



CUYAMA VALLEY HIGH SCHOOL SELF-STUDY REPORT

4500 Highway 166

New Cuyama, CA 93254

Cuyama Joint Unified School District

November 2-4, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2014 Edition

Cuyama Valley High School WASC/CDE Self-Study Report

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Preface

To address the requirements of the self-study, Cuyama Valley High School began by establishing a leadership team in the spring of 2015. The team was made up of Dr. Paul Chounet, superintendent, and teachers, Kevin Lebsack and Rachel Leyland. The teachers attended two online trainings for the self-study process.

Throughout August and September, stakeholder participation was encouraged. Students were interviewed, as well as various staff members. Due to the small size of the staff, all teachers were included in the process. Teachers participated in several meetings, forming the vision and mission, the school-wide goals, and providing input for the Chapter 4 prompts. LCAP forum data from parents, board members, and community members provided further input.

The self-study was reviewed by the superintendent and leadership team in late September.

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

GENERAL BACKGROUND

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.

Student enrollment has remained stable for the last three years with between 75 and 80 students.

The high school has one administrator, one part time counselor, eight certificated teachers, 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 two instructional assistants. All special education students are included into core content and elective classes where appropriate.

The school provides an intensive English Language Learner program. An ELD program has been developed with dedicated instruction for one class period daily, supporting student learning to develop skills to be successful in the school's more rigorous classes.

The high school is on a modified A-B block schedule that offers a wide variety of classes from online college courses to vocational education and remedial education.

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, 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.

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WASC ACCREDITATION HISTORY

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

Cuyama Valley High School completed a self study report during 2001-2002 and had a full accreditation visit by a three member committee in April of 2002. CVHS was 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.

Cuyama Valley High School's last self –study and full accreditation visit was in March 2009 by a three member team. CVHS was granted a six year accreditation, 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.

GOALS AND INDICATORS OF SUCCESS

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.

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EXPECTED SCHOOL-WIDE LEARNING RESULTS

School-wide Goals	Indicators of Success
<p><u>Academic Proficiency</u></p> <p>Students Will:</p> <ul style="list-style-type: none">• 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 <p><u>Critical Thinking and Problem Solving</u></p> <p>Students Will:</p> <ul style="list-style-type: none">• 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 <p><u>College and Career Readiness</u></p> <p>Students Will:</p> <ul style="list-style-type: none">• Plan and prepare for life beyond high school and acquire skills for success• Set, pursue, and accomplish practical and realistic goals for lifelong employment <p><u>Responsible Citizenship</u></p> <p>Students Will:</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Smarter Balance test results• CELDT scores• class presentations <ul style="list-style-type: none">• Senior Seminar project• Common Core standards <ul style="list-style-type: none">• CSF• ROP and CTE courses <ul style="list-style-type: none">• Community Service Graduation Requirement

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<ul style="list-style-type: none"> • Demonstrate an awareness and respect for cultural diversity that fosters courtesy, justice, and tolerance for individuals and their cultural differences. <p><u>Effective Communication</u></p> <p>Students Will:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Common Core • Speech requirements in most classes
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SCHOOL PROGRAM DATA

ONLINE INSTRUCTION

type of course	offered through	description
College Courses	<ul style="list-style-type: none"> • Allan Hancock Community College • Taft Community College 	Students enroll in these courses with help from the counselor. Students receive both high school and college credit.
Credit Recovery	<ul style="list-style-type: none"> • ODYSSEY computer system. 	Students are placed in credit recovery to prepare students for graduation when they are lacking credits. Some students are enrolled in Individual Studies and monitored by a teacher. Other students work outside of the typical school day and meet with a teacher as necessary.
Online Courses	<ul style="list-style-type: none"> • ODYSSEY computer system. 	Students are able to select from a variety of courses,

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		including AP courses, A-G requirements, and career readiness courses.
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All students have the opportunity to take online classes during the regular school day. Each "Individual Studies" period is monitored by a teacher.

CAREER AND TECHNICAL INSTRUCTION

Cuyama Valley High School offers four courses through ROP and CTE. The courses and descriptions are listed below.

Name of Course	Description
Culinary Arts	Students will be trained for career opportunities in the food service/culinary arts industry. Students will have the opportunity to learn and practice safety and sanitation procedures, and use and maintain commercial food service equipment. They will perform quantity food preparation as it relates to catering, bakery, restaurant, hospitality, and fast food business operations.
Animal Science	This course includes the three circles of Agriculture Education: Students will develop an understanding of the role of FFA in Agriculture education programs; students will understand the benefits of, plan, and implementation of an SAE project; students will complete a course of study that exposes them to a wide range of scientific principles, such as genetics, anatomy, physiology, nutrition, disease, pests, and management practices. Learning activities are varied with classroom, laboratory, and field experiences. Students will be introduced to science and production management principles associated with beef, swine, sheep, dairy, poultry, and equine management practices.
Agriculture Construction/Welding	Students will learn basic skills that will prepare them to apply technical knowledge and skill to current welding process. This course will be based on the American

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	Welding Society (AWS) task list. Students will be prepared to apply technical knowledge and skill in the workplace and in project construction.
Agriculture Mechanics	Students will be offered a course of study that introduces basic skills related to mechanical activities involved with agriculture production and services. Instruction will include field and laboratory application of concepts taught. Students will develop skills in the area of working with hot and cold metal, tool reconditioning, small gas engines, plumbing, painting, and bill of materials preparation. They will receive instruction in ag power units, machinery, equipment, structures, and utilities. An introduction also will be offered that prepares individuals to engage in servicing and maintenance of automobiles.

DEMOGRAPHIC DATA

- 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.

Enrollment trends

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, 64 students were Hispanic/Latino, one was Native American, and 10 were White.

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The predominate primary language other than English is Spanish.
 Currently there are fifty-eight Title 1 students.

Special Needs

Students have the option to take online classes, either through ODYSSEY or through Taft College or Allan Hancock College. Honors and AP classes are offered through ODYSSEY. Special Education services are provided through the Santa Barbara County Office of Education. One full time teacher and two paraprofessionals support students included in regular education classes.

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 (EL, FEP, RFEP)

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

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

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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%

Findings: Truancies are on the rise. Cuyama Valley High School has an active Student Attendance Review Board (SARB).

Discipline Referrals: 2014-2015

Referral	Number
Class disruption	16
Defiance of authority	41
Rude/Disrespectful	21
Unacceptable language	19
Cut class	13
Use of cell phone	23
PDA	7

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Suspensions/Expulsions

2014-2015

Ed Code Section	Offence Description	Total Number of Offences Involved in Expulsions	Total Number of Offences Involved In Suspensions	Total Number of Offences Involved in Other Actions
48900 (k)	Disruption, Defiance	0	2	0
48900 (i)	Obscene Acts, Profanity, and Vulgarity	0	2	0
48900 (a) (1)	Caused Physical Injury	0	1	0
48900 (h)	Possession or Use of Tobacco Products	0	1	0
48900.4	Harassment or Intimidation	0	2	0

2013-2014

Ed Code Section	Offence Description	Total Number of Offences Involved in Expulsions	Total Number of Offences Involved in Suspensions	Total Number of Offences Involved in Other Actions
48900(f)	Property Damage	0	1	0
489009(g)	Property Theft	0	1	0
48900(h)	Possession or Use of Tobacco Products	0	1	0
48900(i)	Obscene Acts, Profanity, and Vulgarity	0	1	0
48900(k)	Disruption, Defiance	0	4 (40%)	0
48915 (a) (1)	Caused Physical Injury	0	1	0

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48915 (a) (2)	Possession of Knife or Dangerous Object	0	1	0
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2012-2013

Ed Code Section	Offense Description	Total Number of Offences Involved in Expulsions	Total Number of Offences Involved in Suspensions	Total Number of Offences Involved in Other Actions
48900 (a) (1)	Caused, Attempted, or Threatened Physical Injury	0	1	0
48900 (g)	Property Theft	0	1	0
48915 (a) (3)	Possession of a Controlled Substance	0	1	0
48900 (i)	Obscene Acts, Profanity, and Vulgarity	0	2	0
48900 (k)	Disruption, Defiance	0	8 (58%)	0
48900.4	Harassment or Intimidation	0	1	0

Findings: 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.

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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%)

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

Safety Conditions

The purpose of the School Safety Plan is to facilitate the communication between teachers, staff, and community in regard to student safety, and the Plan ensures all measures of safety are employed by the District.

The School Safety Plan addresses preparedness for response to earthquake, fire, evacuation procedures, and intruders on campus. All visitors to Cuyama Valley High School are required to sign-in at the high school office.

Administration, teachers, and staff supervise Cuyama Valley High School campus and related school activities. The high school has an excellent working relationship with the Santa Barbara County Sheriff's Department.

Teachers were CPR and first aid certified. Two staff members have also received training in the use of the school's defibrillators and epi pen.

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Staffing

There are nine certificated teachers, one part-time counselor, nurse, and psychologist, and one administrator working at the high school. In addition, there is one ROP instructor. Four paraprofessionals provide support in the library and classes. This number includes 2 special education paraprofessionals.

Currently all of the high school teachers are credentialed. All core area teachers are considered NCLB highly qualified in all the areas they teach. Some are qualified to teach outside of their credentialed areas under Necessary Small High School Education Code (EC44865). All of the certificated staff is certified to teach English language learners. At the present time, no teachers hold a master's degree.

The length of service in the district ranges from one to 19 years with an average of over 12 years in education.

In terms of gender, the certificated teaching staff is 44% female and 56% male. The teaching staff is primarily white with one Hispanic teacher. The average daily attendance rate for teachers in 2014-2015 was 83%. Two teachers are in the TIP program.

Currently, four paraprofessionals work at the high school. One is assigned to the library and one is assigned to a variety of classes and student supervision. Two paraprofessionals work with RSP and SDC students. All paraprofessionals are considered ESEA compliant.

Staff Development

Staff Development for All Teachers	Trainings Attended by Individuals	Advanced Coursework
2014-2015	2014-2015	2014-2015
Common Core ELD strategies Child Abuse Reporting Sexual Harassment Blood Borne Pathogens	Teachers <ul style="list-style-type: none"> • WASC Focus on Learning • CHAMPS • Regional ROP safety workshop • Leadership Coaching • Math pedagogy • Regular Agriculture Education 	Michael Wilson <ul style="list-style-type: none"> • Master's Program: Emergency Management • Math pedagogy
2013-2014	2013-2014	
Anti-Bullying	Teachers <ul style="list-style-type: none"> • WASC Focus on 	

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<p>Common Core Child Abuse Reporting Sexual Harassment Blood Borne Pathogens CPR/First Aid Smarter Balance Assessment</p>	<p>Learning</p> <ul style="list-style-type: none"> • Read 180 • Common Core ELA/ELD • Common Core Science • School Safety • Faronics/social media training • Resume writing • Career advancement seminars • Regular Agriculture Education <p style="text-align: center;">2012-2013</p> <p>Teachers</p> <ul style="list-style-type: none"> • BTSA • Vocabulary Development by Kate Kinsella • Permaculture • Derricks to Desks • Common Core Social Science • Regular Agriculture Education 	
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Extra Curricular Activities

Extra-curricular activities play an important role in students' lives at CVHS. Most students choose to become involved in a variety of activities. Students are not required to try out for sports; any who want to play may join the team.

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

District policies/school financial support/SARC

The Santa Barbara County Education Office has reviewed the district's adopted budget for the period 2014-15. The budget was approved pursuant to the provisions of Education Code Section 42127(c) (d). The county's approval included an assessment and analysis of the following major components of the district's budget: unrestricted ending fund balances and state minimum reserves, average daily attendance (ADA) and enrollment, revenue and expenditure projections and deficit spending trends, categorical flexibility and federal stimulus, salary settlements and long term debt. Restricted funds support instructional activities. A detailed financial report is included in the 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.

