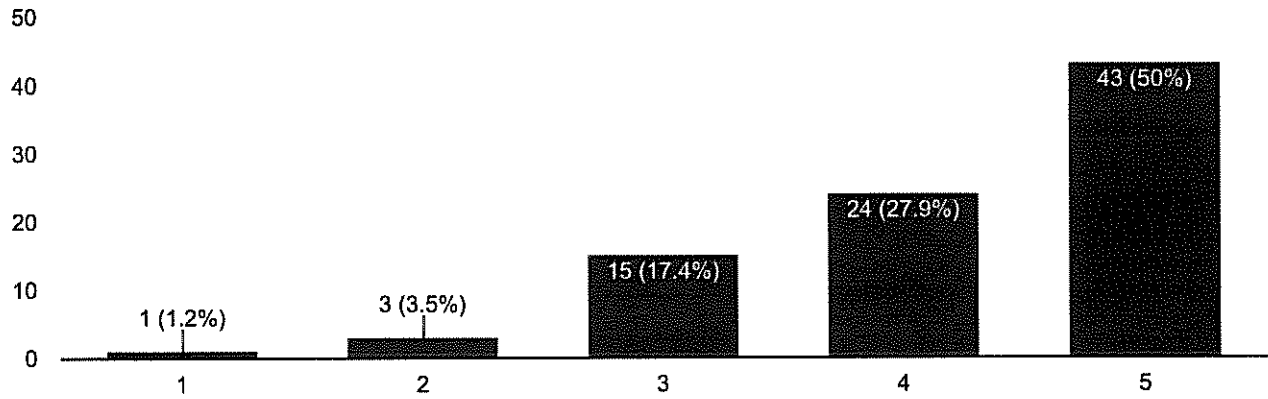
There is adequate school/career counseling available.

86 responses
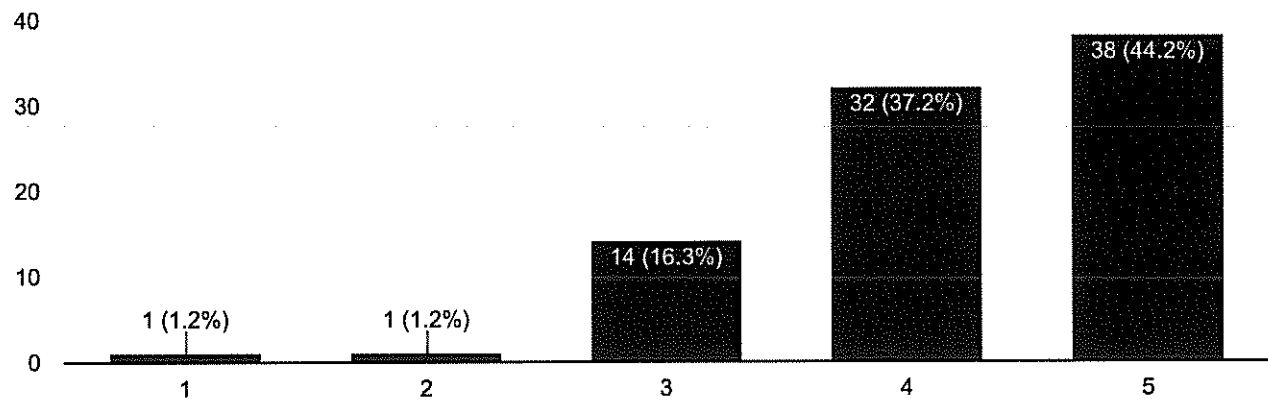
It is easy for me to meet with teachers, the counselor, or principal.

86 responses

60

50 53 (61.6%)

40

I can use the district support services (SAP, C.W.A.).

86 responses

40

30 33 (38.4%)

25 (29.1%)

20 22 (25.6%)

10

1 (1.2%)

0 5 (5.8%)

1   2   3   4   5
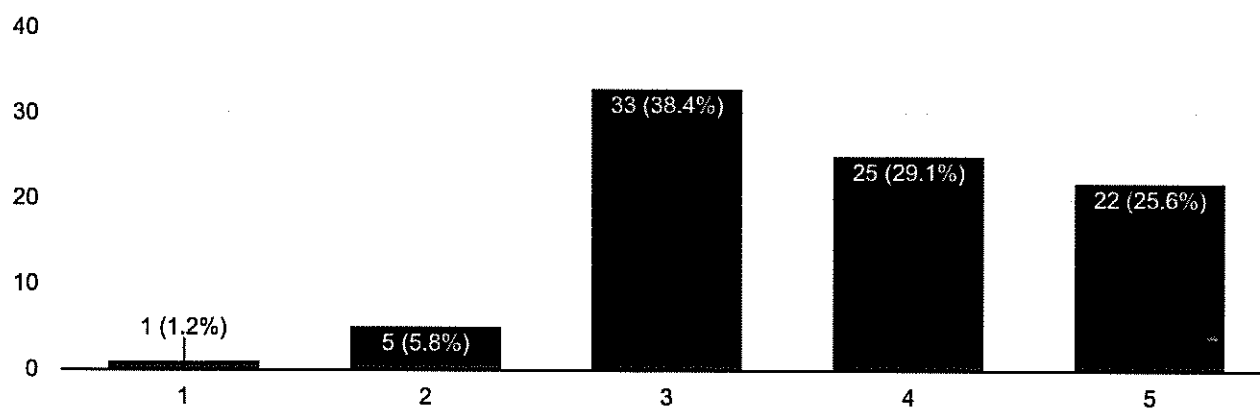
My teachers care about me and my education.

86 responses

50

45 (52.3%)

40

30

21 (24.4%)

20 17 (19.8%)

10

1 (1.2%) 2 (2.3%)

0

1   2   3   4   5
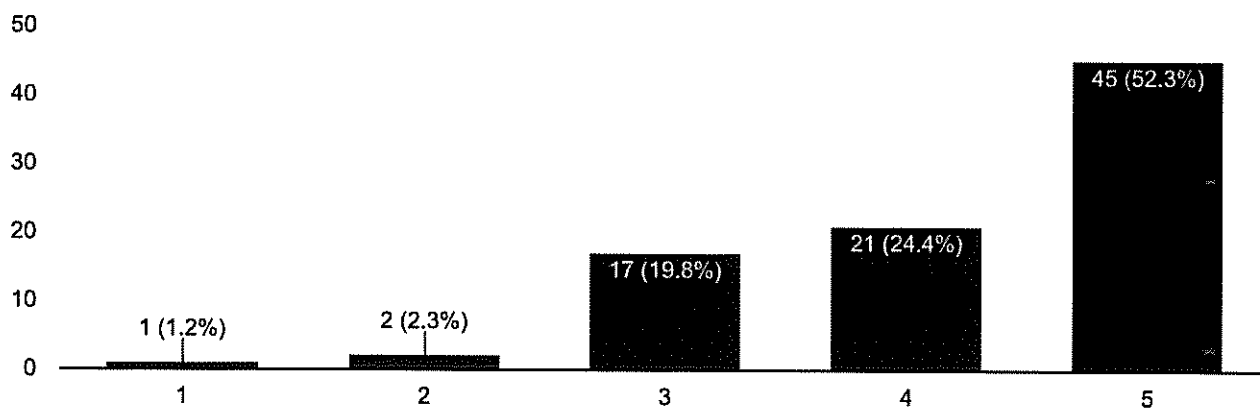
I can speak freely with my teachers about my class work, and how to accelerate my progress.

86 responses
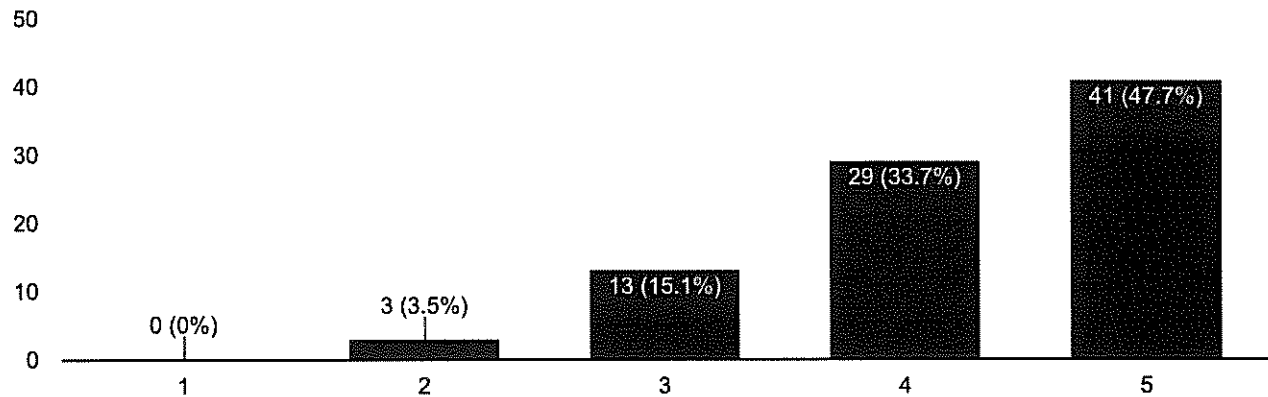
In general, Amistad is dedicated to student success and it is effective in helping students learn and achieve.

