

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

CUYAMA VALLEY HIGH SCHOOL

**4500 Highway 166
New Cuyama, CA 93254**

Cuyama Joint Unified School District

November 2-4, 2015

Visiting Committee Members

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Director Assessment and Technology, Retired

Heather Avila
EnglishTeacher, Perris High School

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Assistant Principal, San Fernando Senior High School

Chapter I: Student/Community Profile

Cuyama Valley High School (CVHS) was established in 1950s in the small rural community of Cuyama Valley between Santa Maria and Bakersfield. The school built by Atlantic Richfield to provide educational opportunities for its employees children, was originally part of the Santa Maria School Joint Unified High District. In the 1960s, Santa Maria proposed closing the school due to loss of revenue. Community support resulted in joining the high school and the Cuyama Joint Union School to form the Cuyama Joint Union School District consisting of a K-8 school and CVHS. The high school serves approximately 75-80 students from the valley region which encompasses small towns, farms and ranches.

CVHS's current student body includes approximately 75 students in grades nine through twelve with 88.66% Hispanic/Latino and 13.3% White. English Language Learners (EL) comprise 25.33% of students with an additional 44% re-designated. The primary language other than English is Spanish. Special Education enrollment consist 12 % of the total population with the majority designated Mild/Moderate and being served through and Resource Specialist Program with a two students in the Special Day Class. Students classified as socio-economically disadvantaged comprise 73.3% of the population.

CYHS's enrollment has remained for the last three years between 75 and 80 students. School attendance for 2014-15 was 70.18% with a 26.6% truancy rate. The school has an "active" Student Attendance Review Board (SARB). Additionally, 25.33% or 19 students shared being tardy 92 times. CVHS has a steadily declining transiency rate form 21.2% in 2012-13 to 8% in 2014-15. Over the past three years no students were expelled. The suspension rate declined from 18.66% in 2012-13 to 10.66% in 2013-14. The dropout rate is 1.33%.

CVHS parents' education level includes 28% who did not graduate from high school, 20% who graduated with a high school degree, 16% who attending some college, 2.66% who graduated from college, and 0% who continued with graduate school, and 33.33% who declined to state.

The Cuyama Valley Community and the CVHS parents provide significant support for the school and the District. Parents are encouraged to be involved in CVHS and to take an active role in their children's education through a variety of school sponsored activities and various organizations, including School Site Council. CVHS is integral to the fabric of the community.

CVHS's current certificated staff includes 1 administrator, 1 part-time counselor, 8 certificated teachers and 1 special education teacher contracted from Santa Barbara County. The staff is 44% female and 56% male with the primary ethnicity of white with one Hispanic. Special Education Services are provided through the Santa Barbara County Education Office. The Special Education staff consists of a resource teacher, school psychologist, speech therapist, school nurse and two instructional assistants. EL students are served in a one period dedicated section and support in other classes. All staff members working in classrooms are NCLB compliant. Some teachers qualify to teach outside of their credential areas under Necessary Small High School Education Code (EC44865). All teachers are CLAD certified, per district policy. All probationary teachers complete a BTSA program. Average length of service is 12 years with a range from 1-19 years.

CVHS's classified staff members include 4 paraprofessionals with one assigned to the library, one to campus supervision and classrooms and two to Special Education. All paraprofessionals are ESEA compliant. Additional staff includes maintenance, clerical and food services.

CYHS's API was 692 in 2013. The school was Program Improvement Year 1 in 2013-14 and met 4 of 4 criteria. Preliminary Title III Accountability Report for 2014-15 indicates, that based on CELDT scores, AMAO 1- Percentage of ELs Making Annual Progress in English was not met and AMAO 2 – Percentage of ELs Attaining the English Proficient Level on CELDT for less than 5 years was met and for greater than five years was not met. These results were the same in 2013-14.

The school's first-time CAHSEE pass rate in 2013-14 for English/Language Arts was 72% and for mathematics was 73%. These percentages have been plus or minus approximately 5% over several years.

Online programs available to CVHS students include high school and college courses at Allan Hancock or Taft Community Colleges and ODYSSEY for credit recovery and courses of interest not offered by the school. No Advanced Placement classes are offered on campus but students have the opportunity to enroll in those classes in 2015-16 through ODYSSEY. Career and Technical Education Pathways include Culinary Arts, Animal Sciences and Agriculture Construction/Welding. CVHS is Schoolwide Title I.

CVHS's UC/CSU a-g completion rate was 20% in 2014-15. This percentage varies significantly by year.

WHS's graduation rate has improved from 81.1% in 2012-13 to 93.3% in 2014-15.

CVHS stated, "Visitors will find that our students are respectful and empathetic toward one another, the staff, and visitors. Cuyama Valley High School has a very friendly student body. The students will respond when greeted, and when asked, will respond with answers that will be honest and bold. Within our body of students can be found the communities future leaders."

Pertinent Data from School's Self-Study

Enrollment and Ethnic Breakdown

Grade	Male	Female	Total
9th	9	9	18
10th	9	6	15
11th	10	16	26
12th	11	5	16
Total	39	36	75

As of July 2015, 65 students were Hispanic/Latino, one was Native American, and 10 were White.

Special Education

Year	Total Enrollment	RSP	SDC
2014-2015	75	7 (9%)	2 (3%)
2013-2014	79	8 (10%)	4 (5%)
2012-2013	75	7 (9%)	2 (3%)

Language Proficiency

Year	English Learner (EL)	Fluent-English Proficient (FEP)	Redesignated Fluent English Proficient (R-FEP)	Initial English Fluent Proficient (I-FEP)
2014-2015	19	21	33	2
2013-2014	28	22	25	4
2012-2013	27	14	30	4

Socio-economic status - AFDC/free and reduced lunch status

Status	2014-2015	2013-2014	2012-2013
Free	32 (42.7%)	36 (44.3%)	35 (46.7%)
FDC	14 (18.7%)	8 (10%)	5 (6.7%)
Reduced	9 (12%)	14 (18.7%)	13 (17.3%)
Paid	20 (26.7%)	21 (28%)	22 (29.3%)

ATTENDANCE

Transient Rate

School Year	Enrollment	Number of Transients	Percentage
2014-2015	75	6	8%
2013-2014	79	13	16.4%
2012-2013	75	16	21.3%

Average Daily Rate of Attendance

Year	Rate
2014-2015	70.18
2013-2014	75.01
2012-2013	70.78

Tardiness Rate

School Year	Enrollment	Number of Tardy Students	Total Number of Tardies
2014-2015	75	19	92
2013-2014	79	15	35
2012-2013	75	22	58

Truancy Rate

School Year	Enrollment	Number of Truants	Truancy Rate
2014-2015	75	20	26.6%
2013-2014	79	13	16.4%
2012-2013	75	9	12%

Overall truancy rates increasing. CVHS has an active SARB.

