



*“A school inspired by Business, a Network that opens doors.”*



**RESPECTFUL - RESPONSIBLE - TRUSTWORTHY**

# **ANDERSON NEW TECHNOLOGY HIGH SCHOOL SELF-STUDY REPORT**

**2098 North Street**

**Anderson, CA 96007**

**Anderson Union High School District**

**March 25-26, 2024**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2022 Edited Edition**

**TABLE OF CONTENTS**

Introduction	3
Chapter I: Progress Report	5
Chapter II: School Profile and Supporting Data and Findings	7
Chapter III: Self-Study Findings	
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	13
B: Curriculum	23
C: Learning and Teaching	31
D: Assessment and Accountability	37
E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth	41
Chapter IV: Prioritized Areas of Growth Needs from Categories A through E Summary from Analysis of Identified Major Student Learning Needs	46
Chapter V: Schoolwide Action Plan/SPSA	47

## **Introduction**

### **Brief Background of the School**

Anderson New Technology High School (ANTHS) is in Anderson, a small city of 11,000 people, located approximately 140 miles north of Sacramento and 140 miles south of the Oregon border, along the Sacramento River. ANTHS first opened with a junior class on the campus of Anderson Union High School in the fall of 2002. The first graduating class of 54 students was in 2004, the same year the school moved to its current location. ANTHS is the first replication of Napa New Technology High School which first opened in 1996. Today, there are over 250 New Tech schools across the United States and Australia that belong to the New Tech Network.

New Tech Network schools utilize project and problem-based learning and focus on 21st-century skills. As part of this network, we are a small dependent charter school in the Anderson Union High School District, with an enrollment cap of 225. As of the 2023 CBEDS date, our enrollment was 121 students. Project-based learning is routinely utilized in the Science and Humanities courses. Staff and student interactions create a welcoming environment. Our monthly student activities foster these positive relationships which support our students' success.

We draw students from as far north as Shasta Lake and from northern Tehama County to the south, with 70% of our student population coming from within the Anderson Union High School District. 62% of our current student population qualifies for free and reduced lunch. Although the majority of our students identify as Caucasian (84%), our other student populations are Hispanic or Latino, American Indian or Alaskan Native, and Asian Pacific Islanders.

At New Tech, we place a high priority on preparing our students for a successful future. Our student learning outcomes focus on teaching students the soft skills that leaders in the private and public sectors are looking for; problem-solving, effective communication, self-direction, time management, adaptability, and work ethic. To accomplish this, along with the traditional courses of study (math, science, English, social sciences, etc.), the teaching, modeling, and assessing of these essential soft skills are incorporated right alongside all course content. To enhance these soft skills, our students are required to take college classes, complete an internship, and participate in community service. Our students leave New Tech with a well-practiced process of problem-solving and have the skills and tools needed to be contributing members of their community.

### **Diversity, Equity and Inclusion**

As a small charter school, we honor individual diversity and work closely with our students' families to include equity and inclusion in all of our coursework as well as opportunities through ROP, Shasta College, Community Service and Internships. Our small school environment allows us to know our students. Each student and family is assigned a personalized learning teacher (PLT) as their individual advisor. Student, parent, and teacher meet once per quarter or more frequently as needed.

### **Summary Description of Programs Offered**

In addition to our collegiate hybrid non-classroom based independent study program, we also facilitate the following programs:

- **ROP (Regional Occupational Program):** As a dependent charter school, we have the opportunity to participate in ROP.
- **Concurrent Enrollment with Shasta College:** Students are allowed to take up to eleven semester units, Fall and Spring semesters, and seven units during summer session. Students can earn both high school and college credit.
- **Monday Achievement:** Tier I, II and III academic intervention. All students have access to every teacher throughout the entire day to receive one-on-one support and guidance. Some students are identified by academic performance and are therefore required to attend. Finally, we identify students in the areas of mathematics, science, and English to participate in required lab classes.
- **Mentoring and Life Coaching:** Prior to our current model, Catalyst offered mentoring and support during lunch for identified students. In our new model, we are able to take advantage of our Monday Achievement schedule for students to participate in life coaching through Elevate.
- **Home School:** this program offers flexibility for students and families who need alternative academic structure and support due to either extreme anxiety on a large campus, the ability to work during the traditional school day, or facilitate career pathways such as participation in the cosmetology program.
- **Summer School:** credit recovery courses in all core subjects are offered four days a week, for three hours a day, during the first three weeks of summer break.

### **Collaboration for Self Study:**

In the spring of 2022, we informed and worked with all key stakeholders to shift our instructional model with two goals: 1) better facilitate the true learning outcomes of our charter, and 2) to stem the trend of a decreasing enrollment. Additionally, we revised our action plan from the mid-cycle review to better represent the shift in our instructional model. The change to a new model and the alignment of our LCAP and SPSA are the foundations from which we initiated our self study. In the spring of 2023, the principal and WASC Coordinator started the virtual training process for the self-study. The eleven-member group worked collectively as a committee of the whole and responded to prompts, providing evidence along with their narratives, using google drive. Starting in mid-October, the staff met on Friday mornings to work collectively on the self study.

Given the shift in our instructional model, there has been limited participation by students and parents in the self-study. However, the shift to our hybrid model has been the focus of our interactions with our families. Our leadership advisory board (which includes parents, students, alumni, community members, and staff) have participated in discussions and provided feedback with the shift of our instructional model. Throughout the process of the shift to this model, from the early planning stages to this past semester, surveys to parents and students have been given.

**Chapter I: Progress Report**

**Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

**Changes in Administration and Staff**

- New Principal (July, 2021)
- Acting Superintendent (June, 2023)
- Interim Superintendent (July, 2023)
- Three New Executive Assistants (July, 2019-2021; July 2021-March 2023; April 2023-present)
- Staff changes include a new PE teacher (2021-2022); new English teacher (2021-2023)
- 1.0 FTE overall staff reduction for the 2022-2023 (PE teacher), and an additional 1.0 FTE staff reduction for the 2023-2024 (English teacher) has placed an additional burden on 2 Studies Blocks.
- Reduction in custodial service from 5.5 hours per day to 2.5 hours per day.

**Enrollment Trends**

- Drop in enrollment which led to the instructional model shift: June enrollment numbers (2021: 127; 2022: 82)

**New Instructional Model**

- Transition to a hybrid, independent study, collegiate model, August 2022. Enrollment as of June 2023: 107). Enrollment as of October 4, 2023 was 122.

**Other**

- Received an MTSS grant, but with staff changes and the instructional model shift, we declined this grant.
- Due to the pandemic, we have seen an increase in the number of students experiencing “learned helplessness”.
- Implementation of Elevate (life coaching) for 24 students per semester starting in the fall of 2023.
- Counselor FTE 0.8
- Yondr Incentive Plan; 3.0 GPA with no “Ds or Fs.”
- Summer School was hosted on campus for the first time in the school’s history. In 36 hours over three weeks, 165 credits were recovered (22 students).
- A-G Block Grant

**Process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**

Implementation of the Schoolwide Action Plan is the responsibility of the entire staff. In general, the school principal, working with the leadership team, prioritizes the actions to be accomplished by the staff. Since the instructional model has changed, we reviewed and updated the final action plan. We will be in the process of collecting and analyzing data based upon the updated plan. The updated action plan will be shared with our Leadership Advisory Board for quarterly review. We are intentionally working to align all three LCAP, SPSA, and Schoolwide Action Plan.

The governing board annually approves the LCAP and SPSA. Staff are asked to provide weekly updates that support our three LCAP goals. Those updates are reported to the governing board through weekly principals’ reports to the district office.

**WASC Action Plan Progress:** continuous improvement from the last full self-study and all intervening visits is linked [HERE](#).

**Summarize progress on each section of the current schoolwide action plan/SPSA:**

- New and current students are required to attend our Tier Two Monday Achievement until they earn a minimum GPA of 2.0 without multiple Ds and/or Fs until the next marking period.
- Teachers have the discretion to require students to attend Monday's Achievement even if it is not identified under a Tier Two or Tier Three intervention.
- Compact violations and PLT meetings support students attending Tier Two and Tier Three intervention.
- Our progress in recruitment is the establishment of the Charter School Coordinator position.
- More work needs to be done for Goal #3; however, we have reviewed and refined the definitions for all grading categories.
- The establishment of focused recruitment and pre-enrollment interviews of students and parents has helped to bring in students that better fit our PBL/Hybrid Schedule model.
- By shifting our instructional model to this collegiate hybrid non-classroom based independent study program, supports the intentional development of soft skills.
- Progress still needs to be made implementing more college and career development in all classes.
- Need more emphasis so our students know and understand the grad profile, the "Why We Do What We Do"

**Impact on Students:**

- 55% of our student participants are in one or more ROP courses and most earn a form of dual enrollment credit with Shasta College.
- Examination of NWEA data reveals math growth in our students.
- First semester, overall student attendance rates, based upon submission of work products, is 96%.
- Greater presence of our program online and in the community for families to make informed decisions.
- 91% of our parents attended in-person PLT meetings, 3% attended virtually, and 6% did not participate. The students of parents who attended PLT had higher academic performance than those who did not attend.

**Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.**

Progress on additional areas identified as needing to be strengthened have been coalesced into our updated final school wide action plan and the new instructional model.

**Chapter 2: School Profile and Supporting Data and Findings (3-5 pages maximum)**

*For additional information about our school, see the introduction and Chapter 1 for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission vision and schoolwide learner goals.*

<b>Student Demographics</b>	
<b>Findings</b>	<b>Supporting Evidence</b>
<p><b>Enrollment:</b>  <b>Current Data Trends:</b></p> <ul style="list-style-type: none"> <li>● Downward trend has been halted with the new model</li> <li>● Homeschool has contributed 10 students</li> <li>● Larger 9th grade class than last year (21/36) but still trending low</li> <li>● More consistent numbers across the grades</li> <li>● Consistent attrition from grade to grade</li> <li>● Special population numbers are consistently low</li> <li>● S/E disadvantage stays pretty consistent</li> </ul> <p><b>Analysis:</b> There continues to be a focus on recruitment designed to address the trends of low 9th grade enrollment. Last year, we started “priority enrollment” to create a sense of urgency and placed several advertisements in the North State Parent Magazine. As a staff, we discussed and evaluated the effectiveness of the 8th grade recruitment presentation and as a result, modified it specifically to 8th grader’s perception (instead of their parents).</p> <p>The introductory meeting with potential students and their parents to review our model and determine if ANTHS is a good fit is a positive step that we believe will also address the attrition issue. It would be helpful to utilize an exit survey and encourage parents to tell us why their students are leaving.</p> <p>We have refocused our homeschool program which has led to more freshmen enrolled in our program. More structured PLT meetings with this group have been put in place. We have also created a better support system for students entering mid-year.</p>	<p><a href="#"><u>Enrollment Data</u></a></p> <p><a href="#"><u>Total Enrollment Over the Years</u></a></p> <p><a href="https://northstateparent.com/"><u>https://northstateparent.com/</u></a></p> <p><a href="#"><u>8th Grade Recruitment Presentation</u></a></p>

**Student Performance Data**

**CAASPP- English**

**Current Data Trends:**

- 2020, there was no testing
- 20/21, 70% were at meet or exceed
- 21/22, there was an increase from the previous year of 16%.
- 22/23, there was a 28% decrease
- Overall trend for the previous three years is approximately 13% decrease.

[CAASPP - ELA, w/ Historical Data](#)

**Analysis:** Students are proficient in reading and listening but have lower scores in writing and research.

Hard to disaggregate by subgroup due to our small enrollment.

As a PBL school, we expect our students’ ability to research and listen (soft skill connection) to be above standard. Looking at current and historical data, we see a decrease in these skills.

Direct correlation to a PBL school - we need to look at pre-pandemic scores to evaluate this trend (especially when we had higher enrollment) to determine what adjustments need to be made.

There is a significant decrease in ELA areas of listening and research/inquiry. This drove us to complete a historical analysis in these areas. Our findings indicate that in listening, the decreasing trend in the “above standard” category was already decreasing prior to the pandemic.

Is the trend in listening an anomaly highlighted by the pandemic or accelerated by the pandemic which subsequent years will determine? Regardless, we need to look at developing those listening skills in our students.

As a PBL school, the meteoric drop in this category in research/inquiry is a cause for concern that we will have to address immediately.

**CAASPP-Math**

**Current Trends:**

Standards Met or Above went from 40% to 57% to 43% over the past three years. Standards not met went from 35% to 29% to 40%.

[CAASPP - Math](#)

**Analysis:** Many aspects to consider with the up and down scores over the last three years. A small group in the middle



had small class sizes (lower teacher to student ratio). Last year's group was a larger class (higher teacher to student ratio), and that group was the first Junior class in the new hybrid model. There are expectations for score improvements for this year's Junior class. It is hard to disaggregate by subgroup due to our small enrollment.

**California Standards Test (CAST) for Science**

**Current trends:**

- The percentage of students who are exceeding standards has increased since 2020/21
- The percentage of students who have met the standards has remained about the same
- The number of students who nearly met the students has decreased.
- Looking in specific science domains, there is a decrease of students in the near standard section while seeing an increase in both the above standard and below standard sections.

**Analysis:** The overall trends show that the science curriculum is effective and moving students from below standards to meeting standards to exceeding standards.

The trends amongst each domain of science show that current science teaching is supporting more students to move above the standard, but also that the science classes need to make sure that all students are understanding the concepts in order to avoid increases in the below standard percentages.

**NWEA Math**

**Current trends:**

Current trends: For 23/24 from fall testing to winter testing-Algebra I results: 55% improved scores; 31% scores decreased; 14% took one test. Geometry results: 63 % improved scores; 21% scores decreased; 16% took one test. Algebra II results: 64% improved scores; 27% scores decreased; 9% took one test.

**Analysis:** Overall NWEA math scores continue to show growth amongst each grade level. Curriculum ([Delta Math](#)) is more closely related to standardized testing compared to previous [CPM curriculum](#), which could be a factor.

[CAST - Science](#)

[NWEA Math Algebra 1](#)

[NWEA Math Geometry](#)

[NWEA Math Algebra 2](#)

<p><b>NWEA ELA</b> Current Trends No trend data at the writing of this self-study.</p> <p><b>College/Career Readiness and Graduation Rates</b> <b>Current Data Trends:</b></p> <ul style="list-style-type: none"> <li>• Cohort graduation rate has decreased 20% from 100% to 80% over the past three years.</li> <li>• Dropout rate has fluctuated from 0.0% to 6.7%.</li> <li>• A-G readiness rates have declined over the past three years.</li> <li>• CTE completer rate has decreased by nearly 40%.</li> </ul> <p><b>Analysis:</b> Some of the decrease in the cohort graduation rate is due to small class size. We are concerned with the dropout rate fluctuation, because we work hard to support students who leave our school to ensure their enrollment.</p> <p>Shasta Promise may have contributed to students not interested in taking rigorous courses. With new district requirements, students will be required to take three years of science which should increase the A-G requirement.</p> <p>The smaller the class size, the larger the impact on our data and the ability to disaggregate.</p> <p><b>School Climate</b> <b>Culture Surveys</b> You can find an analysis of our current student and parent survey results in other chapters but primarily in Chapter 3, Category E: School Culture and Support for Students.</p> <p>We have linked in our evidence column the Student and Parent surveys as a reference.</p> <p>Over the course of the past three years with two different administrators, we have collected school climate data in a variety of ways including surveys. Our analysis of this is to use this current survey as a baseline to develop trend data.</p>	<p><a href="#">Link to Dashboard</a></p> <p><a href="#">College/Career Readiness and Graduation Rates</a></p> <p><a href="#">2021/22 Student Survey</a></p> <p><a href="#">2021/22 Parent Survey</a></p> <p><a href="#">2023 Student Survey</a></p> <p><a href="#">2023 Parent Survey</a></p>
--	---

**Attendance Data**

**Suspension, Expulsion, and Chronic Absenteeism Rates**

**Trends:**

- 2021/22: Chronic absenteeism increased by 13.4%
- Due to one incident in 2021/22, we had .26% increase in suspensions.

**Analysis:** ANTHS’s very low suspension, expulsion, and chronic absenteeism rates are one of the benefits of a small school environment that focuses on building positive relationships between students and staff. We have placed dropdown categories in Aeries that will allow us to more accurately collect data on Compact Violations and PLT meetings. As a school of choice, families initiate their individual interest in attending ANTHS, which leads to a more committed student population. With our new instructional model we have been able to enroll more students who were not part of the initial 9th grade cohort, which means that their prior history populates in Aeries. With our instructional shift, attendance is collected via student work product. Based upon work product submission for the first semester of 23-24 school year, we had a 5.9% chronic absenteeism. Each of those students are on a contract for continued enrollment with three week PLT meetings to track progress, and/or discuss disenrollment.

[Suspension, Expulsions, Chronic Absenteeism](#)

[Compact Violation](#)

[Continued Enrollment Contract](#)

**Major Preliminary Student Needs**

1. Based upon historical data of past assessment, we need to develop appropriate curriculum to address the significant decrease in listening and research skills especially in our PBL hybrid model.
2. We need to implement the NWEA/ELA (or another normed referenced assessment in ELA) **with fidelity** to identify student gaps to follow up with appropriate placement.
3. Every student should leave A-G ready or a CTE completer. Our CTE completion rate has decreased by 40% over the past three years.
4. Use one consistent survey for school culture in order to improve student outcomes.