86 responses
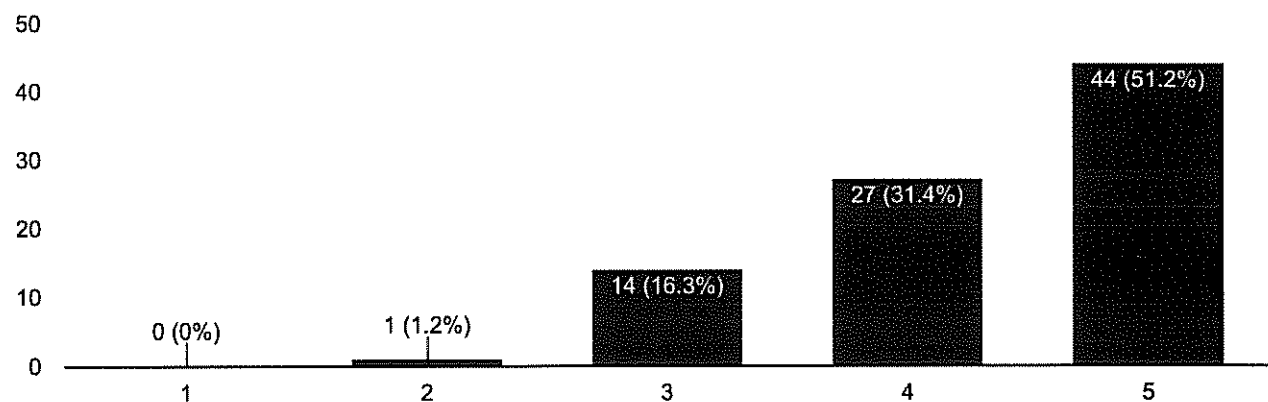
If there is some aspect of the school that you wish to address, use the space below for comments:

Amistad Parent Survey-2016/2017

QUESTIONS   RESPONSES   32

WASC-Amistad Parent Survey

As part of the WASC (Western Association of Schools and Colleges) accreditation process, Amistad High School is conducting a survey of parents about their perception of the school. Please take the time to read and respond to the following questions.

Como parte de la WASC (Asociación Occidental de Escuelas y Colegios) proceso de acreditación, Amistad High School está llevando a cabo una encuesta de los padres acerca de su percepción de la escuela. Por favor tome el tiempo para leer y responder a las siguientes preguntas.

If there is some aspect of the school that you wish to comment about that is not adequately covered with the questions use the space provided at the end of the questionnaire for that purpose.

Si hay algún aspecto de la escuela que desea hacer algún comentario que no está cubierto adecuadamente con las preguntas, utilizen el espacio previsto al final del cuestionario.

1. Agree/de acuerdo
2. Strongly agree/MUY de acuerdo
3. No Opinion/No opinión
4. Disagree/Desacuerdo
5. Strongly Disagree/MUY en desacuerdo

Question #1

The registration process at Amistad High School is easy to complete./El proceso de registro en la Escuela Preparatoria Amistad es fácil de completar.

	1	2	3	4	5	
Agree/De acuerdo	○	○	○	○	○	Strongly Disagree/ MUY en desacuerdo

Question #2

I learned about the Amistad mission statement and expectations for my child during New Student Orientation./Aprendí sobre la declaración de la misión Amistad y expectativas para mi hijo durante orientación para nuevos estudiantes.

Agree/De acuerdo   ○   ○   ○   ○   ○   Strongly
                                                                    Disagree/MUY en
                                                                    desacuerdo

Question #3

If I have a question about Amistad, I know where to go or the person to contact to ask questions about the school and educational program and have them answered./Si tengo una pregunta acerca de Amistad, sé dónde ir o la persona a contactar para hacer preguntas acerca de la escuela y el programa educativo, que son respondidas.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #4

I am warmly welcomed when I arrive on campus or call the school directly./Estoy amablemente bienvenido/a cuando llego a la escuela o llamo a la escuela directamente.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #5

I know I can call the school with a concern and be treated kindly./Sé que puedo llamar a la escuela con una preocupación y ser tratado amablemente.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #6

I am aware that I can visit the counseling office to find out my child's credit/graduation status./Soy consciente de que puedo visitar la oficina de consejeria averiguar el estado de crédito / graduación de mi hijo.

	1	2	3	4	5

Question #7

Amistad High School is meeting my child's educational needs and is a positive placement for my child. /La escuela Preparatoria Amistad satisface las necesidades educativas de mi hijo y es una colocación positiva para mi hijo.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #8

I am aware that there is an Amistad High School website./Estoy consciente de que hay una página web Amistad High School.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #9

I know I can contact teachers and staff at Amistad High School via email and receive a response./Sé que puedo contactar a los maestros y el personal de la Escuela Preparatoria Amistad por correo electrónico y recibir una respuesta.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #10

I receive adequate information from teachers and staff by either phone calls or emails./Recibo información adecuada por parte de los profesores y el personal ya sea por llamadas telefónicas o mensajes de correo electrónico.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #11

I have been informed of the discipline policy at Amistad High School./Se me ha informado de la póliza de disciplina en la Escuela Preparatoria Amistad.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #12

The Amistad High School environment is both safe and clean./El entorno de la Preparatoria Amistad es seguro y limpio.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #13

I was provided sufficient information about support services and Student Assistance Programs that are available to students on campus./Me proporcionaron suficiente información sobre los servicios de apoyo y programas de asistencia al estudiante que están disponibles en la escuela.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Question #14

I feel that Amistad has welcomed me, has treated me with respect, and has met my needs as a parent/guardian./Siento que la escuela Amistaf me ha dado la bienvenida, me ha tratado con respeto, y ha cumplido con mis necesidades como padre / tutor.

	1	2	3	4	5	
Agree/de acuerdo	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

I was made aware that attendance is an important component to my student's success./Me hicieron concientes de que la asistencia es un componente importante para el éxito de mi estudiante.

	1	2	3	4	5	
Agree/de acuerdo Strongly Disagree	○	○	○	○	○	Strongly Disagree/MUY en desacuerdo

Amistad Parent Survey-2016/2017

QUESTIONS   RESPONSES   32

32 responses

| SUMMARY | INDIVIDUAL |

Accepting responses

Question #1

32 responses
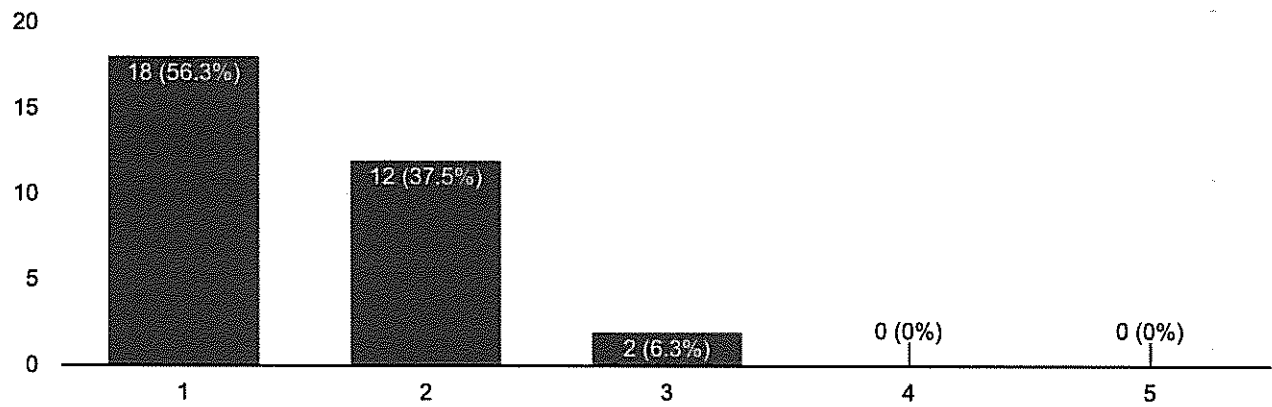
Question #2

32 responses

15.0

15 (46.9%)

12.5

12 (37.5%)