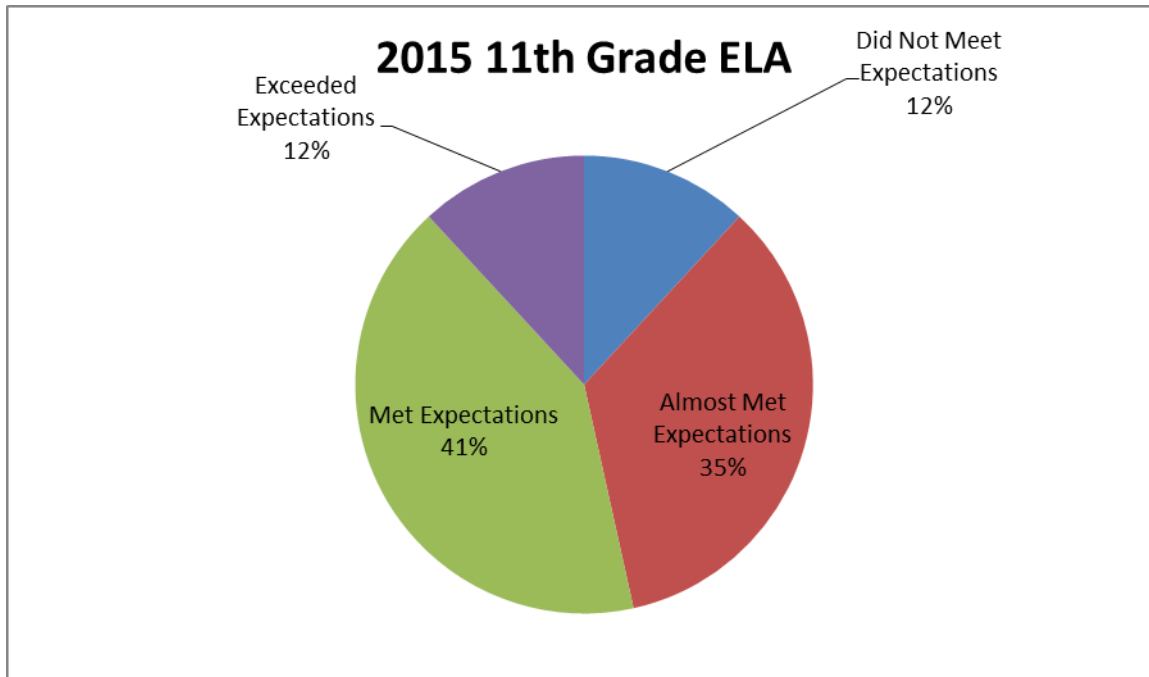
Discipline, Suspension and Expulsion

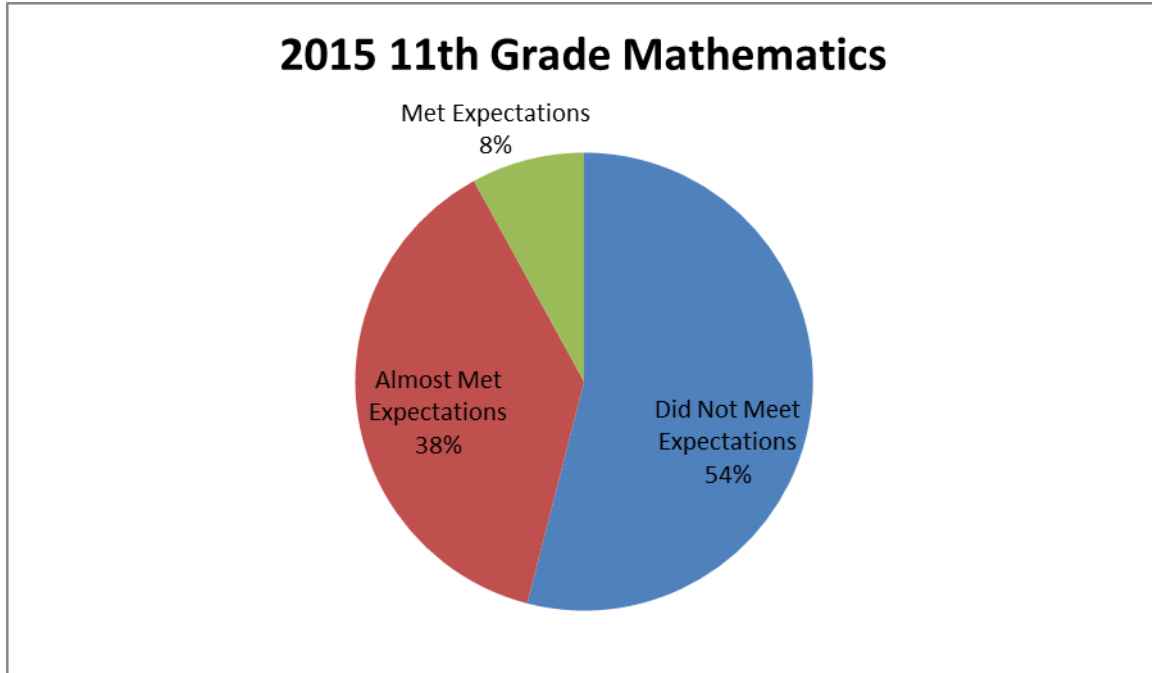
Charts on pages 10-12 of Self Study.

Suspensions are decreasing at CVHS. Disruption and defiance continue to be the largest issues regarding student behavior. For the 2015-2016 school year, CVHS has implemented the Positive Behavior Interventions and Support (PBIS) Champion Model to systematically address student behavior.

Student Performance Data

Smarter Balance





8th grade Smarter Balance Results on page 18 of Self Study

CST Multi-Year Performance Levels

Charts on pages 20-29 of Self Study

API

Groups	<u>Number of Students Included in 2011 Growth API</u>	<u>2011 Growth API</u>	<u>Number of Students Included in 2012 Growth API</u>	<u>2012 Growth API</u>	<u>Number of Students Included in 2013 Growth API</u>	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide	55	734	46	691	58	692	706	706

Complete chart on page 17 of Self Study. Significant gap is EL students.