**Important Questions Raised by Analysis of Student Performance Data and Demographic Data**

1. Were the Math and ELA CAASP scores an anomaly or the start of trend data?
2. Do we need to find a supplemental curriculum to support ELA growth in this model (especially in the areas of listening and research)?
3. Has our increase in enrollment caused a drop in our ELA scores?
4. Has the Shasta Promise contributed to the decrease in A-G readiness?
5. Is the reliance on ROP as the sole means to being a CTE completer a cause for concern given the limited space available?
6. Should we consider our own pathways on campus and through Shasta College?

### Chapter 3, Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### Criterion A1: Vision and Purpose (1–2 pages maximum)

The school has established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school’s purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

**A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:** The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

**A1.2 Equity and Inclusion:** The vision and purpose of the school reflects a belief that all students can learn and achieve.

**A1.3 Development/Refinement of Vision and Purpose:** There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

**A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:** There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Supporting Evidence
<p>ANTHS has a clear Vision and Mission (Why We Do What We Do) Statements, as well as, Schoolwide Student Goals that are representative of the initial school’s founding (as the first replication of Napa New Technology High School.) Our focus on preparing our students for a successful future is part of our recruitment, on-boarding and marketing materials, and a focus of discussions. The vision and mission is implicit in the school’s program and offerings, not necessarily emphasized during all activities. Through the WASC process, we will reflect upon our vision and mission to help guide our work.</p> <p>Students and families gravitate to the school based on the flexibility of our new model and the types of programs offered at the school (monthly activities, clubs, independent study or homeschool, potential early graduation, and the opportunity for real work experience.)</p> <p>Understanding of the school’s vision can be divided between those who “explicitly” understand it and those who “inherently” understand the vision and mission. Unlike traditional schools with</p>	<p><a href="#">Why We Do What We Do</a></p> <p><a href="#">Canva-Recruitment Postcard</a></p> <p><a href="#">Schoolwide Student Goals</a></p> <p><a href="#">ANTHS Charter Renewal</a></p> <p><a href="#">Vision and Mission</a></p> <p><a href="#">Student/Parent Survey (Vision and Mission)</a></p>

community based attendance areas, 100% of students and families who attend the school have to search it out and complete the on-boarding/enrollment process.

Since the midyear review, we have spent the last two years more focused on refinement, alignment, and communication of our vision, mission, SLOs , LCAP, SPSA. Starting in the spring of 2022, we began the evolution of our instructional model to a collegiate, hybrid, non-classroom-based-independent study model.

Since the implementation of the new model, we meet on Mondays and Fridays (prior to achievement 8-9 or Fridays (flexible according to need). We have put ourselves on a continuous cycle of improvement where we collaboratively review, plan implementation for improvement, and then evaluate how we are doing.

As we established our graduate profile, we reviewed the current student learning outcomes and developed our “Why We Do What We Do” that is linked on our website. Through the Self Study process, we have updated our Student Learning Outcomes.

In order to enhance stakeholder and community understanding of school learner outcomes, community members and other stakeholders are regularly invited to assess student presentations and showcases. These student accomplishments are also regularly given recognition at board meetings, school events, and LCAP tri-monthly reports. The governing board annually reviews and approves the school’s LCAP and SPSA.

**Summary Analysis:**

We continue to follow our mission statement, focusing on making sure our students learn professions skills and soft skills that will help them after high school. As a staff, we update our list of schoolwide student goals to align with the new learning model and our school mission statement. As we continue to more effectively adapt to our new learning model, we will continue to reassess our mission statement and learning outcomes and how they can be most effective within the model.

As we move forward, we need to be more diligent in communicating and emphasizing the learning outcomes and schoolwide student goals with both students and parents,

[LCFF and LCAP](#)

[SPSA](#)

[Staff meetings \(agenda\)](#)

[Cycle of Continuous Improvement](#)

[Why we do what we do](#)

[American Studies Debate](#)

[Evening of the Arts  
Community Showcase](#)

[LCAP Monthly Report](#)

<p>particularly through regular PLT meetings. In order to become more effective, higher levels of parent involvement should be encouraged along with more active pushes for community involvement from students and the school as a whole.</p>	
--	--

**Criterion A2: Governance**

**Directions**

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

**Criterion A2: Governance (1 page maximum)**

The school’s purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

Findings	Supporting Evidence
<p>ANTHS is a district-dependent charter school of the Anderson Union High School District (AUHSD). The district’s Board of Trustees is our school’s governing board. As a “dependent” charter school of AUHSD, the school utilizes district facilities, support staff (district level), and all employees at ANTHS are employees of AUHSD. In addition, ANTHS has a site Leadership Advisory Board. This board meets regularly and is made up of parents/guardians, staff, students, alumni and community members.</p> <p>Of our stakeholders, the Leadership Advisory Board reviews and proposes policies and goals of the charter school, as well as proposes amendments to this charter (subject to the approval of the AUHSD Board of Trustees), monitor the school’s academic and operational performance, as well as help develop and adopt a set of parent involvement policies and strategies.</p> <p>The school staff fully understands, through the school’s charter and the general knowledge of the purpose of the district governing board, that the governing board (AUHSD Board of Trustees) is the ultimate authority in the governance of the school. School leadership understands and utilizes the Uniform Complaint Process as applicable.</p> <p>Staff have regular opportunities for individual voices and feedback in the overall governance of the school.</p> <p>The relationship between ANTHS and AUHSD is strengthened</p>	<p><a href="#"><u>District School Board Agenda</u></a></p> <p><a href="#"><u>Charter Renewal</u></a></p> <p><a href="#"><u>District Parent Handbook</u></a></p> <p><a href="#"><u>Leadership Advisory Board</u></a></p>

<p>by student involvement in board meetings and annually we participate in district wide leadership training.</p> <p><b>Summary Analysis:</b></p> <p>There is a strong relationship between the ANTHS and the district. The Board of Trustees supports ANTHS and the direction of the new hybrid model. Past board members have had their student(s) attend ANTHS.</p> <p>The Leadership Advisory Board is considering a move to quarterly meetings, rather than monthly meetings. To seek out new membership, administration during the on-boarding/enrollment process should discuss the opportunity for both the student and parent/guardian to volunteer on this board in the future.</p>	
---	--

**Criterion A3: Leadership for Learning**

**Directions**

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership actions impact student learning and well-being*.

<p><b>A3.1 Broad-based and Collaborative:</b> The school’s leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.</p> <p><b>A3.2 Leadership Role in Accountability:</b> The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.</p> <p><b>A3.3 School Action Plan/SPSA Correlated to Student Learning:</b> The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.</p>
---

**Criterion A3: Leadership for Learning (1–2 pages maximum)**

Findings	Supporting Evidence
<p><b>A3.1:</b></p> <p>ANTHS utilizes an informal continuous improvement model to assess our current state, identify the root cause of problems, develop a solution, implement solution, evaluate the results, then standardize the process (or make changes.) Staff and administration regularly monitors students’ grades in ECHO (learning management system), and collaboratively through the PLT process, student interventions are developed. Through a combination of staff recommendation and standardized</p>	<p>Echo link - (Hyperlink to follow)</p>



<p>assessments, students are placed in Tier III interventions in lab classes for English, math, and science.</p> <p><b>A.3.2:</b> The school leadership, faculty and staff shared in the decision-making process to change the school’s educational model.</p> <p>In the late fall of 2021, the new principal recognized the seriousness of the school’s declining enrollment and began a series of inquiries regarding potential educational model shifts. Simultaneously, a series of discussions began with the staff to consider the implications for a potential shift in our educational model. The staff was asked to collectively discuss and reach consensus as to whether or not to move forward with this idea of a collegiate hybrid non-classroom based independent study model. It was agreed upon to investigate other alternatives, which led to a visit to <a href="#">CORE Butte</a> in Chico, and it was decided that this model was the best educational option for us.</p> <p>In the spring of 2022, we held our initial current parent/student meetings to introduce the new model, followed by recruitment meetings.</p> <p>On May 18th, the staff was provided with professional development training provided by CORE Butte’s administration.</p> <p><b>A.3.3:</b> Over the course of the last three years (including this year), we, as school leadership, have worked to align our LCAP, and SPSA with the final school-wide action plan from the mid-year review, updated with the shift to our new instructional model.</p> <p><b>Summary Analysis:</b> The shared governance with our leadership team allowed for the team to pivot quickly and look at alternative instructional models to meet our declining enrollment. The team then sought consensus of all faculty and staff prior to a change in the model. The principal worked with the district office in their approval of the shift on the model without having to do a material revision of the charter. Since the spring of 2022, we have worked collectively to align our guiding documents.</p>	<p><a href="#">Staff Retreat Agenda January, 2022</a></p> <p><a href="#">Parent Informational Meeting</a></p> <p><a href="#">Staff Development Workshop for Hybrid Model</a></p> <p><a href="#">LCAP</a></p> <p><a href="#">SPSA</a></p>
---	--

--	--

**Criterion A4: Qualified Staff and Professional Development**

**Directions**

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership and staff actions impact student learning and well-being*.

**Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)**

**A4.1 Qualifications, Preparation, and Supervision of Staff:** The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.2 Professional Learning and Impact on Student Learning:** The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

**A4.3 Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)**

Findings	Supporting Evidence
<p>As a dependent charter, ANTHS follows the following guidelines and protocols that are established by the district.</p> <ul style="list-style-type: none"> <li>● Employee handbooks: As a dependent charter, we follow all collective bargaining agreements. We also have our own New Tech handbook we update annually to serve our needs.</li> <li>● Evaluation protocols</li> <li>● District, CTA, CSEA,</li> </ul> <p><b>Staff development:</b> The district provides ongoing staff development through the beginning of the year break-out sessions, collaboration days, and individuals attending conferences offered through Shasta County Office of Education (SCOE) either online or in person.</p> <p>Because we are the only PBL school and the only hybrid, much that is provided by the district isn't necessarily relevant to our staff. Staff works with administration to determine and</p>	<p><a href="#">Employee Handbook</a></p> <p>New Tech Employee Handbook</p> <p><a href="#">CTA Contract 2021-2024</a></p> <p><a href="#">CSEA Contract 2021-2024</a></p>

<p>approve additional, applicable professional development for our instructional model.</p> <p><b>Staff retreats:</b> traditionally the staff meets bi-annually prior to the beginning of the school year (before the district meetings begin) to help with calibration and to be reflective upon the lessons learned from the previous year.</p> <p><b>Weekly staff meetings:</b> prior to the shift, we met weekly on Wednesday afternoon. In the new model, we meet on Monday mornings or Fridays. With the writing of this self-study, we have spent a majority of Fridays meeting as a committee of the whole to complete this report.</p> <p><b>Onboarding new staff:</b> in this new model, we believe it will take up to a year to train and acclimate new teachers who are not familiar with this type of educational model.</p> <p><b>Analysis:</b> Faculty and staff hired to work at ANTHS must have a paradigm shift from a traditional high school to a hybrid independent model.</p> <p>We, as a collective faculty and staff, are working through this process ourselves.</p> <p>We need to search for additional professional development for best practices for our hybrid independent model.</p> <p>Finally, because we are no longer part of the district collaboration cycle, we need either monthly or bi-monthly collaboration meetings.</p>	
---	--

**Criterion A5: Resources**

**Directions**

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts student learning and well-being*.

**Criterion A5: Resources (1–2 pages maximum)**

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

- A5.1 Resource Allocation Decisions:** School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.
- A5.2 Practices and Procedures:** Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.
- A5.3 Instructional Materials:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and

laboratory materials are effective.

**A5.4 Facilities Conducive to Learning:** The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings - 5.1	Supporting Evidence - 5.1
<p>ANTHS utilizes its SPSA and LCAP goals and actions to focus its human, material, physical, and financial resources to support student achievement for our students to meet A-G standards, as well as, meeting their identified CTE pathway goals.</p> <p>As a dependent charter ANTHS works with the district who provides us with a budget based upon our enrollment and the attainment of goals. The principal reviews the budget with the district’s business department several times throughout the year, and collaborates with the CBO on major budgeting items and issues. Along with the district’s internal audits, ANTHS participates with the district in the annual audit conducted each school year by the licensed agency contracted by the district.</p> <p>The CBO works with the building administrator on major budgeting issues and we work within our budget to meet and exceed our student learning outcomes. Items can carry over from one year to the next. Major expenditures are communicated by the district CBO. For our instructional model shift, the principal has worked closely with the CBO to submit our initial funding determination. We received a two-year funding determination and as of the writing of this self-study, the principal and CBO are in the process of submitting a funding determination renewal.</p> <p>To support teachers to help with meeting the level of student learning outcomes, they receive a \$200 classroom budget to use at their discretion (upon principal approval).</p> <p>Our campus is well maintained and supported by the AUHSD maintenance crew. With the drop in enrollment and the shift to a hybrid model, custodial staff has decreased by three hours a day. We will seek additional custodial time as we increase our enrollment.</p> <p>Work orders are submitted through maintenance as well as the tech department. The Director of Maintenance also ensures the safe functioning of our school, handles all safety visits, and FIT reports.</p> <p><b>Analysis:</b> Historically, the district was very much “hands</p>	<p><a href="#">LCAP</a></p> <p><a href="#">SPSA</a></p> <p><a href="#">ANTHS Budget Summary Report 2023-24</a></p> <p><a href="#">FIT (pg. 6 of SARC)</a></p>

<p>off”. However, both the district’s IT and maintenance is responsive to our needs. The district supports our instructional model and its programs. We are fiscally responsible and collaborative with the district office in meeting financial needs.</p>	
---	--

**A6. Resources Criterion [Charter Schools only]**

As a dependent charter, the school utilizes the district business office for any long range planning, regular accounting, and is a part of the external auditing process that the district completes. The business office works with the principal and program coordinator to ensure accountability measures are followed for fiscal policies and procedures. Through the development of the LCAP and LCFF, the district supports the building and the transparency of the budgeting process. All compensation is based upon collective bargaining agreements of the district. Additionally, the district has worked to keep the charter school open regardless of low reserves.

With the creation of the program coordinator position, specific duties were added in the areas of marketing and public relations. Since recruitment is an identified schoolwide action plan goal, the creation of the program coordinator position has specific duties in the areas of marketing and public relations.

Each month, the principal gives a report at the governing board meeting, and the CBO provides the appropriate updates in budgeting in her presentations as well with interim reports, etc.

ANTHS Leadership Advisory Board is also informed of budgets and financial needs. Two members of this board created a subcommittee to investigate potential marketing and recruitment plans.

**ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

**Areas of Strength**

1. As a small charter school, staff works closely together in a shared governance model.
2. Working to align all our documents: LCAP, Self-Study, SPSA
3. We are reflective in looking at the metrics that we have set to evaluate program effectiveness as part of a continuous improvement cycle.
4. We are adaptable in our shared governance model to meet students' outcome needs.

**Areas of Growth**

1. All students understand the school's vision and mission - especially in this new model.
2. Students understand learning outcomes.
3. Broad based, consistent Leadership Advisory Board
4. Professional development for instructional practices fit for this new model.
5. Investigate and pursue more grant funding (staff, leadership advisory board).

**Category B: Curriculum**

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

**Directions**

- Evaluate the school’s effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

**Criterion B1. Rigorous and Relevant Standards-Based Curriculum (2–3 pages maximum)**

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

**B1.1 Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

**B1.2 Congruence with Schoolwide Student Goals:** There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

**B1.3 Academic Standards and College and Career Readiness Indicators:** The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.4 Curricular Integration:** There is integration between/among areas of study, academic standards, and college and career readiness indicators.

**B1.5 Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Supporting Evidence
<p>ANTHS uses a variety of effective, challenging curriculum in all core academic courses and uses a variety of assessment strategies to evaluate student learning.</p> <p>The Mathematics Department utilizes Delta Math for Algebra 1, Geometry, and Algebra 2. Delta Math is primarily Drill and Practice with included support material (videos and examples). Delta Math includes real-world context problems to connect math to real life. Personal Finance is a required, one-semester course for all students. This research and response based curriculum encourages students to research topics such as retirement options and formulate their own ideas and opinions.</p> <p>The Next Generation Science Standards (NGSS) are used as the basis of science curriculum design, with the core science classes (Biology, Integrated Science, and Chemistry) as well as Forensic Science, covering the concepts and relevant science skills discussed in the NGSS. Argument-Driven Inquiry (ADI), encourages students to scientifically and</p>	<p><a href="#">California Common Core State Math Standards</a></p> <p><a href="#">Delta Math Real-World Context Problems</a></p> <p><a href="#">NextGen Personal Finance</a></p> <p><a href="#">Personal Finance assignment example</a></p> <p><a href="#">Next Generation Science Standards</a></p> <p><a href="#">Argument-Driven Inquiry</a></p>