10.0
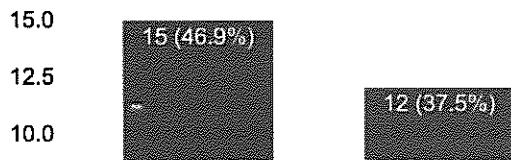
Question #3

32 responses
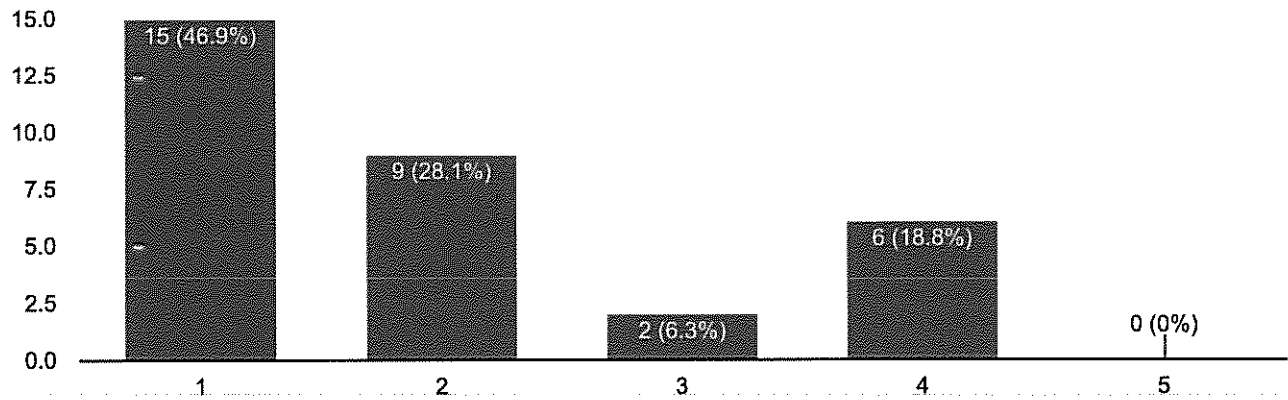
Question #4

32 responses
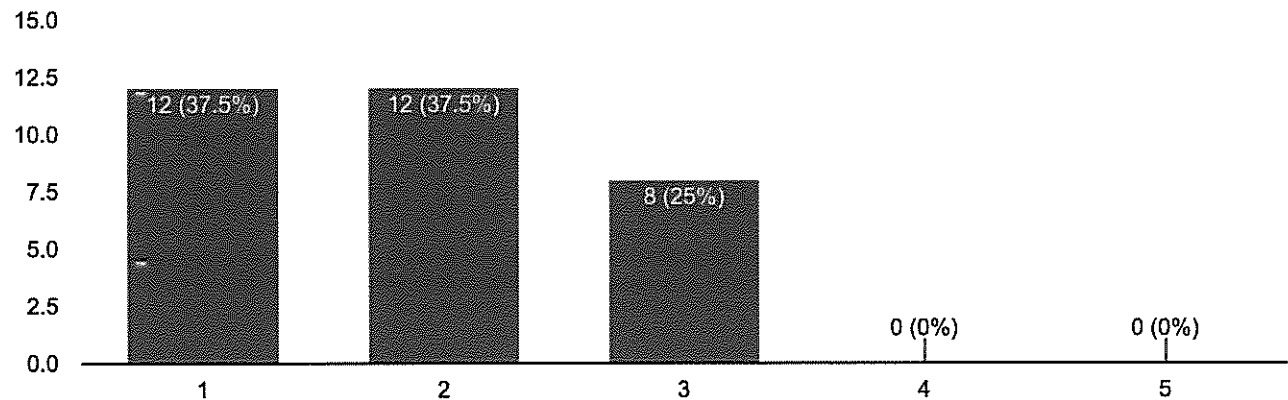
Question #5

32 responses
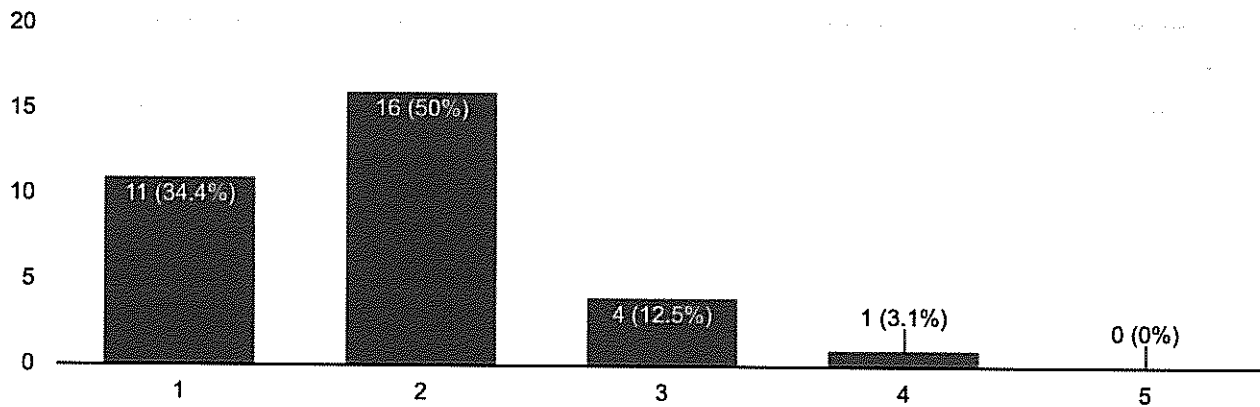
Question #6

32 responses
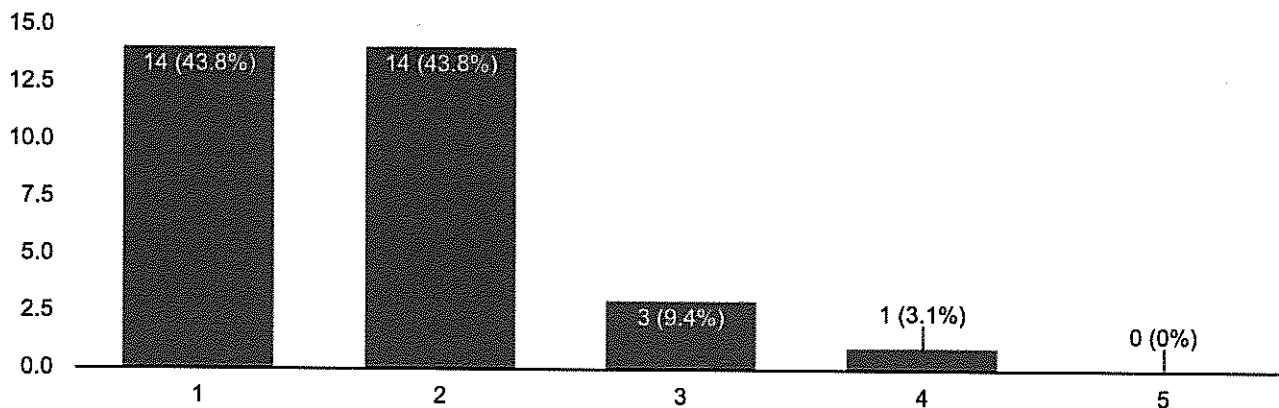
Question #7

32 responses
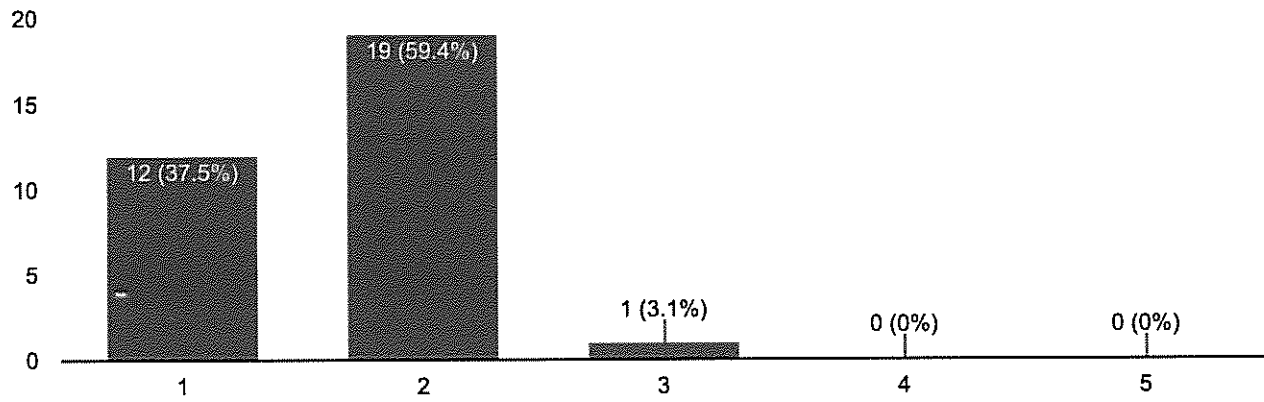
Question #8

32 responses
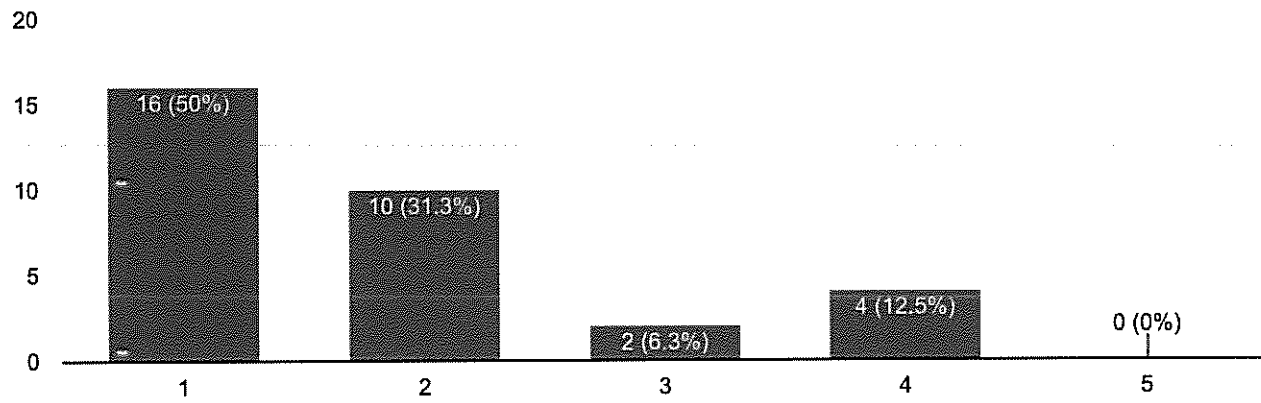
Question #9

32 responses

15.0

15 (46.9%)