AYP

- Cuyama Valley High School is a schoolwide Title I school
- 2013-2014 was Year 1 for PI status.
- For 2013-2014, CVHS made four out of four AYP criteria.
- For 2012-2013, CVHS did not make the AYP criteria. CVHS made three out of five criteria, with the English-Language Arts and Mathematics proficiency targets not met.
- For 2011-2012, CVHS made three out of four AYP criteria, with the English-Language Arts criteria not met.

- AYP charts on pages 36-39 of Self Study.

CAHSEE

California High School Exit Exam (CAHSEE) Results for Mathematics and English-Language Arts (ELA) by Program (Combined 2012) for (Grade 10)

Tested or Passing	Subject	All	Special Ed	English Learner (EL)	Reclassified Fluent-English Proficient (RFEP) Students	Economically Dis-advantaged	Not Economically Disadvantaged
# Tested	Math	18	1	5	6	15	3
Passing	Math	14 (78%)	=	=	=	11 (73%)	=
# Tested	ELA	19	1	5	6	16	3
Passing	ELA	15 (79%)	=	=	=	13 (81%)	=

Additional CAHSEE charts on pages 31-37 of Self Study.

CELDT and Title III Accountability Reports

CELDT 2014-15

Performance Level	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	1 (20.0%)	2 (40.0%)	3 (14.0%)
Early Advanced	1 (20.0%)	3 (43.0%)	2 (40.0%)	2 (40.0%)	8 (36.0%)
Intermediate	3 (60.0%)	4 (57.0%)	2 (40.0%)	1 (20.0%)	10 (45.0%)
Early Intermediate	1 (20.0%)	(0.0%)	(0.0%)	(0.0%)	1 (5.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Number Tested	5 (100.0%)	7 (100.0%)	5 (100.0%)	5 (100.0%)	22 (100.0%)

Additional CELDT data on page 40 and Title III Accountability Report on Pages 41-44 of Self Study.

Local Assessments

Teachers at CVHS use a variety of assessments to gauge student learning. Most teachers used embedded assessment contained within the curriculum or have devised their own assessments. Teachers are currently receiving training on formative and summative assessments through the Santa Barbara County Office of Education.

Advanced Placement Tests

For the past several years, CVHS has not offered any AP classes. Students have had the opportunity to enroll in college courses. Starting with the 2015-2016 school year, students will have the opportunity to take AP courses offered through ODYSSEY.

SAT

Year	Number of Juniors	Number taking SATs	Average Score	Number of Seniors	Number Taking SATs	Average Score
2014-2015	26	2 (8%)	505	15	2 (13%)	415
2013-2014	16	2 (12%)	490	17	0	n/a
2012-2013	15	0	n/a	11	1 (9%)	417

UC/CSU Completion Rates

Year	Number of 12th grade students	UC/CSU Eligible Grads
2014-2015	15	3
2013-2014	17	6
2012-2013	11	1

Math class stats- students enrolled in Algebra

Year	9th	10th	11 th	12th	Total
2014-2015	20	11	5	2	38
2013-2014	15	8	4	0	27
2012-2013	22	6	3	0	31
2011-2012	17	0	0	0	17

All ninth grade students are enrolled in Algebra 1, unless they were identified with learning disabilities. Students who are taking Algebra 1 in the 10-12 grades either did not pass the class, or were transfer students.

Report Card Analysis- D and F Rates

Year	D	F
2014-2015	56	25
2013-2014	80	42
2012-2013	122	54

For the 2014-2015 school year, most of the Fs were due to one student. In 2013-2014, most Ds and Fs occurred in math courses. Overall, most Ds and Fs happen in freshmen and sophomore years, and the D and F rates are on the decline.

High School Graduation/Completion Rates

Year	Dropouts Grade 9	Dropouts Grade 10	Dropouts Grade 11	Dropouts Grade 12	Total # of Dropouts	Grade 12 Graduates	Graduation Rate
2014-2015	0	0	0	1	1	14	93.3
2013-2014	0	1	1	0	2	16	94.1
2012-2013	0	0	0	1	1	11	81.8

Entering Freshmen Compared to Exiting Seniors

Year	Number of Entering Freshmen	Number of Exiting Seniors
2014-2015	19	15
2013-2014	14	17
2012-2013	26	11

While district-wide there has been a trend of declining enrollment over the past 10 years, at the high school, the enrollment has remained steady.

Dropout Rates

Year	Enrollment	Dropouts
2014-2015	75	1
2013-2014	79	2
2012-2013	75	1

CVHS dropout rates are consistently below the county and state averages.

Post Enrollment Data

CVHS does not have a formal system of tracking graduates. Graduates often maintain contact with staff and keep us informed about their progress and plans. Staff informally shares updates with each other.

Extra Curricular Activities

Activity	Number of Students
Volleyball	9
Football	22
Basketball	23
Baseball	14
Softball	10
California Scholastic Federation	7
Yearbook	6
Science Club	8
Associated Student Body	9
Future Farmers of America	36

Campus Safety

CVHS has a thorough School Safety plan that includes additional components, such as housing of students in an emergency (flooding, etc.) and thorough staff training. All staff are CPR and first aid certified and two staff members are trained on defibrillators and epi pen. The school and district have a close working relationship with the Santa Barbara County Sheriffs' Department.

Parent Education Level

not a high school graduate	21
high school graduate	15
some college	12
college graduate	2
graduate school	0
decline to state	24

Staff Professional Development

Staff Development for All Teachers	Trainings Attended by Individuals	Advanced Coursework
<p>2014–2015 Common Core ELD strategies Child Abuse Reporting Sexual Harassment Blood Borne Pathogens</p> <p>2013–2014 Anti-Bullying Common Core Child Abuse Reporting Sexual Harassment Blood Borne Pathogens CPR/First Aid Smarter Balance Assessment</p>	<p>2014–2015 – Teachers WASC Focus on Learning CHAMPS Regional ROP safety workshop Leadership Coaching Math pedagogy Regular Agriculture Education</p> <p>2013–2014 –Teachers WASC Focus on Learning Read 180 Common Core ELA/ELD Common Core Science School Safety Faronics/social media training Resume writing Career advancement seminars Regular Agriculture Education</p> <p>2012–2013 – Teachers BTSA Vocabulary Development by Kate Kinsella Permaculture Derricks to Desks Common Core Social Science Regular Agriculture Education</p>	<p>2014–2015 Michael Wilson Master’s Program: Emergency Management Math pedagogy</p>

District Policies/School Financial Expenditures

A detailed financial report is included in the Self Study Appendix. According to the School Accountability Report Card for 2013-14, the total expenditure per student was \$14,072. \$1,392 of that is from restricted funds, while the other \$12,680 is from unrestricted funds.