<p>logically discover answers to questions and problems posed to them, rather than simply being told the answers.</p> <p>English and Social Science are integrated into a Humanities block curriculum and students are regularly challenged to demonstrate their knowledge and critical thinking and communication skills through a variety of assessments. These include ongoing evaluation of their reading, writing, research, analysis, and oral presentation skills. The focus is on soft skills and not necessarily the attainment of meeting the explicit common core standards. These soft skills include time management, collaboration, and agency. Bright Thinker is used for supplemental curriculum support.</p> <p>Computer Science follows the <a href="#">K-12 Computer Science Framework</a> (K12CS), <a href="#">Code.org</a> is a standards-based online education tool to help students learn concepts in coding, programming, and computer science. Students utilize the PBL process to research and debate topics and concepts surrounding developments in computer science today.</p> <p><b>B1.2 Congruence with Schoolwide Student Goals:</b></p> <p>The Project Based Learning (PBL) New Tech process (just called “the process” for short) is the tool adapted from project management methodologies used to guide students through major assignments and projects. This seven- step end-to-end process gives students the structure to take projects from assignment through successful completion in an organized and efficient manner. It is used primarily in the Humanities and Science courses. When working in teams, it helps students work together as a team and gives them a better understanding of the expected deliverables, and how to work within the project timeline and with each other. However, the modeling and consistent implementation of the PBL process (especially when used with teams) in this new model is proving to be challenging, especially in the Freshmen Studies.</p> <p><b>B1.3 and B1.4 Academic Standards and College and Career Readiness Indicators and Curricular Integration</b></p> <ul style="list-style-type: none"> <li>● All courses are A-G</li> <li>● Student Learning Outcomes incorporate soft skills acquisition to support career readiness</li> <li>● The new model builds in more practice of soft skills (time management, for example)</li> <li>● Internships, community service, and ROP</li> </ul>	<p><a href="#">Abnormal Cell Division</a></p> <p><a href="#">Nature of Man Essay</a></p> <p><a href="#">American Studies Debate</a></p> <p><a href="#">Freshmen Studies</a></p> <p><b>Computer Science:</b></p> <p><a href="#">Internet Issues Project</a></p> <p><a href="#">Code.org app development</a></p> <p><a href="#">Sorting Algorithms Project</a></p> <p><a href="#">Data Compression Activity (uses Code.org)</a></p> <p><a href="#">PBL Process</a></p> <p><a href="#">Student Learning Outcomes</a></p> <p><a href="#">Spanish Curriculum</a></p> <p><a href="#">Overview of Senior Spotlight</a></p>
---	---



<ul style="list-style-type: none"> <li>● District adopted curriculum in Spanish and Delta Math</li> <li>● Senior Spotlight</li> <li>● Technology use (Echo, Bright Thinker, Digital media adobe software, Google Drive, etc.) is preparation for college/career readiness</li> <li>● Community panel assessments</li> </ul> <p><b>B1.5: Community Resources and Articulation and Follow-up Studies:</b></p> <ul style="list-style-type: none"> <li>● As a dependent charter, the school administration meets with other administrators in the districts on a regular basis.</li> <li>● ANTHS students frequently volunteer their time to assist in various feeder schools' events.</li> <li>● <a href="#">Shasta College</a> counselors are on campus four times a year. They meet with our seniors in the Fall and again in the Spring to complete an individual ed plan for each student. Shasta College counselors are also on campus in the fall and spring to meet with all other students to assist students in registering for their college classes.</li> <li>● ANTHS partners with several non-profits over the course of a year which give students opportunities for school and community service.</li> <li>● Yearly FAFSA Presentations with <a href="#">College Options</a></li> <li>● <a href="#">Upward Bound</a> is on campus two days a week, 8:00am to 3:00pm.</li> <li>● <a href="#">Anderson Teen Center</a> is located one block from our campus and several of our students frequently take advantage of their resources on a regular basis.</li> <li>● <a href="#">Forestry Challenge</a>—Connecting students to professions and mentors in this industry</li> <li>● <a href="#">Shasta Trinity ROP</a></li> <li>● <a href="#">CRBR</a>: this company has faithfully supported our at-risk students by providing five families with complete Thanksgiving dinners and beginning of the year, fully stocked backpacks for twelve students. twelve, fully stocked backpacks</li> </ul> <p><b>Summary Analysis:</b> Staff regularly searches out and integrates new technology and up-to-date curriculum with a focus on the new hybrid model. The curriculum in use follows the California Academic Standards and relates to our student goals by focusing on Collaboration, Agency/Time</p>	<p style="text-align: center;"><a href="#"><u>Community Partners and Community Service</u></a></p>
---	--

<p>Management, Real-World Problems, Communication, and Critical Thinking. Humanities and Science programs integrate Project Based Learning in congruence in order to build research and problem solving skills across disciplines. Counselor and PLTs monitor college and career readiness through regular meetings throughout the semester. Topics monitored are academic credits (A-G), college credit opportunities, community service hours, internship hours/ROP credits, and college enrollment (FAFSA). Technology is the main curricular integration used across all courses. Staff brings in community partners to present opportunities such as college and career options. Community partners are also brought in to observe and/or assess their presentation skills and give feedback.</p>	
--	--

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

**Directions**

- Evaluate the school’s effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being**.

**Criterion B2. Equity and Access to Curriculum (2–3 pages maximum)**

All students have equal access to the school’s entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

**B2.1 Variety of Programs — Full Range of Choices:** 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 career technical options for all students.

Findings	Supporting Evidence
<p>Students are exposed to the course offerings, career exploration options, and extracurricular opportunities during the 8th grade recruitment presentation, follow-up interest and intake meetings with staff, and during our annual school year kick-off, “Roundup”.</p> <p>At a minimum, PLTs meet with students weekly in advisory and quarterly with each student and their parent/guardian to discuss student progress, goals, and opportunities for additional exploration.</p>	<p><a href="#"><u>8th Grade Recruitment</u></a></p> <p><a href="#"><u>Roundup Letter to Parents</u></a></p>

<p>Our counselor assists our students in the preparation for postsecondary education including frequent, in class announcements regarding scholarship deadlines, FAFSA, etc. Emails have always been sent out ahead of time so these classroom visits are follow ups to answer any questions. FAFSA workshops, Parent information nights, and articulation with Shasta College are additional examples to support for our students</p> <p>Staff members who coordinate out of the area extracurricular activities (camping trips are one example) try to include a college campus tour when possible. These campus tours have included Cal Poly Humboldt (May 2022), Chico State (in addition to a campus tour, the Forensics Club had a chance to visit the Forensic Anthropology Department, May, 2023), and UC Davis for a campus tour and visit to the student farm (December, 2023)</p> <p>College and Career Exploration: ANTHS believes in all options for all students. As such, New Tech provides interest inventory assessment annually to explore potential post-secondary opportunities, including an onsite College and Career Fair. Classroom presentations are done each year at each grade level to educate students on a variety of college and career search tools and how best to navigate, understand and access their growth and to identify goals. Additionally, ANTHS hosts the Armed Services Vocational Aptitude Battery (ASVAB), which is a comprehensive evaluation that includes one-on-one score interpretation. ANTHS collaborates with Shasta Community College to provide 4 on-site visits per year to deliver student support for application completion as well as certification and degree exploration. 12th grade students and parents are provided evening financial aid workshop opportunities to review student need and eligibility in addition to a monthly scholarship bulletin created and posted.</p> <p>ROP Preview: Each year, ROP instructors are invited to educate junior and senior students of the numerous pathways, all of which have dual enrollment credits available with Shasta College.</p> <p><b>Analysis:</b> Incoming 9th graders meet with administration to</p>	<p><a href="#"><u>FAFSA Parent Night</u></a></p> <p><a href="#"><u>Humboldt County</u></a></p> <p><a href="#"><u>Chico State</u></a></p> <p><a href="#"><u>UC Davis</u></a></p> <p><a href="#"><u>ROP Pathways</u></a></p> <p><a href="#"><u>Shasta College on campus</u></a></p>
--	---

<p>enroll in courses and understand the student’s interests. 9th graders are enrolled in core academic courses with the goal of A-G eligibility and/or CTE pathway completion after 4 years. All students have a choice in elective courses that correspond with their post-secondary goals. Every student meets with our counselor each year to create an upcoming schedule to meet their graduation and post-secondary goals. Extracurricular activities are presented to students in order to boost or expand their college, career and/or other educational option interests.</p>	
---	--

**B2.2 Access to Curriculum, Including Real World Experiences, by All Students:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

**B2.3 Student-Parent-Staff Collaboration:** Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
<p>Soft skill acquisition, communication, time management, collaboration, critical thinking etc. is an important focus in all our curriculum and the opportunities to practice these skills are used in a variety of ways. Our instructional model heavily reinforces the importance of real-world application across all curriculum. Communication and collaboration are emphasized through the PBL process in projects and collaborative presentations. Practical real world experiences include how to file taxes or how to find an expert in a field of study,</p> <p>Outside the classroom, our students have exposure to numerous real world experiences including artists who learn the procedures and protocols for entering their art in county and juried art shows, internships, and working with non-profit organizations to complete community service projects. Additionally, 11th and 12th grade students have the opportunity to participate in the Shasta Trinity Regional Occupational Program where they learn employable trades and skill sets.</p> <p><b>B2.3 Student-Parent-Staff Collaboration:</b> 95% of parents who responded to our <a href="#">survey</a> stated that they feel included and involved in the planning of their student’s learning plan. A majority of both parents and students believe that New Tech prepares students for</p>	<p><a href="#">Presentations</a></p> <p><a href="#">Turbo tax simulations</a></p> <p><a href="#">Natural Resources - Finding an Expert Activity</a></p> <p><a href="#">Outside the Classroom</a></p>

