ACS WASC Category B. Curriculum:
Synthesize Strengths and Growth Areas

List the strengths and growth areas for the criteria and indicators in Category B.*

1. Revisit the 4/16 list of strengths and growth areas and work together to prioritize the list of strength & growth areas for the criteria and indicators in Category B.*
2. Revisit the Critical Areas of Need given to ERHS by the 2016 WASC visiting team. (see below) **For each listed area of strength and growth match the CAN that applies to the area & evidence listed.**

Chapter 1 - Critical Areas of Need:

1. That the faculty, staff, parents and students continue the ongoing implementation of Focus on Learning, to promote continuous improvement that will enhance the achievement of each student in the Schoolwide Learning Objectives and grade-level common core state academic standards.

2. That parents become actively involved in the self-study process and the self-study criteria to promote continuous improvement that will enhance the achievement of each student in the SLOs and grade level common core State academic standards.

3. That ERHS faculty and staff continue to promote full implementation of CCSS instructional strategies that have been adopted by the school community and the District such as AVID strategies and differentiated instructional techniques.

4. That the administration and instructional staff continue to develop professional expertise for all faculty and staff members in the most effective best-practices, and research-driven instructional strategies, to effectively deliver the content and engage all students.

5. That the administration and instructional staff continue their work to improve all levels of communication between all stakeholders, including students, parents (e.g. expanding two-way interactions), within each department, and most importantly across the curriculum in school wide dialogue that leads to shared leadership and direction.

Priority/ Rank #	Areas of Strength	Evidence	# of Matching CAN
1	• All courses meet A-G requirement	• UC Pathways Portal	1,3,4
2	• (Counseling Department) A-G increase	• Increase in percentage of students completing A-G req.	1.2, 5

2	● Counseling Department- Grade Level Advisements	● One on one meetings with students throughout the year	1,2,5
1	● Partnerships with local colleges/universities	● Rio Hondo & CSULB programs offered to our students	1,3,4
3	● Identified Essential Standards in each department	● Course framework / curriculum maps	3,4
3	● Departments being trained in various programs	● All English teachers attended ERWC 3.0 PD	3,4
3	● Curriculum aligned to NGSS standards	● Curriculum Maps	3,4
3	● Integration Among Disciplines	● The IB program is cross-curricular	3,4
3	● CT Meetings - Dir Math & Gen Ed Collaboration - Rigor in Dir Math Curriculum	● IEP Meetings, Rate MM students transfer to gen ed math courses	3,4
4	● Variety of programs / full-range of choices ● Variety of course offerings (i.e. - Mariachi, AP Art, CHicano Mural Art, IB Art)	● IB, PLTW, ROP, AP courses offered ● Digital, traditional VA, Performing Arts, and Music	3,5
3	● Digital Arts relevant to growing tech fields	● Web design, coding,	3,4
4	● AVID	● AVID Strategies being used (2 per dept.)	3,5
4	● Offer AP in all 3 major branches of science	● AP Testing	3,5
	● Offer IB Biology and IB SEHS	● IB Testing	3,4
1	● PLTW - Biomedical (Integration between Bio and Chem)	● PLTW projects	1,3,4
1	● ROP - Nursing and Biomedical Group	● ROP Competitions against other schools	1,3,4
1	● New Rop Pathways	● Rop Construction 1 and 2	1,3,4

3	● Embedded technology support (like Gizmos - virtual hands on laboratories)	● Desmos, Delta Math, Math Games, Kuta Software, Gizmos, Kami ● https://www.explorelearning.com/ ● Student work	3,4
1	● Career-readiness	● ROP courses available for students	1,3,4
3	● Student Support	● Office hours/Tutoring ● Math Coaches	3,4

Color key
1. Blue: **School wide**
2. Red: **Counseling**
3. Green: **Departments**
4. Orange: **Programs**

Priority/ Rank #	Areas of Growth	Evidence	# of Matching CAN
4	● Professional Development	● Lack of funding for professional development	1,3,4
3	● Updated resources	● Textbooks/resources are outdated and not current	4
2	● PIQE, Coffee with the Principal	● Admin consistency	2,5
3	● Expectations with curriculum pacing / Communication with Gen Ed. Dept & SPED	● More interactions with gen ed teacher	3,4
8	● Summative Tests	● Substandard scores	3,4
1	● Limited technology access/ implementation	● Lack of teacher implementation	1,3,4
5	● Student Integrity	● Apps to solve problems	2,5

2	● Community outreach	● Past history of 8th grade visiting school for science	2,5

• Evaluate preliminary major student learner needs (for all students and student groups) from FOL Self-study Indicators (student/community profile)

• Evaluate any additional identified student learner needs that resulted from the FOL Self-study analyses.

• In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to

    o Analyze what areas within the schoolwide action plan/SPSA need to be addressed

    o Identify important next steps within the schoolwide action plan/SPSA.

Links to Support Materials:

- FOL Bragsheet 2/5/21
- FOL Curriculum 1 Self-Study Template--Meeting 2/26
- FOL Curriculum 2 Self-Study Template--Meeting 3/19
- Department, Program, & Pathway Documentation 1