12.5
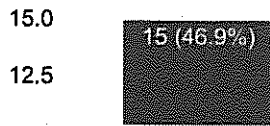
Question #10

32 responses
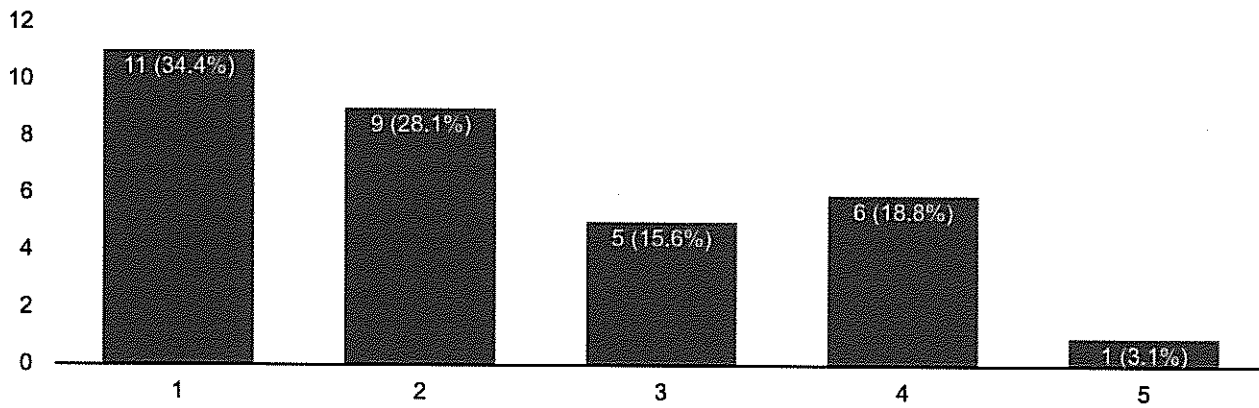
Question #11

31 responses
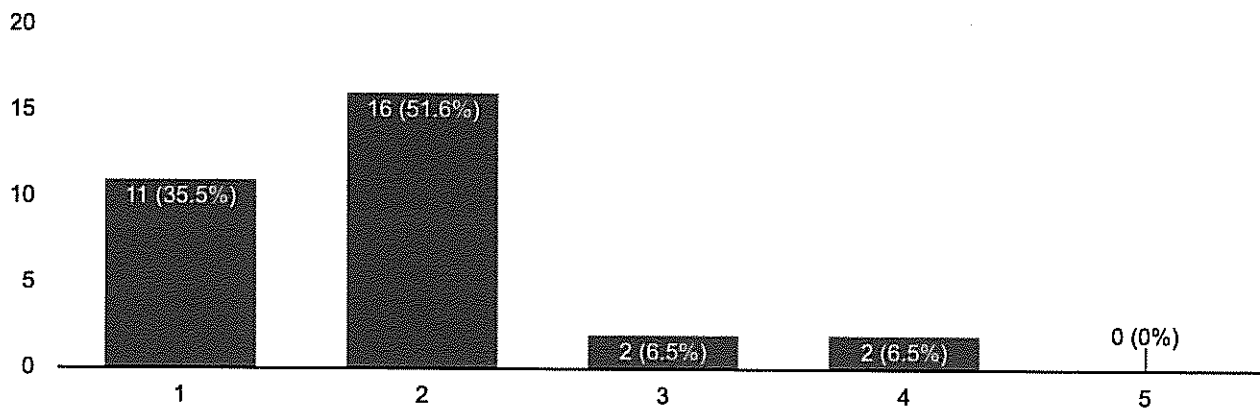
Question #12

31 responses
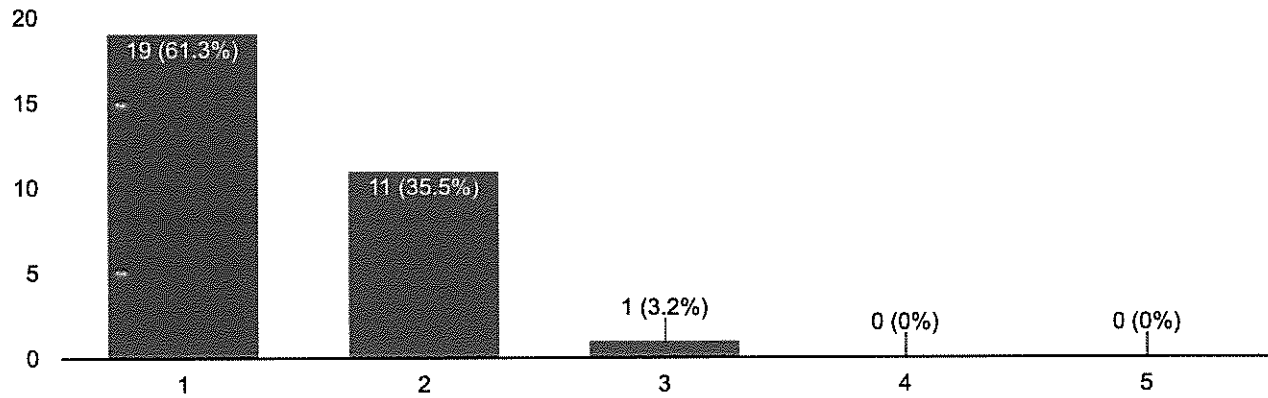
Question #13

32 responses
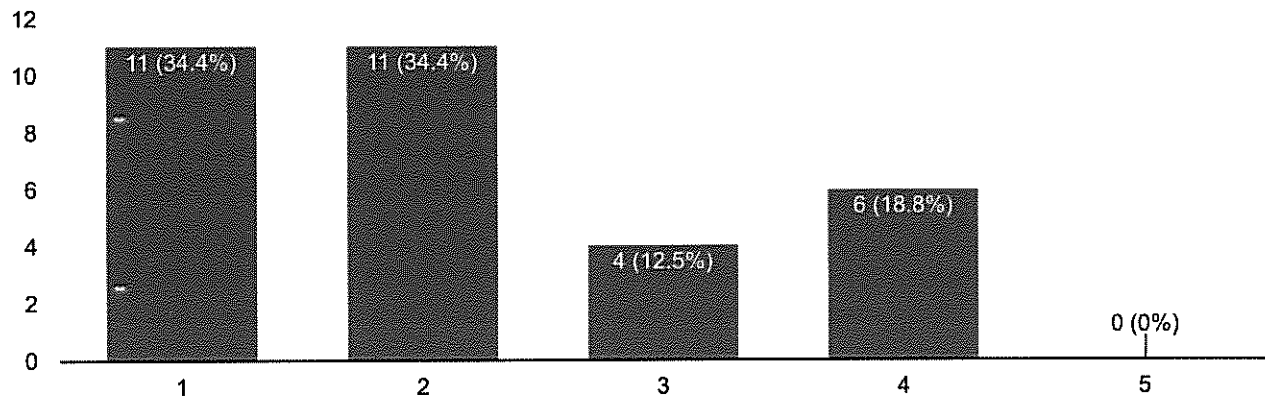
Question #14

32 responses
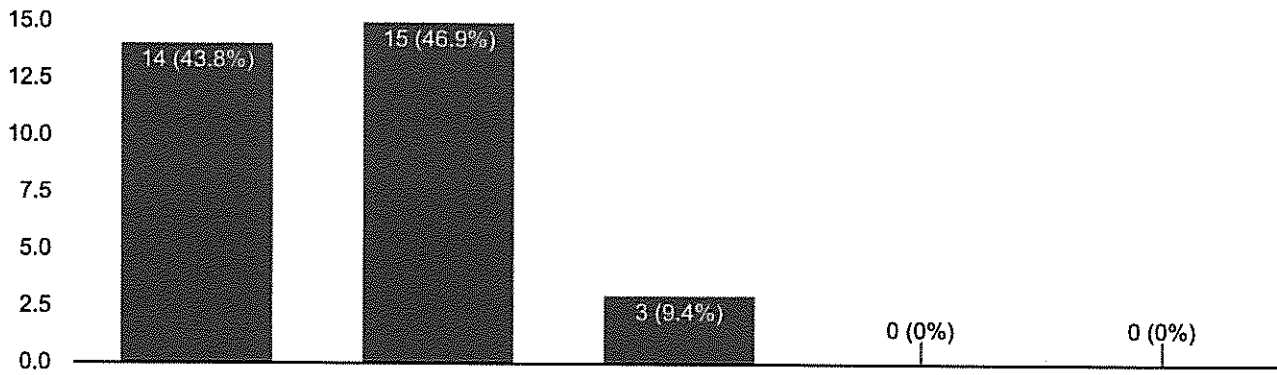
Question #15

32 responses
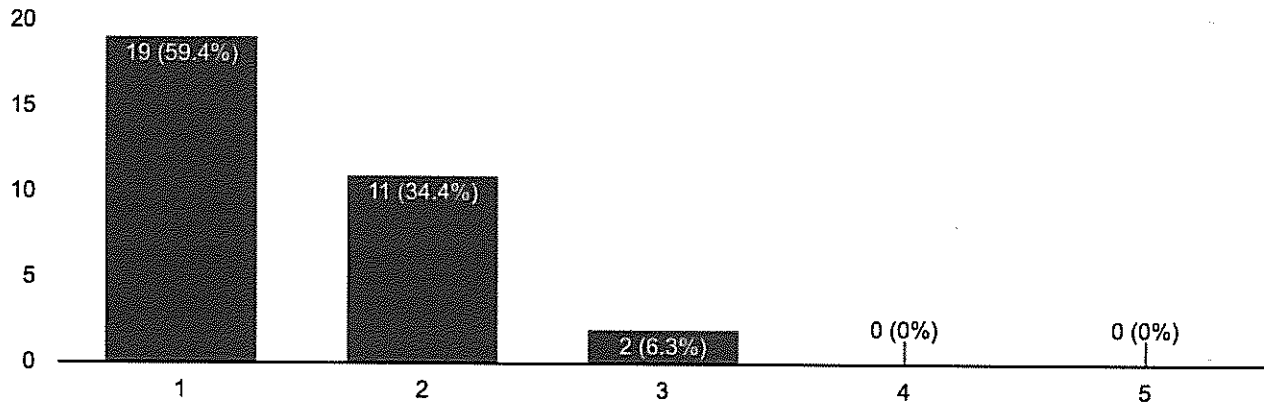
Teacher Survey 2016-2017

As part our Self Study accreditation process, Amistad High School is conducting surveys to teachers, students and parents about their perception of the school. Please take the time to read and respond to the following questions.

If there is some aspect of the school that you wish to comment about that is not adequately covered with the questions use the space provided at the end of the questionnaire for that purpose.

1. Strongly Agree
2. Agree
3. No Opinion
4. Disagree
5. Strongly Disagree

1. Do all students have access to the core instruction and materials?
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

2. Has each grade level or department determined the most essential learning goals for each unit, chapter or week?
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

3. Have grade levels/departments met to analyze the instructional sequence of the curriculum?
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

4. Do you have a system in place to assure that all students receive and learn the intended curriculum?
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

5. **Is there direct instruction with adopted curriculums for the appropriate number of minutes each day in all classrooms?**
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

6. **Do all stakeholders know the school wide goals?**
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