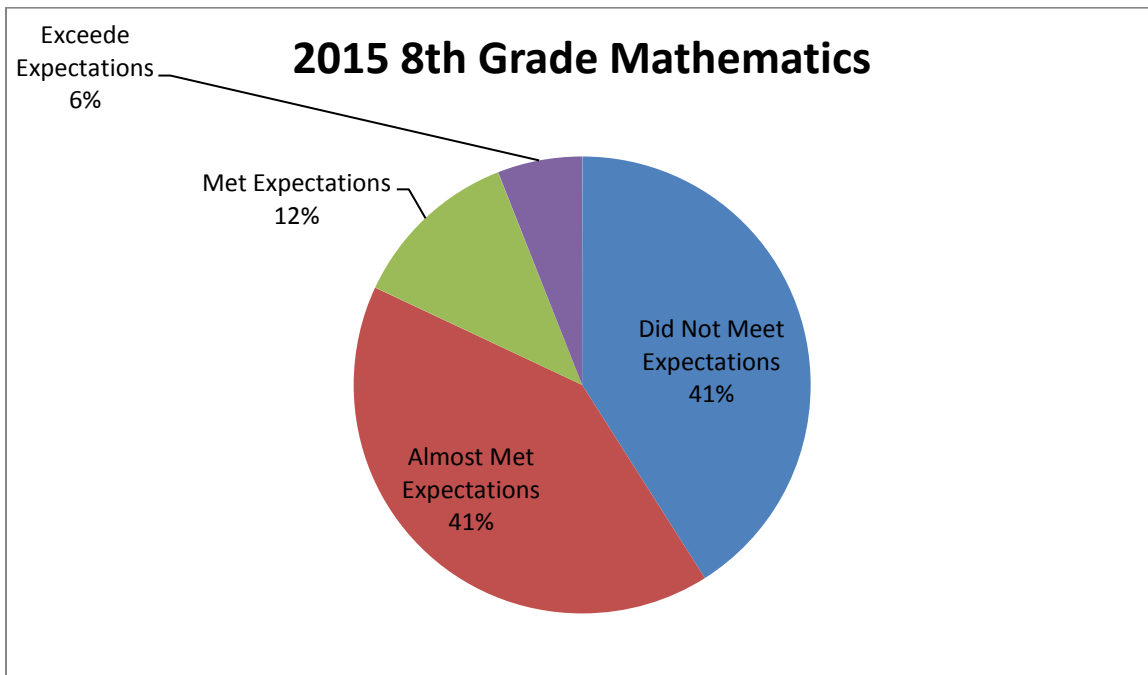
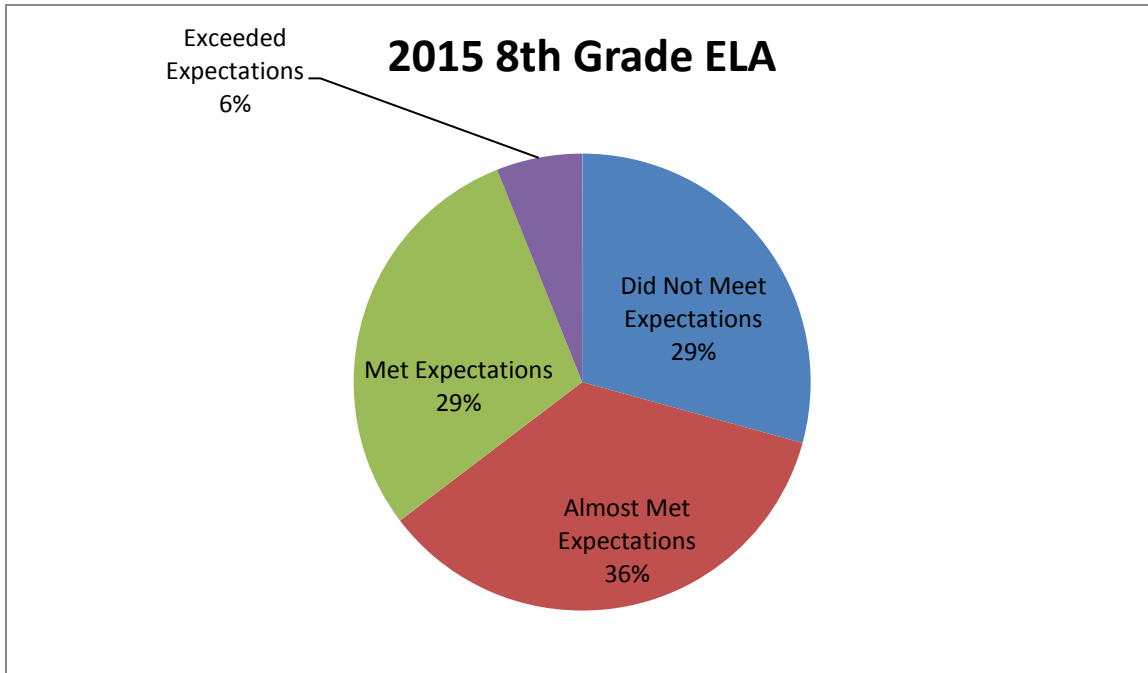
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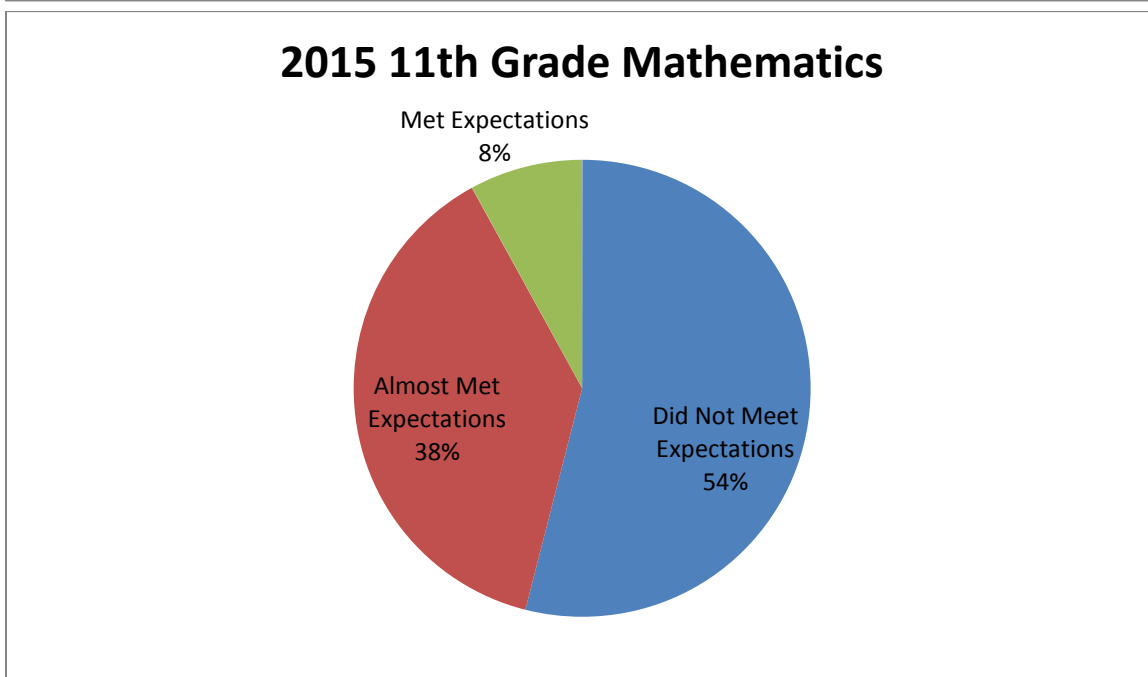
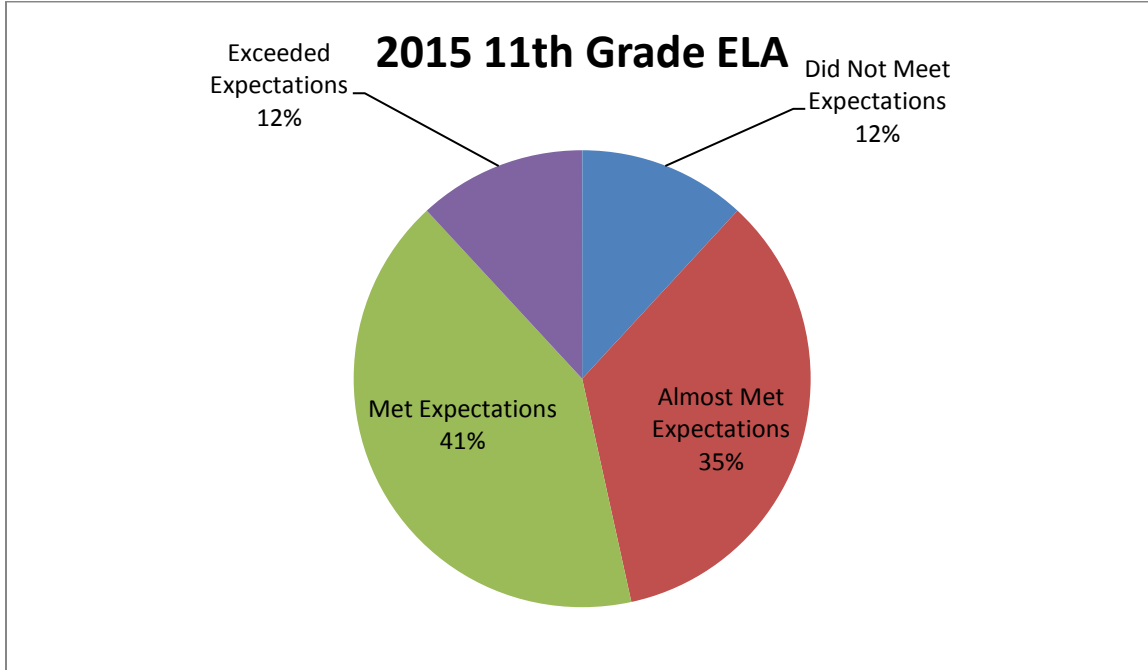
STUDENT PERFORMANCE DATA

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
Black or African American	0		0		0			
American Indian or Alaska Native	0		0		0			
Asian	0		0		0			
Filipino	0		0		0			
Hispanic or Latino	33	661	33	685	47	683	676	677
Native Hawaiian or Pacific Islander	0		0		0			
White	0		12	738	10			
Two or More Races	0		1		1			
Socioeconomically Disadvantaged	39	682	36	682	41	663	676	675
English Learners	19	534	22	622	27	590	582	585
Students with Disabilities	3		3		5			

Smarter Balance





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CSTs: Scores with * not numerically significant

2012-2013: English-Language Arts

<i>Result Type</i>	9	10	11
<i>Students Tested</i>	25	18	15
<i>% of Enrollment</i>	96.2	100	100
<i>Students with Scores</i>	25	18	15
<i>Mean Scale Score</i>	357.2	312.5	345.3
<i>% Advanced</i>	20%	6%	20%
<i>% Proficient</i>	44%	17%	33%
<i>% Basic</i>	16%	28%	27%
<i>% Below Basic</i>	12%	39%	13%
<i>% Far Below Basic</i>	8%	11%	7%

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2011-2012: English Language Arts

<i>Result Type</i>	<i>9</i>	<i>10</i>	<i>11</i>
<i>Students Tested</i>	18	19	11
<i>% of Enrollment</i>	100	100	100
<i>Students with Scores</i>	18	19	11
<i>Mean Scale Score</i>	318.2	337.5	336.0
<i>% Advanced</i>	0%	11%	0%
<i>% Proficient</i>	22%	37%	45%
<i>% Basic</i>	50%	32%	27%
<i>% Below Basic</i>	17%	16%	27%
<i>% Far Below Basic</i>	11%	5%	0%

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2010-2011: English Language Arts

<i>Result Type</i>	9	10	11
<i>Students Tested</i>	19	14	22
<i>% of Enrollment</i>	100	100	100
<i>Students with Scores</i>	19	14	22
<i>Mean Scale Score</i>	354.5	351.7	334.5
<i>% Advanced</i>	32%	21%	5%
<i>% Proficient</i>	21%	29%	32%
<i>% Basic</i>	26%	29%	45%
<i>% Below Basic</i>	21%	21%	18%
<i>% Far Below Basic</i>	0%	0%	0%

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2012-2013: Algebra I

<i>Result Type</i>	9	11
<i>Students Tested</i>	24	3
<i>% of Enrollment</i>	92.3	100
<i>Students with Scores</i>	24	3
<i>Mean Scale Score</i>	327.8	*
<i>% Advanced</i>	8%	*
<i>% Proficient</i>	29%	*
<i>% Basic</i>	21%	*
<i>% Below Basic</i>	33%	*
<i>% Far Below Basic</i>	8%	*

2011-2012: Algebra I

<i>Result Type</i>	9
<i>Students Tested</i>	18
<i>% of Enrollment</i>	100
<i>Students with Scores</i>	18
<i>Mean Scale Score</i>	281.0
<i>% Advanced</i>	0%
<i>% Proficient</i>	6%
<i>% Basic</i>	28%
<i>% Below Basic</i>	39%
<i>% Far Below Basic</i>	28%

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2010-2011: Algebra I

<i>Result Type</i>	9	10
<i>Students Tested</i>	19	6
<i>% of Enrollment</i>	100	42.9
<i>Students with Scores</i>	19	6
<i>Mean Scale Score</i>	313.7	*
<i>% Advanced</i>	0%	*
<i>% Proficient</i>	37%	*
<i>% Basic</i>	11%	*
<i>% Below Basic</i>	32%	*
<i>% Far Below Basic</i>	21%	*

Geometry: 10th Grade

<i>Result Type</i>	2012-2013	2011-2012	2010-2011
<i>Students Tested</i>	17	19	7
<i>% of Enrollment</i>	94.4	100	50.0
<i>Students with Scores</i>	17	19	7
<i>Mean Scale Score</i>	252.6	293.2	*
<i>% Advanced</i>	0%	0%	*
<i>% Proficient</i>	0%	11%	*
<i>% Basic</i>	12%	37%	*
<i>% Below Basic</i>	35%	32%	*
<i>% Far Below Basic</i>	53%	21%	*

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Algebra II: 11th Grade

<i>Result Type</i>	<i>2012-2013</i>	<i>2011-2012</i>	<i>2010-2011</i>
<i>Students Tested</i>	8	2	10
<i>% of Enrollment</i>	53.3	18.2	45.5
<i>Students with Scores</i>	8	2	10
<i>Mean Scale Score</i>	*	*	*
<i>% Advanced</i>	*	*	*
<i>% Proficient</i>	*	*	*
<i>% Basic</i>	*	*	*
<i>% Below Basic</i>	*	*	*
<i>% Far Below Basic</i>	*	*	*

World History: 10th Grade

<i>Result Type</i>	<i>2012-2013</i>	<i>2011-2012</i>	<i>2010-2011</i>
<i>Students Tested</i>	18	19	14
<i>% of Enrollment</i>	100	100	100
<i>Students with Scores</i>	18	19	14
<i>Mean Scale Score</i>	313.5	342.9	351.5
<i>% Advanced</i>	11%	11%	21%
<i>% Proficient</i>	11%	21%	29%
<i>% Basic</i>	28%	53%	21%
<i>% Below Basic</i>	28%	5%	21%
<i>% Far Below Basic</i>	22%	11%	7%

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US History: 11th Grade

<i>Result Type</i>	<i>2012-2013</i>	<i>2011-2012</i>	<i>2010-2011</i>
<i>Students Tested</i>	15	11	22
<i>% of Enrollment</i>	100	100	100
<i>Students with Scores</i>	15	11	22
<i>Mean Scale Score</i>	336.9	330.4	340.7
<i>% Advanced</i>	7%	9%	14%
<i>% Proficient</i>	40%	27%	32%
<i>% Basic</i>	40%	36%	27%
<i>% Below Basic</i>	0%	18%	18%
<i>% Far Below Basic</i>	13%	9%	9%

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Life Science: 10th Grade

<i>Result Type</i>	<i>2012-2013</i>	<i>2011-2012</i>	<i>2010-2011</i>
<i>Students Tested</i>	17	19	14
<i>% of Enrollment</i>	94.4	100	100
<i>Students with Scores</i>	217	19	14
<i>Mean Scale Score</i>	313.2	349.6	353.8
<i>% Advanced</i>	12%	11%	21%
<i>% Proficient</i>	12%	37%	36%
<i>% Basic</i>	24%	32%	21%
<i>% Below Basic</i>	24%	11%	14%
<i>% Far Below Basic</i>	29%	11%	7%

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Biology: 10th Grade (no testing was held for 2012-2013)

<i>Result Type</i>	<i>2011-2012</i>	<i>2010-2011</i>
<i>Students Tested</i>	19	14
<i>% of Enrollment</i>	100	100
<i>Students with Scores</i>	19	14
<i>Mean Scale Score</i>	331.6	346.1
<i>% Advanced</i>	5%	14%
<i>% Proficient</i>	32%	29%
<i>% Basic</i>	47%	43%
<i>% Below Basic</i>	5%	7%
<i>% Far Below Basic</i>	11%	7%

Earth Science: 9th Grade

<i>Result Type</i>	<i>2012-2013</i>	<i>2011-2012</i>	<i>2010-2011</i>
<i>Students Tested</i>	26	18	19
<i>% of Enrollment</i>	100	100	100
<i>Students with Scores</i>	26	18	19
<i>Mean Scale Score</i>	331.5	312.1	333.5
<i>% Advanced</i>	15%	6%	11%
<i>% Proficient</i>	15%	17%	21%
<i>% Basic</i>	42%	28%	42%
<i>% Below Basic</i>	15%	22%	21%
<i>% Far Below Basic</i>	12%	28%	5%

Cuyama Valley High School WASC/CDE Self-Study Report

Physics: 11th Grade

<i>Result Type</i>	<i>2012-2013</i>	<i>2010-2011</i>
<i>Students Tested</i>	7	2
<i>% of Enrollment</i>	46.7	9.1
<i>Students with Scores</i>	7	2
<i>Mean Scale Score</i>	*	*
<i>% Advanced</i>	*	*
<i>% Proficient</i>	*	*
<i>% Basic</i>	*	*
<i>% Below Basic</i>	*	*
<i>% Far Below Basic</i>	*	*

Chemistry: 11th Grade

<i>Result Type</i>	<i>2011-2012</i>
<i>Students Tested</i>	2
<i>% of Enrollment</i>	18.2
<i>Students with Scores</i>	2
<i>Mean Scale Score</i>	*
<i>% Advanced</i>	*
<i>% Proficient</i>	*
<i>% Basic</i>	*
<i>% Below Basic</i>	*
<i>% Far Below Basic</i>	*

Cuyama Valley High School WASC/CDE Self-Study Report

CAHSEE

*California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Program (Combined 2014) for (Grade 10)*

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Cuyama Valley High	# Tested	Math	26	1	9	7	18	8
Cuyama Valley High	Passing	Math	19 (73%)	=	=	=	13 (72%)	=
Cuyama Valley High	# Tested	ELA	25	1	9	7	17	8
Cuyama Valley High	Passing	ELA	18 (72%)	=	=	=	13 (76%)	=

Cuyama Valley High School WASC/CDE Self-Study Report

*California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Program (Combined 2013) for (Grade 10)
Cuyama Valley High - 4231205*

To protect privacy, "-" appears in place of test scores wherever those scores are based on 10 or fewer students.

