



Cuyama Valley High School Mid-cycle Progress Report

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

Cuyama Joint Unified School District

April 29 and 30, 2019

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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CHAPTER 1: STUDENT/COMMUNITY PROFILE DATA

I: Student/Community Profile Data

Cuyama Valley High School (CVHS) is part of a small rural community in the Cuyama Valley between Santa Maria and Bakersfield. The school serves a wide geographic region, ranging from small towns, to ranches and farms throughout the valley.

The main sources of employment in the valley are agriculture, oil exploration, small businesses, and the Cuyama Joint Unified School District. The high school was built in the early fifties by the Atlantic Richfield oil company to provide educational opportunity for its employees' children. Initially the high school was part of the Santa Maria Joint Unified High School District, but in the early sixties oil revenues depleted and the tax base dwindled. The Santa Maria district proposed closing Cuyama Valley High School and bus the students 55 miles to Santa Maria. The community rallied around the school and unified with the Cuyama Joint Union School district to create the Cuyama Joint Unified School district. This high level of commitment to the school still exists today.

The high school has one administrator, one part time counselor, five certificated teachers, one CTE teacher, and one certificated special education teacher contracted from Santa Barbara County. The Santa Barbara County Education Office provides special education services. The Special Education staff includes a resource teacher, school psychologist, speech therapist, school nurse, and one instructional assistant. All special education students are included into core content and elective classes where appropriate.

The high school is on a traditional six period schedule that offers a variety of classes from core curriculum, to online college courses to vocational education and credit recovery.

Our staff, combined with the efforts of the governing board and community, forms a team that insures our students receive individual attention in small classes. The staff has been directing its energy on creating an instructional plan that focuses on aligning the curriculum to the California Common Core State Standards. The staff is very proud of our last WASC accreditation.

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. Within our body of students can be found the communities future leaders.

SCHOOL PURPOSE

Mission Statement

The faculty, staff, administrators and students of Cuyama Valley High School and Sierra Madre C.H.S. are committed to creating a learning environment that encourages all residents of Cuyama Valley to expand their intellectual, creative, and social horizons. We challenge and support one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, as well as to develop a passion for life-long learning.

To ensure the success of this mission, we promote academic excellence in the teaching and scholarly activities for our faculty, encourage personalized learning, foster interactions and partnerships beyond our community and provide opportunities for intellectual, cultural and artistic enrichment.

We, as educators, endeavor to create a student-centered educational community whose members support one another with mutual understanding and respect. We encourage all students to actively pursue the ways of knowing and the art of thinking.

Vision Statement

Every student who graduates from Cuyama Valley High School or Sierra Madre C.H.S. will have the skills necessary to achieve their academic or occupational goals.

WASC ACCREDITATION HISTORY

Cuyama Valley High School had full accreditation visits in 1996, 2002, and 2009. All visits resulted in six year accreditations.

CVHS completed a self study report during 2001-2002 and had a full accreditation visit by a three member committee in April of 2002. We were granted a six year accreditation, with a three year review. Two of the committee members returned in April 2005 and action plan items were adjusted according to that visit.

CVHS was granted a six year accreditation in March 2009, with a three year review. In February of 2012, two of the team members returned for the mid-term progress visit. Goals were adjusted based on the recommendations of the visiting team.

In the spring of 2014, CVHS was granted an extension of the self study due to a change in administration. In 2015 we completed the self-study and a three member accreditation team visited in the spring. CVHS was granted a six year accreditation, with a mid-term review.

DEMOGRAPHICS

The following is a breakdown of student demographics:

	<i>Year</i>	<i>2015-2016</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>
Ethnicity					
American Indian or Alaska Native		0	1	0	0
Hispanic or Latino		59	50	46	44
White		10	9	4	4
Total		70	60	50	48

For the current school year, there are 20 female students, and 24 males. One student is SDC and two are RSP.

STAFF DEMOGRAPHICS AND PROFESSIONAL DEVELOPMENT

The Cuyama Valley High School teaching staff is a diverse group of well educated professionals. Three are female, four male, two Hispanic or Latino teachers, and five are White.

For the 2018-2019 school year, the professional development has primarily focused on Universal Design for Learning (UDL). The Cuyama Joint Unified School District is a member of the MTSS SUMS initiative Cohort 3. This year educators have received one on one coaching from the Santa Barbara County Office of Education, as well as groups sessions devoted to meeting the needs of RFEP students and students in the Tier One level of the RTI model.

Past professional development includes:

2017-2018	2016-2017	2015-2016
<ul style="list-style-type: none"> • CCSS support in ELA and math • Summative and formative assessment • Power School Student Information System • SBCEO Portal • California Agriculture Teachers Association weeklong training at Cal Poly SLO • Administrative Credential clearing 	<ul style="list-style-type: none"> • Ongoing support in CAASPP and PBIS • Social-emotional learning • First Aid/CPR 	<ul style="list-style-type: none"> • CCSS training • New curriculum training for California Connections • Odysseyware • Active shooter preparedness training • Suicide Prevention • Pesticides in school

STUDENT ACHIEVEMENT DATA

CAASPP

ELA CAASPP Data

Year	Exceeded	Met	Nearly Met	Not Met
2018	0%	20%	80%	0%
2017	5.88%	29.41%	29.41%	35.29%
2016	7%	21%	50%	21%
2015	12%	42%	35%	12%

Mathematics CAASPP Data

Year	Exceeded	Met	Nearly Met	Not Met
2018	0%	0%	40%	60%
2017	0%	5.88%	17.65%	76.47%
2016	0%	14%	7%	79%
2015	0%	8%	38%	54%

Conclusions based on data:

- Instructional practices need to change to meet student needs
- Instructional practices need to encourage rigorous thinking and problem solving
- More articulation between the middle school and high school
- Students have lower math skills when they arrive at the high school
- ALL (students and staff) need to operate on a growth mindset vs. a fixed mindset

A-G Completion Rates

One of Cuyama Valley High School's area of strengths is the growth in students becoming A-G eligible. The chart below highlights that progress.