Perception Data

- Results of the LCAP forums in Self Study appendix

School's Analysis of Achievement Data

After a thorough analysis of the achievement and perception data, the WHS Leadership Team, in conjunction with stakeholders identified the Critical Learner Needs that support the SLOs to be addressed in the Action Plan:

1. Increase Academic Performance in English/Language Arts.
2. Increase Academic Performance in Mathematics.
3. Increase the number of English Language Learners attaining fluency and gaining access to all school programs.
4. Increase school connectedness through increased student and parental involvement.

Summary of significant findings revealed by the profile and/or other pertinent items not included in the profile.

In addition to the findings and critical needs identified by the school, the Visiting Committee recommends that the school consider the following:

- Increase the number of students completing the UC/CSU a-g requirement or CTE pathways.
- Increase support for student personal and academic growth through the cultivation of a school culture that is inclusive and that provides support systems for students and parents.
- Develop and implement the curriculum, instruction and assessment components to ensure rigor and student achievement.
- Address the growing truancy issue.

Chapter II: Progress Report

Since CYHS's last Self Study, which culminated in a visit in the Fall of 2009 and resulted in a Six-Year status and a mid-term visit, CVHS had experienced significant changes. Additionally, the school has addressed and made progress on the recommendations provided by the last WASC Accreditation Visiting Committee which were addressed in the Schoolwide Action Plan.

Major Changes

- Staff Changes
 - The school experienced multiple superintendent/high school principal changes over the past six years.
 - New superintendent/high school principal beginning with the 2014-15 school year.
 - Addition of a fully qualified math teacher.
 - Addition of a teaching position to allow two teachers half-time TOSA assignments.
- Modernization and expansion work on campus facilities
 - Addition of a solar power system and other energy saver efforts.
 - Addition of a sprinkler system.
 - Cafeteria/kitchen complete upgraded.
- Technology
 - Wi-Fi throughout campus for staff and students.
 - Increased bandwidth.
 - Computer lab upgraded with new computers.
 - Internet based phone system schoolwide.
- Academic Program
 - In process of aligning and developing formative and summative assessment to Common Core State Standards.
 - Schoolwide emphasis on reading and writing.
 - EL program changes including adoption of English 3D program.
 - Master schedule reworked for 2015-16 school year to allow students access to that more challenging courses and CTE
- Student Academic Support
 - Students with credit deficiencies now have early access to Odyssey online program..
 - Additional course offerings have been opened up through Odyssey program resulting in increased student options.

Follow-up Process

Through the WASC processes and Program Improvement status, focus was placed on improving academic progress by developing the school's programs. The Schoolwide Action Plan, which is now part of the Single School Plan/LCAP, was developed, reviewed and revised to address identified needs with updates/revisions each year. The Leadership Team which includes administration and the two TOSAs are primarily responsible for the ongoing analysis of data, implementation and revision of the Schoolwide Action Plan. After approval by School Site Council/LCAP Committee and Board of Trustees the Schoolwide Action Plan is posted on the

school's website and is available in hard copy.

The school readily admits that it did not monitor the Action Plan as diligently as it should have. However, through this WASC Self Study process has realized how important it is to review the Action Plan on a regular basis, to make changes based on data analysis and to clearly address and follow up on the Visiting Committee's recommendations.

School-wide Areas for Critical Follow-up

Self Study Visit, 2009

1. Board policies and bylaws need to be re-visited to ensure support student achievement.
2. More emphasis needs to be done to align benchmarks and pacing schedules with standards.
3. A need still exists to provide continual support in the use of higher order thinking skills, SDAIE methods, multiple intelligence strategies and differentiating classroom instruction through staff development.
4. There needs to be a continual look to improve the CVHS technology infrastructure.
5. Continue to develop standards-based assessments to measure student achievement and adjust the instructional strategies.
6. Parent Involvement is limited, the district should make an effort to have parents become integral partners in the educational process of their children.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. Develop a solid plan for supporting new teachers in the area of standards, standards-based pacing plans and assessments.
2. Continue staff development specifically differentiating standards-based versus text-based pacing plans and assessments.

Midterm Visit, 2012

- Focus efforts to close the significant achievement gap with the EL and non-EL population
- Implement additional academic intervention to support the EL population
- Redress goals from the 2009 WASC Self-Study insuring that the goals are attainable and applicable to the current climate

Progress on Past Recommendations

The Schoolwide Action Plan did not clearly address all the recommendations from 2009. However, the Action Plan focused on four goals with mixed results

Goal 1: Student pass rate on the CAHSEE will improve from 73% to 95% in ELA and from 67% to 95% in Math.

Goal 2: The percentage of students scoring "Proficient" or "Advanced" in Math will increase as measure by the CST from 43.5% to 45%.

Goal 3: The percentage of students scoring "Proficient" or "Advanced" in ELA will increase as measured by the CST from 39.1% to 42.5%.

Goal 4: The percent of English Language Learners making annual progress in learning English will increase from 35.8% to 52.0% and the percent of ELL students attaining English

Proficiency will increase from 14.9% to 30.0% as measured by the CELDT and the percent of ELL students “Proficient or Above” on the CST for ELA and Math will increase from 25% to 34% and 28.8% to 34.6% respectively.

Overall some of the significant changes in the school addressed some of the identified needs in math and EL; while results did not meet targets, there is some improvement. Additionally, intervention efforts have assisted in student progress. The school shifted focus with the adoption of the Common Core State Standards (CCSS) to a schoolwide focus on reading and writing and other efforts that addressed the Schoolwide Critical Areas for Follow-Up, such as the hiring of a qualified math teacher to address student progress in math, the ongoing development of formative and summative assessments, the adoption of targeted materials for EL, the restructuring of the master schedule, tutoring for all students, the upgrading of the technology infra-structure, professional development and the addition of TOSAs.

Overall, since the 2009 Visiting Committee Report and the 2012 Midterm Visit, the Schoolwide Action Plan/SPSA which addressed some of the Schoolwide Critical Areas for Follow-up has resulted in improved student outcomes.

Chapter III: Self-Study Process

CVHS's Vision, Mission Statement and SLOs (ESLRs) were reviewed and revision as during the Self Study. All stakeholders were engaged in the process. The Vision, Mission Statement and SLOs (ESLRs) were disseminated to staff, students and parents through a variety of means.