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Cuyama Valley High	# Tested	Math	17	0	13	1	13	2
Cuyama Valley High	Passing	Math	14 (82%)	=	10 (77%)	=	10 (77%)	=
Cuyama Valley High	# Tested	ELA	17	0	13	1	13	2
Cuyama Valley High	Passing	ELA	11 (65%)	=	7 (54%)	=	7 (54%)	=

Cuyama Valley High School WASC/CDE Self-Study Report

*California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Program (Combined 2012) for (Grade 10)
Cuyama Valley High - 4231205*

- To protect privacy, "-" appears in place of test scores wherever those scores are based on 10 or fewer students.

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

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CAHSEE results for Eleventh (11th) Grade students: 2014

School	Tested or Passing	Subject	All Students	Female	Male	Hispanic or Latino	Black or African American	White	Two or more races
Cuyama Valley High	# Tested	Math	2	2	0	2	0	0	0
Cuyama Valley High	Passing	Math	-	-	-	-	-	-	-
Cuyama Valley High	# Tested	ELA	4	1	3	4	0	0	0
Cuyama Valley High	Passing	ELA	-	-	-	-	-	-	-

CAHSEE results for Twelfth (12th) Grade Students: 2014

School	Tested or Passing	Subject	All Students	Female	Male	Hispanic or Latino	White	Two or more races
Cuyama Valley High	# Tested	Math	1	1	0	1	0	0
Cuyama Valley High	Passing	Math	-	-	-	-	-	-
Cuyama Valley High	# Tested	ELA	1	1	0	1	0	0
Cuyama Valley High	Passing	ELA	-	-	-	-	-	-

Cuyama Valley High School WASC/CDE Self-Study Report

CAHSEE results for Eleventh (11th) Grade Students: 2013

School	Tested or Passing	Subject	All Students	Female	Male	Hispanic or Latino	White	Two or more races
Cuyama Valley High	# Tested	Math	1	1	0	1	0	0
Cuyama Valley High	Passing	Math	-	-	-	-	-	-
Cuyama Valley High	# Tested	ELA	3	1	2	2	1	0
Cuyama Valley High	Passing	ELA	-	-	-	-	-	-

CAHSEE results for Twelfth (12th) Grade Students: 2013

No data for this school site

Cuyama Valley High School WASC/CDE Self-Study Report

CAHSEE results for Eleventh (11th) Grade Students: 2012

School	Tested or Passing	Subject	All Students	Female	Male	Hispanic or Latino	White	Two or more races
Cuyama Valley High	# Tested	Math	2	2	0	2	0	0
Cuyama Valley High	Passing	Math	-	-	-	-	-	-
Cuyama Valley High	# Tested	ELA	1	1	0	1	0	0
Cuyama Valley High	Passing	ELA	-	-	-	-	-	-

CAHSEE Results for Twelfth Grade Students: 2012

School	Tested or Passing	Subject	All Students	Female	Male	Hispanic or Latino	White	Two or more races
Cuyama Valley High	# Tested	Math	1	0	1	0	1	0
Cuyama Valley High	Passing	Math	-	-	-	-	-	-
Cuyama Valley High	# Tested	ELA	0	0	0	0	0	0
Cuyama Valley High	Passing	ELA	-	-	-	-	-	-

Cuyama Valley High School WASC/CDE Self-Study Report

AYP

PI Status: In PI

Made AYP: Yes

Met 4 of 4 AYP Criteria

Participation Rate

	Target	Criteria met
English-Language Arts Target	95%	Yes
Mathematics Target	95%	Yes

Groups	<u>ELA Enrollment First Day of Testing</u>	<u>ELA Number of Students Tested</u>	<u>ELA Rate</u>	<u>ELA Met 2014 Criteria</u>	<u>ELA Alternative Method</u>	<u>Math Enrollment First Day of Testing</u>	<u>Math Number of Students Tested</u>	<u>Math Rate</u>	<u>Math Met 2014 AYP Criteria</u>	<u>Math Alternative Method</u>
Schoolwide	26	25	97	Yes	EN	26	26	100	Yes	EN
Black or African American	0	0	--	--	--	0	0	--	--	--
American Indian or Alaska Native	1	1	100	--	--	1	1	100	--	--
Asian	1	1	100	--	--	1	1	100	--	--
Filipino	0	0	--	--	--	0	0	--	--	--
Hispanic or Latino	21	21	100	--	--	21	21	100	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	0	0	--	--	--
White	3	2	67	--	--	3	3	100	--	--
Two or	0	0	--	--	--	0	0	--	--	--

Cuyama Valley High School WASC/CDE Self-Study Report

More Races										
Socioeconomically Disadvantaged	19	18	95	--	--	19	19	100	--	--
English Learners	12	12	100	--	--	12	12	100	--	--
Students with Disabilities	3	2	67	--	--	3	3	100	--	--

Percent Proficient - Annual Measurable Objectives (AMOs)

	Target	Criteria met
English-Language Arts Target	100	Yes
Mathematics Target	100	Yes

Groups	<u>EL A Valid Scores</u>	<u>ELA Number At or Above Proficient</u>	<u>ELA Percent At or Above Proficient</u>	<u>ELA Met 2014 Criteria</u>	<u>ELA Alternative Method</u>	<u>Math Valid Scores</u>	<u>Math Number At or Above Proficient</u>	<u>Math Percent At or Above Proficient</u>	<u>Math Met 2014 AYP Criteria</u>	<u>Math Alternative Method</u>
Schoolwide	25	11	44	Yes	SH	25	12	48	Yes	SH
Black or African American	0	--	--	--	--	0	--	--	--	--
American Indian or Alaska Native	1	--	--	--	--	1	--	--	--	--
Asian	1	--	--	--	--	1	--	--	--	--

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Filipino	0	--	--	--	--	0	--	--	--	--
Hispanic or Latino	21	8	38.1	--	--	21	10	47.6	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	0	--	--	--	--
White	2	--	--	--	--	2	--	--	--	--
Two or More Races	0	--	--	--	--	0	--	--	--	--
Socioeconomically Disadvantaged	18	8	44.4	--	--	18	8	44.4	--	--
English Learners	12	2	16.7	--	--	12	0	0	--	--
Students with Disabilities	2	--	--	--	--	2	--	--	--	--

Graduation Rate Goal: 90 Percent

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
N/A	N/A	N/A

Current Year: Graduation Rate Results

Groups	<u>2013 Cohort Graduation Rate (class of 2011-12)</u>	<u>2014 Cohort Graduation Rate (class of 2012-13)</u>	<u>2014 Target Graduation Rate</u>	<u>2014 Graduation Rate Criteria Met</u>	<u>2015 Target Graduation Rate Class of 2013-14)</u>	<u>Exclusion/Alternative Method</u>
Schoolwide	--	--	N/A	N/A	N/A	U50
Black or African American	--	--	N/A	N/A	N/A	U50

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American Indian or Alaska Native	--	--	N/A	N/A	N/A	U50
Asian	--	--	N/A	N/A	N/A	U50
Filipino	--	--	N/A	N/A	N/A	U50
Hispanic or Latino	--	--	N/A	N/A	N/A	U50
Native Hawaiian or Pacific Islander	--	--	N/A	N/A	N/A	U50
White	--	--	N/A	N/A	N/A	U50
Two or More Races	--	--	N/A	N/A	N/A	U50
Socioeconomically Disadvantaged	--	--	N/A	N/A	N/A	U50
English Learners	--	--	N/A	N/A	N/A	U50
Students with Disabilities	--	--	N/A	N/A	N/A	U50

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

CELDT

2014-2015

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%)

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Number Tested	5 (100.0%)	7 (100.0%)	5 (100.0%)	5 (100.0%)	22 (100.0%)
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2013-2014

Performance Level	9	10	11	12	Total
Advanced	1 (13.0%)	(0.0%)	2 (20.0%)	***	4 (13.0%)
Early Advanced	3 (38.0%)	4 (44.0%)	4 (40.0%)	***	12 (40.0%)
Intermediate	4 (50.0%)	3 (33.0%)	3 (30.0%)	***	11 (37.0%)
Early Intermediate	(0.0%)	1 (11.0%)	1 (10.0%)	***	2 (7.0%)
Beginning	(0.0%)	1 (11.0%)	(0.0%)	***	1 (3.0%)
Number Tested	8 (100.0%)	9 (100.0%)	10 (100.0%)	3 (100.0%)	30 (100.0%)

2012-2013

Performance Level	9	10	11	12	Total
Advanced	(0.0%)	2 (15.0%)	(0.0%)	***	4 (14.0%)
Early Advanced	1 (13.0%)	7 (54.0%)	3 (75.0%)	***	11 (39.0%)
Intermediate	6 (75.0%)	3 (23.0%)	(0.0%)	***	10 (36.0%)
Early Intermediate	1 (13.0%)	1 (8.0%)	1 (25.0%)	***	3 (11.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)
Number Tested	8 (100.0%)	13 (100.0%)	4 (100.0%)	3 (100.0%)	28 (100.0%)

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Title III Accountability

Preliminary 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data

This is preliminary English Learners (ELs) report data on the annual measurable achievement objectives (AMAOs) 1 and 2 for 2014-15. The 2014-15 Title III Accountability Report will be released in Fall 2015.

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers	85
Number with Required Prior CELDT Scores	85
Percentage with Required Prior CELDT Scores	100%
Number in Cohort Meeting Annual Growth Target	44
Percentage Meeting AMAO 1 in LEA	51.8%
2014-15 Target	60.5%
Met Target for AMAO 1	No

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2014-15 English Learners in Cohort	55
Number in Cohort Attaining the English Proficient Level	14
Percentage in Cohort Attaining the English Proficient Level	25.5%
2014-15 Target	24.2%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2014-15 English Learners in Cohort	40
Number in Cohort Attaining the English Proficient Level	14
Percentage in Cohort Attaining the English Proficient Level	35.0%
2014-15 Target	50.9%
Cohort Met Target	No
Met Targets for AMAO 2	No

2013-14 Title III Accountability Reports Local Educational Agency (LEA) Level Data

The Title III Accountability Report indicates the status of each Title III-funded local educational agency (LEA) or consortium in meeting the three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2013-14 Annual CELDT Takers	96
Number with Required Prior CELDT Scores	96
Percentage with Required Prior CELDT Scores	100%

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Number in Cohort Meeting Annual Growth Target	52
Percentage Meeting AMAO 1 in LEA	54.2%
2013-14 Target	59.0%

Met Target for AMAO 1 **No**

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2013-14 English Learners in Cohort	56
Number in Cohort Attaining the English Proficient Level	17
Percentage in Cohort Attaining the English Proficient Level	30.4%
2013-14 Target	22.8%

Cohort Met Target **Yes**

5 Years or More Cohort

Number of 2013-14 English Learners in Cohort	52
Number in Cohort Attaining the English Proficient Level	21
Percentage in Cohort Attaining the English Proficient Level	40.4%
2013-14 Target	49.0%

Cohort Met Target No

Met Targets for AMAO 2 **No**

English-Language Arts

Met Participation Rate for English Learner student group Yes

Met Percent Proficient or Above for English Learner student group No

Mathematics

Met Participation Rate for English Learner student group Yes

Met Percent Proficient or Above for English Learner student group No

Met Graduation Rate for English Learner student group **N/A**

Met Targets for AMAO 3 **No**

Special Conditions

AYP Year13

Met All AMAO Criteria

Met all AMAOs **No**

Number of Consecutive Years Not Meeting AMAOs

Number of Years **2**

2012-13 Title III Accountability Reports Local Educational Agency (LEA) Level Data

The Title III Accountability Report indicates the status of each Title III-funded local educational agency (LEA) or consortium in meeting the three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2012-13 Annual CELDT Takers	106
Number with Required Prior CELDT Scores	106
Percentage with Required Prior CELDT Scores	100%
Number in Cohort Meeting Annual Growth Target	61
Percentage Meeting AMAO 1 in LEA	57.5%
2012-13 Target	57.5%
Met Target for AMAO 1	Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2012-13 English Learners in Cohort	55
Number in Cohort Attaining the English Proficient Level	19
Percentage in Cohort Attaining the English Proficient Level	34.5%
2012-13 Target	21.4%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2012-13 English Learners in Cohort	60
Number in Cohort Attaining the English Proficient Level	29
Percentage in Cohort Attaining the English Proficient Level	48.3%
2012-13 Target	47.0%
Cohort Met Target	Yes

Met Targets for AMAO 2

English-Language Arts

Met Participation Rate for English Learner student group	Yes
Met Percent Proficient or Above for English Learner student group	No

Mathematics

Met Participation Rate for English Learner student group	Yes
Met Percent Proficient or Above for English Learner student group	No

Met Graduation Rate for English Learner student group **N/A**

Met Targets for AMAO 3 **No**

Special Conditions

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AYP Year

Met All AMAO Criteria

Met all AMAOs

No

Number of Consecutive Years Not Meeting AMAOs

Number of Years

1

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.