<p>post-secondary options.</p> <p>Teachers are more involved in the students’ personal learning plan with the change to hybrid Personalized Learning Teacher (PLT) model. PLT meetings are required with their students and parent/guardian multiple times per year to monitor and discuss academic progress, set goals, and discuss post-secondary interests. These meetings have increased parental communication. During the first semester 2023/24, 91% of our parents took part in PLT meetings while 3% completed a virtual PLT meeting.</p> <p>Activities where parents and students are given the opportunity to be directly involved in the school community include Campus Clean-upDays, Blanket-making, Monthly Activities and serving on the Leadership Advisory Board.</p> <p><b>Analysis:</b> Schoolwide goals of growing students’ soft skills for post-secondary options are present across all courses. Curriculum incorporates practical real world projects and activities across all courses. Hybrid model schedule has allowed for increased elective opportunities to reflect the diversity of our students.</p> <p>Parents generally agree that New Tech involves parents in their student’s learning. However, there are very few other opportunities for parents to be involved on campus. Parents and students generally agree that New Tech is preparing students for post-secondary options.</p> <p>While we have internships, there is a significant need to connect with community partners for student placement in order to access and provide relevant experiences.</p>	
--	--

## ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.\*

### Areas of Strength

1. Staff regularly seeks out and integrates new curriculum to align with our new model and to meet student's needs
2. PLT meetings have strengthened parent, student, school connection
3. Eliminating barriers for students to successfully access the Shasta Promise.
4. Technology is the main form of curriculum delivery and main form of student work product

### Areas of Growth

1. Strengthen parent involvement and connection
2. PBL (in the New Tech sense with teams) needs to be reconfigured
3. Continued adaptation to the new educational model
4. Create applicable opportunities for meaningful internships.

**Category C: Learning and Teaching (6 pages maximum for Category C)**

**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences**

**Directions**

- Evaluate the school’s effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (1–3 pages maximum)**

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

<p><b>C1.1 Results of Student Observations and Examining Work:</b> All students are involved in challenging and relevant work in an equity-centered learning environment.</p> <p><b>C1.2 All Students understand expected performance and standards:</b></p>	
Findings	Evidence
<p><b>C1.1: Results of Student Observations and Examining Work:</b> Due to the small size of our school, we do not have PLCs since the teachers work as singletons in their subject areas.</p> <p><b>C1.2 - All Students understand of expected performance and standards:</b></p> <p>The school’s learning platform, Echo, is the primary tool used at our school. Teachers set up their courses in Echo which is accessible to all students (and their parents) and gives access to course syllabi, daily objectives, assignments and due dates, resource material etc. Students submit their work in Echo and teachers can give direct feedback on student performance and progress.</p> <p>Teachers frequently use a variety of methods to check for understanding including pre and post assessments, exit tickets, kahoot, and in class contracts. Additionally, students' expectations are reinforced in their Advisory and conversations with their PLTs.</p> <p>Modeling assignment and project expectations is a regular part of the project guidelines and dress rehearsals are required for presentations. Following dress rehearsals, teachers give an in depth debrief with the team. This gives students the opportunity to</p>	<p>Echo link - (Hyperlink to follow)</p> <p><a href="#">C1.2 Evidence</a></p>

<p>make improvements before their final presentations. These dress rehearsals are frequently filmed so students can assess their own performances and make the necessary adjustments for improvement.</p> <p><b>Analysis:</b> The schoolwide use of ECHO aids in the communication of standards, expectations, and learning outcomes. Comments and communications through ECHO also allow teachers to provide feedback on work and performance. To become more effective, we need to emphasize to students the importance of regularly checking and responding to agendas, comments, and emails.</p> <p>In-class assessments help both teachers and students to review and assess their knowledge of standards and expectations. Modeling and dress rehearsal effectively communicates project expectations to students. Work needs to be done to more effectively use modeling and dress rehearsals given the limited time available in our hybrid schooling model.</p> <p>PLT meetings are highly effective in communicating standards, expectations, and requirements to both students and parents and to develop plans for how to meet these standards and requirements.</p>	<p><a href="#"><u>Dress Rehearsal Debrief (Freshmen Studies)</u></a></p>
--	--

**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources**

**Directions**

- Evaluate the school’s effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers’ use of a variety of strategies and resources impact student learning and well-being.*

**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (2–3 pages maximum)**

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

<p><b>C2.1 Teachers Facilitate Learning:</b> Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.</p> <p><b>C2.3 Digital Learning and Problem Solving:</b> Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.</p>
--

<p><b>Findings</b></p>	<p><b>Evidence</b></p>
------------------------	------------------------



**C.2.1- Teachers facilitate learning using a variety of evidence-based instructional methodologies to promote student learning.**

With the change to the hybrid model, there are two days of direct instruction in which teachers use short assessments to check for understanding, facilitate discussions, lab experiments and demonstrations, direct instruction, and note taking. Independent learning strategies include guided reading assignments, ted talks, instructional videos, text to speech options for audio learners, and self-paced lessons (guided notes). Students are given discussion posts to respond to along with readings that include text and primary sources in which they respond to questions in either a journal or a google document. Youtube videos are used to help in Art History and various techniques. For instance, students are drawing an eye with a tutorial linked in Echo.

**C2.3 Application of Learning:**

Students are required to use critical thinking in final projects, presentations, and assignments. Real-world examples are the basis of projects and research studies, where students must apply learned knowledge, subject skills, and critical thinking to answer questions based on evidence or to create solutions for existing problems.

**Analysis:** We are effectively using a large variety of instructional methods (both in-person and online) to support the large diversity of students. We are continually reflecting on and modifying these methods to improve their effectiveness in the hybrid learning model.

In-class, students apply their learning to real-world examples, whether in creating solutions or in applying learning to current events. Going forward, to support the application of learning to real world scenarios, community partners and active involvement in the community will provide more opportunities and experience in applying learning.

[Discussion Post Example](#)

[Science Self-paced Lessons](#)

[Youtube Art Practice](#)

[Check for Understanding \(Math\)](#)

[Chemistry - Water Filtration Project](#)

[Amendment Presentation](#)

[Native American Myth Project](#)

[Spanish Art Project](#)

**C2.2 Student Voice and Agency:** Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

**C2.4 Career Preparedness and Applied Learning:** Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p><b>C2.2: Creative and Critical Thinking</b></p> <p>Student use of technology is extensive and comprehensive at ANTHS.</p> <ul style="list-style-type: none"> <li>● All classrooms contain or have access to Chromebooks or stand alone computers for internet research and document creation. LED projectors or Smart Boards are in every classroom.</li> <li>● Most classrooms use Google Drive and Echo for assignment submission and sharing.</li> <li>● Mathematics students use basic and graphing calculators as well as Chromebooks to complete assignments, as well as pre and post-tests.</li> <li>● Students in the visual and graphic arts classes have adequate access to powerful computers, software, and cameras as well as traditional media to complete projects and assignments.</li> <li>● Songwriting students use Noteflight to write their own music and lyrics.</li> <li>● Students use lighting equipment for photography projects and theater arts performances.</li> <li>● Students use Wacom Tablets to assist in drawing on computers and students frequently use Google Slides and Prezi to create and present their projects or knowledge in various subjects</li> <li>● Digital cameras are also used regularly by students to take pictures at school events, activities, and performances for publicity and the Yearbook, and students use or assist in the use of lighting and sound production equipment for all school performances, presentations, and activities.</li> <li>● Discussion boards are used to inform instruction and check for understanding.</li> <li>● Chemistry and other students create their own lab</li> </ul>	

<p>demonstrations and lab procedures using their own knowledge and ideas.</p> <p><b>C2.4: Career Preparedness and Applied Learning:</b>          Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.</p> <p>With the new schedule, we can offer more flexibility to choose from a variety of electives on Wednesdays or register for college courses. We have seen an increase in students registering for courses since we have changed to this hybrid model.</p> <p>New Tech offers a variety of electives and clubs that engage students with a variety of interests. From Forensic Science and Computer Science to drama,, Choir, Guitar and Digital Media, the new model gives more flexibility in our students’ schedules to take advantage of these course offerings.</p> <p>We place a high priority on preparing students for a successful future which includes modeling and training soft skills. This focus and acquisition of soft skills sets them apart from their peers. By requiring them to complete community service, they are practicing these skills as they volunteer in various nonprofits and organizations in our community.</p> <p><b>ROP</b>          Approximately 55% of our students are enrolled in <a href="#">ROP</a>. In addition to classroom learning, CTE students have opportunities for hands-on training at local industry sites such as Shasta Regional Medical Center and Redding Fire Department. All students earn high school credit and most are eligible to simultaneously earn college credit through Dual Enrollment with Shasta College.</p> <p>Seniors demonstrate their college-career readiness by completing an exit interview before a panel of staff and community members. In addition to the exit interview, students provide a cover letter, resume, and a personal code of ethics statement. This is not mandatory to earn a diploma. However, successful completion of this interview process is necessary to participate in graduation ceremonies.</p>	<p><a href="#">Shasta College Dual Enrollment</a></p> <p><b>Forensic Science Poisons Project:</b>  <a href="#">Handout</a>  <a href="#">Rubric</a>  <a href="#">Example Case Study</a></p> <p><b>Computer Science and Electives:</b>  <a href="#">Digital Data Presentation</a>  <a href="#">Example Programming Activity</a></p> <p><a href="#">Intro to Guitar Syllabus</a>  <a href="#">Drama Syllabus</a></p> <p><a href="#">ROP Internships</a>  <a href="#">Internship Contracts</a></p> <p><a href="#">Community Service hours form</a></p> <p><a href="#">Senior Spotlight</a></p>
---	--