Vision

Every Cuyama Valley High School student will achieve at his or her maximum potential in an engaging, inspiring, and challenging learning environment. Each will attain personal success and become a responsible and productive citizen; they will become Cuyama Strong!

Mission

Every student will graduate Cuyama Valley High School with the skills necessary to achieve their academic or occupational goals. The teachers and staff will provide the learning environment that encourages all students to expand their intellectual, creative, and social horizons. Cuyama Valley High School will continue to promote parent involvement and academic excellence that insures a place for our students in society as a whole.

Schoolwide Learner Outcomes (SLOs) – CVHS uses ESLRs

Academic Proficiency - Students Will:

- Meet or exceed district and California common core standards
- Read a variety of formats and be able to decode the information presented
- Be able to integrate technology into problem solving strategies

Critical Thinking and Problem Solving - Students Will:

- Be able to transfer learned skills and draw from prior knowledge to new tasks by applying complex problem solving processes and critical thinking skills
- Be able to apply mathematical concepts to solve real life problems
- Analyze, interpret, and evaluate significant concepts within a variety of contexts

College and Career Readiness - Students Will:

- Plan and prepare for life beyond high school and acquire skills for success
- Set, pursue, and accomplish practical and realistic goals for lifelong employment

Responsible Citizenship - Students Will:

- Know and appreciate the value in making contributions of time, energy, and talent to improve the quality of life in our schools, our community, our nation, and the world
- Have assertiveness in regard to personal values and value the uniqueness in others
- Demonstrate an awareness and respect for cultural diversity that fosters courtesy, justice, and tolerance for individuals and their cultural differences.

Effective Communication - Students Will:

- Be able to work collaboratively with a diverse population to address a wide variety of issues
- Express academic and creative concepts in a variety of formats
- Be able to develop conceptual models by speaking, writing, and creating visual organizers

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The Leadership Team (LT), composed of superintendent/principal and TOSAs. Since this is a small necessary high school stakeholders provided input in all Focus Areas and all parts of the Self Study process. Dialogue occurred in all areas with the LT ensuring that the Self-Study developed as a true reflection of input provided by stakeholders and that consensus on findings was reached. The Schoolwide Action Plan was then developed and refined. Parent, student and other's input were included in the Self-Study. The stakeholders expressed the process of analyzing student work and developing Action Plans was valuable. Staff recognized the importance of an ongoing WASC process that involves reflection on progress and needs resulting setting priorities and modifications to the Action Plan on a yearly basis.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)

During the Self-Study process, the Vision, Mission Statement and ESLRs were reviewed and updated. As a result of this process, the school examined all the ESLRs with more concentration on Academic Proficiency and Critical Thinking and Problem Solving.

3. The gathering and analyzing of data about students and student achievement

A data were reviewed and disaggregated by the LT. The data was disseminated and analyzed during the meetings to address the Self Study components. As the Self Study progressed School Site Council and the Board of Trustees were involved. . The findings from this analysis influenced discussions that resulted in the areas of strength for the school and the identification of growth areas in the existing program resulting in the school's identified four critical needs. These areas became the priority of the Action Plan.

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

The stakeholders reviewed the school's program in relation to the Vision, Mission, and ESLRs, to the Common Core Standards and to the WASC/CDE criteria. The stakeholders utilized the Self-Study process as a method to identify improvement efforts and areas and the need to revise improvement efforts already underway at the school.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

CVHS's Action Plan is directly aligned to the critical needs identified in Chapter 3 of the Self Study and is the direct result of the reflection of the school's progress, questions that were considered and needs. The Action Plan will be monitored by LT, SSC/LCAP Committee, School Administration and the Board of Trustees. The Action Plan incorporates a system of accountability for all.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Organization Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

The school has a clearly stated vision and mission supported by central administration and the school board that is based on student needs, current educational research, and the belief that all students can be successful. Communication of the statement is through parent information packets and the parent/student handbook. The school recognizes the need to improve involvement from all stakeholders and find addition means to improve communication. The physical location has inherent challenges as Internet services are not available throughout the school district.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

The governing board selection process, composition, and specific duties are listed in district policy binder. Board policies are in the process of being updated. Community and parents are informed about board meeting agenda items. They are given opportunity to speak on school issues and participate in school activities.

Goals adopted by the school board address the instructional programs and development of school wide learner outcomes. The district does an annual report on student performance. Board policies and procedures for complaints are clearly stated and updated regularly.

The board gives support to CVHS to the accomplish action plans that address the critical learner needs. Board policies and school plans are aligned. The board supports instructional initiatives (online coursework), the adoption of new curriculum and materials, approves professional development, and is current on educational practices and changes in laws. The Board is supportive of the many changes currently underway or in the planning stages at CVHS.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Stakeholders give input through community forums regarding college/career readiness and technology to support the planning goals for CVHS.

The CVHS Single Plan for Student Achievement (SPSA), Local Control Action Plan (LCAP), and the WASC action plan have been revised to include Common Core implementation. All plans consider the school-wide goals and critical learner needs.

CVHS staff and school leadership have allocated time to make progress on goals. Staff development has focused on Common Core and ELD training with initial training on common and formative assessment.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

CVHS has appropriate and delineated employment policies and practices. The district provides an orientation, and a teacher handbook. The district communicates with staff through meetings and bulletins. District and school leadership meet with staff weekly, often informally to review student achievement and discuss actions to improve student learning.

All teachers are qualified per Ed Code. Teacher credentials and highly qualified status determine master schedule placement. Professional development emphasizes implementing Common Core and instructing English Learners. Teachers meet independently and informally to discuss practices and ways to help students. Challenges due to the remote location and lack of substitutes make it difficult for staff to attending trainings, workshops, and professional development; however, a major effort has been made to bring professional development to the district.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Staff development is targeted at improving student performance and understanding of the new standards. Teachers are analyzing Common Core standards and are learning instructional strategies to support student learning. All teachers are evaluated on a cycle depending on status.

A6. Resources Criterion

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

Title One funds are allocated through consensus of the School Site Council based on the Single Plan for Student Achievement (SPSA). The LCAP, which is also the (SPSA), outlines and prioritizes appropriate resources to support student achievement.

External independent audits are conducted annually. County random audits ensure compliance with purchasing practices. An annual Williams Act facilities inspection takes place for compliance. In addition, an independent architect conducted a formal facilities assessment to assist in determining priorities for facilities improvement and maintenance. Annual Williams Act compliance issues are met.