SAT stats

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

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.

Continuing Education Data

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	11th	12th	Total
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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.

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

Findings: 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.

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Dropout Rates

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

Findings: 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.

PERCEPTION DATA

- Results of the LCAP forums can be found in the appendix

Cuyama Valley High School WASC/CDE Self-Study Report

Chapter II: Progress Report

Significant developments since prior full visit

Several changes have occurred at Cuyama Valley High School since the last full visit in 2009.

Staff

Since the last full visit, staffing at Cuyama Valley High School has changed. A new superintendent started at the beginning of the 2014-2015 school year. A fully qualified math teacher has been hired. A new teaching position has been added, while two teachers began a TOSA administrative assignment while remaining in the classroom half time.

Facilities

CVHS has made several improvements since 2009. A solar power system has been added. The cafeteria kitchens have been completely upgraded with new appliances and facilities. A new sprinkler system has been put in place in the front of the high school. All light bulbs were replaced with more energy efficient bulbs.

Technology

CVHS still faces some issues with technology but progress has been made. Wi-Fi has been made available throughout the campus for teachers and staff. While increasing Internet bandwidth continues to be a challenge, it has improved. New computers have been installed in the computer lab. Internet based phones have been installed throughout the campus. Technology issues are addressed by an outside provider, Lamotta.

Academic Improvement Progress

Since the last visit in 2012, focusing on teaching the Common Core State Standards has been a priority as a means to increase student achievement. Reading and writing has been emphasized throughout the disciplines. The ELD class adopted the English 3D program to better target English Learner needs.

Teachers are aligning formative and summative assessments to reflect the new rigorous requirements for the Common Core.

The Master Schedule was re-worked for the 2015-2016 school year. Students may now select Individual Studies and take more challenging courses and CTE courses. As a means to better meet a-g requirements, all sophomores are enrolled in Algebra 2, and all juniors will be enrolled in Geometry. Currently, juniors are enrolled in Algebra 2. It was found that many students were not taking the 3 years of rigorous math as required for colleges and universities.

The school will be adopting new Common Core aligned curriculum as it become available over the next two years.

Student Support

Students now are able to make up failed classes through ODYSSEY at an earlier date. Class selection has opened up through the use of ODYSSEY, giving more students greater options.

Cuyama Valley High School WASC/CDE Self-Study Report

School-wide Areas for Critical Follow-up

Prior Full 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 Review, 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

Ongoing Follow up Process

We believe that we have not monitored the Single School Plan for Student Achievement well since the prior self study. Through the WASC process, we see what a critical need it is. The staff realizes how important it is to revisit and revise the established goals and to follow up on the recommendations of the visiting committee.

There has been a shift in focus due to the adoption of the Common Core state standards and Smarter Balance assessment. Our goals reflect this change in focus.

There has been an adoption of new materials in the ELD class, which provides for more targeted instruction. As a result, CELDT levels have improved.

Technology has improved since the last full self study. There continues to be challenges regarding Internet capabilities.

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School-wide Action Plan Progress

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

As a first time passage rate, Cuyama Valley High School did not meet this goal. By the time of graduation, students were making this goal. Due to the suspension of the CAHSEE, this goal is no longer relevant.

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

The campus continued to struggle with this goal, and did not meet it, while the CST was being administered. Until the 2014-2014 school year, there continued to be a high turnover in the math teaching position. In addition, the shift changed from standards-based curriculum to Common Core curriculum. The grades of D and F are still highest in this subject area. In reviewing the new Smarter Balance data, the staff believes that math continues to be a challenge.

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%.

Overall, Cuyama Valley High School met this goal. Students scored very well in the spring 2015 Smarter Balance testing. As the student demographics have changed, more students struggle with ELA, especially with the adoption of the rigorous Common Core standards. Across the subjects, teachers have been implementing more reading and writing.

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. Currently, a majority of our English Learners are not making adequate progress I learning English, attaining English proficiency and scored basic, below basic, or far below basic in ELA and Math. The parents on the English Language Advisory Committee believe that for students to be successful in their classrooms it is important that they are proficient in the English language.

ELD continues to be a challenge at the high school. While students are not progressing through the CELDT levels at one per year, scores are on the rise. Re-designations are on the rise. The implementation of English 3D, along with a continuity of instruction, is helping students attain progress. Most students have indicated that they have a lower literacy rate in their primary language, and many are long term EL students. Many English learners are struggling with the rigor of Common Core.

The following steps were taken for all of the goals listed above:

Student Support Services

- Tutoring is available for all students
- Ninth grade students are eligible to attend ASES afterschool program at the elementary school
- Remedial Algebra I class implemented
- CAHSEE ELA and Math courses are assigned through the ODYSSEY system

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Teacher Training

- all staff have participated in Common Core and ELD trainings throughout 2014-2015
- all staff have participated in Smarter Balance assessment training

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Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Significant Student Performance Data

Since 2009, Cuyama Valley High School has continued to be challenged by the changing needs of our students. Upon analyzing various data, CVHS staff decided there were several areas of critical needs to focus on. Smarter Balance and CST data revealed that there needs to be a focus on improving in ELA and math. The rigorous demands of Common Core are challenging for many students. Looking at CELDT scores and analyzing the length of time students have remained English Learners is an area that needs to be addressed. The Healthy Kids survey revealed that students are feeling less of a connection to school, particularly as they progress from freshmen to seniors.

Critical Learner Need #1: Increase Academic Performance in English/Language Arts.

Essential questions based on the analysis of the data were:

- How can we build higher order writing skills across the disciplines?
- How do we enable students to be able to read a variety of formats and be able to decode and comprehend the information presented?
- How do we effectively organize and deliver the curriculum to address the new Common Core standards?

Schoolwide learner outcomes addressed

- **Academic Proficiency**
- **Critical Thinking and Problem Solving**
- **College and Career Readiness**

Critical Learner Need #2: Increase Academic Performance in Mathematics.

Essential questions based on the analysis of the data were:

- How do we prepare students to understand and apply mathematical vocabulary and concepts to solve real life problems?
- What type of strategies will help students analyze, interpret, and evaluate significant concepts within a variety of applications?
- How do we ensure that students will leave high school ready for college and/or careers?

Schoolwide learner outcomes addressed

- **Academic Proficiency**
- **Critical Thinking and Problem Solving**
- **College and Career Readiness**

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Critical Learner Need #3: Increase the number of English Language Learners attaining fluency and gaining access to all school programs.

Essential questions based on the analysis of the data were:

- How do we assist students in attaining fluency in a timelier manner?
- How do we improve a-g course access?
- What teaching strategies best meet the needs of English Learners in all classes?

Schoolwide learner outcomes addressed

- **Academic Proficiency**
- **Critical Thinking and Problem Solving**
- **College and Career Readiness**

Critical Learner Need #4: Increase school connectedness through increased student and parental involvement.

Essential questions based on the analysis of the data were:

- How do we raise student connectedness to school as they progress from ninth to twelfth grade?
- How do we motivate students academically and help them to understand the impact of their academic success?
- How do we encourage parents to become an integral part of the school?

Schoolwide learner outcomes addressed

- **Effective Communication**
- **Responsible Citizenship**

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Chapter IV: Self-Study Findings

A1. Organization Criterion

The school has 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. Supported by the governing board and the central administration, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
<p>To prepare for the writing of the LCAP, a parent and community forums were held February 17 and May 26 to gather input on areas of focus for the Cuyama Joint Unified School District. The results of these forums were five goals with detailed action plans.</p>	<ul style="list-style-type: none"> • Student, staff, and parent survey analysis • LCAP
<p>Parents, students, staff, and community participate in School Site Council, ELAC and DELAC to ensure the school’s vision, mission, and goals</p>	<ul style="list-style-type: none"> • School Site Council agenda • ELAC/DELAC agenda
<p>CVHS uses a variety of methods to communicate with staff, parents, and community such as the newsletter, website, School Site Council, emails, and board meetings. The superintendent attends the following meetings: Cuyama Valley</p>	<ul style="list-style-type: none"> • Board meeting agendas and minutes • School Site Council agendas and minutes • Newsletter • Emails

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Community Association (as president), Recreation District, and Cuyama Valley Resource Center.	
School Site Council, ELAC and DELAC meetings are an ongoing process.	<ul style="list-style-type: none"> • School Site Council agenda and minutes • ELAC/DELAC meetings are held every other month

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
<p>Information is collected and analyzed by the staff to form the mission and vision of the school.</p> <p>The staff is very involved with the development and revision of the mission and vision of the school.</p>	<ul style="list-style-type: none"> • LCAP
We could improve on encouraging more parental and community involvement	<ul style="list-style-type: none"> • Sign-in sheets for Back to School Night

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes

Findings	Supporting Evidence
At the beginning of the school year, parent information packets are sent home. In addition, student/parent handbooks are sent home, to be signed, and returned.	<ul style="list-style-type: none"> • WASC timeline • Student/Parent Handbook

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We could improve on informing all stakeholders on up to date information on the vision, mission, goals, and action plans of CVHS.	
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Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
The staff is very involved with the development and revision of the mission and vision of the school.	<ul style="list-style-type: none"> • WASC timeline

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>More students and community members could be involved in the development of the mission and vision of the school.</p> <p>Formal teacher time for updates and review can be built into the schedule.</p>	<ul style="list-style-type: none"> • WASC timeline

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs*

Findings	Supporting Evidence
It is essential that all stakeholders stay informed on the vision, mission, goals, and action plans.	<ul style="list-style-type: none"> • WASC timeline

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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
<p>The selection, composition, and specific duties of the governing board are found in the board policy binder that is available in the district office. Anyone interested in becoming a board member may apply for candidacy at the County Registrar of Voters office in Santa Maria. Candidates are welcome to come into the District office to obtain information from the Superintendent or office staff. The board has held workshops on boardsmanship. Members learn board member rules and expectations of duties. These workshops are often held when there is a turnover in representation to help new boards members transition into their responsibilities. Officers of the board are nominated and elected at the December meeting. Regular boards meetings are typically held the second Thursday of the month and the agenda is posted in advance.</p>	<ul style="list-style-type: none"> • Board policies • Minutes and agendas

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the adequacy of the policies to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
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<p>The board policies are significantly out of date. The superintendent communicates with the board through his weekly newsletter.</p>	<ul style="list-style-type: none"> • Board minutes • Superintendent’s newsletter
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Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>As this is a new program, board policies are being developed at this time.</p>	<ul style="list-style-type: none"> • Board meeting minutes

Understanding the Role of the Governing Board

Indicator: The school and business community understands the governing board’s role, including how parents can participate in the school’s governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance.*

Findings	Supporting Evidence
<p>The community and parents are made aware of board meeting agenda items and topics of discussion, and location.</p> <p>The public has the opportunity to speak on school issues and participate in school activities.</p>	<ul style="list-style-type: none"> • District posts board agendas in prominent locations • Public comments at meetings • Participation by board members in school activities (for example, Back to School Night, graduation)

Governing Board’s Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the processes for involving the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.*

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<p>Goals are adopted by the school board.</p> <p>Board policies address the instructional programs and development of school wide learner outcomes.</p>	<ul style="list-style-type: none"> • Board agenda and minutes • Boards policies
<p>The board approves school and district plans.</p>	<ul style="list-style-type: none"> • Board agenda and minutes

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

<p>The board policy delineates the difference between governance and management.</p> <p>The board participates in governance workshops and professional development.</p>	<ul style="list-style-type: none"> • Board policy • Board handbook • Workshop agendas • Conference registration
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Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Supporting Evidence
<p>The district does an annual report on student performance.</p> <p>The board participates in budget workshops in regular board meetings.</p> <p>The board approves LCAP, LEA, and SPSA</p>	<ul style="list-style-type: none"> • LCAP • LEA plan • SPSA • Agendas/minutes • County approval

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plans.	
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Complaint and Conflict Resolution Procedures

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

Prompt: *Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.*

Findings	Supporting Evidence
There are clear policies and procedures in board policy for complaints, and the procedures are regularly updated. Those policies are also found in the staff and student handbooks.	<ul style="list-style-type: none"> • Board policy • Complain resolution report • Staff and student handbooks

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Board policies that support the vision of the district are updated and current. The staff continues to align school plans with board policy and district mission. The board stays current with school programs and student achievement.	<ul style="list-style-type: none"> • Board policy • Board agendas and minutes

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The support the board gives CVHS is essential to the accomplishment of the action plans that address the critical learner needs. Board policies and school plans are aligned. The board supports instructional initiatives such as online coursework incorporated into the master	<ul style="list-style-type: none"> • Board handbook and district plan • Board minutes and agendas

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<p>schedule. The board supports the adoption of new curriculum and materials, approves professional development, and they stay current with educational practices and changes in laws.</p>	
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A3. Leadership and Staff Criterion

Based on student achievement data, 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. 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.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
All stakeholder input is considered when planning goals for CVHS. There have been community forums to get input from parents, staff, and community members. Topics such as college/career readiness and technology have been discussed at forums.	<ul style="list-style-type: none"> • LCAP

School Plan Correlated to Student Learning

Indicator: The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

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

Findings	Supporting Evidence
The action plans for CVHS have been revised to include implementation of the Common Core. The Single Plan for Student Achievement (SPSA) and the WASC action plan mirror one another. All plans consider the school wide goals and critical learner needs.	<ul style="list-style-type: none"> • SPSA • LCAP

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Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

Findings	Supporting Evidence
A good effort has been made to allocate time to achieve all of the goals, but some goals are taking longer, and require more time than others. Staff development has been devoted to Common Core training, as well as ELD training. More time will be allocated to improve school connectedness. Federal Categorical funding is used appropriately.	<ul style="list-style-type: none"> • Teacher in-services • Teacher meetings • LCFF budget • SPSA budget

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The school leadership and staff continue to focus on student achievement as they plan for resource allocations. Plans are adjusted as necessary to address changes in critical needs.	<ul style="list-style-type: none"> • SPSA • LCAP • WASC • Budget

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
All critical learner needs are impacted by CVHS's ability to accomplish the goals established by the SPSA, LCAP, and WASC. These plans support students in their success.	<ul style="list-style-type: none"> • SPSA • LCAP • WASC

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A4. Leadership and Staff Criterion

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.