7. **Do grade levels/departments set goals based on data analysis on a regular basis?**
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

8. **Is student data monitored regularly to adjust instruction?**
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

9. **Is goal setting used at the classroom and student level?**
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

10. **Do students receive timely and effective feedback on assessments?**
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

11. **Do all meetings operate with effective norms of behavior?**
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

12. **Are your collaboration meetings centered on data, curriculum, planning, researched-based strategies and student learnings**

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

13. **Are Protocols and effective facilitation skills used in order to ensure meeting productivity and outcomes?**

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

14. **I feel support by my school community (Administrators and colleagues) in my profession.**

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

15. **Comments:**

_____

_____

_____

_____

_____

Powered by

Google Forms

←   🎨   ➤   ⋮

QUESTIONS   RESPONSES   14

14 responses   ✚   ⋮

Not accepting responses ⬤

Message for respondents

This form is no longer accepting responses

SUMMARY	INDIVIDUAL

Do all students have access to the core instruction and materials?

14 responses
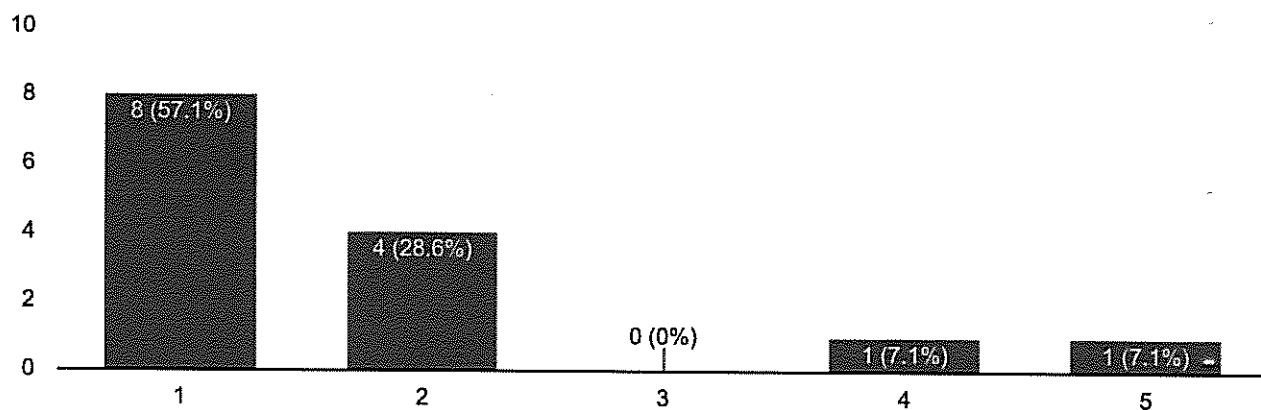
Has each grade level or department determined the most essential learning goals for each unit, chapter or week?

14 responses
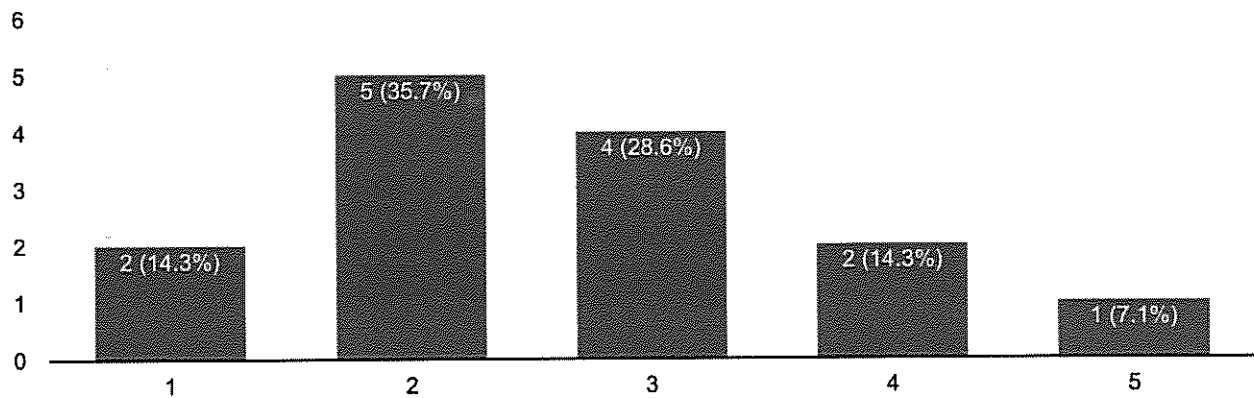
Have grade levels/departments met to analyze the instructional sequence of the curriculum?

14 responses
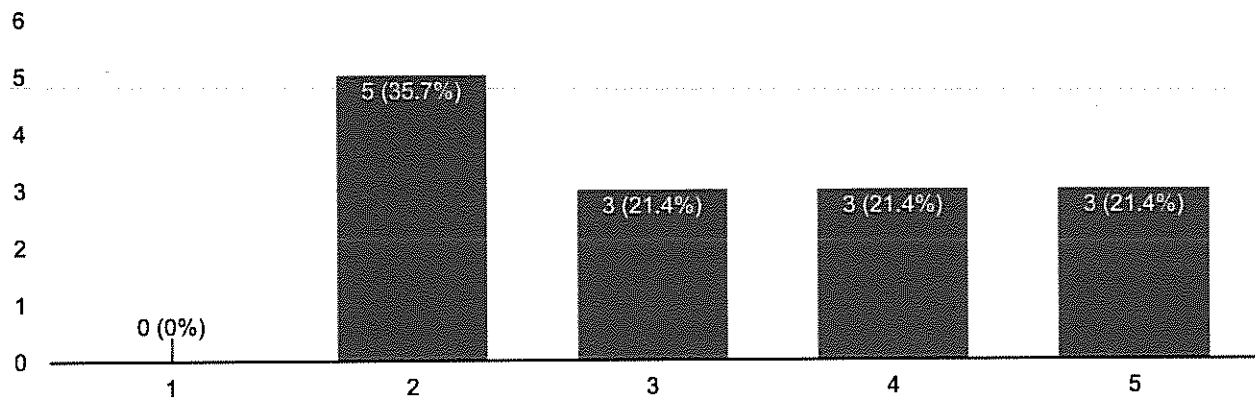
Do you have a system in place to assure that all students receive and learn the intended curriculum?