A-G completion rates

Year	Number of Graduates	Number A-G eligible	Percentage
2015-2016	23	1	4%
2016-2017	14	2	14%
2017-2018	12	5	42%
Projected 2018-2019	7	5	71%

This positive change can be attributed to several factors. One is the increase in courses being A-G approved. Currently, all courses except for PE and Agriculture Mechanics, are on the approval list. The second is a concerted effort to educate staff and students about the importance of A-G eligibility. Students are counselled in small groups and one-on-one about A-G. It is also

monitored every semester by the counselor, paying close attention the students are enrolled in the correct courses.

English Learners

CVHS has made a concerted effort to improve EL instruction. As a result of the rigorous instruction, the number of Long Term English Learners is in decline. The district revamped its re-designation process, which has resulted in more students being re-designated at the elementary school. This has also had a positive impact on the A-G rate, by providing more opportunities to English Learners. Student who were re-designated at the high school were recognized for their achievement and encouraged others to set similar goals.

Year	English Learner	Fully English Proficient	Re-designated Fully English Proficient
2017-2018	5 (10%)	35 (70%)	3 (16.7%)
2016-2017	18 (30%)	24 (40%)	5 (27.8%)
2015-2016	18 (25.7%)	31 (44.3%)	4 (18.2%)

CELDT Scores

Year	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
2016-2017	0	0	6	6	1
2015-2016	0	0	8	5	0

ELPAC Scores

Year	Beginning (1)	Somewhat Developed (2)	Moderately Developed (3)	Well Developed (4)
2017-2018	0	2	2	0

Conclusions based on data:

- EL students have more access to a variety of classes, particularly a-g approved courses
- LTELs have received specifically targeted instruction
- All teachers are supporting RFEP students to help maintain growth and skills

Graduation Rate

Year	Percentage
2019	Anticipated 100%
2018	90.9%
2017	92.3%
2016	91.7%
2015	72.7%
2014	94.1%

While 2015 was an anomaly, CVHS continues to have high graduation rates. This can be attributed to a school culture where adults and students expect to graduate. Students take great pride in graduating and support each other in reaching that goal. It is viewed as embarrassing or sad to not be graduating with their class. Several structures are in place to ensure students graduate, including a credit recovery program and close monitoring of grades and credits by the counselor.

Critical Learner Needs

Based on the data of the past three years, Cuyama Valley High School continues to have the following critical learner needs:

- Increased academic performance in English Language Arts
- Increased academic performance in Mathematics
- Increase rigor in instruction and assessment

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- 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.

Extra-Curricular Activities

Students have several activities to become involved with. The sports program includes football, volleyball, basketball, softball, and baseball. As the enrollment has declined, it has become challenging to offer traditional team sports. Some seasons there have not been enough eligible students to form teams. Currently the staff is working on some next steps and is examining an alternative sports program.

Students may participate in ASB, FFA, and CSF. Forming a Key Club chapter is in the works, along with an afterschool sports program. As the student body has changed, staff have recognized the activities offered needs to change.

Curriculum

Purchasing approved CCSS curriculum has been a top district priority. In the past three years, ELA and Math curriculum has been adopted. This year, History/Social Science curriculum is being piloted, with adoption being planned for the 2019-2020 school year. The district will be looking at new science curriculum next.

School Safety, Cleanliness and Facilities

CVHS is a closed campus and all visitors must register with the office prior to entering the campus. We hold periodic fire, earthquake, and disaster drills. The Comprehensive School Safety Plan was reviewed in the spring of 2018.

Funding

School Financial Support General funds for Cuyama Joint Unified School District are based on Average Daily Attendance (ADA). CVHS receives Categorical monies that are overseen through the Local Control Accountability Plan (LCAP) and the School Site Council.

Parental Involvement

Parents have several avenues to be involved:

- District Advisory Committee (DAC)
- School Site Council
- ELAC/DELAC
- Agriculture Advisory Board
- LCAP stakeholder meetings