Indicators with Prompts

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
CVHS employment policies and practices related to the qualification requirements of staff are included in board-approved job description. Hiring procedures are outlined in board policy.	<ul style="list-style-type: none"> • Edjoin • Board policies • Board approved job descriptions

Qualifications of Staff

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

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

Findings	Supporting Evidence
The district has a screening process to make certain only qualified candidates are considered for open positions. This process involves an initial paper screening of applications. Then qualified applicants are considered for an interview by administration. Final candidates are interviewed and reference checked.	<ul style="list-style-type: none"> • Credentials • Screening process • Certificated personnel must have credential filed with the Santa Barbara County Office of Education

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Maximum Use of Staff Expertise

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

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.*

Findings	Supporting Evidence
Credentials and highly qualified status are considered when placing teachers in the master schedule. Group and one-on-one orientation is provided.	<ul style="list-style-type: none"> • Credentials • Master schedule

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>The district provides all teachers with a teacher handbook.</p> <p>The administrator’s open door policy helps staff answer questions.</p> <p>The teacher-in-charge’s expertise is essential in guiding staff.</p>	<ul style="list-style-type: none"> • Teacher handbook

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Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
The district communicates with all staff members through a variety of means, including meetings, and bulletins.	<ul style="list-style-type: none"> • Email • Weekly bulletins • Weekly staff meetings

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
<p>Teachers meet regularly for staff development to focus on student learning across the curriculum. Meeting topics are driven by strategic planning and district goals. Leadership and staff analyze student achievement data and discuss potential actions to improve student learning.</p> <p>Teachers meet independently and informally to discuss practices.</p>	<ul style="list-style-type: none"> • Professional development calendar

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Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
District and school leadership meet with staff weekly. Topics are driven by student achievement. Staff analyzes data and discusses potential actions to improve student learning. Due to the small size, staff often meets informally to discuss student achievement.	<ul style="list-style-type: none"> • Professional development calendars • Staff meeting agendas

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
While some information is relevant, the teacher handbook needs to be updated.	<ul style="list-style-type: none"> • Teacher handbook

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
A well-qualified staff is essential for improving upon all of the critical learner needs. It is important that all staff stay current on academic standards and schoolwide learner outcomes. Professional development that emphasizes rigor and critical thinking will perpetuate student improvement.	<ul style="list-style-type: none"> • Employment procedures • Staff development calendar

Cuyama Valley High School WASC/CDE Self-Study Report

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
Staff development for all teachers is targeted at improving student performance. Teachers have learned instructional strategies to improve student learning through attendance at Monday afternoon trainings. Teachers have analyzed Common Core standards on a regular basis.	<ul style="list-style-type: none"> • Staff development calendars • Staff development sign in sheets • Student Community Profile (WASC Chapter 1)
Individual teachers attend a wide variety of workshops and conferences addressing subjects across the curriculum. Staff may request to attend pertinent workshops or administration may suggest a relevant workshop for a particular staff member.	<ul style="list-style-type: none"> • Student Community Profile (WASC Chapter 1)

Supervision and Evaluation

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

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

Findings	Supporting Evidence
Teachers are evaluated on a rotating basis, depending on length of service.	<ul style="list-style-type: none"> • Teacher evaluations

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Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
Effective professional development in relation to Common Core increased teacher understanding of the new standards. New strategies and performance tasks (for example, close reading) have been implemented across subject areas.	<ul style="list-style-type: none"> • Staff development calendars • Tasks implemented in classrooms

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Due to the remote location and lack of substitutes, attending trainings, workshops, and professional development continue to be a challenge for the staff. Teachers express a need that they would like more training.	<ul style="list-style-type: none"> • Teacher interviews

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Teachers need to continue to develop and improve performance tasks aligned to the Common Core State Standards.	<ul style="list-style-type: none"> • Teacher interviews

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A6. Resources Criterion

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

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Title One funds are allocated through consensus of the School Site Council.</p> <p>The impact of the allocation of resources is reflected in the Single Plan for Student Achievement.</p>	<ul style="list-style-type: none"> • Minutes for School Site Council meetings • SPSA

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Audits are conducted annually by external, independent auditors. Random audits are conducted at the county level to ensure</p>	<ul style="list-style-type: none"> • Audit reports

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compliance with purchasing practices.	
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Facilities

Indicator: The school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
<p>An annual inspection of the facilities takes place for compliance with the Williams Act.</p> <p>An independent architect conducted a formal facilities assessment.</p>	<ul style="list-style-type: none"> • Williams Act report • Facilities Need report

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Supporting Evidence
<p>Annual sufficiency of instructional materials is verified by staff submission of textbook inventories and the annual Williams Act report. Compliance is also reported in the SARC.</p> <p>Software and computer hardware are being updated to conform with Smarter Balance</p>	<ul style="list-style-type: none"> • Williams Act report • SARC • Technology Plan

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assessment requirements.	
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Well-Qualified Staff

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

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

Findings	Supporting Evidence
<p>TIP (formerly BTSA) training is conducted for new employees as necessary. Santa Barbara County Office of Education provides the training. Currently, two teachers are going through the process.</p> <p>Classified staff attends professional development based on job duties.</p>	<ul style="list-style-type: none"> • Request to attend documents, and purchase orders

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of these processes

Findings	Supporting Evidence
<p>The LCAP outlines a long-range plan to provide appropriate resources to support students' achievement of the critical learner needs, the academic standards, college and career readiness standards, and the schoolwide learner outcomes.</p>	<ul style="list-style-type: none"> • LCAP reflects decisions made at forums

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Stakeholder forums were held to determine schoolwide goals and priorities.	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The LCAP is a comprehensive document which guides acquisition of materials to support student learning. We are taking steps to improve staff development, curriculum, technology, and facilities.	<ul style="list-style-type: none"> • LCAP

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Without the physical environment in good order it is impossible to provide a quality educational experience to students. Therefore everything done in this area supports all critical learner needs. Especially upgrades in technology available to students will provide additional support for critical learner needs.	<ul style="list-style-type: none"> • LCAP • Architect report

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WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

1. Staff is highly qualified and engaged with ongoing professional development aligned with the LCAP and WASC action plans.
2. SPSA is aligned with district plans and addresses student needs
3. CVHS has sufficient resources and utilizes them efficiently. The LCAP outlines a long-range plan to provide appropriate resources that support student needs.
4. The board is well informed and supportive of plans developed to improve the school.

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

1. Staff development needs to focus on Common Core state standards, including allowing more release time for teacher conferences.
2. Technology, both infrastructure and training, continue to be a challenge.
3. Teacher core area training should be expanded to allow teachers to keep up with current research and trends in their subject area.

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Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
 - Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.
- ➔ **Note:** In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program the prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
All staff has been trained in Common Core standards and most are implementing strategies that are aligned with Common Core. The staff has indicated they would like more training and support in this area.	<ul style="list-style-type: none"> • Teacher interviews • Agenda
Most staff are implementing higher order thinking activities such as collaborative work and close reading.	<ul style="list-style-type: none"> • Student work and observations
Textbooks are aligned to former state standards; new Common Core aligned textbooks will purchased as they become available.	<ul style="list-style-type: none"> • LCAP

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

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements.*

Findings	Supporting Evidence
CVHS has improved its a-g courses. A fourth year of math was added for 2015-16, and more a-g courses are available through ODYSSEY.	<ul style="list-style-type: none"> • Master schedule • On-line classes through Allan Hancock College and Taft College

Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program

Findings	Supporting Evidence
ODYSSEY courses are aligned to Common Core standards, CTE, and a-g requirements.	<ul style="list-style-type: none"> • Counselor interview

Congruence

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

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

Findings	Supporting Evidence
Lessons are rooted in the Common Core standards and challenge students with critical thinking and problem solving.	<ul style="list-style-type: none"> • Lesson plans • Teacher interviews
Students understand the purpose of preparing them for college and career readiness in their classes.	<ul style="list-style-type: none"> • Student interviews

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Student Work — Engagement in Learning

Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
Teachers collaborate and support each other in maintaining rigor and meeting Common Core requirements.	<ul style="list-style-type: none"> • Teacher interviews • Collaboration with Middle School • TIP (formerly BTSA)

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Students with disabilities are included in regular education classes as much as possible, based on their individual IEPs. Accommodations are made, based on IEPs.	<ul style="list-style-type: none"> • IEPs • Classroom observations
Students have access to a rigorous, relevant, and coherent curriculum. A variety of instructional practices are utilized to help students succeed, such as hands-on labs in science and collaborative work.	<ul style="list-style-type: none"> • Master schedule • Lesson plans
Staff members are eager to give students additional assistance during lunch, before and after school to assist with their success.	<ul style="list-style-type: none"> • Teacher interviews • Progress reports

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Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>The counselor meets with students and schedules them into necessary courses. Students have access to online college classes and AP classes. Students who need to make up credits have access to the ODYSSEY online learning program.</p> <p>Students participate in an annual pre-enrollment process presented by the counselor with individual assistance.</p>	<ul style="list-style-type: none"> • Class schedules, Master Schedule • Counseling procedures • Pre-enrollment forms and procedures • Students may re-take World History, Health, Technology 1, and Algebra 1 in the classroom

Integration Among Disciplines

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

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

Findings	Supporting Evidence
<p>Students often do writing projects (essays, research papers, paragraphs, etc.) in classes other than English including social studies/history, health, music, etc.</p>	<ul style="list-style-type: none"> • Inspection of student work • Teacher lesson plans
<p>Math concepts are taught and reviewed in different subject areas including science, foreign language, art, etc.</p>	<ul style="list-style-type: none"> • Inspection of student work • Lesson plans
<p>Vocabulary activities often cross curricular areas.</p>	<ul style="list-style-type: none"> • Classroom observation • Inspection of student work • Lesson plans

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Social studies and English projects integrate a variety of other disciplines, such as music, videos, writing, or art.	<ul style="list-style-type: none"> • Inspection of student work • Lesson plans
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Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
Curriculum is adopted based on its alignment with standards. Over the next three years, ELA, Math, and Science curriculum that is aligned with the Common Core standards will be purchased.	<ul style="list-style-type: none"> • LCAP

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
CVHS is in a transition period regarding curriculum. New curriculum aligned to Common Core standards will be adopted as it becomes available.	<ul style="list-style-type: none"> • LCAP • SPSA

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Additional Online Instruction Prompt: *Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
CVHS provides online curriculum for credit recovery. Most students that are behind in credits can successfully recover them using the online program. The curriculum and student progress is monitored by a certificated staff member.	<ul style="list-style-type: none"> • Master schedule • Student records
Students who are ready for a more rigorous course can enroll in college courses offered online through Allan Hancock College and Taft College.	<ul style="list-style-type: none"> • Student records

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
There are trainings that occur throughout the year that include the K-12 staff. Material that has been covered is Common Core and ELD strategies. Additional trainings have been for grades 6-12, focusing on Common Core teaching strategies.	<ul style="list-style-type: none"> • Staff development calendar • Sign in sheets
Due to our small schools and community, informal meetings often occur among staff, throughout the grade level spans. Staff often communicates through email.	<ul style="list-style-type: none"> • Staff discussions • email
CVHS holds a yearly Job Fair, with presenters from a variety of professions and trade schools.	<ul style="list-style-type: none"> • Job Fair schedule • Senior Seminar

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<p>CVHS does not have a formal follow up program of tracking graduates. Much of the information regarding graduates is by word of mouth or former students returning to visit. The small size of the community lends to informal information gathering. It is a need for CVHS to start a more formal tracking system.</p>	<ul style="list-style-type: none"> • Staff discussions
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>CVHS has made many adjustments and continues to show growth in providing a rigorous, current, and relevant curriculum. There is room for improvement, but the staff is committed to improving the education for all students.</p>	<ul style="list-style-type: none"> • Staff willingness to attend trainings and implement what has been learned • Technology utilized in many classes • Master schedule evolves with student needs
<p>CVHS recognizes that more work is needed to improve some areas of the curriculum to ensure rigor and relevance.</p>	<ul style="list-style-type: none"> • Continue to refine Common Core based lessons • Improve use of technology • Increase student motivation • Increase partnerships with colleges and universities, along with business.

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs*

Findings	Supporting Evidence
<p>Targeted ELD instruction and strategies used in most classes are improving EL performance across the curriculum.</p>	<ul style="list-style-type: none"> • ELD strategies and targeted instruction support student achievement and promote essential skills

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B2. Curriculum Criterion

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.

Indicators with Prompts

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>In the spring of each year, students complete enrollment for next year’s classes. The counselor provides information on what courses are needed for college enrollment. Students may choose electives that fit their schedule and interests when possible.</p>	<ul style="list-style-type: none"> • Enrollment forms • Master schedule
<p>Information regarding post-secondary choices is presented to seniors in the Senior Seminar class. Students research careers they are interested in and give presentations based on their research. The Job Fair brings in speakers in a variety of field.</p>	<ul style="list-style-type: none"> • Course syllabus • Student presentations • Job Fair schedule • All juniors have one on one meeting with counselor
<p>ROP and CTE courses are offered which specifically address preparation for specialized fields.</p>	<p>ROP and CTE courses:</p> <ul style="list-style-type: none"> • Culinary Arts • Animal Science • Agriculture Welding/Construction • Agriculture Mechanics • Agriculture Business •
<p>College classes are offered through Allan Hancock and Taft college.</p>	<ul style="list-style-type: none"> • Student enrollment records

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Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college/career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college/career and/or other educational goals.*

Findings	Supporting Evidence
Students meet with the counselor yearly to work on goals and high school progress.	<ul style="list-style-type: none"> • Counselor interview
Juniors and seniors go through transcripts with the counselor on credit checks and progress towards graduation.	<ul style="list-style-type: none"> • Transcripts • Counselor interview
When students are having challenges, SST meeting or parent/teacher conferences are held to develop plans for improvement.	<ul style="list-style-type: none"> • SST notes • Cum file notes

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
Report cards document student progress and progress reports are mailed home every five weeks.	<ul style="list-style-type: none"> • Report cards • Cum files • Progress reports
Some teachers hand out progress reports every two weeks and require a parent signature on the returned report.	<ul style="list-style-type: none"> • Teacher records • Teachers call home • Teacher/parent informal meetings
Students with IEPs meet at least one a year for progress checks.	<ul style="list-style-type: none"> • IEPs • Notes from meetings