14 responses
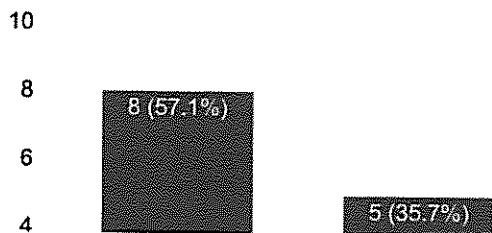
```
10

8        8 (57.1%)

6

4                    5 (35.7%)
```

Is there direct instruction with adopted curriculums for the appropriate number of minutes each day in all classrooms?

14 responses

```
6

5                    5 (35.7%)

4   4 (28.6%)

3

2                                      2 (14.3%)    2 (14.3%)

1                          1 (7.1%)

0
    1          2          3          4          5
```
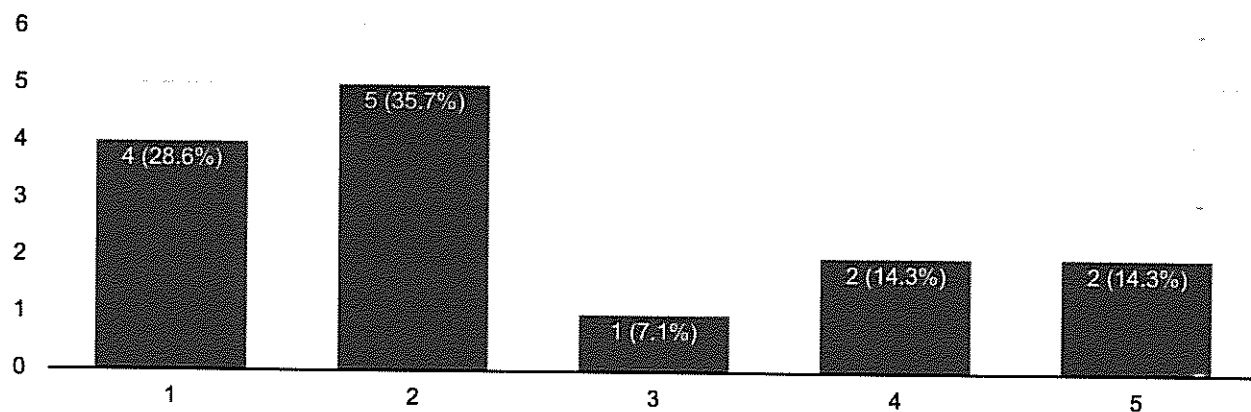
Do all stakeholders know the school wide goals?

14 responses

Do grade levels/departments set goals based on data analysis on a regular basis?

14 responses
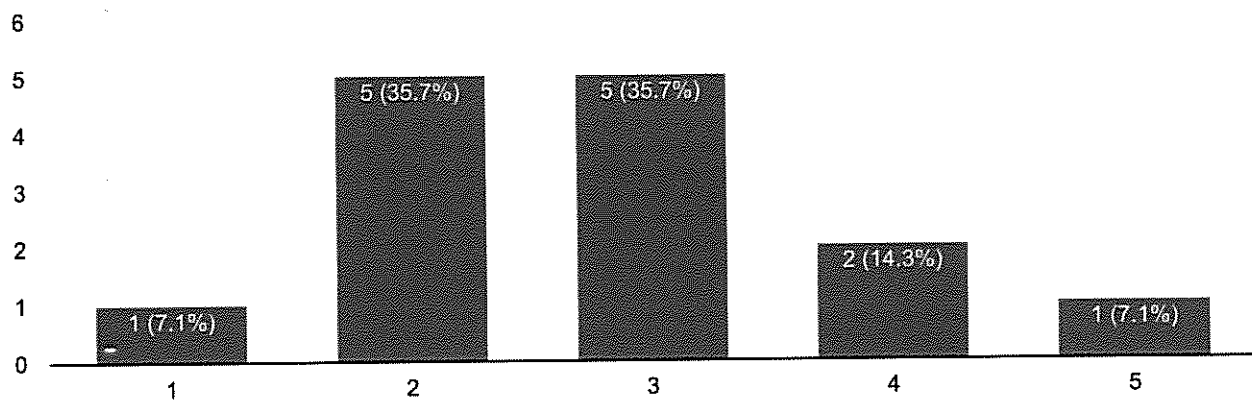
Is student data monitored regularly to adjust instruction?

14 responses
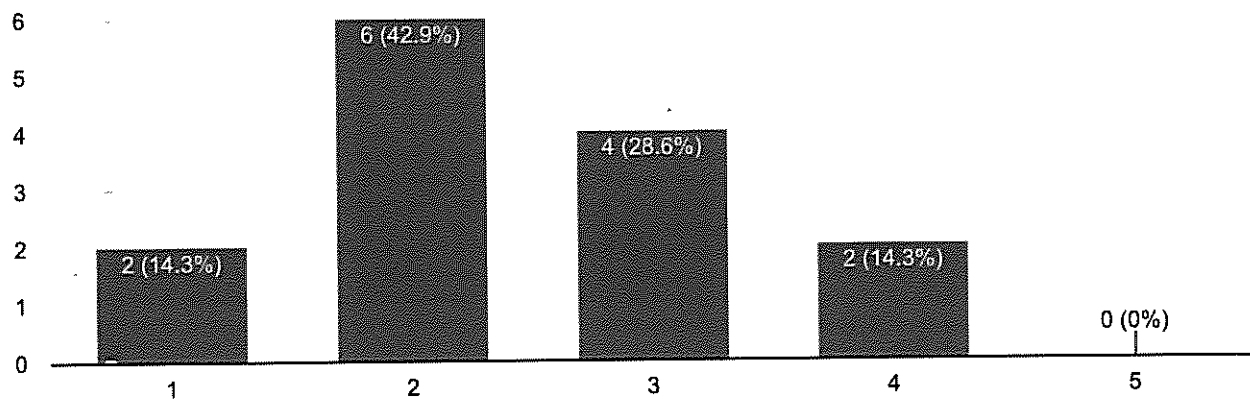
Is goal setting used at the classroom and student level?
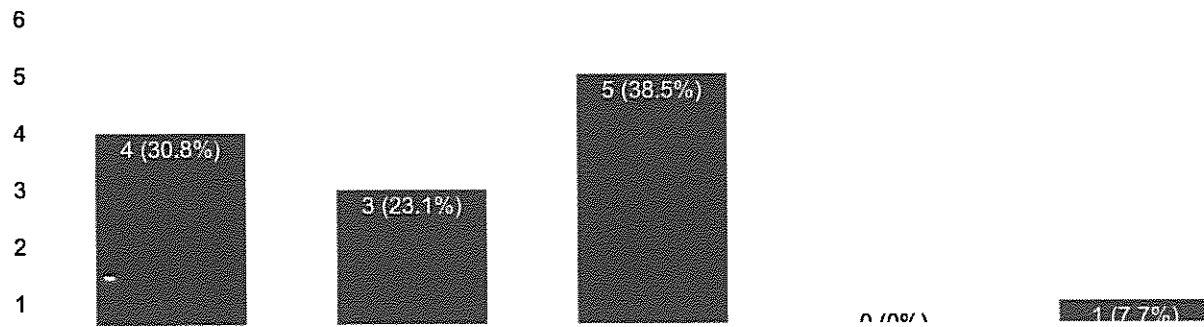
14 responses
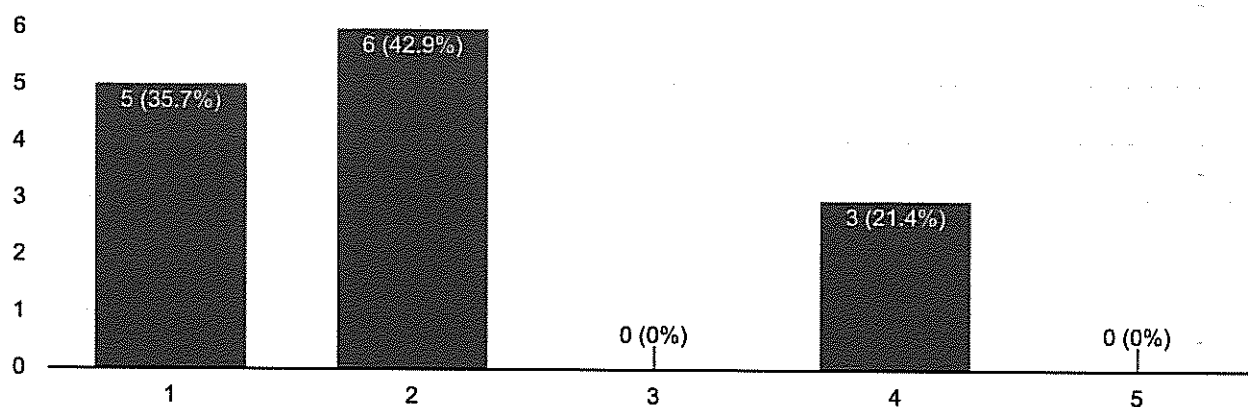
Do students receive timely and effective feedback on assessments?
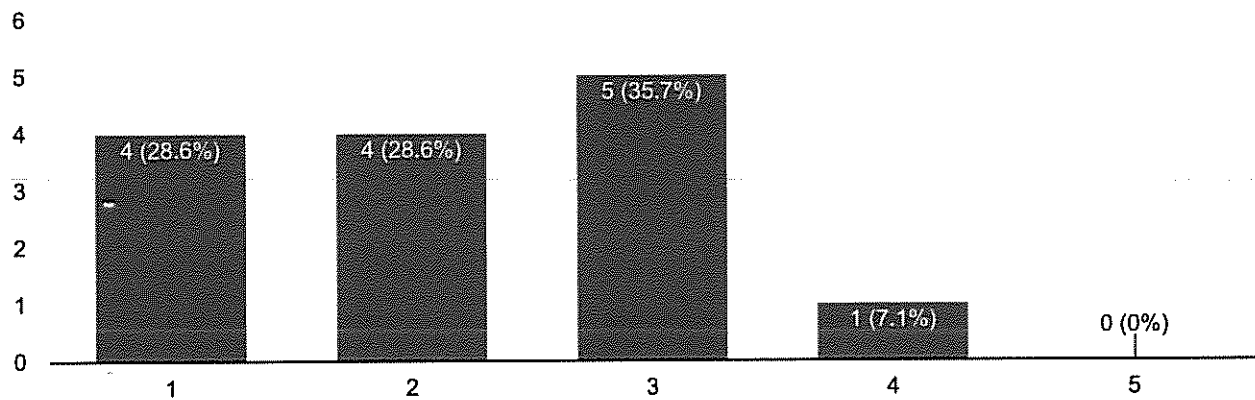
14 responses
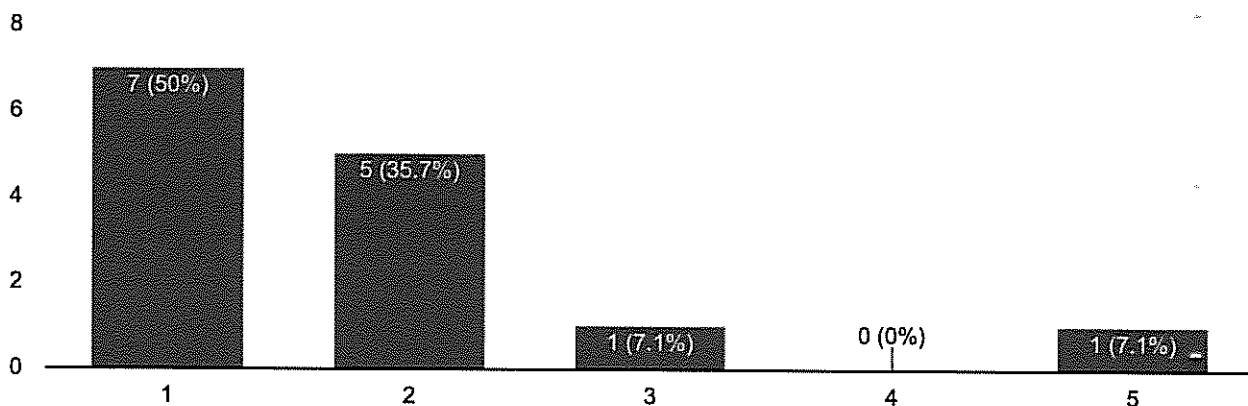
Do all meetings operate with effective norms of behavior?