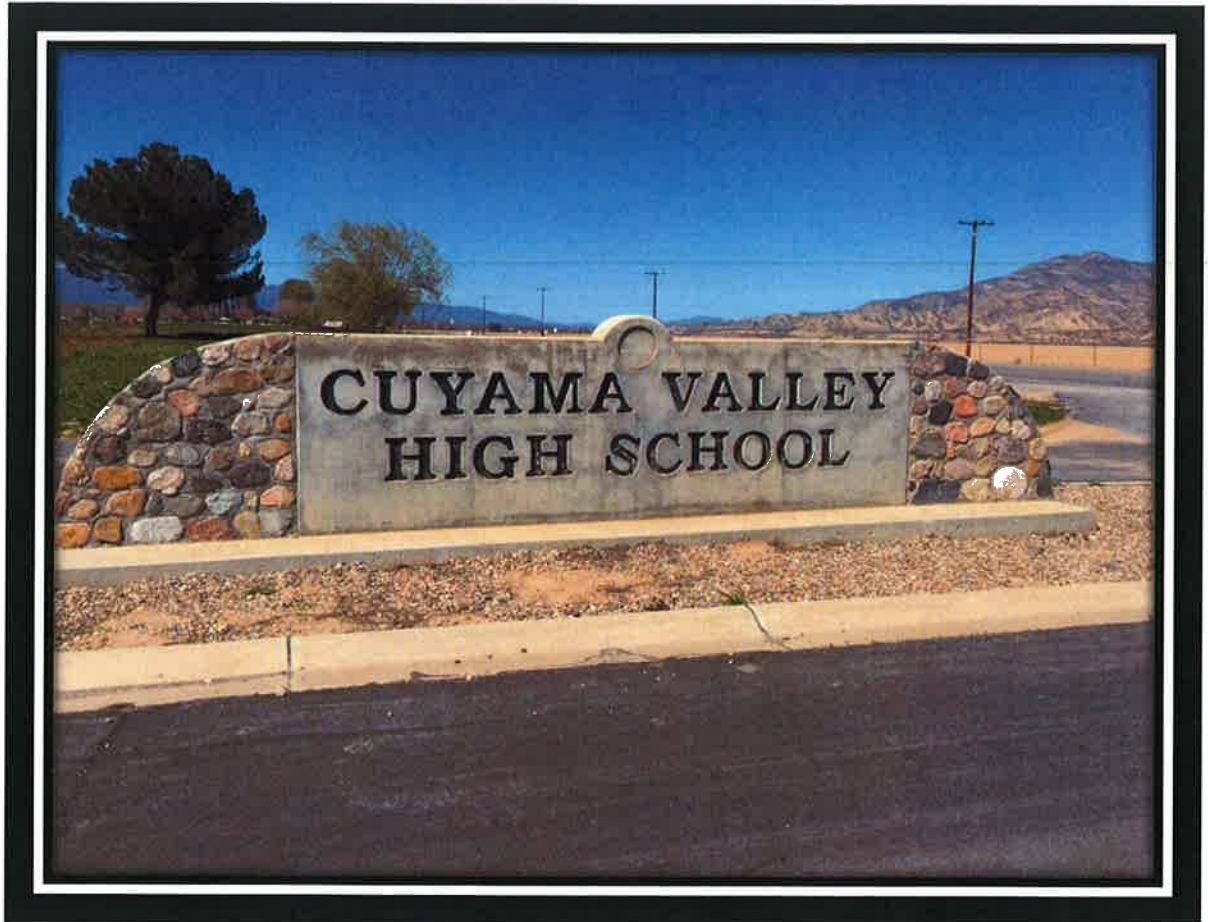
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Throughout these meetings, parents are encouraged to provide input on a variety of topics, including CAASPP data, mission and vision statements, and the overall focus for our district and school.

Community Partnerships

CVHS continues to grow relationships with several community businesses and non-profits.

- E&B Natural Resources sponsors a minimum of one paid internship a year to a graduating senior. The students have the opportunity to learn all aspects of the oil industry.
- Duncan Family Farms continues to support the school with agriculture and sports field maintenance.
- Blue Sky Center has funded artist in residence programs to provide seminars for students, cooking classes, internship opportunities in a variety of fields, leadership positions, and tutoring support. It has fostered relationships between CVHS and the landscape architecture department of Cal Poly SLO.
- Quail Springs Permaculture has provided water-wise landscaping on the CVHS campus and field trip opportunities to students.



CHAPTER II: SIGNIFICANT CHANGES AND DEVELOPMENTS

II: Significant Changes and Developments

Enrollment

Student enrollment has been declining for the past three years, which is one of CVHS' biggest challenges. Trying to maintain a diverse curriculum to meet all students' needs and interests, while covering core instruction is a continuing issue for the school and district.

Enrollment

	<i>Year</i>	<i>2015-2016</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>
Grade					
9		15	16	16	12
10		18	14	13	16
11		14	16	9	12
12		23	14	12	8
Total		70	60	50	48

Staffing

Staffing has also undergone significant change since the previous visit. For the 2018-2019 school year, only two teachers returned. The rest of the instructional staff is new, along with a new superintendent/principal. This has changed the cycle of continuous review and updating of the schoolwide action plan. This change in staff necessitated a re-boot to get current staff in the loop of the previous WASC self-study, and examine the next steps in moving forward with the current staff.

The staffing change has had a positive effect in the areas of rigor and effective instructional strategies. Common Core State Standards have been embraced, along with the creation of a Response to Intervention (RTI) program in the area of ELA. The new staff members have been essential in creating a college/career focused school culture.

Course Offerings

Currently, all core classes are offered in the morning, with electives taking place in the afternoon. Students move as grade level cohorts through the core classes. The 2018-2019 school year saw a freshman level social science class initiated. All students are enrolled in English, mathematics, science, and social science classes.

CVHS is making a concerted effort to offer challenging and stimulating electives to all students. With the awarding of the Career Technical Education Grant and the Agriculture Incentive Grant, the entire program was overhauled. The funding has contributed to one FTE teacher, one part time CTE teacher, and counseling service. Significant equipment purchases have been made including a truck, tractor, plant growth chamber, greenhouse, fodder machine and shed, laptops, and a Vernier data system. Much of the focus has been on the building of the animal science program. The Future Farmers of America (FFA) program has been expanded, with a greater number of students participating in competitions and attending conferences. With the exception of Agriculture Mechanics, all agriculture courses have A-G approval.