<p><b>Analysis:</b>  A variety of technology and online resources are being used to support students with their online instruction and with in-class activities and learning. As the school continues to adapt to our hybrid learning model, finding more online resources and supporting technological resources will remain an essential goal. Students can express critical thinking and creativity using technological resources and other resources. Due to our model, the majority of this expression will be through technological means. Continued emphasis on both technological and non-technological resources is necessary to encourage critical thinking and creativity.</p> <p>Due to the internship requirements of the school, the majority of students get some level of career preparation through internships or ROP, students also have opportunities to take college classes through concurrent enrollment. Students can also explore careers through elective courses and clubs within the school itself. Expansion of the number of school partners and community members can help the school to provide more opportunities for students. Better communication to students about college and career opportunities will also help to encourage career-readiness experiences.</p>	
--	--

**ACS WASC Category C. Learning and Teaching Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school’s identified major student learner needs.*

**Areas of Strength**

1. We challenge our students with real life projects and by emphasizing soft skill acquisition, we are preparing them for success in the business/ college world after graduation.
2. Use and incorporation of technology (ECHO, Google Docs, Gmail, etc.) and teaching resources (Bright Thinker, Delta Math) is preparing students for postsecondary education.
3. Strengthened communication with parents through PLT meetings.

**Areas of Growth**

1. Continued emphasis on community partners and engagement
2. Continue to adapt curriculum and resources to the new hybrid model
3. Communicate schoolwide student goals and learning goals to students more effectively

**Category D: Assessment and Accountability (6 pages maximum for Category D)**

**Criterion D1: Reporting and Accountability Process**

**Directions**

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the *schoolwide reporting and accountability practices impact student learning and well-being*.

**Criterion D1: Reporting and Accountability Process (1–3 pages maximum)**

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

Findings	Evidence
<p>Student performances are effectively collected and reported to all parents. Between PLT meetings, six progress reports, semester grades, IEP meetings, and Echo, student performances are effectively collected and reported to all parents. Disaggregate and analysis of data is demonstrated in the placement of students in lab classes, dress rehearsals for presentations, and community panelists’ assessments of presentations.</p> <p>By changing to this new model, we determined that a change in our math program was needed. The new program, Delta Math, shows that it is improving outcomes.</p> <p>In terms of ELA, we question if we should continue with NWEA. We are beginning to use Bright Thinker as a supplement to our curriculum, we will need to assess its value to our students at the end of this semester.</p> <p>.</p> <p>As a staff, we have defined grading categories. Our two math teachers have calibrated their student performance assessments using a 4-point grading scale. While the Studies Department has met to discuss curriculum for each subject area, calibration for student performance assessments has not been done. <a href="#">Soft skill development by grade level</a> has been developed but not yet fully implemented.</p> <p>As a dependent charter, there are district level meetings, but we do not have consistent programmatic meetings.</p>	<p><a href="#">SARC</a></p> <p>Echo link - (Hyperlink to follow)</p> <p><a href="#">Principal’s Newsletter</a></p> <p>Progress reports</p> <p>Semester grades</p> <p>IEP Evaluations</p> <p><a href="#">NWEA Math</a></p> <p><a href="#">Grading categories</a></p>

--	--

**Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress**

**Directions**

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers’ use of assessment strategies to monitor and modify instruction impact student learning and well-being.

**Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (1–3 pages maximum)**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

**D2.1 Monitoring Student Growth:** Teachers determine and monitor all students’ growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

**D2.2 Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

**D2.3 Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>There are numerous tools utilized by teachers to monitor student growth and progress. These include:</p> <ul style="list-style-type: none"> <li>● ECHO (Student Management System)</li> <li>● NWEA</li> <li>● Delta Math</li> <li>● Kahoot activities</li> <li>● VHL Central (Spanish)</li> <li>● Formal presentations</li> <li>● <a href="#">Learning period reflections</a></li> <li>● Advisory check ins with students</li> <li>● PLT meetings</li> <li>● CAASP</li> <li>● <a href="#">Daily warm ups in Science courses</a></li> <li>● Pre/Post Assessments</li> <li>● <a href="#">Attendance data</a> helps determine and monitor work product</li> </ul>	<p>Echo link - (Hyperlink to follow)</p> <p><a href="#">Pre Assessment Example (World Studies)</a></p> <p><a href="#">Pre Assessment Example (American Government)</a></p> <p><a href="#">Attendance Data</a></p>

<p>Students enrolled in special ed demonstrate their achievement through progress on IEP goals and standard.</p> <p>Active use and demonstration of collaborative skills outside of the classroom, through day trips and overnight field trips; clean up, presentations, etc.</p> <p>Teachers regularly take advantage of the Comment/Feedback Box and offer comments regarding student work, However, most students are not taking advantage of this and do not read the feedback.</p> <p>Rubrics are used for presentations and major assignments and reviewed in the project guidelines, Dress rehearsals are mandatory for all presentations. In Studies, dress rehearsals are debriefed with the students to determine what improvements are needed. Additionally, dress rehearsals and final presentations are filmed, allowing students to complete their own assessment of their overall student growth and improvement.</p> <p>In response to assessing formative and summative data, lab classes have been created for struggling students in Math, Science, and English to receive additional support.</p> <p>Other examples of adjusting and modifying curricular approaches include:</p> <ul style="list-style-type: none"> <li>● Reteaching (Math)</li> <li>● Assessment of students' note taking system</li> <li>● Khan Academy</li> <li>● Better use and changes in Monday Intervention</li> <li>● Teachers change mid project when students are struggling.</li> </ul>	<p>ECHO Comments:</p> <ul style="list-style-type: none"> <li>- <a href="#">Teacher View</a></li> <li>- <a href="#">Student View</a></li> </ul> <p><a href="#">Science Presentation Rubric</a></p> <p><a href="#">Amendment Project Rubric</a></p> <p><a href="#">Debate Project Rubric (student)</a></p> <p><a href="#">Debate Project Rubric (Community)</a></p>
---	---

**ACS WASC Category D. Assessment and Accountability Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

**Areas of Strength**

1. Teachers use frequent formative assessments
2. Because of Advisory and PLT check-ins, there is more awareness of students' academic progress.
3. Staff is continually adapting and changing strategies for this new model
4. Our curriculum offers a variety of ways for students to demonstrate knowledge

**Areas of Growth**

1. Calibration for students' grades, growth, and performance levels to ensure consistency across and within grade levels in Studies.
2. Better assessment and implementation of data from ELA to inform instructional practices.
3. If Bright Thinker (or other online instructional program) is used as a supplemental piece, some sort of note taking system needs to be required
4. Model note taking for reading
5. Continued evaluation of testing assessments.



**Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)**

**Criterion E1: Family and Community Involvement**

**Directions**

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the family and community involvement impacts student learning and well-being.

**Criterion E1: Family and Community Involvement (1–2 pages maximum)**

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

**E1.1 Strategies and Processes:** School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

**E1.2 Inclusive Cultural Understanding:** School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

**E1.3 Rapport and Trust:** School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Supporting Evidence
<p>PLT meetings continue to be the primary avenue to build relationships and trust with our students and parents. These meetings, held a minimum of one per quarter, not only allows for academic progress to be reviewed but gives parents the ability to ask specific questions about their students and for the team (PLT, student, and parent) to brainstorm and help the student identify and establish academic and personal goals.</p> <p>The communication resources like Echo and Parent Square also keep parents involved in their students’ education. Teachers can send reminders of late or missing assignments to students and their families with a link to the assignment. This helps students and families take ownership of their learning. However, several parents have shared in PLT meetings that they do not regularly check their student’s grades in Echo. Additionally, PLTs report that a significant amount of parents do not respond to emails. However, one PLT has had success in communicating with parents through text messaging. She asks parents in their first PLT meeting what the best way is to contact them. Several prefer text messages over email and that has proven to be a successful way to get responses from parents.</p> <p>Our Facebook and Instagram pages continually highlight the activities, community service opportunities, and celebrations</p>	<p><a href="#">PLT meetings</a></p> <p>Echo link - (Hyperlink to follow)</p> <p><a href="#">Facebook - Anderson New Technology High</a></p>