13 responses

Are your collaboration meetings centered on data, curriculum, planning, researched-based strategies and student learnings
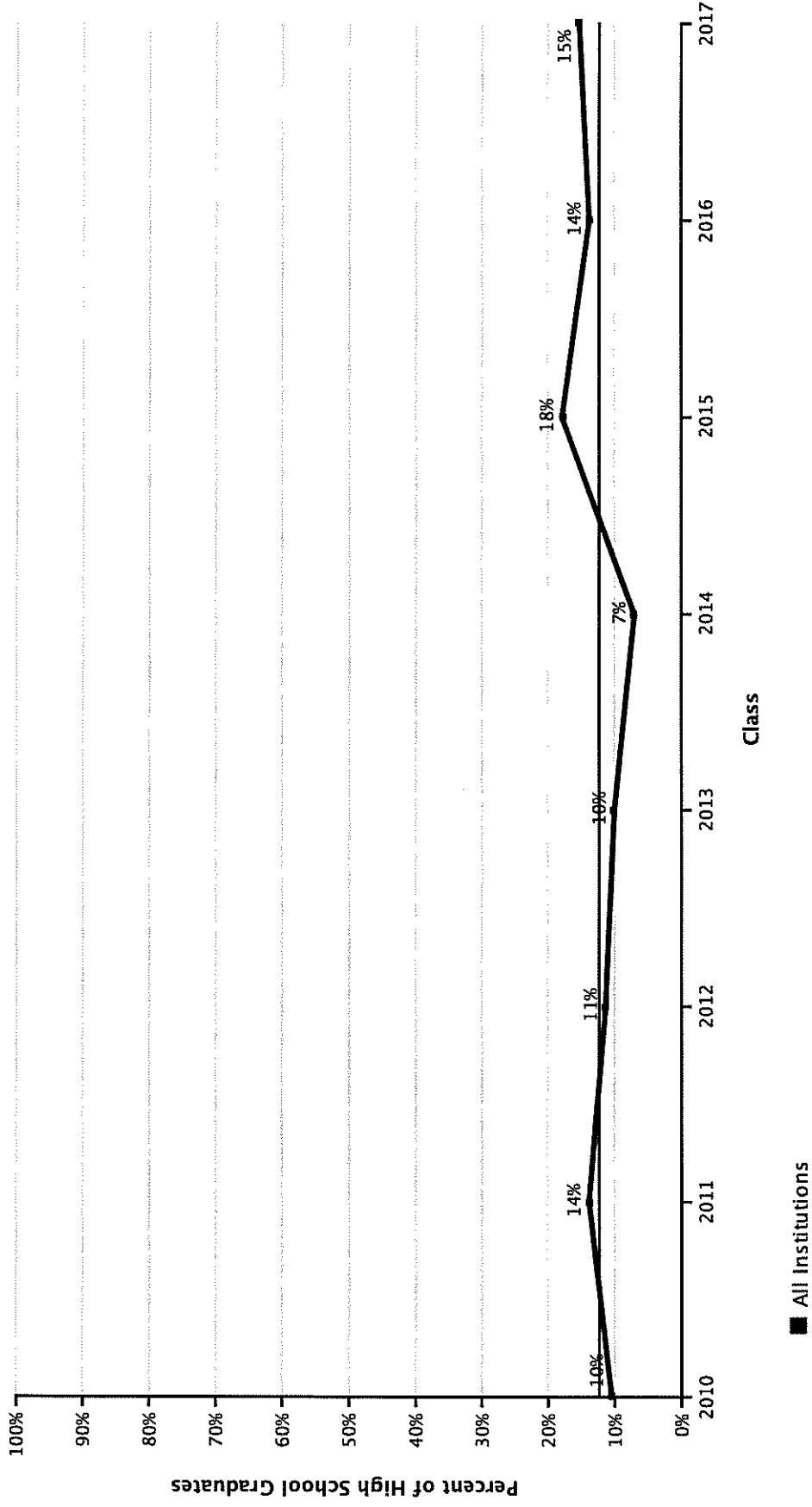
14 responses

Are Protocols and effective facilitation skills used in order to ensure meeting productivity and outcomes?