For the 2018-2019 school year, a CTE teacher was certified and is teaching Agriculture Animal Science. In 2019, new curriculum was purchased. Future plans include building on the existing relationship with Allan Hancock College to offer dual enrollment courses and offering an agriculture foods program. Using the CTE grant funds, existing kitchen facilities were re-vamped in 2016. While the Culinary Arts programs was offered for two years, last minute staffing changes prohibited the offering of the class for the 2018-2019 school year.

One period of online learning is scheduled to meet the various needs of students. This is the opportunity for credit recovery, as well as advanced coursework. Classes are provided through Odysseyware, under the supervision of a credentialed teacher.

Technology

One of the greatest challenges the school and community has faced is the access to reliable internet service. In the spring of 2018, after two years of planning and construction, an internet tower became operational on campus, greatly enhancing the school's internet capabilities. Without having this service, having one to one devices would have proved more frustrating than beneficial. As a result, teachers have been able to incorporate more technology. All classrooms are now equipped with smart TVs. We are looking forward to some next steps, with thoughtful addition of devices.

College/Career Readiness and Culture

CVHS has grown by leaps and bounds in exposing students to greater opportunities, in part due to the acquisition of the College/Career Readiness Grant. PSAT continues to be offered for free every fall to Juniors. This school year the SAT has been offered on campus for the first time ever. All seniors participated in the test this fall, with another date scheduled for April 9, 2019. The grant covers the cost, ensuring access and equity for all.

Several college trips have occurred, with the effort to try and bridge the barrier of rural isolation. Over the past three years, multiple trips have been made to Allan Hancock College and Cal State Bakersfield. Trips have also been made to Cal Poly San Luis Obispo, UC Santa Barbara, and Taft College. Students have been exposed to Technical Education through a visit to the Pipefitter's Union in Buellton and San Joaquin College in Bakersfield. Trips are planned for CSU Northridge and CSU Channel Islands.

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More seniors have been applying to four year two institutions. One has been accepted to CSU Bakersfield, and another to CSU San Bernardino. Another is waiting for an acceptance.

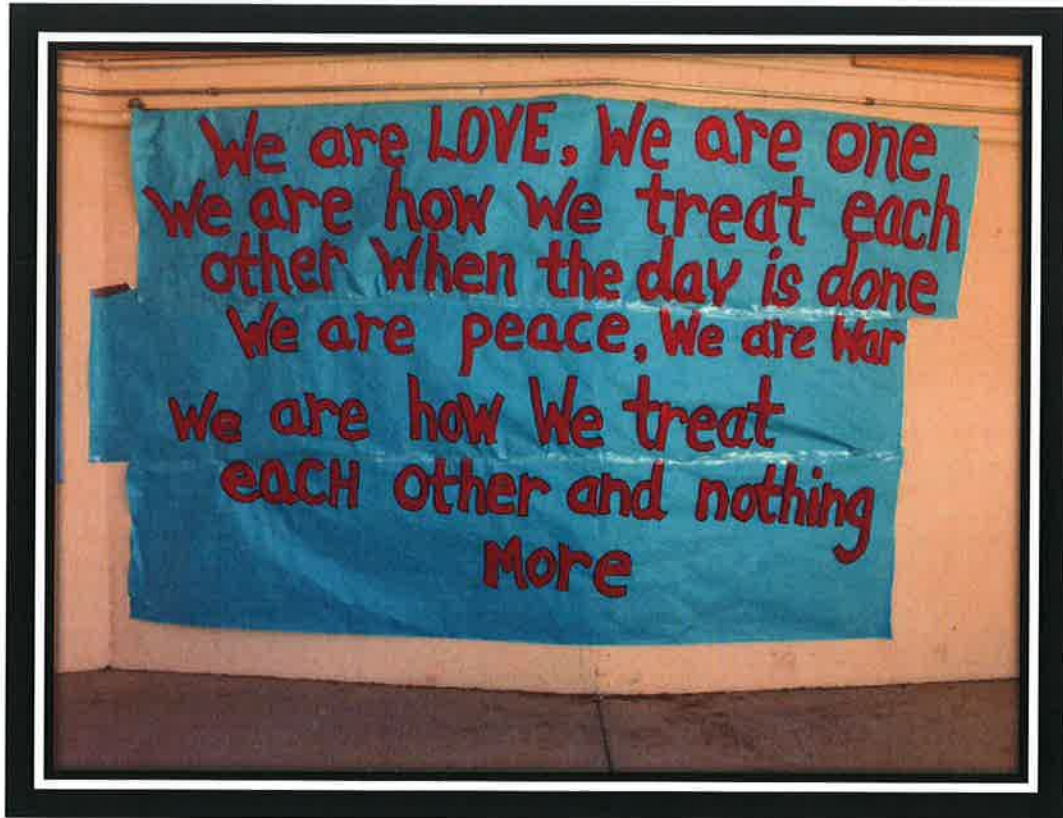
E&B Resources, a local oil producer, has been instrumental in providing summer paid internships to graduating seniors. The students spend six weeks learning the oil industry and the variety of professions associated with that field. E&B has hosted student field trips, to allow students to learn about the opportunities in their own backyard.

Students are receiving more personal attention, through group and one on one counseling sessions. Students are meeting at least twice a year with a counselor to discuss their progress towards gradation as well as their future plans.