Santa Barbara County Office of Education provides TIP (formerly BTSA) training for two new CVHS employees. Classified staff attends professional development based on job duties.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

1. Staff is highly qualified and engaged with ongoing professional development.
2. LCAP/SPSA is aligned with district plans and addresses student needs.
3. CVHS and the District leverage resources and have acquired grants to supplement resources.
4. The board is very supportive of the school and initiatives being undertaken.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

1. Staff development needs to focus on Common Core state standards, curriculum development, instructional strategies and assessment.
2. The school needs to establish a system of formal connectedness with community, parents and students.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- District board policy, hiring policies, and district plan
- Teacher credentials
- LCFE and SPSA budgets
- Professional development calendars
- Williams Audit
- SARC
- Meetings with LT

- Focus Area Meetings with all staff
- Parent and Community Meeting
- Board of Trustees Meeting
- Student Meetings

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

CVHS has a staff that has been trained in Common Core State Standards (CCSS). With this in mind, the school has made UC/CSU a-g offerings more available through online offerings. The school plans to design the written curriculum that is aligned to common core state standards. The school offers online original and credit recovery courses through Odyssey and through Taft Community College. Based on discussion, some teachers are engaged in writing lessons that are CCSS aligned, but there is not a written curriculum or curriculum guide that is used to inform instruction. Teachers informally collaborate and support one another in lesson development between English and history and between math and science and are starting CCSS implementation.

Students receive academic support from their teachers. There is a need to establish a rigorous CCSS aligned curriculum. Within the content areas, CVHS is emphasizing writing. Currently students do not have a clear idea of what it means to be college-career-ready. The counselor meets with students for pre-enrollment services where they are able to choose online college offerings, AP, and credit recovery through the ODYSSEY online program. The school needs to connect its educational program to the SLOs.

B2. Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Currently there is no Individual Learning Plan (ILP) for students. The school recognized the need to develop a system to ensure ILPs are established with student and parent input and reviewed and updated on a regular basis. During pre-enrollment students are encouraged to choose college-prep classes and electives that interest them. These offerings are limited but the number of offerings is improving with the addition of more online courses. Through Senior Seminar, which is mandatory for all seniors to take, students are informed about post-secondary options such as college and career availability. This is accomplished through the job fair and student research. There are limited offerings of CTE courses and administration is working on the development of actual CTE pathways.

Every five weeks, however, the progress reports are mailed home and students receive quarterly grades. IEP's are reviewed at least once a year. When students have a specific problem, parents, student and staff come together through the SST process.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for college, career, and life?

Through the addition of online credit recovery classes, students are able address deficiencies earlier in order to meet graduation requirements. Students use technology in the classroom: PowerPoint for class presentations and word processing programs. The school needs to implement Individual Learning Plans for all students immediately.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

1. All staff has had initial training in common core.
2. Courses such as driver's education, agriculture and personal finance, provide students with some access to real-world application.
3. School has added online curriculum to assist with credit recovery and additional course options.

Key issues for Standards-Based Student Learning: Curriculum:

1. The school needs to develop and implement a written curriculum that encompasses Common Core Standards and subject area standards.
2. The school needs to implement Individual Learning Plans for all students immediately.
3. As the school develops and implements its CTE pathways, the school needs to address alignment to industry standards and UC/CSU a-g requirements.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Teacher interviews
- LCAP / SPSA
- Student work and observations
- On-line class through Odyssey, Allan Hancock College and Taft College
- Counselor interview
- Lesson plans
- Student progress reports
- Classroom observations
- Collaboration with middle school
- Staff development calendar
- Student meetings
- Parent/Community meeting
- Focus group meetings

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To what extent are all students are involved in challenging learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

At CVHS students need to receive class assignments that require them to apply learning to real-world situations and critical thinking and writing. There is a need to ensure that all students are engaged in rigorous and higher level thinking instructional activities.

Among the methods to communicate learning expectations to students are rubrics or other guidelines and teacher demonstration. Teachers report using various instructional strategies to engage students, such as visuals, music, manipulatives, marking the text, note taking and collaboration. The use of technology as an educational tool varies greatly based on issues with infrastructure that are being addressed. The school acknowledges that many teachers are challenged by the teacher as a learning coach model and that critical thinking, problem solving and rigor are areas to be addressed. Additionally, the school needs to clearly identify research-based instructional strategies that will be employed school-wide to engage student in rigorous learning activities.

Students in need of credit recovery or who desire advanced classes now have access to online courses through Odyssey, Taft Community College and Alan Hancock.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

To some extent technology is used throughout the curriculum, including the use of power point, YouTube, Elmo, scanners, digital cameras, Internet research, graphing calculators, Odyssey for credit recovery and Google docs. Staff has use of the Power School Student Information System but there is no parent or student portal.

The primary method of engaging students is collaborative activities. To some degree students structure their learning through their choice of resources, writing projects, and collaborative work. Among the real world connections for student learning are the community service graduation requirement; mock lesson on buying cars, renting apartments, completing job applications, online stock market project and creation of a house; and for yearbook students completing a book.

The school indicated that teachers need to move from direct instruction to teacher as a learning coach model to promote student learning. Teachers need to collaboratively determine schoolwide strategies, such as marking the text, and to institutionalize these practices. Additionally, instruction needs to be focused on rigor, critical thinking and problem solving.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

1. Small class size allows for personal teacher student interaction.

2. Teachers help students on their own time (i.e., opening up the computer lab for ODYSSEY access, tutoring at lunch or after school).
3. Teacher in-services have been held in Common Core, PBIS and ELD.
4. Common Core is in the beginning stages of being implemented.

Key issues for Standards-Based Student Learning: Instruction:

1. Instruction needs to be adapted from the direct instruction model to the teacher-as-coach model.
2. Schoolwide instructional strategies need to be implemented.
3. All instruction to engage students needs to be focused on rigor, critical thinking and problem solving.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Classroom visits
- Self-Study
- Parent Interviews
- Leadership Team Meetings
- Focus Area discussions
- School documents
- Teacher meeting
- Student meetings
- Lesson plans
- Master schedule

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

Staff uses some data to analyze student performance. CELDT results were shared with students and parents, and at times are used to target instruction. Common Core adoption is in a period of adaptation and change.

Teachers during 2015-16 teachers will receive training on formative and summative assessments. Many teachers use rubrics for assessing projects and writing assignments. Teachers choose their own grading scales.

ODYSSEY online learning system provides students opportunity to make up or accelerate course completion either individually or under teacher supervision.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Teachers use various assessments strategies to measure student progress, such as quick writes written summaries, exit card responses and class discussion to check for understanding. Teachers recognize the need to develop formative and summative assessments and are being trained.