<p>of our students’ successes. However, when it comes to knowing about school wide activities, students overwhelmingly (90%) rely on their classmates for information, followed by announcements in their Studies Block classes (84%).</p> <p>Parents of Freshmen students are regularly encouraged and invited to come and observe their students’ presentations in their Studies block classes while community members and alumni are invited to participate as panelists for student presentations and Senior Spotlight.</p> <p>ANTHS leadership values the cultures of our students and adults and endeavors to be inclusively understanding. For example, Spanish speaking interpreters are available for families with limited English in PLT meetings and FAFSA support.</p> <p>Three-quarters of our students believe that the staff at ANTHS is caring, trustworthy and values diverse opinions and cultures. They are accessible and readily communicate when there are concerns.</p> <p><b>Summary Analysis:</b>          This educational model requires a greater amount of parental involvement and 94% of our parents were involved in at least one PLT meeting during the first semester of 2023. However, the fact that a majority of our parents do not check their students’ grades or respond to communications from the school is a challenge for us, especially in this educational model.          We need to continue to investigate how to involve community members on a regular basis (and not just as panel participants for presentations).          Building a handbook for PLTs is needed for continuity and new staff members.          A parent handbook is needed specifically for ANTHS.</p>	<p><a href="#">Instagram - Anderson New Technology High</a></p> <p><a href="#">School Culture Parent/Student Responses</a></p>
---	--

**Criterion E2: School Culture and Environment**

**Directions**

1. Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

**Criterion E2: School Culture and Environment Criterion (1–2 pages maximum)**

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

**E2.1 Policies and Resources:** The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

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

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

Findings	Supporting Evidence
<p>New Tech students have a variety of activities and clubs in which to participate:</p> <ul style="list-style-type: none"> <li>● ASB</li> <li>● Monthly Activities: camping trips, paddleboarding, ice skating, hiking, bowling</li> <li>● Clubs: <u>Gardening</u>, <u>Forestry</u>, Dungeons and Dragons, Life</li> <li>● <u>Breakfast Clubs</u></li> <li>● Lock-Ins: Three times a year, students come back to school for a three-hour evening of fun - each room has a different activity.</li> <li>● <u>Spirit Weeks</u></li> <li>● <u>Academic</u> and <u>non-academic</u> awards</li> <li>● Academic/Attendance Awards (movies, haunted house, bowling)</li> <li>● <u>Day on the Green</u> (end of the year picnic at the park)</li> </ul> <p><b>Analysis:</b>                      We have a very inclusive environment. Everyone is welcome to participate in activities and clubs. Students especially look forward to our Non-Academic Awards because students are recognized for the things that GPAs don’t measure: kindness and service (with some humor thrown in!).                      We are sensitive to our low economic families, and provide social emotional support for those who are struggling in those areas.                      One area that continues to be a challenge is how to integrate new (especially mid-year) and homeschooling students into our school culture. Only 1 out of 10 students in the 2022/23</p>	<p><a href="#"><u>ASB Constitution</u></a></p> <p><a href="#"><u>Club Application</u></a></p> <p><a href="#"><u>Student Life</u></a></p>

school year returned this year.	
---------------------------------	--

**Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports**

**Directions**

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

**Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (1–2 pages maximum)**

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

**E3.1 Multi-tiered Support:** School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.  
**E3.2 Multi-tiered Support Effectiveness:** School leadership assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.  
**E3.3 Student Involvement:** The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.  
**E3.4 Student Self Advocacy:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

<b>Findings</b>	<b>Evidence</b>
<p>We have a multi tiered system of support for the academic and social/emotional needs of our students. Meeting with PLTs twice a week in advisory and meeting with students and parents once a quarter allows for close monitoring of academic progress and the ability to identify and address areas of struggle. Students on IEPs and 504s are closely supported by our paraprofessional who meets with these students five days a week.</p> <p>90% of our students know how to <a href="#">set up an appointment with our counselor</a> and an average of 20 students per week make an appointment. However, additional students are seen without an appointment, including crisis intervention.</p> <p>For students who are struggling and have Ds and Fs in any classes, we</p>	<p><a href="#">Multi-Tiered System of Supports</a></p> <p><a href="#">Counseling Surveys</a></p>

<p>have targeted intervention beginning with mandatory Monday attendance where students can receive one-on-one support. Identified students are placed in lab classes for Science, Math, or English.</p> <p>Social/emotional/economic support:</p> <ul style="list-style-type: none"> <li>● <a href="#">Elevate Youth Solutions</a>: This group meets with selected students each week for additional social/emotional needs.</li> <li>● Upstairs Closet: students give formal presentations throughout the year. We have a closet of donated professional clothes for students to borrow for these presentations.</li> <li>● Anti-bullying Unit (in Studies): Discussions and written and oral activities surrounding ethics, respect, bullying, and paying it forward.</li> <li>● Art Club will often pay the art competition entry fees for student artists</li> <li>● A majority of students feel <a href="#">safe</a> on campus</li> </ul>	
---	--

**ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

**Areas of Strength:**

1. PLT meetings have increased parental support
2. Staff is sensitive and supportive of students' needs.
3. Tiers support (lab classes, Monday Intervention) has increased students' academic progress.
4. Students have opportunities to engage in a plethora of opportunities
5. Our willingness to partner with outside agencies to help students with their social/emotional needs and evaluate their effectiveness (Elevate, for example)

**Areas of Growth:**

1. Help our students handle hard better.
2. Helping parents by offering resources and workshops on parenting. Additionally, continued support and training to increase their overall involvement with the school.
3. We need to cultivate better relationships with our community members and alumni so they are regularly involved with our students and campus.
4. Continue to find ways on how to successfully integrate new (mid-year) and homeschooling students into our school culture.

## Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

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

When we consider the status of our school two years ago to where we are now, we have much to be proud of. Recognizing the dire need to increase our enrollment, we drastically changed our instructional model while also creating an alternative opportunity for students whose parents are seeking different educational options. In this short two-year period of time, we have accomplished these two goals: enrollment has increased and we have created a unique educational model. We continue to examine and adapt what we are doing to learn how to build and grow this model to better meet and serve our student learners' needs.

While there is much that has been accomplished, we still have much to learn as we “build the plane while we are flying it”. Working as a Committee-of-the-Whole, the ANTHS faculty and staff prioritized the [areas for growth](#). In the analysis of the data we have been able to gather thus far, coupled with continuous evaluation of our programs, we have identified the following areas as the greatest need for growth. These are correlated to the Focus Areas in parenthesis.

1. (B/C/D) Continue to adapt curriculum, assessments, and resources to the new hybrid model.
2. (B/E) Strengthen parental connections and offer more opportunities for connection on campus.
3. (C/E) Find, develop, and cultivate relationships with community members and alumni; create opportunities for them to be regularly involved on campus.
4. (E) Create a systematic plan to integrate new, mid-year, and homeschooling students into our school culture and retain them over the course of four years.

What sets our program apart is the specific built-in component of the role of the Personalized Learning Teacher (PLT) whose primary task is to build relationships with the parents/guardians for the overall academic success and emotional growth of their students. While the data indicates that parents are more aware of their students' academic progress, this is only the first step in building a program where parents are fully invested and involved in not just their student's academic progress, but the overall success of the school-wide program as a whole. Whether enrolled in the hybrid program or the homeschooling program, we want all students and parents to feel included on campus, have opportunities to be involved in the school community, and be committed to graduating from ANTHS.

Moving from a traditional five-day a week, in seat, direct instructional model to a hybrid, two-day a week direct instructional model requires continued adaptation of curriculum in order to identify

and refine what works best for our students' learning needs. This continual evaluation cycle includes identifying what best (ELA, math, science) assessments are available that can identify student strengths and areas for growth in order to adjust and adapt our resources (intervention, instruction and curriculum) to better meet student needs.

Historically, our school had cultivated strong relationships with non-profit organizations which led to numerous opportunities for community service for our students. Additionally, the connection with community members resulted in these individuals having a presence on campus. Whether it be through sharing their community connection experiences with students in a classroom setting, mentoring on projects, or participating as panelists for student presentations, those interactions were invaluable in the reinforcement of practicing the soft skills we teach and emphasize alongside our traditional curriculum. These community connections also indirectly contributed to our recruitment and enrollment. In recent years, our focus has shifted away from investing and sustaining these vital connections with our community. Therefore, there is a need to reconnect and cultivate new relationships and identify how to integrate them into this hybrid model.

We believe that focusing on these growth areas will rebuild a strong, sustainable model that can adapt to changing needs of our students and families while still remaining true to the vision and mission of our charter.

## **Chapter 5: Schoolwide Action Plan/SPSA**

The Schoolwide Action Plan for the Anderson New Technology High School utilizes the same goals as LCAP and SPSA. Actions in our Schoolwide Plan have been identified as Needs and/or Growth Areas in our Self Study. Overlap with existing LCAP and SPSA actions are noted in our Schoolwide Action Plan.

The 2023-2026 ANTHS Schoolwide Action Plan can be found here:

[Schoolwide Action Plan Link](#)