Barriers to improvements in student achievement

CVHS' achievement gap is a continuing concern. We attribute the following as the most significant barriers:

- High number of students who qualify for free/reduced lunch. Currently 84.4%
- CVHS has a significant number of parents who indicate an educational level of "not a high school graduate." Because of this, there may be a general lack of understanding of school processes and procedures and a lack of parental involvement.
- The socio-economic status of our community presents challenges in the supplemental services necessary for our student population.



CHAPTER III: ONGOING SCHOOL IMPROVEMENTS

III: Ongoing School Improvement

Cuyama Valley High School faculty has maintained a continual review of both the WASC Action Plan and the Visiting Committee recommendations. Due to our small size, the teachers have regularly met as a whole, with direction coming from administration.

With an almost entirely new staff for the 2018-2019 school year, our meetings took on a different purpose. Starting in September, the focus was to work with teachers in familiarizing them with the goals and how those goals were determined. In addition, some of the teachers were unfamiliar with the WASC process as a whole, and meetings were held outlining the purpose of WASC.

Starting in January 2019, the staff met weekly with the WASC coordinator and school principal to analyze data and provide feedback. The results of those meetings are contained in Chapter IV. There was authentic reflection and honesty in examining our progress on those goals.

Over the past three years, presentations have been made at our SSC/ELAC/DELAC meetings about the WASC process, the Action Plan and related goals, and our progress on those goals. Because our goals are closely tied to our LCAP, various stakeholders meetings have incorporated our LCAP and WASC goals, with the opportunity yearly for stakeholders to provide input on the progress of those goals. Their thoughts and comments have been included in the report.



CHAPTER IV: PROGRESS ON CRITICAL AREAS FOR FOLLOWUP/SCHOOLWIDE ACTION PLAN

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

CUYAMA JOINT UNIFIED LCAP GOALS

Goal 1: Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.

Goal 2: School environment will be well maintained, sustainable, safe, welcoming and used by the community.

Goal 3: The schools' social-emotional environment will be safe, welcoming, and conducive to student learning causing student connectedness with the district to increase.

Goal 4: Parent and community participation in and connectedness with the schools will increase.

Goal 5: Staff all certificated and classified positions with appropriately skilled and credentialed people and provide all basic services needed to run the district.

IMPLEMENTATION AND MONITORING OF THE SCHOOLWIDE ACTION PLAN

The leadership team consists of the Principal/Superintendent, the teacher in charge, and the counselor. Focus areas are revisited throughout the year at staff development meetings and during Monday collaboration activities. Yearly meetings are held with classified employees to ensure all stakeholders are aware and provide input for school decisions and focus.

Goal 1: Increase Academic Performance in English Language Arts.

- **SLOs: Academic Proficiency, Critical Thinking and Problem Solving, College and Career Readiness**
- **LCAP: Goal 1, Goal 5**

Addressing this goal has been a primary focus of the current English teacher but has not been limited to the English Department. We recognized the need for professional development and have provided support in the form of training from the publisher, and one on one coaching. A new teacher was hired for the 2018-2019 school year to provide more rigor, bringing in more diverse teaching strategies, and emphasizing writing. An RTI teacher was brought on board this school year to provide support in all areas of ELA, but with a focus on reading. That instructor has provided Tier 2 and 3 support through pull-out and push-in in the English and Science classes. Teachers across the disciplines have been focusing particularly on citing evidence in writing. This year we began MTSS for the entire school district. Folded into that initiative was training for all teachers in Universal Design for Learning (UDL).

Goal 2: Increase Academic Performance in Mathematics

- **SLOs: Academic Proficiency, Critical Thinking and Problem Solving, College and Career Readiness**
- **LCAP: Goal 1, Goal 5**

One of the top priorities in meeting this goal has been the retention of a qualified Mathematics teacher which we have been able to achieve. For the past three years, the teacher has received support through one on one coaching, training in assessments, and networking with other Math high school teachers in Santa Barbara and Kern counties. The Math and Science teacher have collaborated on cross-curricular projects throughout the current school year.

Goal 3: Increase the number of English Learners attaining fluency and gaining access to all school programs.

- **SLOs: Academic Proficiency, Critical Thinking and Problem Solving, College and Career Readiness**
- **LCAP: Goal 1, Goal 5**

In tackling this need, CVHS examined the following:

- Looking at the reasons behind the number of Long Term English Learners (LTELs)
- The process of reclassifying English Learners
- The fidelity of ELD instruction
- Access to classes in the master schedule

In delving deeper with our English Learners, we discovered that most would be classified as LTELs. District wide we began to question why students were not making progress and getting reclassified earlier. More trainings were held on the ELD framework, along with strategies to use in all classes. We also realized that many ELs were also special education students. With a deep look at data, over the past three years we have been able to reclassify many of those

students, knowing their challenges were more due to their learning disabilities rather than issues attaining the English language.

Our English Learners became adept at knowing a-g requirements, so much so, they taught incoming eighth grade students about a-g. With conscious scheduling more current and former ELs are attaining a-g eligible status. We have made a very conscious choice as to which period the ELD class was scheduled.

Goal 4: Increase school connectedness through increased student and parental involvement.

SLOs: Effective Communication, Responsible Citizenship

LCAP: Goal 2, Goal 4

We view engaging parents and students as a process that is continual due to their changing needs. Parental communication has improved through the use of social media and the Swift Reach automated notification system. We've held conferences with the parents of struggling students. The freshman class advisor held a Freshman Parent Night to acquaint families with high school procedures, a-g requirements, and becoming a class volunteer. In partnering with the Cuyama Valley Resource Center, we have started a volunteer program to especially engage Hispanic parents.