Assessment data demonstrated a need for a change in the Master schedule. Students have the opportunity to make up classes through Individual Study periods of online instruction. Teachers are available for students who ask for help to improve their overall academic performance.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

An annual report details student achievement data and progress that is shared with the school board and parents. The superintendent ensures information is available at the district office and available on its website. The small school environment allows easy communication of student achievement among staff, families and all stakeholders. LCAP forums involved community members. Business and industry participate in some campus activities. The school notes the need to develop more timely methods of parent contact to ensure success. Overall, the school needs to develop a thorough and comprehensive assessment system that encompasses a multitude of data points, including but not limited to, subject area formative and summative assessments, UC/ CSU a-g completion rates, EL redesignation rates, state testing, graduation rates, CTE pathway completion, Attendance /Tardy- Truancy, and other areas as defined by the school. These results need to be reviewed and analyzed by stakeholders.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources?

To some extent the school uses assessment results to make changes in the school program. Online classes were added to address credit recovery issues and course variety. ELD offers targeted instruction in English. Individual Studies periods were added for credit recovery and additional courses not offered on campus. Staff members attended CCSS training as well as related assessment training.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

1. Changing Master Schedule to allow students credit recovery opportunities and additional course opportunities.
2. Some teachers have begun developing formative and summative assessments.

Key issues for Standards-Based Student Learning: Assessment and Accountability:

1. Staff will need to develop common formative and summative assessments aligned to the curriculum to assess student progress and the need for interventions.
2. Overall, the school needs to develop a thorough and comprehensive assessment system.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Master Schedule
- Testing data
- Teacher interviews
- LCAP / SPSA
- Student work and observations
- On-line class through Odyssey, Allan Hancock College and Taft College
- Counselor interview
- Lesson plans
- Student progress reports
- Classroom observations
- Staff development
- Student meetings
- Parent/Community meeting
- Focus group meetings
- Leadership Team meetings

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Family involvement is supported through parent conferences, IEPs, SSTs, phone calls, the district website, and Back to School Night. PIQE classes have been held, in conjunction with the Cuyama Valley Resource Center. The school's community is encouraged to actively participate in the School Site Council and ELAC/DELAC.

The school collaborates with community members and local businesses to provide support and information to promote student success. Guest speaker presentations have informed students of career opportunities and requirements. The Job Fair exposes students to a variety of professions.

Grade reports are mailed regularly. Students enroll in credit recovery met with the superintendent/principal, counselor and his/her parents to review expectations for success in online classes.

Active participation and involvement is sought from community members and parents. The School Site council, ELAC/DELAC, and community forums provide opportunities to have input. Communication with parents and accessing community resources support student learning.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

District policies, procedures, and resources support a safe, clean, and orderly environment for students. Student safety is promoted with a variety of assemblies and presentations. Supervision is provided during breakfast, lunch, and between classes.

The master schedule supports ELD learners, credit recovery, and online courses, including AP.

Board policies reflect the respect of individual differences. The district fosters an atmosphere of trust and respect and uses the uniform complaint process for resolving issues. The superintendent's annual orientation reminds all staff that they have an impact on students. Staff creates a positive environment and informally supports students both academically and non-academically. The counselor meets with students to review progress, discuss planning and scheduling to stay on track for graduation. The school psychologist meets with students for non-academic discussions.

The "BEARS" PBIS expectations have been implemented district-wide. These expectations are: Be responsible, Excel together, Actively participate, Respect all, and Safety first. The Visiting Committee observed that PBIS is operational and successful with student and parent involvement.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

CVHS provides many services to students in the area of personal and career counseling. The counselor meets yearly with students to review the high school graduation. The counselor teaches the Senior Seminar class that provides opportunity to complete FAFSA and Taft College online applications and to research college and career options. Personal counseling is referred to the contracted Santa Barbara County school psychologist or referred to outside agencies as needed. IEPs are in place for all students with disabilities. The Student Support Team (SST) convenes whenever students are struggling, monitors students, and makes recommendations based on the monitoring.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

Teachers informally tutor to help students. All students are enrolled in core classes. Identified EL students are enrolled in ELD. Advanced students may enroll in college and AP classes online. With the implementation of Individual Studies, students have opportunities to access credit recovery, CTE, and advanced coursework throughout the typical school day.

Students have the opportunity to participate in ASB, clubs and athletics. All students are involved in at least one extra-curricular activity. The school acknowledges that there is a connectedness of students but identifies the need for more curricular and co-curricular activities to foster student involvement and connectedness.

All students participate in a community service requirement that begin in grade 9. Overall, students complete more than the 25 hours required with the majority of hours completed in community based activities.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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

1. Small size lends itself to connecting with students.
2. CVHS makes a strong effort to meet students' needs.
3. Students participate in extra-curricular activities.
4. Students' participation in the Community Service requirement with many participating beyond the number of hours required.

Key issues for School Culture and Support for Student Personal and Academic Growth:

1. While there is a personnel connectedness at CVHS and in the local community, students need a connectedness that relates school to “the greater” community”.
2. Teachers need to increase instructional rigor and critical thinking to prepare students for college and career.
3. Formal systems of connectedness need to be further developed to ensure a connectedness that leads to improves student outcome, such as a Parent Conference Day, an automated phone messaging system, the development and updated with parent involvement of the ILP, developing and continuing business and community partnerships.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Master Schedule
- Testing data
- Teacher interviews
- LCAP / SPSA
- Student work and observations
- On-line class through Odyssey, Allan Hancock College and Taft College
- Counselor interview
- Student progress reports
- Classroom observations - CTE
- Staff development
- Student meetings
- Parent/Community meeting
- Focus group meetings
- Leadership Team meetings
- Student activity schedule
- Club Rosters
- Student interviews

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. The dedication of the entire staff to the school community.
2. The generational culture of “community” – everyone knows each other, small environment and pride in the town and the school district.
3. Safe and welcoming school environment and campus.
4. Student respect for teachers and other adults on campus.
5. The support of the Board of Trustees and the community to assist the school in moving forward and addressing the challenges of preparing their students for the future.
6. The development of partnerships: businesses, foundations and other school districts and county office of education.
7. The ongoing development of electives, pathways and interventions.
8. The ongoing developing of opportunities for parent education.
9. The community service requirement in which students go above and beyond the requirements
10. Opportunities for students to participate in a district sponsored summer work program and in local business internships.
11. All students are involved in at least one or more activity, club or athletics.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school’s identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Increase Academic Performance in English/Language Arts.
2. Increase Academic Performance in Mathematics.
3. Increase the number of English Language Learners attaining fluency and gaining access to all school programs.
4. Increase school connectedness through increased student and parental involvement.