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Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>All seniors are required to take the Senior Seminar class. The class is devoted to preparing students for post-high school life. Students set career and college goals and have community mentors assist them with a career project.</p>	<ul style="list-style-type: none"> • Course description • Teacher interview • Project presentations and research papers
<p>The ASVAB is usually administered to all seniors. Students are made aware of military opportunities through recruiter visits and brochures available in the school library.</p> <p>All juniors may take the PSAT.</p>	<ul style="list-style-type: none"> • ASVAB results • Brochures • PSAT results
<p>CTE courses are offered to train students in the following fields: culinary arts, welding, construction, mechanics, animal science, and agricultural business.</p>	<ul style="list-style-type: none"> • Master schedule • Course descriptions
<p>Students may take college courses online, while still attending high school, giving them an early start on their college career.</p>	<ul style="list-style-type: none"> • Master schedule • Student transcripts
<p>Students with IEPs have a three-year plan developed at age fifteen. The plan list goals and objectives and includes a transition plan one year post high school. The plans identify student needs to help them succeed with independent living, or college or job support. If outside services are needed, students usually have them set up before they graduate.</p>	<ul style="list-style-type: none"> • IEP transitional plans

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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
While students are encouraged to reach their full potential, it is clear that more can be done to inform students about colleges and universities, especially through campus field trips.	<ul style="list-style-type: none"> • Staff interviews
More collaboration with parents is needed in planning students' futures.	<ul style="list-style-type: none"> • Staff interviews

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
It is important that all curricular areas are emphasizing critical thinking and problem solving skills as we continue to transition to the Common Core.	<ul style="list-style-type: none"> • Performance tasks across the subjects

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B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
Opportunities are provided for students to explore careers. All seniors are enrolled in Senior Seminar. Students have the opportunities to explore career options, listen to guest speakers, and be mentored by an expert in their chosen field. Students fill out the FAFSA, online college applications, and participate in mock job interviews.	<ul style="list-style-type: none"> • Class syllabus
The annual Job Fair brings in guest speakers from a range of professions. All students attend the Job Fair.	<ul style="list-style-type: none"> • Job Fair program
Guest speakers are utilized in classes across the curriculum, including CTE courses and music appreciation.	<ul style="list-style-type: none"> • Lesson plans

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
The ODYSSEY online learning program is available to students who are behind in credits. Credit recovery classes are available throughout the day for students needing to recover credits. The classes are monitored by a	<ul style="list-style-type: none"> • Individual studies class enrollment • Student transcripts

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<p>certificated teacher. Students may work on ODYSSEY outside of class and retrieve classes faster. ODYSSEY is used to provide advanced classes as well, such as AP classes, or to explore other areas not available in regular curriculum.</p>	
<p>In the past, students have been able to re-take Algebra I, and take CAHSEE support classes. For the 2015-2016 school year, students may now take these classes online and proceed at a quicker pace if they choose. Moving the classes online has allowed for more flexibility in student schedules.</p>	<ul style="list-style-type: none"> • Individual studies class enrollment
<p>Instruction is provided to prepare students for real-world situations after high school. Drivers' education, real-world math, personal finance, money management skills, resume writing, and business simulations are taught in various classes.</p>	<ul style="list-style-type: none"> • Master schedule • Lesson plans
<p>The curriculum is being actively transitioned to the Common Core standards to increase rigor and to better prepare students for college and career. Writing has been implemented across the curriculum.</p>	<ul style="list-style-type: none"> • Staff development calendar • Teacher interviews
<p>Students use technology in a variety of classes. Most students use PowerPoint for class presentations and word processing is used regularly by the students. Presentation skills are developed across the curriculum so that students use both technology and develop as speakers in a variety of situations.</p>	<ul style="list-style-type: none"> • Lesson plans • Classroom observations

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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Students who complete the CVHS program have met all the requirements of graduation.	<ul style="list-style-type: none"> • Graduation rate
CVHS provides support programs to ensure that students are meeting all requirements, including the CAHSEE.	<ul style="list-style-type: none"> • Individual studies courses • Informal teacher tutoring
Some courses have implemented performance tasks in the classroom that apply real world situations to what the students are learning.	<ul style="list-style-type: none"> • Class syllabi

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The efforts that are being made to prepare students for success in college, career, and life have a great impact on the critical learner needs that focus on critical thinking and problem solving.	<ul style="list-style-type: none"> • Real world tasks in various classes • Job Fair

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

1. Staff collaborates will to keep students on the path to graduation.
2. Students have more access to a greater variety of courses.
3. Students have the opportunity to explore a variety of careers and college choices.

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

1. The technology infrastructure needs to be improved to allow more use of technology in the classrooms.
2. We can do more to prepare students for college by taking field trips to college campuses and museums, and the addition of specialized guest speakers.
3. It is essential that all curricular areas are emphasizing critical thinking and problem solving skills as Common Core standards are fully implemented.

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Category C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

➔ Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator:

The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.

Findings	Supporting Evidence
Math, History, Art, English, CTE, and Science classes assign performance tasks that require students to apply what they have learned to real-world situations.	<ul style="list-style-type: none">• Student work• Lesson plans

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<p>Students are involved in higher order thinking skills in most classes. Professional development has been held to assist staff in developing lessons incorporating critical thinking.</p>	<ul style="list-style-type: none"> • Close reading • Professional development
<p>Rigorous writing activities across the curriculum help prepare students for college and career writing.</p>	<ul style="list-style-type: none"> • Student work • Student interviews
<p>Presentations are done in Senior Seminar on student's individual goals. Students participate in mock interviews and resume writing.</p>	<ul style="list-style-type: none"> • Student work
<p>Students in Economics plan, set-up, and run competing lemonade stands. They also participate in a stock market project.</p>	<ul style="list-style-type: none"> • Lesson plans • Student interviews

<p>Examples of Challenging Assignments</p>
<p>English 9: Research Paper</p> <p>Students learn the step-by-step process of how to write a research paper. Students integrate information from multiple sources, learn how to cite sources, and correctly use in-text citations. The focus is on the entire procedure of writing a formal paper, from topic sentence to finished product.</p>
<p>Math: Statistical Analysis</p> <p>Students are asked to analyze statistics in relation to the Clipper and Lakers basketball team ticket prices. Students use computations and compare and contrast their findings. They learn the procedure of analyzing statistics to find out what the statistics “really mean.”</p>
<p>World History: Atomic Bombing Essay</p> <p>Students integrate multiple sources, both primary and secondary to form an opinion based on the following question: Did the United States make the right decision in choosing to use the atomic bomb against Japan? Students must support their opinion using concrete details from multiple sources.</p>

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English 12: Mock-Heroic Poem

Students read excerpts from Chaucer’s “Canterbury Tales.” They work in teams to write their own mock-heroic poem based on a football game with Cuyama’s historic rival, Maricopa.

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Students taking credit recovery, or students taking advanced work are assigned courses using the ODYSSEY computer program. Each course has a syllabus online. All work is outlined on the computer. Students are able to follow the lessons and keep track of their completion. Students are able to keep organized and complete courses as needed for graduation or courses that will advance them, such as Calculus.	<ul style="list-style-type: none"> • ODYSSEY coursework • transcripts

Student Understanding of Learning Expectations

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

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
Teachers communicated their expected performance levels in a variety of ways. Most teachers used rubrics, which are handed out at the beginning of a new area of study. They also provide students with examples, ranging from poor to excellent so students can have a guide to expectations. Teachers do demonstrations and post requirements on boards.	<ul style="list-style-type: none"> • Teacher interviews

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Differentiation of Instruction

Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Teachers differentiate instruction using a various methods. Some use visuals, readings, and music to reach students. Collaboration between students is used as a tool. Students have choices in assignments, and teachers spend additional time with those who need help. Due to the small student body, teachers know students. Most grade students based on their individual needs and abilities. Teachers take into account language needs.	<ul style="list-style-type: none">• Teacher interviews

Student Perceptions

Indicator Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

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Findings	Supporting Evidence
<p>Students' perception is that school is preparing them for college and career. Some noted that taking Algebra 2 will help them get into college. The English classes are helping them with reading, writing, and public speaking; skills they need to succeed in college and in careers. Some noted that Senior Seminar is helping them prepare for the responsibilities of adult life, and Government is conducted much like a college class.</p> <p>Students understand many of the expectations of graduation, to get into college or to have a career. They noted the importance of good attendance, passing the required classes, getting good grades, and staying in school. They feel that Individual Studies will help them reach their goals. They also noted that participating in sports helped them to stay on track.</p> <p>Students indicated that teachers are respectful, helpful and clear about expectations. Students relayed that teachers give out rubrics, syllabi, and other guidelines to help them succeed in assignments.</p>	<ul style="list-style-type: none">• Student interviews

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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Teachers are incorporating technology in varying degrees. Much of this is due to infrastructure issues that are being addressed.</p> <p>Teachers are using variety of instructional strategies. Many are challenged by the teacher-as-learning-coach model.</p> <p>Through the WASC process, a finding that needs to be addressed is better educating students regarding a-g requirements.</p>	<ul style="list-style-type: none"> • Student interviews • Teacher interviews

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>All of the critical areas of need focus on critical thinking and problem solving. There is always room to improve rigor and skills in instruction.</p>	<ul style="list-style-type: none"> • Teacher and student interviews

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C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology .Prompt: Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
<p>Most teachers use a variety of multimedia and technology to deliver the curriculum. Teachers use news media and YouTube videos and other video clips to illustrate points and motivate students. They use PowerPoint to present information.</p> <p>Science: Elmo, videos to deliver content, internet articles for current information. The teacher indicated that there is not adequate technology for hands-on student collaborative work.</p> <p>English: students create and compile poetry notebooks using the Internet, word processing, and paint programs. Yearbook students use scanners and digital cameras.</p> <p>Math: Elmo, TI89 emulator, online program for graphing calculators, Google docs for assignments.</p> <p>History: Internet for research, word processing, PowerPoint, and paint programs.</p> <p>CTE: Students use technology for shop project planning and ideas, educational training in specific areas of interest, research purposes & on-line record keeping for Student Agriculture Experience (SAE) projects. Students use technology for career development & resume/cover letter assignments, to complete and submit FFA applications for sectional, regional, state and national level competitions.</p>	<ul style="list-style-type: none"> • Teacher interviews

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

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Most teachers use a variety of multimedia and technology to deliver the curriculum. Teachers use news media and YouTube videos and other video clips to illustrate points and motivate students. They use PowerPoint to present information.</p> <p>Science: Elmo, videos to deliver content, internet articles for current information. The teacher indicated that there is not adequate technology for hands-on student collaborative work.</p> <p>English: students create and compile poetry notebooks using the Internet, word processing, and paint programs. Yearbook students use scanners and digital cameras.</p> <p>Math: Elmo, TI89 emulator, online program for graphing calculators, Google docs for assignments.</p> <p>History: Internet for research, word processing, PowerPoint, and paint programs.</p> <p>CTE: Students use technology for shop project planning and ideas, educational training in specific areas of interest, research purposes & on-line record keeping for Student Agriculture Experience (SAE) projects. Students use technology for career development & resume/cover letter assignments, to complete and submit FFA applications for sectional, regional, state and national level competitions.</p>	<ul style="list-style-type: none"> • Teacher interviews

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Students give presentations using technology in most classes, including Senior Seminar, Economics, and Music.	<ul style="list-style-type: none">• Lesson plans• Student work
Staff uses PowerSchool to keep attendance, grades, and compile information.	<ul style="list-style-type: none">• PowerSchool and PowerTeacher

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Findings	Supporting Evidence
<p>Most teachers use a variety of multimedia and technology to deliver the curriculum. Teachers use news media and YouTube videos and other video clips to illustrate points and motivate students. They use PowerPoint to present information.</p> <p>Science: Elmo, videos to deliver content, internet articles for current information. The teacher indicated that there is not adequate technology for hands-on student collaborative work.</p> <p>English: students create and compile poetry notebooks using the Internet, word processing, and paint programs. Yearbook students use scanners and digital cameras.</p> <p>Math: Elmo, TI89 emulator, online program for graphing calculators, Google docs for assignments.</p> <p>History: Internet for research, word processing, PowerPoint, and paint programs.</p> <p>CTE: Students use technology for shop project planning and ideas, educational training in specific areas of interest, research purposes & on-line record keeping for Student Agriculture Experience (SAE) projects. Students use technology for career development & resume/cover letter assignments, to complete and submit FFA applications for sectional, regional, state and national level competitions.</p>	<ul style="list-style-type: none"> • Teacher interviews
<p>Students give presentations using technology in most classes, including Senior Seminar, Economics, and Music.</p>	<ul style="list-style-type: none"> • Lesson plans • Student work
<p>Staff uses PowerSchool to keep attendance, grades, and compile information.</p>	<ul style="list-style-type: none"> • PowerSchool and PowerTeacher

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Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction

Findings	Supporting Evidence
Students have successfully passed ODYSSEY classes for credit recovery.	<ul style="list-style-type: none"> • Student transcripts

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples*

Findings	Supporting Evidence
Teachers use a variety of strategies to scaffold student learning and monitor progress. Many teachers have collaborative activities. For example, in ELD, students are partnered by language level in order to facilitate speaking and listening. In math, students work in groups with assigned roles. Lessons are taught so students understand the definitions of collaboration and cooperation. In Yearbook, students are self-motivated and work together to create a product with the teacher working as an advisor.	<ul style="list-style-type: none"> • Lesson plans • Student interview
Students work collaboratively to develop projects and presentations.	<ul style="list-style-type: none"> • Projects and presentations

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Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students structure learning so they can organize, access, and apply knowledge. Students use a variety of resources, including textbooks, books, articles, and the internet. Students mark text to assist their learning, used structured note taking,</p> <p>Science: students work in groups using manipulatives, such a balloons or cotton balls, to exhibit a higher understanding of DNA.</p> <p>Chemistry: students design their own lab to demonstrate a scientific principle.</p>	<ul style="list-style-type: none"> • Student notes • Student notebooks

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Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
ODYSSEY online classes require off line work such as essays, projects, and labs.	<ul style="list-style-type: none"> • ODYSSEY syllabi

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

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

Findings	Supporting Evidence
Students work collaboratively in many ways across subject areas.	<ul style="list-style-type: none"> • Teacher interviews
Students participate in a variety of writing exercises, including expository and persuasive essay writing.	<ul style="list-style-type: none"> • Student work

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

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

Findings	Supporting Evidence
Students produce final drafts of projects.	<ul style="list-style-type: none"> • Research papers • Senior Seminar Career papers

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

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

Findings	Supporting Evidence
Most classes are using materials and resources beyond the textbook. English classes use novels, plays, current event articles, and essential vocabulary lists. Math classes use articles, YouTube videos, and websites. Social Studies classes use a variety of videos, online articles, and primary sources. Science classes use the SBCEO portal, peer reviewed journals, and websites.	<ul style="list-style-type: none"> • Teacher interviews • All students may attend a Shakespeare production

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.