Declining enrollment has presented a challenge in increasing student engagement. We know have to create more opportunities for students than in the past. We are regularly having guest speakers, college trips and other field trips. While we have an online learning period where students have the option to take a wide variety of electives or a college course, and are developing a comprehensive agriculture program, we recognize the need to have more engaging electives based on student interests. We have had difficulties in maintaining sports teams and are investigating other sports programs.

WASC Visiting Committee Recommendations and Responses

In addition to addressing the five goals from our Action Plan, we have been working towards the eighteen findings made the Visiting Committee. Below is each recommendation, along with a brief narrative relating the progress met.

1. *Staff development need to focus on Common Core state standards, curriculum development, instructional strategies and assessment.*

Over the past three years, the professional development focus has been on improving instructional strategies, delving deeper into the CCSS, formative and summative assessment, and curriculum. Teachers have received one on one coaching in the areas of mathematics and ELA, along with Universal Design for Learning (UDL). Due to the

small numbers of staff, we often meet informally to discuss teaching strategies. Regular Monday meetings have been established to discuss student needs and concerns.

Teachers are collaborating on a multi-discipline project involving all students to take place in the fourth quarter.

2. *The school needs to establish a system of formal connectedness with community, parents, and students.*

Several improvements have been made over the past three years. The District Advisory Committee (DAC) was formed as a way for parents to provide input in any area of their choosing. Parents create the agenda and run the monthly meeting, with board members, administration, certificated, and classified personnel attending. CVHS uses the Facebook page “Cuyama Strong” to share news and events. Swift Reach is the automated system used to contact parents via phone message, text, and email. We recognize the need to establish use of the parent portal in our student information system Power School. We plan on full implementation within the next two years.

3. *The school needs to develop and implement a written curriculum that encompasses Common Core Standards and subject area standards.*

Since the last Self-Study, curriculum has greatly improved. A new ELA curriculum was purchased K-12 to allow greater continuity district-wide. Teachers received training to support them in the new curriculum. Integrated Math curriculum was piloted and purchased. For the 2018-2019 school year, new History/Social Science curriculum is being piloted with purchase being planned for the next school year, along with the purchase of curriculum for the agriculture classes. We are looking to pilot and purchase Science curriculum over the next two years.

4. *The school needs to implement Individual Learning Plans for all students immediately.*
Individual Learning Plans (Four Year Plans) have been in place for the past three years. For two years, we were able to offer Get Focused, Stay Focused to the freshman students. They were able to create 10 year plans in that class. Parent meetings have been held to acquaint them with the Four Year Plans. Each student has a minimum of two individual meetings per year with a counselor. FFA students also develop learning plans.

5. *As the school develops and implements its CTE pathways, the school needs to address alignment to industry standards and UC/CSU a-g requirements.*

Currently, all classes, except for PE and Agriculture Mechanics, are a-g approved. We have established consistent pathways for our Agriculture program, with plans to add additional classes so students can select more specialized pathways in the agriculture field. Local businesses such as Duncan Family Farms and E&B Resources, have provided input in the structure of the pathways. Plans are in motion to have concurrent

enrollment with Allan Hancock College Welding Class and the CVHS Agriculture Mechanics class.

6. *Instruction needs to be adapted from the direct instruction model to the teacher-as-coach model.*

Teachers have begun to shift from direct instruction to the teacher-as-coach model. For example, science is using more project based learning and guided inquiry, with more hands-on learning. ELA had adopted self-designed projects with student choice being at the core. Shifting instruction is still a work in progress.

7. *Schoolwide instructional strategies need to be implemented.*

This continues to be an area of need. With a primarily new staff in place for 2018-2019, steps that had been made in the past need to be restarted. Teachers have been collaborating on multi-discipline project to take place in the fourth quarter. The issue of water in the Cuyama Valley has been selected, using cross-curricular connections, statistical reasoning, primary sources, public speaking, and writing.

8. *All instruction to engage students needs to be focused on rigor, critical thinking, and problem solving.*

We feel there is a shift in learning between the classes, somewhat dependent on their exposure to CCSS. Junior and senior classes are feeling challenged by the up-tick in rigor and critical thinking, with the freshman and sophomore classes better prepared in CCSS learning.

9. *Staff will need to develop common formative and summative assessments aligned to the curriculum to assess student progress and the need for interventions.*

CVHS has planted some seeds of assessment, but needs to grow with depth and consistency. DIBELS is being using as an initial assessment, as well as a progress monitoring tool. Teachers are using Smarter Balanced assessment tools to help prepare students for the summative assessment in May. Next year we are planning to include interim assessments on the master calendar.

10. *Overall, the school needs to develop a thorough and comprehensive assessment system.*

Teachers have been using the assessments included with the newly purchased/piloted curriculum. For several years, the PSAT has been administered and the results used for planning instruction. This school year was the first time we were able to offer the SAT on campus; all 12th grade students took the test. In April, all 11th grade students will take the SAT, with a second administration in the fall. Those results are being used in guiding instruction. We see the need for more assessment however, and have made plans to purchase Renaissance STAR 360.

11. *While there is a personnel connectedness at CVHS and in the local community, students need a connectedness that relates school to “the greater community.”*

Deeper ties have been established with community organizations such as the Agricultural Advisory Council, Blue Sky Center, E&B Resources, and Duncan Family Farms. We recognize there is a need for stronger ties on a more global level. One plan we have is the establishment of Key Club.