In addition, the Visiting Committee has identified areas that need to be strengthened that are encompassed within the revised Schoolwide Critical Areas for Follow-up.

1. Increase the number of students completing the UC/CSU a-g requirement or CTE pathways.
2. Increase support for student personal and academic growth through the cultivation of a school culture that is inclusive and that provides support systems for students and parents.
3. Develop and implement the curriculum, instruction and assessment components to ensure rigor and student achievement.
4. Address the growing truancy issue.
5. Establish an ongoing WASC/school improvement process.

The Visiting Committee has revised the Schoolwide Critical Areas for Follow-Up:

1. CVHS administration and instructional staff need to identify, develop and implement research-based schoolwide instructional strategies and in-class instructional differentiation that encompasses rigor and critical thinking to ensure that all students' academic and personal learning needs are addressed and that there are improved student outcomes. (CVHS 1, 2 and 3)
2. CVHS administration and instructional staff develop and implement systematic analysis of formative and summative data to evaluate, revise, refine and determine the effectiveness of instructional decisions, pathways and programs to ensure all students are engaged and performing at high levels resulting in improved student outcomes. (CVHS 1, 2, 3 and 4)
3. CVHS administration and instructional staff develop a rigorous written curriculum, implement and, as needed, revise, the curriculum related to the Common Core Standards or other subject area standards. Supplemental components to the curriculum guide should include the identification and development of instructional materials and resources, instruction strategies, methods of assessment, sample lesson plans, and intervention strategies and resources to ensure the achievement and improved outcomes of all students including sub-groups. (CVHS 1, 2, 3 and 4)
4. CVHS administration and staff need to develop systems to ensure that all stakeholders are involved in and accountable for students' achievement and the success of the school. (CVHS 4)
5. CVHS stakeholders under the direction of administration must establish an ongoing school improvement process that clearly addresses WASC criteria and state and federal requirements that will result in improved student outcomes.
6. CVHS administration and counselor need to immediately establish Individual Learning Plans for all students that are reviewed on a regular basis and involve parents that include at minimum: a four year for high school graduation course of study, identification of career interests and school to career plans (college – UC/CSU a-g and/or technical – CTE certificate).

Note: Student outcomes are defined, but not limited to, improved academic performance in English/Language Arts and Mathematics, improved results in English Language Learners achieving fluency and access, increased UC/CSU a-g completion rates, reduction of truancy rate, completion of a CTE pathway and improvement in local and state assessment results.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**

The Visiting Committee concurs in general with student academic achievement and personal needs identified to improve student outcomes in CVHS's Critical Learner Needs. However, the Visiting Committee recommends revision to clearly incorporate the recommended changes to Schoolwide Critical Areas for Follow-up as these changes to focus on the areas that will lead to improved student outcomes.

The Visiting Committee believes the current Action Plan, after revisions, will provide a comprehensive and evolving blueprint for school improvement, including realistic yet challenging growth targets. The school, in the revision of the Action Plan, will need to prioritize improvement efforts and Action Plan steps.

The school needs to clearly establish a system to monitor the Action Plan and throughout the school year to ensure that the Schoolwide Critical Areas for Follow-up are addressed, targets are set, degree of achievement is monitored, and necessary revisions are made based upon data. The school's ongoing improvement process and the WASC process needs to become systemic to the school. Monitoring of the Action Plan will ensure and determine the success of the school's improvement plan in terms of increased achievement and support for all students and ensure revision of the Action Plan on a yearly basis. The school needs to summarize and document the yearly progress on the Action Plan in a 3-5 page summary and report the progress to all stakeholders annually.

The Visiting Committee commends the stakeholders of CVHS for embracing the Focus On Learning process and recognizing that this process needs to be ongoing and inherent within the fabric and structure of the school.

- **Comments on the following school improvement issues:**

The plan was developed from needs identified through a series of meetings which involved all staff and the Leadership Team. As the school implements the Action Plan, actions/goals will clearly need to be dissected into "What it will look like" and "How will we get there". This process of dissecting the actions/goals will help the staff continue to refine and focus efforts through analysis of data, including perception/climate surveys, and to determine strategies, both instructional and support, that result in improved learning and support for all students.

CVHS has aligned the identified Schoolwide Critical Areas for Follow-up with the WASC Focus on Learning structure. The current Action Plan correlates to key issues/growth areas identified by the school. A revised Action Plan will need to be developed to address restructured Schoolwide Critical Areas for Follow-up/Areas of Growth and to refine the school identified Critical Learner Needs. The Leadership Team accepts primary responsibility for implementing the specific goals and actions aligned to critical needs.

In order for the school's modified Action Plan to succeed, there needs to be a continued commitment from all stakeholders to support the improvement process especially in this challenging time in implementing Common Core with all the curricular, instructional, assessment and student support factors. In this small necessary school, resources, other than economic resources, will need to be accessed and maximized to achieve the Action Plan. Communication, collaboration and coordination are critical components to the Action Plan's

successful implementation. The school and district leadership and staff have demonstrated commitment to the tasks involved in improving learning for all students and for continued on-going school improvement. The Board of Trustees is deeply committed to this community based school and will provide support.

As the school moves forward with implementation of the modified Action Plan, the alignment, integration and evaluation of the improvement efforts will need to be delineated. To achieve this goal, the school's Leadership Team needs to embed periodic reviews of the Action Plan as part of the monitoring and revision process as all stakeholders work collaboratively to achieve the vision for student achievement and support and school improvement. Based on data analysis, as specific steps are accomplished, new or revised areas or steps for school improvement should be identified and become part of an evolving Action Plan with improved student outcomes as the focus.

Factors playing a significant role in CVHS's ability to develop and implement a Schoolwide Action Plan:

1. The need for school personnel of this necessary high school to focus efforts, to acquire the necessary resources, and to set realistic and specific priorities within the Action Plan to ensure that all students receive a challenging, rigorous academic program and the support, personal and academic, to be successful.
2. The need to provide for on-going professional development that aligns with the priorities in the Action Plan to not only ensure support for staff but also to set expectations and to achieve fidelity to the Action Plan and School Improvement process.

CVHS superintendent/principal and staff have accepted the vision, ideals and goals contained in Focus on Learning and the improvement process. All indications are that this necessary school's dedicated staff that will continue to address students' needs.