Findings	Supporting Evidence
Community service is a graduation requirement which allows for a variety of real-world experiences.	<ul style="list-style-type: none"> • Community service binders
Senior Seminar students research purchasing cars, insurance, and renting apartments. They also participate in a job interview process in which students fill out specific job applications and are interviewed by that “potential” employer, a local business owner.	<ul style="list-style-type: none"> • Lesson plans • College applications • DMV forms
Yearbook class creates a finished book using an online publication program, text, writing, photography, and photo editing.	<ul style="list-style-type: none"> • Completed yearbooks • Quarterly newspaper
Economics students participate in an online stock market project.	<ul style="list-style-type: none"> • Student projects

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<p>Science classes use NASA and EPA websites, among other government websites, to gain real-life exposure to careers, etc.</p>	<ul style="list-style-type: none"> • Lesson plans
<p>Math students created houses. They had to use the appropriate square footage, angles, etc. Students were questioned by other students to check that dimensions were correct.</p>	<ul style="list-style-type: none"> • Teacher interview

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
<p>Students have the opportunity to enroll in CTE classes in a wide range of careers.</p>	<ul style="list-style-type: none"> • ODYSSEY course offerings

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed*

Findings	Supporting Evidence
<p>Teachers use a variety of instructional strategies; however, there is a need to continue to move from direct instruction to the teacher-as-learning-coach model in order to promote student learning.</p>	<ul style="list-style-type: none"> • Teacher interviews
<p>Students are challenged by their new roles as collaborative learners. They are no longer the recipients of knowledge.</p>	<ul style="list-style-type: none"> • Teacher interviews
<p>Teachers need to collaborate and decide on across the subject methods of marking text.</p>	<ul style="list-style-type: none"> • Teacher interviews

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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
All of the critical areas of need focus on critical thinking and problem solving. The improvement of these skills and the development of rigor within the Common Core are directly related to instruction.	<ul style="list-style-type: none">• Common Core• Expected School-wide Learning Results

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WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

1. Small class size allows for individualization
2. Teachers held 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 and ELD.
4. Common Core is being implemented; however, it takes time and materials are not readily available.

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

1. Instruction needs to be adapted from the direct instruction model to the teacher-as-coach model.
2. More technology could be used in the classroom.
3. Students need more instruction on college and career options.

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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
 - Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.
- ➔ **Note:** In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

D1. Assessment and Accountability Criterion

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

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
<p>Staff used CST data to analyze student performance through the last administration of the test in 2013. Data was annually reviewed by staff with analysis of strengths and weaknesses in student performance. Test scores were reported to parents for their respective students. Test data was shared with the school board.</p>	<ul style="list-style-type: none"> • Test analyses by staff • Annual report to the board

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With the adoption of Common Core, assessment is undergoing a period of adaptation and change.	<ul style="list-style-type: none"> • Teacher interviews
Staff uses CELDT results to target instruction in many classes.	<ul style="list-style-type: none"> • Teacher interviews
CAHSEE results are shared with students, parents, and staff. The results were used to target instruction in the CAHSEE class.	<ul style="list-style-type: none"> • Teacher interview
For the 2015-2016 school year, the teachers are receiving in-service training on formative and summative assessment, and how those results drive instruction.	<ul style="list-style-type: none"> • In-service schedule

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Many teachers use rubrics for assessing project and writing assignments. For example, many history projects are assessed with a rubric that the students receive at the beginning of a project. Science classes use rubrics generated with Rubistar.	<ul style="list-style-type: none"> • Teacher interviews
Teachers have freedom in constructing their own grading scale.	<ul style="list-style-type: none"> • Teacher interviews • PowerTeacher

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Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>The ODYSSEY online learning system has a system of quizzes, unit tests, and end-of-semester class. Students can retake mastery tests after reviewing the prior unit. Then unit tests can be done again with the permission of the teacher and after additional learning activities. Offline activities are a part of most courses and are scored by the teacher.</p> <p>The students are evaluated with time on task reports and offline assignments to insure students are completing their own work.</p>	<ul style="list-style-type: none"> • Interview with ODYSSEY teachers
<p>Students may work on ODYSSEY at home, but must take tests at school when supervised by a teacher. This helps assure that students are demonstrating their own learning.</p>	<ul style="list-style-type: none"> • Interview with ODYSSEY teachers
<p>Students who use ODYSSEY are in a class that is supervised by a teacher. The teacher is available to monitor student progress and to help students with content.</p>	<ul style="list-style-type: none"> • Master schedule

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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The school has a history of analyzing data and using that data to drive instruction. With the adoption of Common Core standards, there has been a transition in the way students are assessed (ie performance tasks) to meet the demands of the new accountability system.	<ul style="list-style-type: none"> • Analysis of CST data • Student work
Staff will need to continue to adapt assessments as Smarter Balance data becomes available and Common Core standards are released and refined.	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The school analyzes relevant data to guide instruction to meet the needs of all learners. Transitioning to Common Core reflect a commitment to increasing critical thinking and learning by all students. This impacts the school's ability to address all critical learner needs.	<ul style="list-style-type: none"> • Staff development

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D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Teachers use an array of formative assessments. Many teachers give formal quizzes. A wide range of other formative assessments are used. Teachers monitor learning through quick writes, written summaries, and exit card responses. They review daily classwork to monitor student understanding. Teachers use class discussion to check for understanding.	<ul style="list-style-type: none">• Lesson plans• Inservice meetings

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<p>Summative assessments are given by teachers at the end of a unit of study. Many teachers are developing new summative assessments based on the standards set by Common Core.</p>	<ul style="list-style-type: none"> • PowerTeacher • Teacher interviews
<p>For standardized testing, such as the Smarter Balance, CAHSEE, and CELDT, the district support staff has been trained to administer tests. Teachers proctor as needed. Test security is maintained with a strict accountability system.</p> <p>Smarter Balance interim assessments will be administered during the 2015-2016 school year.</p>	<ul style="list-style-type: none"> • Interview with test coordinator

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>A wide range of student work and assessments demonstrate student achievement of the academic standards. Reading and writing assessments are used across the curriculum. Several classes use projects involving a high degree to collaboration.</p>	<ul style="list-style-type: none"> • Student work • Teacher interviews
<p>Student work demonstrates that students are progress on to college and career readiness standards. CTE classes are specifically focused at career path readiness.</p>	<ul style="list-style-type: none"> • Student work • Teacher interviews
<p>Students with disabilities are often in typical classes and receive support through instructional assistants and the special</p>	<ul style="list-style-type: none"> • Student schedules • Special Education teacher interview

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<p>education teacher. These students are supported with targeted instruction in math and ELA.</p>	
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Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Students do both on-line work and have off-line assignments for ODYSSEY courses. Online test results are an indicator of subject mastery,</p>	<ul style="list-style-type: none"> • Student test results • Transcripts

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>Formative assessments are a regular part of the classroom experience for students. From quizzes, to summaries, and homework checks, students' progress is measure regularly. Teachers are able to respond quickly to student needs, whether that may be re-teaching or targeted instruction.</p>	<ul style="list-style-type: none"> • Lesson plans • Teacher interviews
<p>Common Core curriculum is not available yet.</p>	<ul style="list-style-type: none"> • availability

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Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*

Findings	Supporting Evidence
Due to CVHS' small class size, teachers and students interact daily. Students may ask for help, discover how to improve their performance, and give input on their progress. Teachers can meet with students regarding their progress, and respond to individual needs.	<ul style="list-style-type: none"> • Class rosters

Modification of the Learning/Teaching Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
Assessment data has been analyzed and used to make decisions about what course offerings would be needed in the master schedule. The schedule for 2015-2016 was changed to better ensure that students are prepared for success. Prior, students were enrolled in CAHSEE class if they had not passed the CAHSEE, as well as Algebra I. Often, seniors were trying to make up credits outside of the school day. The introduction of several periods of Individual Study opened up more opportunities for students. They may now enroll in credit recovery during the school day and before their senior year. They have access to college and AP classes. They may select classes based on college and career goals.	<ul style="list-style-type: none"> • Master schedules • Student schedules

Monitoring of Student Growth

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Indicator: The school has an effective system to monitor all students’ progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The counselor reviews students’ progress toward graduation, this ensures that they are enrolled in the courses needed to meet graduation and academic requirements. When students need to make up credits, they are enrolled in Individual Studies.</p> <p>The counselor monitors grades and reviews test scores.</p>	<ul style="list-style-type: none"> • Counselor’s documentation of student progress • Individual Studies roster

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Teachers use a variety of assessments to inform instruction. Formative assessments are used to guide and adjust instruction. With the adoption of Common Core standards, staff is developing new assessments to better address learner needs. The staff seeing a continuing need to refine assessments and how best to analyze Smarter Balance results.</p>	<ul style="list-style-type: none"> • Teacher interviews

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Assessing students, adjusting and improving instruction, impacts the school’s ability to address all critical learner needs.</p>	<ul style="list-style-type: none"> • The need to refine formative and summative assessments

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D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Assessment and Monitoring Process

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

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

Findings	Supporting Evidence
An annual report is prepared that details the progress of the school. This report has historically included achievement data and been shared with the board and parents through the School Site Council.	<ul style="list-style-type: none"> • SPSA • SSC meeting minutes
The superintendent ensures that information from the high school is available at the district office.	<ul style="list-style-type: none"> • District Office
Information, including the School Accountability Report Card, is available on the website.	<ul style="list-style-type: none"> • District and school website

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Our students use ODYSSEY, but all are enrolled in regular classes as well.	<ul style="list-style-type: none"> • Student schedules

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Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

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

Findings	Supporting Evidence
Parents receive regular communication about the progress of their students. Progress reports are mailed halfway through the quarter and report cards are sent four times yearly.	<ul style="list-style-type: none"> • Report cards • Progress reports
The board is kept informed about student progress through monthly board reports. LCAP forums were held involving community members, giving them the opportunity to provide input for school improvement.	<ul style="list-style-type: none"> • Board reports • LCAP

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Business and industry participate in some campus activities, but are less associated with monitoring student progress.	<ul style="list-style-type: none"> • Staff interviews
The small school environment is conducive to communication among staff. Student achievement data is regularly reported to families. It is noted that more could be done to encourage parent access to PowerSchool, the online gradebook. Data is regularly reported to the school board.	<ul style="list-style-type: none"> • Board minutes • Report cards

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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Communicating with all stakeholders regarding assessment relates to all the critical learner needs.	<ul style="list-style-type: none"><li data-bbox="873 359 1284 388">• School Site Council minutes

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D4. Assessment and Accountability Criterion

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.

Indicators with Prompts

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
The school uses assessment results to make changes in the school program. For example, assessment data has been used to adjust the master schedule. When students needed support in passing the CAHSEE, a class was added to provide that support. ELD offers targeted instruction in English, based on formative assessments and scores on the CELDT. As more students have needed credit recovery and challenging curriculum, Individual Studies periods were added to meet those needs.	<ul style="list-style-type: none">• Master Schedule

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<p>In 2013-2014, the staff began preparing for the shift to Common Core standards. The new standards were analyzed and performance tasks were planned.</p>	<ul style="list-style-type: none"> • Staff development calendar
<p>To meet the rigorous demands of Common Core standards, staff development focused around strategies and instruction.</p> <p>Many staff members have attended specific trainings in their content areas.</p>	<ul style="list-style-type: none"> • Staff development calendar • Teacher interviews

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Staff development is planned in advance to address critical learner needs.</p>	<ul style="list-style-type: none"> • Staff development calendars

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Responsiveness to changing student needs, due to the rigor of Common Core, Smarter Balance assessments, impacts all of the critical learner needs.</p>	<ul style="list-style-type: none"> • Staff development • Increase in project based learning in the classroom

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

1. Reviewing test scores and adapting curriculum and instruction in areas of need.
2. Overall student monitoring.
3. Changing Master Schedule to allow students more rigor and available classes.

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

1. Adapting class curriculum for Smarter Balance and Common Core standards.
2. Building formative assessments.
3. Calculating growth from state assessment.

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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
- **Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.**

➔ **Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

E1. School Culture and Student Support Criterion

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

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Family involvement in the teaching and learning process is supporting in several ways. Information which facilitates involvement is provided through parent conferences, IEPs, phone calls to parents, the district website, and Back to School Night. PIQE classes have been held, as well as informational sessions in conjunction with the Cuyama Valley Resource Center.	<ul style="list-style-type: none"> • Sign in sheets for Back to School Night • Report cards and progress reports • IEPs • PIQE sign in sheets
The community is encouraged to actively participate in fostering a positive learning environment. Their input is sought through participation in the School Site Council and ELAC/DELAC.	<ul style="list-style-type: none"> • School Site Council agendas • ELAC/DELAC agendas

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Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p>The school collaborates with community members and local businesses to provide support and information to promote student success. For example, there have been guest speaker presentations in Senior Seminar and Music Appreciation. The speakers have informed students of career opportunities and requirements. The Job Fair exposes students to a variety of professions through guest speakers from the Cuyama Valley, Taft, and beyond.</p>	<ul style="list-style-type: none"> • Senior Seminar lesson plans • Music Appreciation lesson plans • Job Fair speaker list

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>Parents are kept up-to-date with their student's progress and achievements. Grade reports are mailed regularly. Parents can access the district website. Assemblies are held to honor high achieving students and parents are invited to attend.</p>	<ul style="list-style-type: none"> • Grade reports

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Additional Online Instruction Prompt: *Evaluate the school's processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Findings	Supporting Evidence
The superintendent and counselor met with parents individually for students enrolled in credit recovery. They went over expectations for success in online classes.	<ul style="list-style-type: none"> • Superintendent interview

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The school makes information available to parents through a variety of methods. Community participation is sought, with several opportunities for community members and parents to be heard and actively involved.	<ul style="list-style-type: none"> • Back to School Night • School Site Council • ELAC/DELAC • Parent-teacher meetings
Although the school involves parents and the community, the school could promote more parental involvement.	<ul style="list-style-type: none"> • Staff observations

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
School Site council, ELAC/DELAC, and community forums provide parents with opportunities to have input on the development, analysis, and evaluation of the critical learner needs. The school's commitment to involving parents and community members in the teaching and learning process has an impact on the school's ability to address all critical learner needs. Student learning is supported through	<ul style="list-style-type: none"> • agendas

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communication with parents. Community resources support student learning across a wide range of topics.	
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E2. School Culture and Student Support Criterion