12. *Teachers need to increase instructional rigor and critical thinking to prepare students for college and career.*

Teachers have been taking steps to increase instructional rigor and critical thinking. They have been holding fish bowl seminars, taking students to CTE competitions, working on SBAC preparations, introduced more rigor in ELA, and introduced a ninth grade social science course. We recognize the need to further practices in these areas.

13. *Formal systems of connectedness need to be further developed to ensure a connectedness that leads to improved student outcomes, 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.*

We are taking steps towards better communication with parents and the community. An automated phone messaging system is now in place. Parent meetings have been held to acquaint them with the Four Year Plans (ILPs) and to keep them updated regarding their student's progress. We have held informal conferences with parents of struggling students. We are building on our partnerships within the community and businesses, including the Booster Club, Exchange Club, and the forming of DAC. Businesses are heavily involved in the agriculture program.

14. *Increase the number of students completing the UC/CSU a-g requirement or CTE pathways.*

As indicated in Chapter 1, our number of students completing a-g requirements has grown quite dramatically, from 4% to 42%, with a projected 71% for this graduating class.

15. *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.*

We are continuing to face challenges in the school culture. We have noticed a change in the demographics of our students, especially in the past five years. More students are in poverty and we are seeing a rise in mental health issues. We are seeing families with generational drug abuse. We recognize this shift, and in turn, are seeking ways to engage students, knowing that what was effective in the past is no longer working. We have made an effort to include more field trips and college visits, and bring in guest speakers.

One particularly effective experience was Respect Day. Students and staff spent a day getting to know each other on a deeper level, forge stronger connections, and reveal vulnerabilities. Afterwards, many students indicated this was the best day of the year.

16. Develop and implement the curriculum, instruction and assessment components to ensure rigor and student achievement.

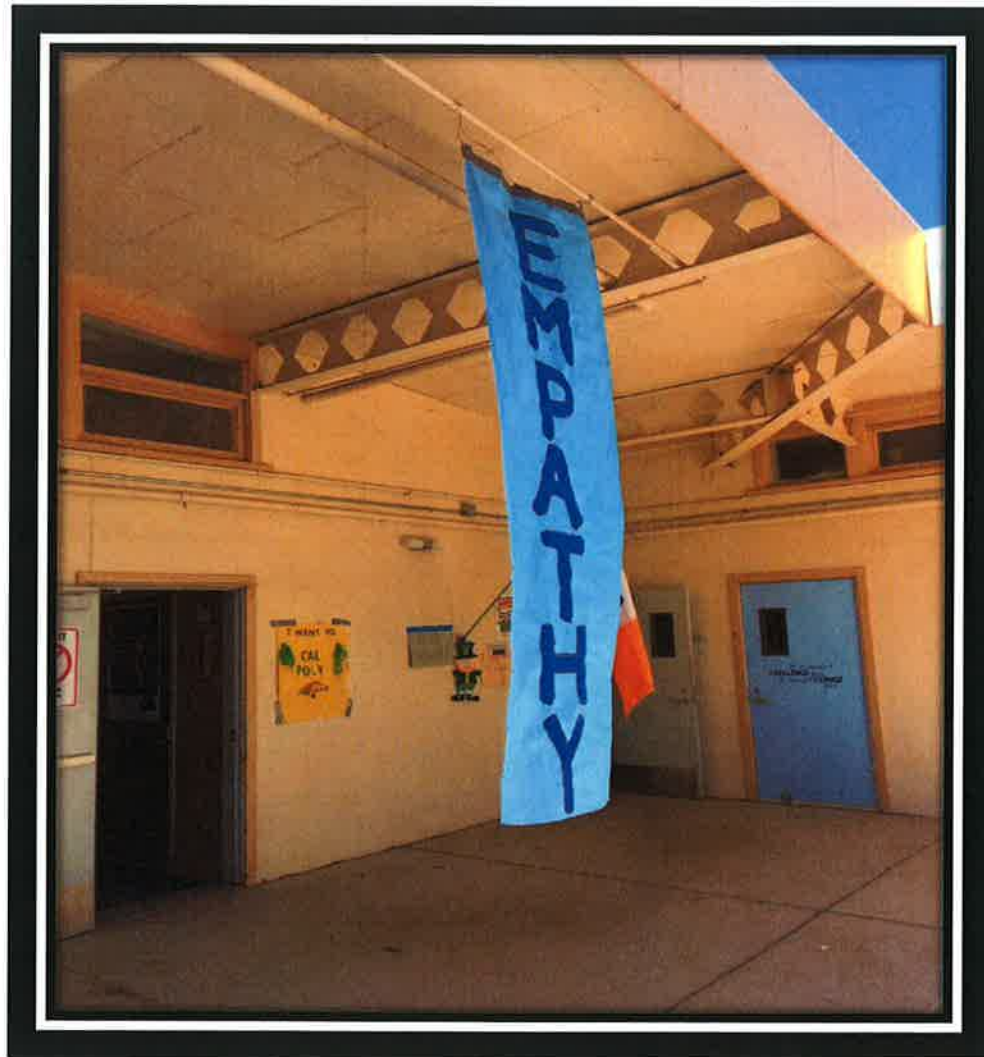
As indicated above, steps are being taken to address rigor and student achievement through the purchase of new curriculum, professional development, utilizing existing assessment with the plan to purchase more within the next school year, and continue with staff meetings with the purpose of analyzing that data.