13 responses

Percent of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 16, 2017

Percent of High School Graduates

10%

14%

11%

10%

7%

18%

14%

15%

■ All Institutions

Class

2010   2011   2012   2013   2014   2015   2016   2017

AVG = 12%

AMISTAD CONTINUATION HIGH SCHOOL
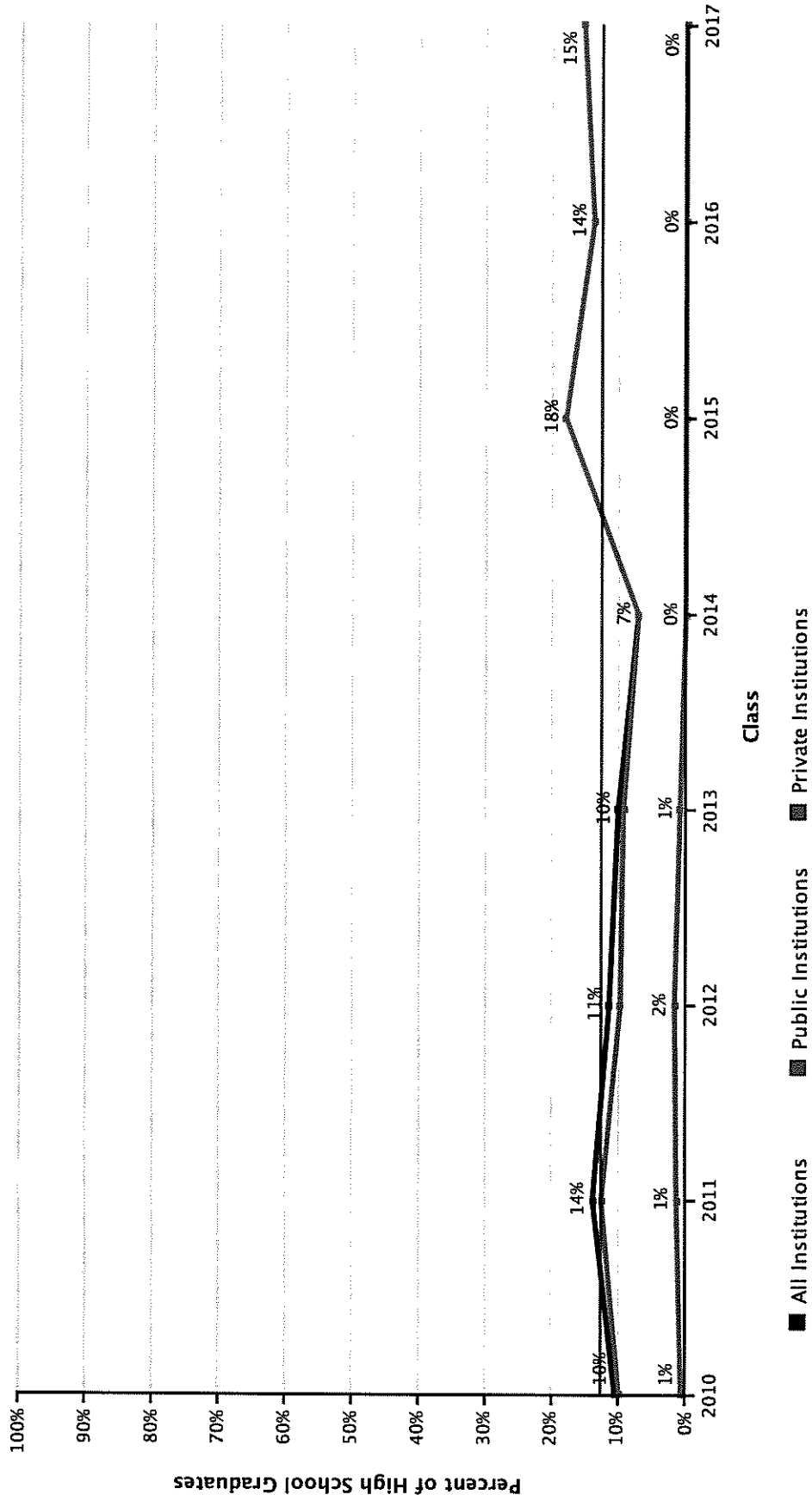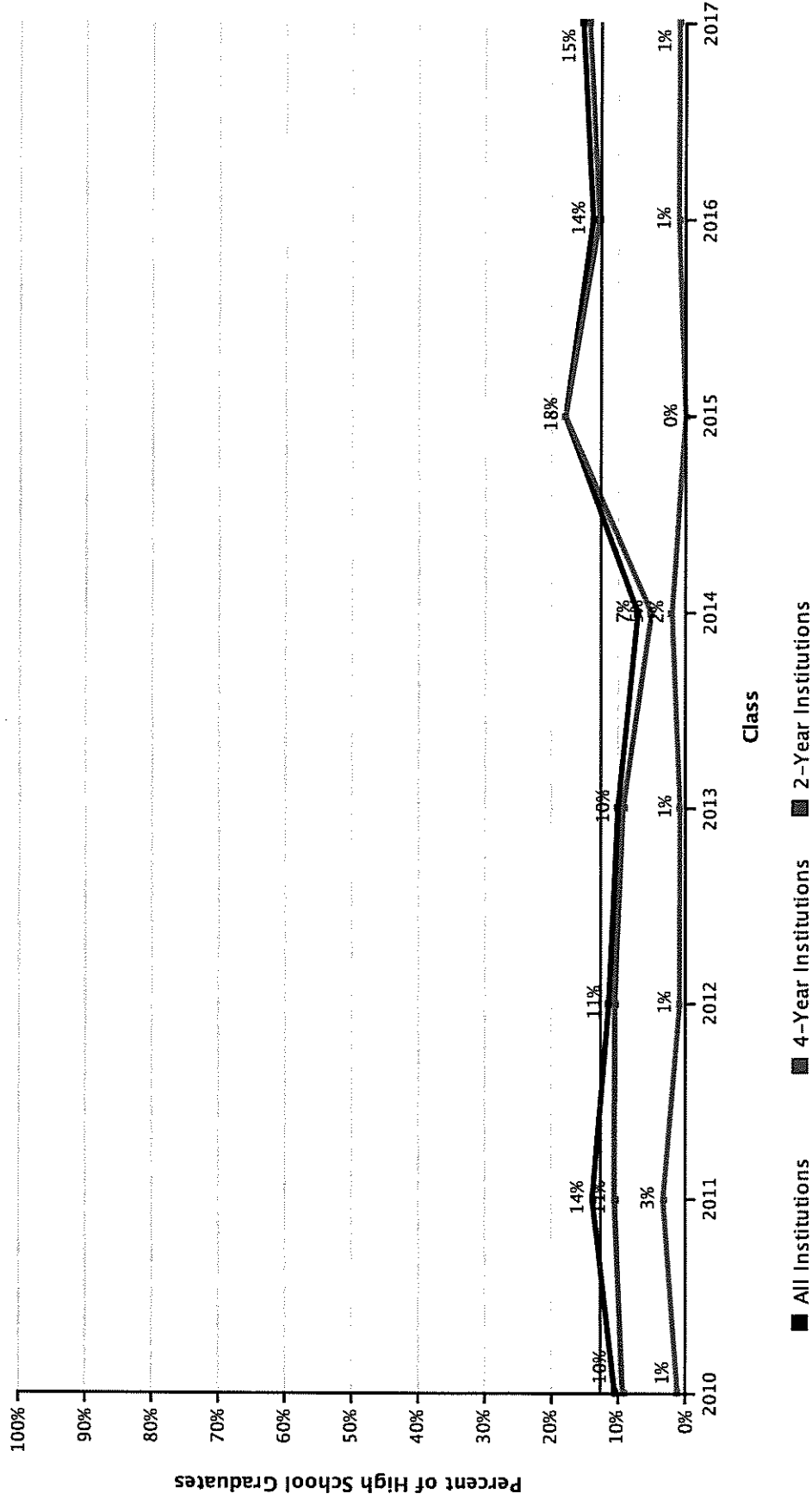
Report Run Date: 11/21/2017   12:45 PM

Page 2 of 45

NATIONAL STUDENT
CLEARINGHOUSE®

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Type

Effective Date = November 16, 2017

Percent of High School Graduates

Class

AVG = 12%

■ All Institutions   ■ Public Institutions   ■ Private Institutions

AMISTAD CONTINUATION HIGH SCHOOL

Report Run Date: 11/21/2017   12:45 PM

Page 3 of 45

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level

Effective Date = November 16, 2017

Percent of High School Graduates

Class

- ■ All Institutions
- ■ 4-Year Institutions
- ■ 2-Year Institutions

AVG = 12%

AMISTAD CONTINUATION HIGH SCHOOL

Report Run Date: 11/21/2017   12:45 PM

Page 4 of 45

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Location

Effective Date = November 16, 2017

Percent of High School Graduates (y-axis): 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%

Class (x-axis): 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

Data labels:
- 10%, 14%, 2% (2010)
- 10%, 14%, 4% (2011)
- 11%, 1% (2012)
- 10%, 10%, 2% (2013)
- 7%, 1% (2014)
- 18%, 0% (2015)
- 14%, 1% (2016)
- 15%, 0% (2017)

■ All Institutions   ■ In-State Institutions   ■ Out-of-State Institutions

AVG = 12%

AMISTAD CONTINUATION HIGH SCHOOL

Count of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 16, 2017

Class of	2010	2011	2012	2013	2014	2015	2016	2017
Total in the Class	172	151	123	129	99	89	101	104
Total Enrolled	18	21	14	13	7	16	14	16
Total in Public	17	19	12	12	7	16	14	16
Total in Private	1	2	2	1	0	0	0	0
Total in 4-Year	2	5	1	1	2	0	1	1
Total in 2-Year	16	16	13	12	5	16	13	15
Total In-State	15	15	13	11	6	16	13	16
Total Out-of-State	3	6	1	2	1	0	1	0

AMISTAD CONTINUATION HIGH SCHOOL

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Location

Effective Date = November 16, 2017

Class

■ All Institutions   ▨ In-State Institutions   ▨ Out-of-State Institutions

AVG = 17%

AMISTAD CONTINUATION HIGH SCHOOL

Count of Students Enrolled in College at Any Time During the First Year After High School

Effective Date = November 16, 2017

Class of	2010	2011	2012	2013	2014	2015	2016	2017
Total in the Class	172	151	123	129	99	89	101	104
Total Enrolled	27	32	20	17	12	23	17	16
Total in Public	23	30	17	15	12	23	17	16
Total in Private	4	2	3	2	0	0	0	0
Total in 4-Year	5	5	2	2	2	0	1	1
Total in 2-Year	22	27	18	15	10	23	16	15
Total In-State	21	26	19	15	10	23	16	16
Total Out-Of-State	6	6	1	2	2	0	1	0

AMISTAD CONTINUATION HIGH SCHOOL

NATIONAL STUDENT CLEARINGHOUSE®