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>The district has many policies and procedures aimed at providing a safe, clean, and orderly environment for students. The campus is maintained with a focus on the physical safety of students. Repairs that impact safety are made in a timely manner. Rooms are regularly cleaned. Parent and community surveys reflect that stakeholders recognize the continuing need to maintain a safe, clean, and orderly environment.</p>	<ul style="list-style-type: none"> • Board policies • Dress code (safety of clothing) • Visitor sign-in sheets • Student and parent surveys • Maintenance personnel
<p>Students are well-informed about internet safety and closely supervised when using the internet. They experience lessons about internet safety and sign internet use agreements. Teachers supervise their classes in the computer lab and AP lab.</p>	<ul style="list-style-type: none"> • Internet use agreement • Parent/student handbook • Firewall for all student computers • Staff supervision in classroom
<p>Student safety is promoted with a variety of assemblies and presentations. Topics for assemblies have included anti-bullying and tolerance messages, and anti-drug and alcohol use themes.</p>	<ul style="list-style-type: none"> • Assembly and presentation agendas
<p>Student supervision is provided during breakfast, lunch, and between classes.</p>	<ul style="list-style-type: none"> • Teaching assistant job duties • Administrators • Teachers • Various other staff

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<p>Starting with the 2015-2016 school year, CVHS is implementing the PBIS behavioral support system.</p>	<ul style="list-style-type: none"> • In-service agenda • BEARS schoolwide expectations
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High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning

Findings	Supporting Evidence
<p>High expectations and respect of individual differences is manifest in several ways. Board policies reflect a concern for individual differences. The master schedule supports the needs of individuals, from those who need ELD support, to students needing credit recovery, to students who wish to excel and take AP and online college courses.</p>	<ul style="list-style-type: none"> • Board policies • Master schedule
<p>High expectations for students are evident in the school’s transition to Common Core standards. Increasing rigor of assignments has been an ongoing staff focus.</p>	<ul style="list-style-type: none"> • Staff development agendas • Question/response assessments • Check for understanding • More testing for student critical thinking • Student presentations for student self-confidence and public speaking skills
<p>Respect for individual differences is apparent in the adjustment of projects that allow student choice of subject and product.</p>	<ul style="list-style-type: none"> • Student work
<p>Students receive support and encouragement. They meet individually with the counselor to review progress towards graduation and discuss planning and scheduling to stay on track for graduation. Students can meet with the school psychologist for non-academic discussions. Staff informally supports students</p>	<ul style="list-style-type: none"> • Counselor’s schedule • Staff and student interviews • Student sign-in sheet • transcripts

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academically and non-academically.	
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Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
The school is concerned with creating a positive atmosphere among all staff and students. The superintendent starts the year with an orientation that reminds all staff that they have an impact on students.	<ul style="list-style-type: none"> • In-service agenda
The district has a commitment to fostering an atmosphere of trust and respect. Board policies have been updated to reflect the respect of individual differences. There is a uniform complaint procedure so that there is an orderly process for resolving issues.	<ul style="list-style-type: none"> • Board policies • Complaint procedure
Starting with the 2015-2016, the “BEARS” expectations have been implemented district-wide. These expectations are: Be responsible, Excel together, Actively participate, Respect all, Safety first. PBIS will continue to be implemented throughout the school year.	<ul style="list-style-type: none"> • PBIS matrix • Stated and reviewed in every classroom

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The district maximizes its use of resources to ensure that the school is both physically and emotionally safe for students while maintaining a focus on continuous improvement. Both long-term planning such as an overall facilities review and the more daily response of the maintenance staff to issues that develop, demonstrate the district’s	<ul style="list-style-type: none"> • Board policies • Maintenance requests • Staff development • Student assessment records • Community service records • Guest speakers • Job Fair

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<p>commitment to the continued well-being of students in their physical environment. There is a commitment to ensuring students are ready for college, career, and community. The school has embraced Common Core and is focused on continued improvement with the implementation of Common Core.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The school's commitment to providing a safe environment that nurtures learning is directly linked to the ability to address all of the critical learner needs. Students need to feel physically and emotionally safe to learn. The staff continues to work on implementing Common Core and increase rigor across the curriculum.</p>	<ul style="list-style-type: none"> • Staff development agendas • Campus secured and monitored by teachers, administration, and staff. • Implementation of student note-taking strategies in classrooms

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E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

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

Findings	Supporting Evidence
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 requirements and the a-g college entrance requirements. The counselor also teaches the Senior Seminar class. During that time, students have the opportunity to fill out the FAFSA, complete Taft College online applications, and research college and career options.	<ul style="list-style-type: none"> • Counselor’s calendar • Pre-enrollment forms • Senior Seminar syllabus • Student FAFSA account

Direct Connections

Indicator: The school demonstrates direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Support Services
Personal counseling referrals are made to the school psychologist contracted with Santa	<ul style="list-style-type: none"> • IEPs • Counseling referrals

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<p>Barbara County. The psychologist makes referrals to outside agencies as needed. IEPs are in place for all students with disabilities.</p>	
<p>The Student Support Team (SST) convenes whenever students are struggling. The team monitors students, and makes recommendations based on the monitoring.</p>	<ul style="list-style-type: none"> • SST meeting notes

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Teachers use a variety of strategies to reach all students at their varying levels of need. Teachers modify curriculum to meet the needs of students and help them reach their full academic potential. Teachers often informally tutor students outside of class in order to ensure student success.</p>	<ul style="list-style-type: none"> • Technology use by teachers • Hands-on lessons • Group projects in computer lab • Student presentations • Partner work • Independent study • Student note-taking • Lectures with visual and verbal information provided to students • Instruction with technology

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Support Services and Learning

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

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
Students receive support that is individualized. CTE is available to students interested in career pathways. All identified EL students are enrolled in ELD. Advanced students may enroll in college and AP classes online.	<ul style="list-style-type: none"> • Master schedule • Student schedules • CTE classes • Individual studies students take classes and overview an interesting career

Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet

Findings	Supporting Evidence
In the 2014-2015 school year, students could access credit recovery courses on ODYSSEY before and after school and during lunch. With the implementation of Individual Studies, students have many opportunities to access credit recovery, CTE, and advanced coursework throughout the typical school day.	<ul style="list-style-type: none"> • Superintendent interview • Master Schedule

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

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Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
Students have accessibility to rigorous classes. All students are enrolled in core classes. Students who want to enroll in more challenging classes, as well as students in credit recovery, have access throughout the school day.	<ul style="list-style-type: none"> • Master schedule • Class rosters

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
Most curricular and co-curricular activities are linked to the academic standards. For example, students annually attend a Shakespeare production. Students study Shakespeare before and after the play.	<ul style="list-style-type: none"> • PCPA yearly schedule

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
Students have the opportunity to apply to some co-curricular activities. Eligible students may apply to CSF and the Science club. Students may take part in Yearbook and ASB activities.	<ul style="list-style-type: none"> • Club rosters

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Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population

Findings	Supporting Evidence
Students are able to voice their concerns and opinions. Students speak with staff, attend the Wednesday ASB meeting, and participated in the LCAP forum.	<ul style="list-style-type: none"> • Student interviews • ASB minutes • LCAP

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
More curricular and co-curricular activities need to be planned to foster student involvement and connectiveness to the school.	<ul style="list-style-type: none"> • Student interviews • Healthy Kids survey

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Individual needs are recognized from the classroom level to administration with teachers adjusting instruction for students and administration adjusting the master schedule to support the diverse population. Teachers continue to support learning by implementing new strategies and using a variety of activities to allow for individual differences. There is a commitment by the staff to meet the learning needs of all students. This relates directly to all the critical learner needs.	<ul style="list-style-type: none"> • Master schedule • Lesson plans • Staff interviews

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WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

1. Small size lends itself to connecting with students.
2. CVHS makes a strong effort to meet students' diverse needs
3. Students may participate in all sports

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

1. Work needs to be done connecting students to school and academics.
2. Teachers need to continue to develop and refine curriculum to align with Common Core standards and increase rigor to prepare students for college and career.
3. Stronger ties need to be developed with parents and the community.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from five categories.

- Teachers need to continue to develop and refine curriculum to align with Common Core standards and increase rigor to prepare students for college.
- Technology, both infrastructure and training, continue to be a challenge.
- Work needs to be done connecting students to school and academics.
- We can do more to prepare students for college by taking field trips to college campuses and museums, and the addition of specialized guest speakers.
- Stronger ties need to be developed with parents and the community.
- Teacher core area training should be expanded to allow teachers to keep up with current research and trends in their subject area.
- Instruction needs to be adapted from the direct instruction model to the teacher-as-coach model.
- Building formative assessments.

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Chapter V: Schoolwide Action Plan

Narrative:

In the process of conducting the WASC self study the staff, students, and parents of Cuyama Valley High School studied the data in chapter 3: Student/ Community profile and identified 4 critical learner needs that require addressing.

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

The self study process showed that the students and faculty at Cuyama Valley High School have many strengths, but also revealed that we have some pressing growth needs. The stakeholders reviewed the data and formed some conclusions from that data.

1. Student achievement as measured by state and local targets and by participation in College and Career Ready (CCR) classes will increase.
2. School environment will be well maintained, sustainable, safe, welcoming, and used by the community.
3. The schools social-emotional environment will be safe, welcoming, and conducive to student learning causing student connectedness with the district to increase.
4. Parent and community participation and connectedness with the schools will increase.

In an effort to improve the education of all students, staff development will focus on effective teaching and learning strategies. We will continue to develop methods to differentiate instruction, not only targeting those students needing remediation, but also for the average and high achievers. Literacy across the curriculum will also be a focus for staff development in order to improve all academic areas. With all staff, students, parents, administration and the Board working together, we hope to continue to improve programs at Cuyama Valley High School.

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Critical Learner Need 1: Increase Academic Performance in English/Language Arts.

LEA GOAL: 01. Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.

SCHOOL GOAL: Increase Academic Performance in English/Language Arts

ESLR's Addressed: Academic Proficiency, Critical Thinking and Problem Solving, College and Career Readiness

<p>What data did you use to form this goal? CASEE Pass Rate AYP AMO's 2015 Smarter Balance Test Results</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • CASEE pass rates have been declining • 76% of students did not meet expectations on the last CST • We did not meet AYP on the last two cycles 	<p>How will the school evaluate the progress of this goal? Interim Assessments 2016 Smarter Balance Testing</p>
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Action	Person(s) Responsible	Task/Date	Proposed Expenditures Description
01 Provide PD for teachers and paraprofessionals on CASS and CASS instructional strategies.	Administration	Aug 2015 and continuing throughout school year	Professional Development cost and Substitute Time
02 All high school students will obtain the ability to cite evidence from text	Teachers	Ongoing	No Funding Required

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03 Underperforming students will receive alternate learning opportunities through odyssey ware	Teachers Administration	Ongoing	Cost of Odyssey ware Program
04 ELA standards will be taught across the curriculum	Teachers	Ongoing	Teacher time in class

Critical Learner Need 2: Increase Academic Performance in Mathematics.

LEA GOAL: 01. Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.

SCHOOL GOAL: Increase Academic Performance in English/Language Arts

ESLR's Addressed: Academic Proficiency, Critical Thinking and Problem Solving, College and Career Readiness

<p>What data did you use to form this goal? CASEE Results AYP AMO's Smarter Balance Testing</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • 92% of high school students did not meet expectations on the last CST • School met 2014 AYP expectations under safe harbor • 	<p>How will the school evaluate the progress of this goal? Interim assessments 2016 Smarter Balance Testing</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Description
01 Retain a highly qualified Math teacher	Administration	Aug 2015	BITSA

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<u>02</u> Provide PD for teachers and paraprofessionals on CASS and CASS instructional strategies.	Administration	Aug 2015 and continuing throughout school year	Professional Development and Substitutes
<u>03</u> Provide targeted instruction to underperforming students	Teachers	Ongoing	None
<u>04</u> Mathematics concepts will be taught across the curriculum	Teachers	Ongoing	Teacher Class Time
<u>05</u> Development of an academic competition component to the Science and Mathematics club	Science and Math Teacher	Jan 2016	None

Critical Learner Need 3: A larger number of English Language Learners attain fluency and gain access to all school programs

LEA GOAL: 05. Student participation in College & Career Ready (CCR) and 21st Century Skills programs will increase.

05.01.08: Place students into ELD instruction based on multiple measures and with no more than two CELDT levels. Reassess these students on a regular basis.

SCHOOL GOAL: A larger number of English Language Learners attain fluency and gain access to all school programs

ESLR's Addressed: Academic Proficiency, Critical Thinking and Problem Solving, College and Career Readiness

<p>What data did you use to form this goal? CELDT Testing CASEE Test results</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • ELD students continue to trail other students in performance • It is taking too long for ELD students to obtain full English fluency 	<p>How will the school evaluate the progress of this goal?</p> <p>RFEP rate of EL Students CELDT Scores</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Description
<u>01</u> Teachers will fully implement the board-adopted textbooks for the English Language Development curriculum at all CELDT levels.	Teachers	Aug 2015 and Ongoing	Already Purchased
<u>02</u> All ELD students will receive a minimum of 45 minutes of ELD instruction daily	Councilor and Administration	Ongoing	One Class Period per day for one teacher
<u>03</u> All ELD students will receive targeted instruction in general education classes	Teachers	Ongoing	None
<u>04</u> Find funding to support an aide in all ELD classes	Administration	Jan 2016	Administrative time for search and hire
<u>05</u> Provide all ELD teachers with appropriate PD classes	Administration	Ongoing	Professional Development for teacher plus substitute time

Critical Learner Need 4: : Increase school connectedness through increased student and parental involvement

LEA GOAL: 03. The schools' social-emotional environment will be safe, welcoming, and conducive to student learning causing student connectedness with the district to increase.

04. Parent and community participation in and connectedness with the schools will increase.

05. Student participation in College & Career Ready (CCR) and 21st Century Skills programs will increase.

SCHOOL GOAL: Increase school connectedness through increased student and parental involvement

ESLR's Addressed: Effective Communication, Responsible Citizenship

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Healthy Kids Survey Student behavior data	<ul style="list-style-type: none"> • By 11th grade 73% of students do not feel connected to the school • Academic motivation is very low 	Healthy Kids Survey Student Behavior Data

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		Parents Club, School Site Council, and Booster Club surveys Attendance from back to school night
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Description
<u>01</u> Create pathways for CTE courses	Administration	March 2016	12 hours cte administration time
<u>02</u> Obtain a parent/ community Liaison	Administration	October 2015	Administrative time / Parental Involvement
<u>03</u> Increase availability of college trips to students and parents	Administration Councilors	2015-2016 School Year	Travel Costs
<u>04</u> Implement PBIS student behavior system	Teachers Administration	Aug 2015 and ongoing	Teacher Class Time Professional Development