17. Address the growing truancy issue.

We have made a concerted effort to address the truancy issues. We have an active SARB process, working in partnership with the Santa Barbara County District Attorney. Parent meetings and interventions are held to address individualized concerns. We recognize this will be an ongoing process.

18. Establish an ongoing WASC/school improvement process.

For the first two years after our 2015 accreditation, we discussed and planned for our improvements at our twice monthly staff meetings. We also used that time to reflect on our process, with refinements to make along the way. With new staff being brought on board this year, more time was spent getting everyone up to speed on the WASC process, and the findings of the visiting committee. We needed to refine our improvement process based on the skills and abilities of our new staff. Since January 2019, our focus has been preparing the Mid Cycle Report.



CHAPTER V: SCHOOLWIDE ACTION PLAN REFINEMENTS

V: Schoolwide Action Plan Refinements

We continue to move forward in implementing our school wide action plan. We have made good progress in some areas, and continue to look at meeting the needs of students, especially in the areas of rigor and academic performance. Our declining enrollment has presented its own particular set of challenges. While we have not identified new issues, the changes in staffing and enrollment has impacted our forward momentum. We are optimistic about our future, recognizing the gains we have made, and being mindful about the progress that needs to happen.

Goal One: Increase Academic Performance in English/Language Arts

Action	Person(s) Responsible	Task/Date
1.01 Provide PD for teachers and paraprofessionals on CASS, CASS instructional strategies, higher order thinking skills, assessment and differentiated instruction.	Administration	Starting August 2015 and ongoing
1.02 All high school students will obtain the ability to cite evidence from text.	Teachers	Ongoing Students continue to be challenged in this area, and it has become a primary focus of English instruction.
1.03 Underperforming students will receive alternate learning opportunities through Odysseyware.	Teachers Administration	Ongoing
1.04 ELA standards will be taught with rigor across the curriculum including developing standards-based pacing plans and assessments.	Teachers	Ongoing

Goal 2: Increase academic performance in Mathematics

Action	Person(s) Responsible	Task/Date
2.01 Retain a highly qualified Math teacher	Administration	August 2015 and ongoing
2.02 Provide PD for teachers and paraprofessionals on CASS, CASS instructional strategies, higher order thinking skills, assessment and differentiated instruction.	Administration	August 2015 and ongoing
2.03 Provide targeted instruction to underperforming students	Teachers	Ongoing
2.04 Mathematics concepts and standards will be taught with rigor across the curriculum including developing standards-based pacing plans and assessments	Teachers	Ongoing
2.05 Underperforming students will receive alternate learning opportunities through Odysseyware and the Big Ideas website.	Teachers Administration	Ongoing
2.06 Development of an academic competition component to the Science and Mathematics Club.	Science and Math teachers	To be implemented Fall 2019

Goal 3: Increase Overall Rigor and Academic Performance

Action	Person(s) Responsible	Task/Date
3.01 Provide PD for teachers and paraprofessionals on CASS, CASS instructional strategies, higher order thinking skills, assessment and differentiated instruction.	Administration	August 2015 and ongoing MTSS team formed 2018 UDL PD 2018-2019
3.02 Standards will be taught with rigor across all subject areas.	Teachers	Ongoing Teachers are posting learning targets, using exit tickets, and holding students accountable for demonstrating their knowledge
3.03 Increase participation in UC/CSU a-g classes or CTE pathways including developing four-year plans for all incoming freshmen.	Teachers Counselor Administration	Ongoing
3.04 Develop and implement the curriculum, instruction and assessment components to ensure rigor, student engagement, motivation and student achievement. Including developing standards-based pacing plans and formative and summative assessments.	Teachers Administration	January 2016 and ongoing <ul style="list-style-type: none"> • More PD for new staff in assessment in 2019-2020 • AR reading program initiated 2018-2019 • Schoolwide book study • Book Club for 2019-2020

Goal 4: A larger number of English Learners will attain fluency and gain access to all school programs.

Action	Person(s) Responsible	Task/Date
4.01 Teachers will fully implement the board-adopted textbooks for the ELD curriculum at all CELDT/ELPAC levels.	Teachers	August 2015 and ongoing
4.02 All ELD students will receive a minimum of 45 minutes of ELD instruction daily.	Counselor Administration	Ongoing
4.03 All ELD students will receive targeted instruction in general education classes.	Teachers	Ongoing
4.04 Find funding to support an aide in all ELD classes	Administration	August 2015; discontinued October 2018 with reduction in number of ELD students
4.05 Provide all ELD teachers with appropriate PD classes	Administration	Ongoing Identification of student classification for new teachers

Goal 5: Increase school connectedness through increased student and parental involvement.

Action	Person(s) Responsible	Task/Date
5.01 Create pathways for CTE courses.	Administration	March 2016 Completed, with new classes consistently added
5.02 Provide a parent/community liaison and provide outreach to parents.	Administration	October 2015 Ongoing partnership with the Cuyama Valley Resource Center (CVRC) and the promotora program
5.03 Increase availability of college trips to students and parents.	Administration Counselor	Starting 2015-2016 school year and ongoing
5.04 Implement PBIS student behavior system to improve the inclusiveness of the school culture.	Teachers Administration	August 2015 Program was discontinued with a re-boot planned for the 2019-2020 school year
5.05 Create formal opportunities for parent involvement/engagement was partners in education.	Teachers Administration	January 2016 Ongoing
5.06 Coordinate with SARB and County District Attorney to address truancy.	Administration	August 2015 ongoing